



Aston Rowant C+E Primary School

Growing together we inspire each other to achieve our full potential as courageous life-long learners.

R.E. Long Term Plan Aston Rowant C+E Primary School

The goal of education in Aston Rowant C+E Primary School is to enable our children be **curious** in their approach to learning, to be **courageous** and **critical** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be inspired to **keep learning**.

	AUTUMN		SPRING		SUMMER	
	God ~ Father		God ~ Son		God ~ Holy Spirit	
	WONDER	GRATITUDE	TRUST	OUTREACH	HARMONY	RESILIENCE
Cycle A	ALL ABOUT US THIS IS ME WHO DO YOU THINK YOU ARE?		A SENSE OF PLACE LOCATION, LOCATION, LOCATION HOME IS WHERE THE HEART IS		WHERE IN THE WORLD WHAT A WONDERFUL WORLD ALL OVER THE WORLD	
Key Question EYFS	God Why do Christians perform nativity plays at Christmas? What makes each person unique and special?		Gospel and Salvation Why do Christians put a cross in an Easter Garden? How can we help others when they need it?		People of God Why is the world so important to Christians? How can we care for our wonderful world?	
Key Question KS1	God and Incarnation What do Christians think God and Jesus are like?		Gospel and Salvation What is the good news of the gospel?		People of God How should the people of God live?	
	What makes me special? Is Everybody Special? Y1 U1 What do Christians believe God is like? 1.1	How and why are celebrations important in religion? Should We Celebrate Harvest or Christmas? Y1 U2 Why does Christmas matter to Christians? 1.3	What do we get out of belonging to different groups and how do we show that we belong? Do We Need Special Places? Y1 U6 What is the good news that Jesus brings? 1.4	How and why are celebrations important in religion? How Should the Church Celebrate Easter? Y2 U4 Why does Easter matter to Christians? 1.5	How Should you spend the Weekend? Y2 U6	What makes some teachers and leaders special for religious people? Who Should You Follow? Y2 U1
Key Question LKS2	God and Incarnation What do Christians think God and Jesus are like?		Gospel and Salvation What difference does the gospel make to Christians? What difference does scripture make to faith communities?		People of God How should people of faith live?	
	How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? Are Children of Faith Free to Choose How to Live? Y3 U3	Does Jesus have Authority for Everyone? Y3 U5 What is the Trinity? 2a.3	How do religious families and communities practice their faith in local communities? Should Believers Give Things Up? Y4 U4	Does Easter Make Sense without the Passover? Y3 U4 What kind of world did Jesus want? 2a.4	Is Holy Journey Necessary for Believers? Y4 U1 What is it like to follow God? 2a.2	Do Christians Have to Take Communion? Y3 U1 In what different ways do people worship and what difference does this make in their lives?
Key Question UKS2	God and Incarnation What do Christians think God and Jesus are like?		Gospel and Salvation What difference does the gospel make to Christians? What difference does scripture make to faith communities?		People of God How should people of faith live?	
	How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? Can we Know what God is Like? Y6 U5	Is God Made Man a Good Way to Understand the Christmas Story? Y6 U2 Was Jesus the Messiah? 2b.4	How do religious families and communities practice their faith and how is this seen in local communities? Does the Community Mosque help Muslims lead better Lives? Y5 U3	Is Resurrection Important to Christians? Y6 U4 What difference does the resurrection make for Christians? (Y6) 2b.7	Do Muslims need the Qu'ran / Sikh need the Guru Granth Sahib? Y5 U1 How can following God bring freedom and justice? 2b.3	What is it about key religious figures that makes them inspirational? Are Saints encouraging role Models? Y6 U1

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R.E. Purpose and Overview – Cycle A

The goal of education in Aston Rowant C+E Primary School is to enable our children be **curious** in their approach to learning, to be **courageous** and **critical** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be inspired to **keep learning**.

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	WONDER	GRATITUDE	TRUST	OUTREACH	HARMONY	RESILIENCE
Cycle A	ALL ABOUT US THIS IS ME WHO DO YOU THINK YOU ARE?		A SENSE OF PLACE LOCATION, LOCATION, LOCATION HOME IS WHERE THE HEART IS		WHERE IN THE WORLD WHAT A WONDERFUL WORLD ALL OVER THE WORLD	
KS1 Key Question	God and Incarnation What do Christians think God and Jesus are like?		Gospel and Salvation What is the good news of the gospel?		People of God How should the people of God live?	
Topics	What makes me special? Is Everybody Special? Y1 U1 What do Christians believe God is like? I.1	How and why are celebrations important in religion? Should We Celebrate Harvest or Christmas? Y1 U2 Why does Christmas matter to Christians? I.3	What do we get out of belonging to different groups and how do we show that we belong? Do We Need Special Places? U6 What is the good news that Jesus brings? I.4	How and why are celebrations important in religion? How Should the Church Celebrate Easter? Y2 U4 Why does Easter matter to Christians? I.5	How Should you spend the Weekend? Y2 U6	What makes some teachers and leaders special for religious people? Who Should You Follow? Y2 U1
Why This?	Whole school topic on understanding who we are and the role we play in the world. This term we will look at the concept of "special" and what makes people special. Chn explore the concept of God as special and the ways that people choose to show that they belong. Chn will begin to see that people are different and have different ways of doing things.	As a church school we will be focusing on Advent and Christmas from a faith point of view. Chn will see that there are stories behind these celebrations but that they are not celebrated in the same way by everyone. They will continue to see and come to understand that not everyone celebrates the same things, and that is part of what makes us unique.	Whole school topic belonging and places that mean a lot to us. Develop Autumn learning by thinking about whether a place is really special, and what makes it special. It will also explore diversity of practice within the religion studied and reinforce the idea from U1 (Autumn 1) that not everyone believes and does things the same way.	For Christians Easter is not just a story but it is salvation. Drawing on what they have learned about all the different celebrations, the character of Jesus, why certain people are worth following and how texts can be interpreted they have an opportunity to think about the impact of the Easter story on the church, Christians and society.	We are a church school but in a big world. Chn will understand how people of faith live out their faith in the world. The Jewish day of rest is based on the creation story, as well as the commandments of God. This begins to introduce the idea that in many religious groups there are rules that need to be followed.	To help chn understand how different faiths live out their lives and express commitment and to understand who we can look up to. Focus on the nature of the people followed and explores the qualities of leaders, addressing the question of whether leaders are needed. Focus on the issues of diversity within and between religious and non-religious groups.
Why Now?	The start of the new academic year as we explore who we are and what it is to be part of the school community. This expands further to our place in the world.	Lead up to Christmas and the New Year. Most children will be familiar with Christmas and harvest from nursery/reception now explore what makes these times special for certain people.	Post-Christmas, we know Jesus came but what was his message and purpose? Develop last term's learning of people being special by now thinking about whether there are special places and special times	Continuing the theme of how things should be celebrated (Autumn 2) The units build up to Easter focusing on the message and purpose of Jesus' coming and looking at what salvation is.	Post-Easter what does Jesus' death and resurrection mean firstly for Christians and secondly for others? This looks at the questions raised at the beginning of the phase, about who and what is special, (unifying theme of KS1)	Putting it all together. How do People of God, and other faiths, express their faith? What can we take from this for our own lives? Explores the impact of leaders on communities and society.
AF1: Thinking about religion and belief and teachings	How do we know we are special? What do stories like The Lost Coin and The Lost Sheep teach us about being special? How does baptism teach us about special relationships?	How are Harvest and Christmas celebrated? Why? What about Sukkot? Why do we say thank you? Was Jesus a gift from God? What does that mean?	Where is special to Jews? What makes it special? Who else has a special place?	How are Easter and Lent celebrated? What are the stories behind these events?	What are the stories behind Shabbat? What are the rules? Why are they important? How do Christians spend the weekend? Is it different? Why?	What did Moses and Joshua do? How? Why? Were they good leaders? Did people follow them?
AF2: Enquiring, investigating and interpreting	Does baptism make us special? Does belonging to a group make us special? How do we show people they are special?	Which is more important? Why? What difference does it make? Which do they think is more important?	How do Jewish people feel about their special places? Does it make it easier to be part of a group? What do they want in a special place?	Why are Easter and Lent important? how do they influence the customs and practise of the church?	How would they feel about having rules for the weekend? What would they want and why?	Who do people follow? Do people need leaders? What happens if they don't have them? Do we need leaders if we follow God?
RE context	This term our focus is on God, for RE and the wider school focus (Collective Worship and two of our values, Wonder and Gratitude). The units this term are to understand God as creator, to understand how this was spoilt in the fall, and about God's plan of salvation. This leads to Wonder and Gratitude.		This term our focus is on Jesus, for RE and the wider school focus (CW and two of our values, Trust and Outreach). The units this term are to understand Jesus the Son, and how he fulfilled God's plan of salvation and the example he set for our lives. This leads to Trust and Outreach.		This term our focus is on the Holy Spirit, for RE and the wider school focus (Collective Worship and two of our values, Harmony and Resilience). The units this term are to understand the Holy Spirit, and how he works in God's people and helps them live. This leads to Harmony and Resilience.	
Curriculum context	History – Lives of significant people Geography – Local environment (school and village) Science – Seasons		History - Significant events, people, places, locality		History – Events Beyond Living Memory Geography – world's seven continents and five oceans	
School Context	This term our focus is on God, for RE and the wider school focus (Collective Worship and two of our values, Wonder and Gratitude). Think about all that we have and what we should be grateful for.		This term our focus is on Jesus, for RE and the wider school focus (Collective Worship and two of our values, Trust and Outreach). Look at the example that Jesus set and how this applied in school and through our own lives.		This term our focus is on the Holy Spirit, for RE and the wider school focus (Collective Worship and two of our values, Harmony and Resilience). Look at how we live out our faith through events such as SATs, Sports Day and preparing to move to new key stage.	
Wider context	Harvest. Sukkot.	Rosh Hashanah Christmas		Easter Ramadan	Pentecost Jubilee of Queen Head of Church of England Olympic/ Commonwealth Games (Eric Idle, Usain Bolt, Christine Ohuruogu)	

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R.E. Purpose and Overview – Cycle A

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	WONDER	GRATITUDE	TRUST	OUTREACH	HARMONY	RESILIENCE
Cycle A	ALL ABOUT US THIS IS ME WHO DO YOU THINK YOU ARE?		A SENSE OF PLACE LOCATION, LOCATION, LOCATION HOME IS WHERE THE HEART IS		WHERE IN THE WORLD WHAT A WONDERFUL WORLD ALL OVER THE WORLD	
LKS2 Key Question	God and Incarnation What do Christians think God and Jesus are like?		Gospel and Salvation What difference does the gospel make to Christians? What difference does scripture make to faith communities?		People of God How should people of faith live?	
Topics	How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? Are Children of Faith Free to Choose How to Live? Y3 U3	Does Jesus have Authority for Everyone? Y3 U5 What is the Trinity? 2a.3	How do religious families and communities practice their faith in local communities? Should Believers Give Things Up? Y4 U4	Does Easter Make Sense without the Passover? Y3 U4 What kind of world did Jesus want? 2a.4	Is Holy Journey Necessary for Believers? Y4 U3 What is it like to follow God? 2a.2	Do Christians Have to Take Communion? Y3 U1 In what different ways do people worship and what difference does this make in their lives?
Why This?	Whole school topic on understanding who we are and the role we play in the world. This expands it to look at who God is. Returns to the theme of commitment, bringing in rules and regulations, touched on in Y2 U6. It explores why rules are important and the impact the following them.	As a church school we will be focusing on Advent and Christmas from a faith point of view. This continues the theme of the authority of Jesus how the Christmas story reveals this.	Whole school topic belonging and places that mean a lot to us. This also looks at sacrifice involving pilgrimage (linked to whole school topic), as well as giving things up for Lent. This is also a question of commitment and purpose.	For Christians Easter is not just a story but it is salvation. Chn will understand the significance of the festival for Christians. It emphasises the links between Judaism and Christianity and shows how a leader/teacher can bring about change. It allows pupils to explore Jesus as saviour.	We are a church school but in a big world. Chn will understand how people of faith live out their faith in the world. Looking at pilgrimage here draws together elements from Y1 U6 on special places and Mary's journey in Y4 U2. Jesus' journey through Holy Week (Y3 U4)	To help chn understand how different faiths live out their lives and express commitment and to understand who we can look up to. Link with Y2 U6 about the Jewish Shabbat. Draw the comparison with different ways of showing commitment. And the idea of following a leader or authority.
Why Now?	The start of the new academic year as we explore who we are and what it is to be part of the school community. This expands further to our place in the world.	Lead up to Christmas and the New Year. It prepares for the Easter story next term and that some people follow him others don't.	Post-Christmas, we know Jesus came but what was his message and purpose? Diversity of practice within the Christian community is also an important element.	The build up to Easter, having understood the message and purpose of Jesus' coming look at what salvation is. Develops the themes of leadership from KS1, as well as symbolism, and takes pupils deeper into the Easter story, building on from Y2 U4.	Post-Easter what does Jesus' death and resurrection mean firstly for Christians and secondly for others? Making links to pilgrimage in a range of faiths across the world will enable pupils to see the similarities in forms of worship and how people of God live out their faith.	Putting it all together. How do People of God, and other faiths, express their faith? What can we take from this for our own lives? Continues to explore the theme of diversity in practice first explored in KS1
AF1: Thinking about religion, belief and teachings	What rules do Jewish people have? Explore: the ten commandments, the Shema, the mezuzah and Shabbat.	What events in Jesus' life show his authority for Christians?	What do Christians think is right or wrong? How do these compare to other faiths?	How does the Passover fit with Easter? What do both mean to Christians and Jews?	What places are important to Christians? Why do people go on pilgrimage?	How do Christians show that they are part of the church? Interview local Christians – how do they express their faith?
AF2: Enquiring, investigating and interpreting	Evaluate the impact of these rules. How do they affect how they feel about their faith? What would they change? What have they learnt?	Is it important that Jesus has authority? What if these events hadn't happened? Who has authority in your life?	Why do Christians follow Lenten customs? Who has given things up for God? What? Why? What the affect?	Does Easter mean anything without the Passover? Should we celebrate both?	Is pilgrimage more meaningful to Christians or Hindus? Do worshippers need to leave home? Where would they go and why?	How would they feel about being part of a communion service? Are there different ways that Christians could express their faith?
RE context	This term our focus is on God, for RE and the wider school focus (Collective Worship and two of our values, Wonder and Gratitude). The units this term are to understand God as creator, to understand how this was spoilt in the fall, and about God's plan of salvation. This leads to Wonder and Gratitude.		This term our focus is on Jesus, for RE and the wider school focus (CW and two of our values, Trust and Outreach). The units this term are to understand Jesus the Son, and how he fulfilled God's plan of salvation and the example he set for our lives. This leads to Trust and Outreach.		This term our focus is on the Holy Spirit, for RE and the wider school focus (Collective Worship and two of our values, Harmony and Resilience). The units this term are to understand the Holy Spirit, and how he works in God's God's people and helps them live. This leads to Harmony and Resilience.	
Curriculum context	Geography – History – Pre-Roman Britain Science – Rocks		Geography – History – Local History Science – Light		Geography – History – Anglo Saxons & Vikings Science – Living things and their habitats	
School Context	This term our focus is on God, for RE and the wider school focus (Collective Worship and two of our values, Wonder and Gratitude). Think about all that we have and what we should be grateful for.		This term our focus is on Jesus, for RE and the wider school focus (Collective Worship and two of our values, Trust and Outreach). Look at the example that Jesus set and how this applied in school and through our own lives.		This term our focus is on the Holy Spirit, for RE and the wider school focus (Collective Worship and two of our values, Harmony and Resilience). Look at how we live out our faith through events such as SATs, Sports Day and preparing to move to new key stage.	
Wider context	Harvest. Sukkot.	Rosh Hashanah Christmas		Easter Ramadan	Pentecost Jubilee of Queen Head of Church of England Olympic/ Commonwealth Games (Eric Idle, Usain Bolt, Christine Ohuruogu)	

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Topics	How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? Can we Know what God is Like? Y6 U5	Is God Made Man a Good Way to Understand the Christmas Story? Y6 U2 Was Jesus the Messiah? 2b.4	How do religious families and communities practice their faith and how is this seen in local communities? Does the Community Mosque help Muslims lead better Lives? Y5 U3	Is Resurrection Important to Christians? Y6 U4 What difference does the resurrection make for Christians? (Y6) 2b.7	Do Muslims need the Qu'ran / Sikh need the Guru Granth Sahib? Y5 U1 How can following God bring freedom and justice? 2b.3	What is it about key religious figures that makes them inspirational? Are Saints encouraging role Models? Y6 U1
Why This?	Whole school topic on understanding who we are and the role we play in the world. This expands it to look at who God is. It gives pupils an opportunity to explore a range of different ways that people express their beliefs and seek to find answers to some of the big questions of life.	As a church school we will be focusing on Advent and Christmas from a faith point of view. Christians believe that Jesus did miracles, spent time with God and showed a genuine concern for people he did this because he was and is God. This Christian view of Jesus marks him out from other saintly people.	Whole school topic belonging and places that mean a lot to us. For Sikhs and Muslims, the sacred texts are revered and kept in the place of worship, particularly Sikh scriptures. How else is the place of worship used by the community? Does this help members to play a full role in their communities and help them to live out the teachings of their scriptures?	For Christians Easter is not just a story but it is salvation. The ultimate commitment beliefs is to die for them. What did the death of Jesus achieve? This is the key teaching of Christianity and looks at the prophecies of the death of Jesus. It draws together questions of the authority of scripture, the nature of commitment and sacrifice and questions of truth.	We are a church school but in a big world. Chn will understand how people of faith live out their faith in the world. Having looked in Y3 and Y4 at the authority of Christian scripture, this unit looks at the origin, authority and impact of a sacred text from a different tradition. In both Sikh and Muslim tradition, scriptures have been communicated by God.	To help chn understand how different faiths live out their lives and express commitment and to understand who we can look up to. People who are generous, selfless, engaged in social action at personal cost, or stand firm in the face of persecution and trouble are often referred to as saints. Many believe God communicates directly with them, giving them courage..
Why Now?	The start of the new academic year as we explore who we are and what it is to be part of the school community. This expands further to our place in the world.	Lead up to Christmas and the New Year. Understanding who Jesus was and what he came to do has an impact on the way that he is revered by Christians.	The role of the place of worship as a centre for teaching and encouraging commitment links back to the units on pilgrimage and special places.	The build up to Easter, having understood the message and purpose of Jesus' coming look at what salvation is. Chn will understand the significance of the festival for Christians.	Post-Easter what does Jesus' death and resurrection mean for Christians and for others? This links it to Y4 U6 which looking at prayer and its impact on individuals, communities and societies.	Putting it all together. How do People of God, and other faiths, express their faith? What can we take from this for our own lives?
AF1: Thinking about religion, belief and teachings	How do Christians and Muslims find out what God is like? What are the secular views?	What does the Bible tell us about Christmas? How do Christians celebrate? What does Christmas reveal about what God and Jesus?	What is the Muslim teaching about Ummah and the community? What is the life of the Mosque like? How do Muslims worship and live?	What do Christians believe about death? What are the similarities between resurrection and reincarnation?	What is in the Qur'an and how is it used? How is it kept and read? What impact does it have on Muslims' everyday life?	Who were the early Christian martyrs? Why did they do what they did? How have saints been revered through the years? Why?
AF2: Enquiring, investigating and interpreting	How do people know if their view is true? Are there different truths for different people?	What do prophecies add to the Christmas story? Does it make sense without them? What is God communicating to man?	Compare the mosque, church and mandir. Which one promotes the community more effectively? How do they affect people's lives?	How does the resurrection affect the way that Christians live? What are their own beliefs?	What makes the biggest difference to the way Muslims live? Compare Qu'ran, Bible and Torah? Is it valuable to read a sacred text?	If these people had not died for their faith would they be famous? Are saints role models or warnings? What can they teach us?
RE context	This term our focus is on God, for RE and the wider school focus (Collective Worship and two of our values, Wonder and Gratitude). The units this term are to understand God as creator, to understand how this was spoilt in the fall, and about God's plan of salvation. This leads to Wonder and Gratitude.		This term our focus is on Jesus, for RE and the wider school focus (CW and two of our values, Trust and Outreach). The units this term are to understand Jesus the Son, and how he fulfilled God's plan of salvation and the example he set for our lives. This leads to Trust and Outreach.		This term our focus is on the Holy Spirit, for RE and the wider school focus (Collective Worship and two of our values, Harmony and Resilience). The units this term are to understand the Holy Spirit, and how he works in God's God's people and helps them live. This leads to Harmony and Resilience.	
Curriculum context	History – Ancient Greece Science - Materials		History – Local community Geography – Locations (inc Arctic and Antarctic)		History – Ancient Greece Science – Evolution and Inheritance	
School Context	This term our focus is on God, for RE and the wider school focus (Collective Worship and two of our values, Wonder and Gratitude). Think about all that we have and what we should be grateful for.		This term our focus is on Jesus, for RE and the wider school focus (Collective Worship and two of our values, Trust and Outreach). Look at the example that Jesus set and how this applied in school and through our own lives.		This term our focus is on the Holy Spirit, for RE and the wider school focus (Collective Worship and two of our values, Harmony and Resilience). Look at how we live out our faith through events such as SATs, Sports Day and preparing to move to new key stage.	
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