

Sprowston Infant School RE Medium Term Plan

EYFS – detailed are the enhanced provision or directed activities

KS1 – see the corresponding knowledge organisers

	Autumn	Spring	Summer
Nursery	<p>What make people special to me and others?</p> <p>What is Christmas to me and others?</p>	<p>How do I and other people celebrate?</p> <p>What is Easter to me and others?</p>	<p>What can I and others learn from stories?</p> <p>What makes places special to me and others?</p>
Reception	<p>What makes people special?</p>	<p>How do people celebrate?</p> <p>What is Easter?</p>	<p>What can we learn from stories?</p> <p>What makes people special?</p>
Year 1	<p>Sanatana Dharma (Hinduism) - Who is God to Sanatanis?</p> <p>Christianity – What gifts might Christians have given Jesus if born in England rather than Bethlehem?</p>	<p>What do Christians believe about God?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Sanatana Dharma (Hinduism) – what might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?</p> <p>Hinduism – Why do Sanatanis use symbols</p>
Year 2	<p>Christianity – Is it possible to be kind to everyone all of the time?</p> <p>Christianity – Why do Christians believe God gave Jesus to the world?</p>	<p>Islam – Who is God to the Muslims?</p> <p>Christianity – How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Islam – How important is the prophet Muhammed to Muslims?</p> <p>Islam – How important is the Qur'an to Muslims?</p>

Our RE Curriculum Journey

In RE, units are arranged as above and colour-coded to show how they cover three major types of enquiry:

Theology: Thinking through believing
(Exploring the religion through the believers eyes / emphasising)

Philosophy: Thinking through thinking
(asking questions and wondering)

Human/Social Sciences: Thinking through living
(Drawing on children's own experiences)

Early Years

In Early Years, we lay the foundations for children's study of RE in KS1 and beyond. We focus on Christianity and Worldviews as these are more familiar to the children, before looking in more detail at specific religions in KS1. We focus on celebrations that will be familiar to the children, that are national holidays in our country, such as Christmas and Easter. We initially explore it from the child's point of view and what it means to them, while beginning to teach them the wider meanings of celebrations, and broaden it out gradually by looking at how some different people around the world celebrate. We also look at what we can learn from stories, as this is also something familiar to the children and a way in that will engage them. The children study stories from different religions as well as some secular stories, to make them aware that people can learn from a range of texts. Some of the learning will be tied into other areas of learning, for example easter will be linked to discussions about new life, growth and Spring. Towards the end of Reception, children will learn about special places, particularly places of worship. Learning some of the key terms around this provides the foundation for learning in KS1.

Key Stage 1

Once children have gained a good basic knowledge of religious occasions, stories and places in early years, they are well prepared to look in more depth at particular religions. We begin in Y1 by looking at Sanatana Dharma and Christianity. Christianity units throughout the year build on each other and focus on developing the foundational idea of the Trinity via key Christian concepts Creation, Incarnation and Salvation (one in each unit). The introduction to Sanatana Dharma links directly to the Christianity work by exploring the idea of Trimurti – analogous to the Christian idea of Trinity. This gives children a way in to what for many is a new, unfamiliar religion. Later in the year, pupils return to Sanatana Dharma and find out more about some of the key stories and symbols, including the creation story. In Year 2, the Christian units build further on the key concepts of Incarnation and Salvation and are again linked to Christmas and easter, so build on both corresponding Y1 units. Children are also introduced to Islam in Y2 through the unit 'who is god to muslims?'. This is similar to previous units on Christianity and Sanatana Dharma, so the children are able to compare with those religions and develop their understanding that different religions have many similarities but also different views of god. They explore some of the most fundamental ideas in Islam in units about the prophet Muhammed and the Qur'an. By the end of Y2, pupils have a solid grounding in three of the world's major religions and are well prepared for KS2.