



Our long term plan follows the Nottingham city and county agreed syllabus. As a school we ensure pupils have a world view of Religious education in preparing them for life in modern Britain. Using this Agreed Syllabus for Religious Education, we will enable our pupils to discover more about religion as well as other world views as we assist them to apply their learning to a range of topics. Our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. They will take part in lessons, and could also receive visitors to school sharing a range of religious viewpoints and undertake their own visits to varied places of worship.

Through these experiences they will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our society and the wider world.

The three-fold aims of RE in Nottingham City and the County will ensure that our pupils:

1. Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our city and wider society.
2. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues
3. Develop and use skills which will assist them to engage seriously with religions and world views

By following the Agreed Syllabus, RE will also contribute to a whole range of school priorities. Study of religious and world views will also promote spiritual, cultural, social and moral development, and will support pupils' understanding of British Values such as acceptance and respect for others who hold different world views.

We have utilized the NATRE (National Association of Teachers of Religious Education) curriculum plans in order to provide resources and support for the delivery of the Agreed syllabus. This has been appropriately mapped out against our school curriculum plans and topics. This provides progression within our EYFS classes and KS1 mixed-age classes in a way which offers continuity and consistency for our pupils.

The following long term plan highlights the coverage and progression for our pupils.



WILLIAM LILLEY INFANT AND NURSERY SCHOOL - RELIGIOUS EDUCATION – LONG TERM PLAN



TERM:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 TOPICS:	All about me: myself	All about me: celebrations	Rhyme time	Traditional Tales	Circle of Life	Summertime
F2 TOPICS:	Me and you/down our street	Cultural explorers We are the same, we are different	Real life superheroes	Once upon a time	Squeak, cluck, roar	Before I was born We're off on a journey...
NATRE unit	1.Why is the word God so important to Christians?	2.Why do Christians perform Nativity plays at Christmas?	5.Which places are special and why?	4.Why do Christians put a cross on their Easter Garden?	6.Which stories are special and why?	3.Being Special, where do we belong?
	1.Why is the word God so important to Christians? 2. Harvest 3. Adam naming animals 4. Lords Prayer 5&6. Precious Pearl	1. Life of Jesus 2. Nativity Christmas cards 3. Acting out the Nativity 4.Why is Jesus called the light of the world 5. Gifts for Jesus 6. Celebrating Christmas and incarnation	1.Where is a special place for me? 2. Where is a special place for a Christian to go? 3. What makes a church so special to Christians? 4. Where is a holy place for Muslims to go? 5. What makes a Mosque holy for Muslims? 6. What is important in a Church and a Mosque? How are buildings similar and different?	1&2. Key events from Palm Sunday and the cross 3.Easter story and the cross 4.Easter eggs and new life 5. Celebrating Easter 6. Easter garden	1.What is special to you and why? 2.Which stories do you know that are special to Christians? 3.How might a story from the Bible show a Christian how to treat other people? 4.Which stories are special to Christian and Jewish people? 5.What is the holy book for Muslims? 6.Which stories are special to Muslims?	1. What makes us feel special? What makes many Christians feel that they are special to God? (Dogger) 2. Why do many Christians believe that children are special to God? 3. Where do you belong? Which groups do some religious people belong to? (Peace at last) 4. How do we show people they are welcome? How are babies welcomed into the Christian family? 5. How are some babies welcomed in the Muslim tradition? 6. How do Hindu brothers and sisters show their love for each other at a festival?
RE Agreed syllabus links and knowledge	F2 Which people are special and why?	F4 What times are special and why?	F3 What places are special and why?	F6 Our wonderful world: how can we care for living things and the earth?	F1 Which stories are special and why?	F5 Belonging: who are we and how do we belong?
Stories linked to agreed syllabus	F1 Which stories are special and why?					
	Creation story Precious Pearl	Nativity story	Noah's Ark	Easter story	Jesus calms the storm Jesus and Zaccheaus David and Goliath	The little children and Jesus
Saints Days and religious events	<i>Harvest, Yon-Kippur, Sukkot</i>	<i>St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali</i>	<i>Chinese New Year</i>	<i>St David, St Patrick, Shrove Tuesday, Mothering Sunday, Easter, Purim, Passover (Pasach), Eid</i>	<i>St George</i>	
Language and specific vocabulary to introduce						
The general language of religious study	Religion, Prayer, precious, pearl, creation	Special places, Shepherds, , Star, incarnation		Salvation	Text, Special books, Special stories, Believer,	Welcome, Love, Special,
Christianity	Jesus, bible, parable, Christians, God, Adam, Eve	Christmas, Magi, Manger, Church, Angel, Jesus, Mary, Joseph	Bible, Vicar, Christians, Pilgrimage, Holy, Church	Palm, Good Friday, Donkey, Sunday, Disciples, Jesus, God, Easter, Hosanna	Bible, Christians	Christians, Jesus, Baptism
Judaism		Synagogue	Passover		Moses, Jews, Torah	
Islam			Mosque, Imam, Qur-an, Muslims, Allah, Prophet Muhammad,		Muslims	
Non-religious					Non-religion	
Hindu, Sikhi, Buddhism	Also include religions pertinent to the class 4 Terminology included in curriculum for Hinduism - Raksha Badha, Rakhi					

Religious educations supports individuals to develop their understanding of their own values, thoughts and beliefs. These underpin many other areas of the EYFS curriculum particularly through PSED and understanding of the world. As such, our nursery children engage in the exploration of cultural and religious beliefs through engaging with practical activities. Studies in reception build on this emerging understanding through the NATRE curriculum documents, which link to the Nottinghamshire agreed syllabus as highlighted above.

In EYFS it is often not practical or advisable for RE to be taught in hour long blocks, but these activities can be delivered in smaller chunks in a variety of ways using these curriculum plans.



WILLIAM LILLEY INFANT AND NURSERY SCHOOL - RELIGIOUS EDUCATION – LONG TERM PLAN



Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS1 Topic	Location, location, location	Surprise, Surprise!	Winter Wonderland	Furry, feathery and fascinating friends	Land Ahoy	Our future
NATRE unit	Unit 13 (Y2) What is the good news Christians say Jesus’ brings? Part 1	Unit 7 (Y1) Who do Christians say made the world? PLUS MOSES	Unit 15 (Y2) Who is a Muslim and how do they live? Part 1	Unit 16 (Y2) Why does Easter matter to Christians?	Unit 14 (Y2) What is the good news Christians say Jesus’ brings? Part 2	Unit 17 (Y2) Who is a Muslim and how do they live? Part 2
	1.What did Jesus’ good news mean for Matthew in the Bible story? 2.What might a Christian say was the good news that Jesus brought to Matthew? 3.What do many Christians believe is the good news that Jesus brings about forgiveness? 4.What do many Christians believe is the good news that Jesus brings about peace? 5.What might Christians do to follow the life of Jesus and bring ‘good news’ to people? 6.How might Christian prayer link to saying sorry and forgiveness?	1&2. Who do Christians say made the world? 3. Who do Christians say made the world? (Harvest) 4. Who do Christians say made the world? (windows) 5&6. See NATRE What stories about Moses do Jewish and Christian people love to remember?	1. What do people think about God? What do Muslims think about God? 2. What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean? 3. What do Muslims think about God? What does the Shahadah say about Muslim beliefs? 4. Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? 5. Why is the Prophet Muhammad so important to Muslims? 6. What do Muslims do because they love to treat the Quran with respect?	1. What are the main events of the Bible story of Holy week and Easter? 2. What are the six biggest moments in the story of Easter? 3. To learn about the emotions Christian people might feel about the stories of Jesus at Holy Week and Easter. 4. To learn about the big idea that Christians remember at Easter: Christians believe that Jesus is a saviour. 5. To learn about how the Easter story might affect the actions of many Christians. 6. To remember all we have learnt about Holy Week and Easter and why it matters to the Christians.	1. What can we say about peace as part of the good news Christians believe Jesus brings? 3. What do Christians believe Jesus showed them about how to pray 4. What are the important parts of prayer for many Christians? 5&6. What is the good news that Christians believe Jesus brings?	1. Who was the Prophet Muhammad and why is he important to Muslims? 2. What difference does worshipping God make to Muslims? 3. What difference does worshipping God make to Muslims? 4. What difference does worshipping God make to Muslims? 5&6. What difference does worshipping God make to Muslims? (Ramadam)
RE Agreed syllabus links and knowledge	2.1 Leaders What makes some people inspiring to others? Moses and Saint Peter (Matthew) Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (Matthew) (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter’s feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter (Matthew) as a Christian leader. They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.	1.1 Celebrations and festivals: Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr. 2.1 Leaders What makes some people inspiring to others? Moses and Saint Peter (Matthew) Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people.	2.2 Believing: (adapted to relate to Islam) What do (Muslim) people believe about God, creation, humanity, and the natural world? Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	1.1 Celebrations and festivals: Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.	1.3 Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. 2.3 Belonging: Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers’ Baptisms. Jesus’ Baptism. The Golden Rule (‘do to others what you would like them to do to you’) and belonging to humanity.	2.2 Believing: (adapted to relate to Islam) What do (Muslim) people believe about God, creation, humanity, and the natural world? Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.
Stories linked to RE agreed syllabus	1.3 Beliefs and teachings Stories of Jesus: e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. 2.4 Jewish and Christian Stories: Pupils will learn Jewish and Christian stories about, eg. Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.					
	Matthew	Christian story of creation Moses	Moses	Adam and Eve	Jesus and the 10 lepers	Moses
Assemblies	Belonging	Celebrations	Stories of different cultures and religions	Stories of Jesus	Leaders and Inspirational	Changes
Other Saints Days and religious events to draw on in the term	Harvest, Yon-Kippur Sukkot	St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali	Chinese New Year	St David, St Patrick, Shrove Tuesday, Mothering Sunday, Easter, Purim, Passover (Pasach) Eid,	St George	
Language and specific vocabulary to introduce						
The general language of religious study	Religion, symbol, faith, thankful, belief, God. courage, persistence, forgiving, Creator.	Creation, world belief, Thank, symbol, Religion, worship, holiness, sacred, God, praise		Celebration, festival, God, Salvation, Saviour Religion, Easter	Religion, symbol, faith, thankful, belief, God. courage, persistence, forgiving, Creator.	
Christianity	Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles	Harvest, Bible, Genesis		Christmas, Christian, church, Jesus, Resurrection, Eternal life, Secular, Good Friday	Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles	
Judaism		Jewish, synagogue, Torah, bimah, ark,		Jewish, Hanukkah, synagogue, Shabbat		
Islam	Muslim, Islam, Allah, Prophet,	mosque, Qur’an, moon and star.	Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet, Allah		Muslim, Islam, Allah, Prophet,	Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet, Allah
Non-religious	Humanist,				Humanist,	
Hindu, Sikhism, Buddhism,	Also include religions pertinent to the class					



WILLIAM LILLEY INFANT AND NURSERY SCHOOL - RELIGIOUS EDUCATION – LONG TERM PLAN



TERM:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS1 Topic	Medieval magic	Best of British	Active planet	Rumble in the jungle	Pollution solution	Inside Out
NATRE unit	Unit 11 (Y1) What does it mean to belong to a faith community?	Unit 8 (Y1) Why is Christmas important to Christians?	Unit 12 (Y1) How should we care for others and the world and why does it matter?	Unit 18 (Y2) What makes some places sacred to believers? INCLUDE day visit to Baptist church, Mosque and Synagogue at Derby open centre	Unit 10 (Y1) What do Christians believe God is like?	Unit 9 (Y1) Who is Jewish and how do they live?
	1.What does it mean to belong to a community? 2.How do Christians and Muslims show that they belong? 3.How do Christians, Muslims and Jewish people show that they belong? 4.What do worldviews say about how valuable people are? 5.How do Muslims and Christians welcome a new baby? 6.How do Muslims and Christians welcome a new baby?	1.Who was Jesus 2.What happened in the story of the birth of Jesus? 3.Was Jesus born where people expected? 4&5.Why is waiting and preparing for Christmas important to Christians? 6.How do people use the story of the nativity to guide their beliefs at Christmas?	1&2.What do Christian, Jewish and non-religious people believe about caring for people? 3&4.What do Jewish people believe about caring for people? 5&6.What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	1.Which places are special to me? Where is a sacred place for a believer to go? 2.Which place of worship is sacred for Christians? 3&4. Which place of worship is sacred for Jewish people? 5.Which place of worship is sacred for Muslims? 6. How are places of worship similar and different? Why are places of worship important to our community?	1-6. What do Christians believe God is like?	1&2. What is precious to Jewish people? What does a mezuzah remind Jewish people about? 3. How and why do Jewish people celebrate Shabbat? 4. What stories do Jewish people tell from the Torah? 5. What might the story of Chanukah* make Jewish people think about? 6. Recap
RE Agreed syllabus links and knowledge	2.3 Belonging: Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers’ Baptisms. Jesus’ Baptism. The Golden Rule (‘do to others what you would like them to do to you’) and belonging to humanity.	1.1 Celebrations and festivals: Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.	1.2 Myself and Caring for Others. Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus’ story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.	1.4 Symbols in religious worship and practice. Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian ideas about care from these texts.	1.3 Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.	2.2 Believing: Pupils will learn some Jewish peoples’ ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God
Stories linked to RE Agreed syllabus	1.3 Beliefs and teachings Stories of Jesus: e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. 2.4 Jewish and Christian Stories: Pupils will learn Jewish and Christian stories about, eg, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.					
	The woman with ten coins		The wise rabbi The golden rule Adam and Eve		The lost son Jonah and the big fish	David and Goliath Festival of Channukah
Assemblies	Belonging	Celebrations	Leaders and Inspirational	Stories of Jesus	Stories of different cultures and religions	Changes
Other Saints Days and religious events to draw on in the term	Harvest, Yon-Kippur Sukkot	St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali	Chinese New Year	St David, St Patrick, Shrove Tuesday, Mothering Sunday,Easter, Purim, Passover (Pasach) Eid,	St George	
Language and specific vocabulary to introduce						
The general language of religious study	Religion, symbol, Golden Rule (‘do to others as you would like them to do to you’), belonging, worship, holiness, sacred, community Ichthus Faith Parable wedding	Celebration, festival, Religion incarnation, birth Secular	Religion, symbol, God, love, community, world, stewardship	Religion, symbol, creation story, worship, holiness, sacred, Holy, community, sacred, place of worship	symbol, Religion, worship, holiness, sacred, God, Forgiving, Prodigal, loving, father, holy	Religion, wise sayings, rules for living, co-operation. God
Christianity	Christian, church, Bible, gospel Baptism	Christmas, Christian, church, Jesus. Mary, Joseph, Shepherds, Advent	Christian, church, genesis, psalm	Christian, church, church, altar, font, Bible	Nineveh, Parable, Jonah	Christian, Bible
Judaism	Shabbat		Jew, synagogue,	Jewish, Judaism, synagogue, ark, Torah, bimah, shabbat,		Synagogue, Torah, Jewish, Mezuzah Shabbat, Shema, Chanukah, Dreidel, Star of David
Islam	Muslim, Islam, Allah, Prophet, Muhammad Agigah			Muslim, Qur’an, moon and star.		
Non-religious			Humanist, Non-religious			
Hindu, Sikhism, Buddhism	Also include religions pertinent to the class					