



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 B	CREATORS AND CREATIONS GREAT EXPECTATIONS I SPY WITH MY LITTLE EYE		STORY TELLERS OPEN THE BOOK ONCE UPON A TIME		PICTURE THIS AS SENSE OF IDENTITY SIGNS & SYMBOLS	
Key Question EYFS	Creation 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?		Kingdom of God Why is the world so important to Christians? How can we care for our wonderful world?	
Key Question KS1	Creation/ Fall Who made the World?		Salvation What does the Easter story mean to Christians?		Kingdom of God How do Christians follow God?	
	What do people believe about God, humanity and the natural world? Does Creation Help people Understand God? Y1 U3 Who made the world? I.2	How and why are celebrations important in religion? Does everyone Celebrate Christmas & New Year? Y2 U3	What makes some stories special in religion? Are Some Stories More Important than Others? Y1 U5 What is the good news that Jesus brings? I.4	How and why are celebrations important in religion? Can Stories Change People? Y2 U5 Why does Easter matter to Christians? I.5	Should Everyone Follow Jesus? Y1 U4	How and why do symbols express religious meaning? Do Religious Symbols Mean the Same for Everyone? Y2 U2
Key Question LKS2	Creation/ Fall What does the Creation story teach us about God and humans?		Gospel and Salvation What does the Bible teach Christians about how to live? What do sacred texts teach faith communities about how to live?		Kingdom of God How do Christians live out their faith?	
	How do religions and beliefs influence responses to global issues such as human rights, social justice and the environment? Did Jesus do Miracles? Y4 U5 What do Christians learn from the creation story? 2a.1	Does the Christmas Narrative Need Mary? Y4 U2	What do different sacred texts teach about life and how do they influence people differently? Can Made Up Stories Tell the Truth? Y3 U6	Does Prayer Change Things? Y4 U6 Why do Christians call the day that Jesus died 'Good Friday'?	What makes some occasions in life significant and how and why are these recognised and celebrated? Do Murtis help Hindus Understand God? Y4 U1	Is Light a good Symbol for Celebration? Y3 U2 When Jesus left what was the impact of Pentecost? 2a.6
Key Question UKS2	Creation/Fall Creation and Science: Conflicting or complementary?		Gospel and Salvation What does the Bible teach Christians about how to live? What do sacred texts teach faith communities about how to live?		Kingdom of God How do Christians live out their faith?	
	How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment? What is best for our World? Does Religion help? Y5 U6 What does it mean if God is holy and loving? 2b.1	Does it Matter What People Believe about Creation? Y6 U6 Creation and Science: conflicting or complementary? 2b.2	What do different sacred texts teach about life and how do they influence people differently? Does God Communicate with Man? Y5 U2	Was the Death of Jesus a Worthwhile Sacrifice? Y5 U4 What did Jesus do to save human beings? (Y5) 2b.6 What difference does the resurrection make for Christians? (Y6) 2b.7	How are religious and spiritual ideas expressed and why is literal language not adequate? Do Clothes express Belief? U6 U3	Are you inspired? Y5U5 What would Jesus do? 2b.5 What kind of king is Jesus? 2b.8

GRATITUDE

RESILIENCE

OUTREACH

WONDER

TRUST

HARMONY



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R.E. Purpose and Overview – Cycle B

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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Cycle B	CREATORS AND CREATIONS GREAT EXPECTATIONS I SPY WITH MY LITTLE EYE		STORY TELLERS OPEN THE BOOK ONCE UPON A TIME		PICTURE THIS AS SENSE OF IDENTITY SIGNS & SYMBOLS	
KS1 Key Question	Creation/ Fall Who made the World?		Salvation What does the Easter story mean to Christians?		Kingdom of God How do Christians follow God?	
Topics	What do people believe about God, humanity, natural world? Does Creation Help people Understand God? Who made the world?	How and why are celebrations important in religion? Does everyone Celebrate Christmas & New Year?	What makes some stories special in religion? Are Some Stories More Important than Others? What is the good news of Jesus	How and why are celebrations important in religion? Can Stories Change People? Why does Easter matter to Christians?	Should Everyone Follow Jesus?	How and why do symbols express religious meaning? Do Religious Symbols Mean the Same for Everyone?
Why This?	Whole school topic on creators, of the world and in the world. Understand how and why things were made. The foundational story of Abraham, look at text and experience leading to worship. Belief leads to action and this impacts on the wider world.	Lead up to Christmas and the New Year. The celebration of new year in the Western world is largely tradition. This unit looks at diversity of belief and practice, including non-religious ideas, in a variety of new year celebrations. Asks if the new year should be celebrated, links to Y1 U2 what about festivals worth celebrating.	Whole school topic about stories and where faith stories fit into our lives. Look at how stories help us understand concepts and things that we wouldn't otherwise. An exploration of the most important people for Jews through the stories form the Old Testament.	If the Easter story changed the way that people understood who Jesus was, can other stories have an impact? Is it reading the story or is it having the experience that makes a difference? Is everyone affected the same way by a story, and should stories influence that way we behave?	Chn have looked at who Jesus is through the Christmas and Easter story, now explore why Jesus is still remembered and followed today. Chn explore who should therefore follow him and how.	Looking at the symbols people choose to demonstrate who they are following, this expands on the previous unit and continues the themes of impact of beliefs on individuals and societies, as well as diversity. The stories and beliefs behind the symbols pick up the issue of interpretation.
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	Post-Christmas, we know Jesus came but what was his message and purpose?	The build up to Easter, having understood the message and purpose of Jesus' coming and his ministry how and why is Easter significant?	Post-Easter what does Jesus' death and resurrection mean firstly for Christians and secondly for others?	Putting it all together. How do Christians express their faith?
AF1: Thinking about religion and belief and teachings	Know what Jews and Christians think about the world. Know how God cares for the world. Understand rest and what it teaches us about God.	To find how our how other people celebrate New Year (Jews, Muslims and Sikhs). To understand the meaning and significance of Christmas for Christians.	To explore a variety of OT and NT stories. To discuss characters in them (interesting or puzzling). To look at how stories help us understand/follow God.	Exploring how people are changed by stories (Joseph and Zacchaeus). Looking at the story of Easter. Understand why we read these stories and what they teach us.	To understand who followed Jesus, why they followed him and how they followed him. To explore who in the Easter story follows Jesus. To understand Christians follow Jesus.	To explore the meaning and significance of various symbols in different faiths.
AF2: Enquiring, investigating and interpreting	Know what Jews and Christians respond to creation. Reflect how God feels about his creation. Think how we can look after the world.	Is it necessary to celebrate New Year? Christmas? How does it help people? How would they like to celebrate?	To consider why stories from years ago are still read, discussed and followed. To reflect on what can be learnt from them.	To consider what difference stories make to people of faith. Why stories are used. Consider the personal implications of stories.	To understand how Jesus' teaching and example helps people to follow him. To reflect on who we follow and why.	To evaluate the difference these symbols mean and the benefit of them to believers and non-believers.
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 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	Geography – Physical – beach, sea, rivers, forest, hills, mountains Science - Seasons		English – Book genres DT – Moving Pictures History – Significant events, people and places		History – Events beyond living memory Geography – symbols inc maps and compass	
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	Shakespeare Week	Easter Ramadan	Pentecost Jubilee of Queen Head of Church of England Olympic/ Commonwealth Games (Eric Idle, Usain Bolt, Christine Ohuruogu)	

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LKS2 Key Question	Creation/ Fall What does the Creation story teach us about God and humans?		Gospel and Salvation What does the Bible teach Christians about how to live? What do sacred texts teach faith communities about how to live?		Kingdom of God How do Christians live out their faith?	
Topics	How do religions and beliefs influence responses to global issues Did Jesus do Miracles? What do Christians learn from the creation story?	Does the Christmas Narrative Need Mary?	What do different sacred texts teach about life and how do they influence people differently? Can Made Up Stories Tell the Truth?	Does Prayer Change Things? Why do Christians call the day that Jesus died 'Good Friday'?	What makes some occasions in life significant and how and why are these recognised and celebrated? Do Murtis help Hindus Understand God?	Is Light a good Symbol for Celebration? When Jesus left what was the impact of Pentecost?
Why This?	Whole school topic on creators, of the world and in the world. Understand the miracle of creation. Also, Jesus (God's son) performed miracles over sickness and nature.	Lead up to Christmas to ensure children understand the meaning and significance of the story and the meaning and significance of the different roles people played.	Whole school topic about stories and where faith stories fit into our lives. Look at how stories help us understand concepts and things that we wouldn't otherwise.	Know what Christians gained including direct access to God through prayer and this was a key part of the Easter story and the veil being torn in two.	How do other faiths understand their God? Christians use symbols but so do other faiths. What are they and what role do they play?	Putting it all together. How symbols such as light are helpful to understand who Jesus was. To know when Jesus left why the spirit came.
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.	Post-Christmas, we know Jesus came but what was his message and purpose?	The build up to Easter. Understand why the cross was good news.	Post-Easter what does Jesus' death and resurrection mean firstly for Christians and secondly for others?	Complete the picture of the Christian faith and also the Trinity
AF1: Thinking about religion, belief and teachings	Thinking about literal and metaphorical understanding of miracles and what they teach us even if we don't understand them	Exploring the role of Mary in the Christmas story.	Reading parables and exploring their message. Discuss why they are stories rather than history. How do we know if they are true?	Explore Christian teaching on prayer: intercession, supplication, confession, adoration, thanksgiving Explore Hindu prayers	Explore various deities and look at the Murtis. Look at avatars and how these help in worship.	Explore light in Advent, Chanukah and Diwali. Explore what it means for Jesus to be Light of the World.
AF2: Enquiring, investigating and interpreting	Evaluate the effects the miracles had on the people who witnessed them. How Christians understand and believe the miracles.	What does it mean to be holy? Who is holy? What are the most important elements of the Christmas story? How do we know?	What do we learn from parables? Are they true? Does it matter? What is the difference between parables and stories of Jesus?	Explore the difference prayer has made to people's lives, what effect does prayer have on people or the world.	Explore how Murtis help Hindus understand God. Understand how God is worshipped and whether all aspects of God are worshipped.	What does light symbolise? How is darkness used as a contrast? What does it mean for Jesus to be a guiding light?
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 – Extreme Earth History – Anglo Saxons and Scots Science Plants, Animals inc Humans		Geography – Field Work		Geography – Compass and directions History – British Empire Science Sound, Electricity DT – Light and torches	
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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UKS2 Key Question	Creation/Fall Creation and Science: Conflicting or complementary?		Gospel and Salvation What do sacred texts teach faith communities about how to live?		Kingdom of God How do Christians live out their faith?	
Topics	How do religions and beliefs influence responses to global issues? What is best for our World? Does Religion help? What does it mean if God is holy and loving?	Does it Matter What People Believe about Creation? Creation and Science: conflicting or complementary?	What do different sacred texts teach about life and how do they influence people differently? Does God Communicate with Man?	Was the Death of Jesus a Worthwhile Sacrifice? What did Jesus do to save human beings? What difference does the resurrection make for Christians?	How are religious and spiritual ideas expressed and why is literal language not adequate? Do Clothes express Belief?	Are you inspired? What would Jesus do? What kind of king is Jesus?
Why This?	The start of the new academic year, for Year 6 the last year in Primary school, looking further to our place in the world.	Lead up to Christmas.	Post-Christmas, we know Jesus came but what was his message and purpose?	The build up to Easter. Understand why the resurrection was essential for Christians.	Post-Easter how do Christians live out their faith? How do Christians and other faiths express their beliefs through clothing?	How do Christians and other faiths express their beliefs through the choices that they make in life?
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	Post-Christmas, we know Jesus came but what was his message and purpose?	The build up to Easter, having understood the message and purpose of Jesus' coming and his ministry how and why is Easter significant?	Post-Easter what does Jesus' death and resurrection mean firstly for Christians and secondly for others?	Putting it all together. How do Christians express their faith?
AF1: Thinking about religion and belief and teachings	Explore how disciples lived. Look at Sikhs and the Langer. Explore Christian charities. Explore how people without faith support others.	Explore various views of creation in a variety of world faiths. Look at human responsibility for the world from a faith point of view.	Explore communication through creation, in person, prophesy, prayer and Holy Spirit. Look at prophesises relating to Jesus and how he fulfils them.	Explore the idea of sacrifice and substitution.	Investigate dress codes for: Christians, Jews, Sikhs, Muslims, Hindus. What is their meaning and significance?	Explore who or what inspired the disciples. Look at influence of Jesus and the Holy Spirit. Look at Christians in sport and music and how they live out their faith.
AF2: Enquiring, investigating and interpreting	Explore what is important in our world. Enquire if religious people make a difference to the world. Does the world need charities?	Explore if holding a belief affects the way people behave. Explore stewardship. Look at the environment.	How do prophesies contribute to/ explain the Christmas story? What is the message God has for people? How do we respond?	Evaluate the difference Jesus sacrifice makes. How is it linked to atonement? What does resurrection mean to how Christians live?	How does clothing help people belong or live out their faith? Does it restrict them?	What difference did Jesus make? What difference does the Holy Spirit make? Do they inspire them?
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	Science – Earth and Space	Science - Forces	Science – Animals and Humans	Science – Habitats	Science – Animals and Humans History – Monarchy Geography – European Study	
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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