



## RE Long Term Plan

Understanding Christianity Living Difference Key Concept Jewish traditions (J) Hindu traditions (H) Muslim traditions (I)

Humanist traditions referred to where appropriate throughout the units

Golden Threads: Special ☆ Love ♥ Belonging ○ Community 👤

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	Communicate	Apply	Inquire	Contextualise	Evaluate	Contextualise
Year R Wrens	<b>All About Me</b> (C) Belonging ○	<b>Celebration</b> ♥ (C) Christmas – Jesus' birth (and other celebrations from the children's experiences) UC: Incarnation	<b>Remembering</b> ☆ (J) Shabbat	<b>Signs of new life</b> (C) Eggs as a sign of new life UC: Salvation	<b>Special</b> ☆ (C) (J) (H) Special Clothing (Jewish and others from children's experiences)	<b>Looking Forward</b> 👤 (C) Transition
Years 1/2 Kites Kestrels Cyc1	<b>Thanking</b> (C) Harvest UC: Creation/ Fall	<b>Journey's End</b> (C) Nativity Journeys UC: Incarnation	<b>Authority</b> (C) Event's in Jesus' life UC: God	<b>Love as Sadness to Happiness</b> ♥ (C) Key Events of Easter UC: Salvation	<b>Community</b> 👤 (C) (J) (H) Special food UC: God	<b>Special</b> ☆ (C) (J) (H) Special Books UC: Creation
Cyc2	<b>Belonging</b> ○ (C) The Church as God's House UC: Creation	<b>Candle light as a symbol</b> (C) (J) Advent and Hannukah UC: Incarnation	<b>Change</b> ♥ (C) People Jesus Met UC: Gospel	<b>Remembering</b> ○ (J) Passover	<b>Creation</b> ☆ (C) (J) Creation Stories UC: Creation	<b>God</b> ☆ (C) (J) (H) Ideas about God UC: God
Years 3/4 Robins Cy1	<b>Message</b> ○ (C) Jesus' teachings and message UC: Gospel	<b>Angels</b> ♥ ☆ (C) Angels UC: Incarnation (Digging Deeper)	<b>Good and Evil</b> ♥ (H) Holi	<b>Ritual</b> ☆ (C) Prayer UC: Kingdom of God	<b>Sacred Place</b> 👤 ☆ (C) (J) (H) Places of worship UC: Creation/ Fall	<b>Rites of Passage</b> ○ (H) (C) (I) The journey of Life UC: Gospel
Cy2	<b>Temptation</b> 👤 (C) Making choices UC: Salvation	<b>Holy</b> ♥ (C) Mary, Mother of God UC: Incarnation	<b>Symbol</b> ☆ (C) (J) (H) Trees	<b>Ritual *</b> ☆ (C) Paschal Candle UC: Salvation	<b>Devotion</b> ♥ (H) Hindu Worship Mahashivratri 👤	<b>Protection</b> ○ (H) Raksha Bandan
Years 5/6 Kingfishers Cy 1	<b>Power</b> ○ (C) Systems of Rule and Citizenship	<b>Interpretation</b> 👤 (C) Christmas- the two birth narratives UC: Incarnation/ God	<b>Wisdom</b> ☆ (H) (C) (J) (H) Sacred Texts (The Qu'ran) UC: People of God	<b>Justice</b> ☆ (H) (C) (J) (I) Stories of Justice UC: Gospel	<b>Stewardship</b> ☆ Creation (H) (C) (J) (I) UC: Kingdom of God	<b>Umma</b> 👤 (Community) (I) Hajj and Zakat
Cy 2	<b>Belonging</b> ○ (I) What does it mean to be a Muslim? (Inc. 5 Pillars)	<b>Incarnation</b> ☆ (C) An extraordinary baby – how Christians perceive the birth of Jesus UC: Incarnation	<b>Peace</b> ☆ (I) Revelation of the Wu'ran, Ramadam and sawm	<b>Resurrection</b> ☆ (C) Easter: What happened next? UC: Salvation	<b>Ceremony</b> ♥ (H) (C) (J) (I) Death Ceremonies UC: Kingdom of God	<b>Ritual</b> 👤 (I) Eid al Fitr and Ramadan

## Notes

Always **use the cycle of enquiry structure** as detailed on the MTP. Please adapt MTP to suit your class/ prior learning/ assessment opportunities and then add in bits from the relevant Understanding Christianity module to the contextualise, evaluate and enquiry parts of the cycle.

Remember Living Difference IV is the syllabus we have to follow and Understanding Christianity is a resource to help us with our planning. Its aim is to provide children with a deeper understanding of Christian concepts.

### Links between **UC** and LDIV

- **Making sense of the text** = Apply and Enquire
- **Understanding the impact** = Contextualise
- **Making connections** = Evaluate
- Children's own experiences = Communicate and apply

Religions taught at Preston Candover CE Primary	
Abrahamic	Dharmic
Christianity Judaism Islam	Hinduism
Non religions are discussed where appropriate	
Humanism Atheist Agnostic	

### Teaching hours

KS1: 36 hours per year (approx. 1 hour a week)

KS2: 45 hours per year (approx.. 1 hour and 15 minutes a week)

RE is blocked into afternoon sessions to allow for thorough discussion and reflection.

Hampshire RE resource boxes are used to support the teaching of RE and their availability is taken into account when planning.