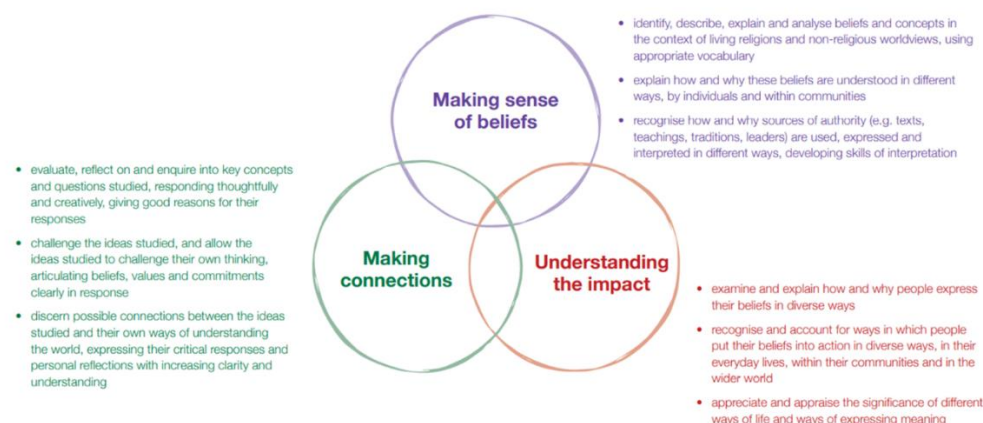


Tilstock CE Primary School RE Long-Term Planning Overview

The Church of England's Statement of Entitlement states that the coverage of Christianity in church schools should be at least 50% of the total RE curriculum time. Planning follows a two-year rolling programme. Each unit follows the structure below:



The religions we teach are based on the requirements of the Shropshire Agreed Syllabus. In each religion, core concepts are revisited each time a religion is taught. Where appropriate, links are made between concepts which are relevant to more than one religion. The core concepts are:

Christians All Year Groups	Muslims Key Stages 1 and 2	Jews Key Stages 1 and 2	Hindus Key Stage 2
God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God	Tawhid, Iman, Ibadah, Five Pillars, Akhlaq	God, The Torah, The People and the Land	Dharma, Brahman, Atman, Karma, Samsara, Moksha

As well as covering these religions, there are units in place to teach non-religious world views, as required by the Shropshire Agreed Syllabus. The curriculum is enriched by RE drop-down days which take place each half term, so that children can explore other religions and beliefs.

Year A 2023-24

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word God so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
KS1	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	1.9 How should we care for the world and for others, and why does it matter?	1.5 Why does Easter matter to Christians?	1.6 Who is a Muslim and how do they live? (Part 1)	1.6 Who is a Muslim and how do they live? (Part 2)
LKS2	L2.1 What do Christians learn from the creation story?	L2.2 What is it like for someone to follow God?	L2.4 What kind of world did Jesus want?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.11 How and why do people mark the significant events of life?
UKS2	U2.1 What does it mean if Christians believe God is holy and loving? (linked to 2b.1)	U2.4 Christians and how to live: 'What would Jesus do?' (linked to 2b.5)	U2.3 Why do Christians believe Jesus was the Messiah? (linked to 2b.4)	U2.5 What do Christians believe Jesus did to 'save' people? (linked to 2b.6)	U2.8 What does it mean to be a Muslim in Britain today?	U2.10 What matters most to Humanists and Christians?

Year B 2024-25

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word God so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
KS1	1.4 What is the 'good news' Christians believe Jesus brings?	1.3 Why does Christmas matter to Christians?	1.8 What makes some places sacred to believers? <i>Kapow:- Where do some people talk to God? Investigating why people choose to go to places of worship.</i>	1.5 Why does Easter matter to Christians (Using the <i>Digging Deeper</i> materials)? Optional unit: 1.10 What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live? <i>Kapow: What do candles mean to people? (What do candles symbolise at Hanukkah?)</i>	1.7 Who is Jewish and how do they live (Part B)?
LKS2	L2.3 What is the Trinity and why is it important for Christians?	L2.12 How and why do people try to make the world a better place? <i>Kapow: Where do our morals come from?</i>	L2.7 What do Hindus believe God is like? <i>Kapow: What do some Hindu people believe God looks like? What do some Hindu people believe about God?</i>	L2.8 What does it mean to be Hindu in Britain today? <i>Kapow: How and why do some people thank God? How do Hindus pray? How can puja express thanks? Why is fire used in some Hindu ceremonies? Diwali</i>	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.10 How do festivals and family life show what matters to Jewish people? <i>Kapow: What special meanings do some flames have? What is an eternal flame? How might a Jewish person observe Shabbat? Why is Friday night dinner different?</i>
UKS2	U2.2 Creation and science: conflicting or complementary? (linked to 2b.2)	U2.11 Why do some people believe in God and some not? <i>Kapow: What place does religion have in our world today? Why do people have to stand up for what they believe in?</i>	U2.7 Why do Hindus want to be good? <i>Kapow: How can God be linked to a place when he is everywhere? How can Diwali be celebrated?</i>	U2.6 For Christians, what kind of king is Jesus? (linked to 2b.8)	U2.12 How does faith help people when life gets hard? <i>Kapow: Why is there suffering?</i>	U2.9 Why is the Torah so important to Jewish people? <i>Kapow: Does the language of scripture matter?</i>

Christianity units are indicated in red, and form at least 50% of the RE teaching in our school as we are a church school. Christianity units link to the *Understanding Christianity* plans which provide more planning details. Where the direct link may not be clear, the corresponding *Understanding Christianity* unit is indicated. To access these, go to www.understandingchristianity.org.uk.