



# Marshland Primary Academy

## Religious Education Long Term Plan

If you would like more information about the Religious Education curriculum we offer at Marshland Primary Academy, then please contact the school office.

Doncaster's Locally Agreed Religious Education Syllabus						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Rising Threes</b>	<p><b>Development Matters</b>            Birth to three – babies, toddlers and young children will be learning to:  <u>Personal, Social and emotional Development</u> - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.  <u>Understanding the World</u> - Make connections between the features of their family and other families.            - Notice differences between people.</p>					
<b>Nursery</b>	<p><b>Development Matters</b>            3 and 4 year olds will be learning to:  <u>Personal, Social and emotional Development</u> – Develop their sense of responsibility and membership of a community.  <u>Understanding the World</u> - Continue to develop positive attitudes about the differences between people.</p>					
<b>Early Learning Goals</b>	<p><b>Understanding the World</b>  <b>ELG: Past and Present</b>            Children at the expected level of development will:            - Talk about the lives of the people around them and their roles in society;            - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;            - Understand the past through settings, characters and events encountered in books read in class and storytelling.  <b>ELG: People, Culture and Communities</b>            Children at the expected level of development will:            - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;            - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;            - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
<b>Reception</b>	Unit F3 Which places are special and why? <b>Strand: Expressing</b>  <i>Introduction to the concept that churches, mosques and synagogues are special places</i>	Unit F4 Which times are special and why? <b>Strand: Expressing</b>  <i>Stories linked to Diwali and Christmas</i>	Unit F1 Which stories are special and why? <b>Strand: Believing</b>  <i>Stories from the Bible and the Qur'an</i>	Unit F2 Which people are special and why? <b>Strand: Believing</b>  <i>Special people from different religions</i>	Unit F5 Where do we belong? <b>Strand: Living</b>  <i>Christian and Hindu celebrations to welcome children into the faith</i>	Unit F6 What is special about our World? <b>Strand: Living</b>  <i>Stories that teach us to look after the world</i>
<b>Texts and Stories</b>	- 'The Colour Monster Goes to School' by Anna Llenas	- 'The Diwali Story Book' by Pratap L. Bhardwaj - 'The Christmas Story' by Ian Beck - 'Mog's Birthday' by Judith Kerr	- Range of religious stories - 'Jesus and the Ten Lepers' Luke 17.11–19	- Range of bible stories showing Jesus as a friend	- Psalm 139 - The Tower of Babel' Bible story - Choice of Bible stories	- 'God's Brilliantly Big Creation Story' by Dai Woolridge - 'Sunny's Seeds' by Sunny Mai - 'Seven New Kittens' by Gill Vaisey

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					- 'Looking After Our World' by Katie Daynes
Year 1	Unit 1.1 Who is a Christian and what do they believe? <b>Strand: Believing</b>  <i>Christian beliefs and the celebration of Christmas</i>	Unit 1.4 What can we learn from sacred books? <b>Strand: Believing</b>  <i>Sacred books from Christianity, Judaism and Islam</i>	Unit 1.6 How and why do we celebrate sacred times? <b>Strand: Expressing</b>  <i>Christianity and the celebration of Easter</i>	Unit 1.7 What does it mean to belong to a faith community? <b>Strand: Living</b>  <i>Symbols from Christianity</i>	
Texts and Stories	<ul style="list-style-type: none"> <li>- 'Jonah and the Whale' by Alexa Tewkesbury</li> <li>- 'The Good Stranger: Stories Jesus Told' by Nick Butterworth and Mick Inkpen</li> <li>- 'Bible Stories and Tales' by Nick Butterworth and Mick Inkpen</li> <li>- 'The Christmas Story' by Ian Beck</li> <li>- 'Joy to the World' - Christmas Carol</li> </ul>	<ul style="list-style-type: none"> <li>- 'The Good Stranger: Stories Jesus Told' and 'Bible Stories and Tales' by Nick Butterworth and Mick Inkpen</li> <li>- 'Moses in the Bulrushes' by Katherine Sully</li> <li>- 'Jesus walking on Water' Matthew 14:22-23</li> <li>- 'The Greatest Stories from the Quran' by Saniyasnain Khan</li> <li>- Noah and his Ark</li> </ul>	<ul style="list-style-type: none"> <li>- 'Jesus and his Disciples' by Katherine Sully</li> <li>- 'The Easter Story' by Heather Amery</li> </ul>	<ul style="list-style-type: none"> <li>- The Enormous Turnip</li> </ul>	
Year 2	Unit 1.3a Who is Jewish and what do they believe? <b>Strand: Believing</b>  <i>Jewish beliefs and the celebrations of Shabbat, Sukkot and Hannukah</i>  Unit 1.3b Why do Christians celebrate Christmas? (four lesson unit)	Unit 1.5 What makes some places sacred? <b>Strand: Expressing</b>  <i>Exploring churches and synagogues</i>	Unit 1.6 How and why do we celebrate sacred times? <b>Strand: Expressing</b>  <i>Judaism and the celebration of Shabbat</i>	Unit 1.8 How should we care for others and the world, and why does it matter? <b>Strand: Living</b>  <i>Christianity and Islam</i>	
Texts and Stories	<ul style="list-style-type: none"> <li>- 'Sammy Spider's First Sukkot' by Sylvia A Rouss</li> <li>- 'Eight Candles to Light' by Jonny Zucker</li> <li>- 'George Saves the Day by Lunchtime' by Dr Jo Readman</li> </ul>	<ul style="list-style-type: none"> <li>- Hava Nagila – Jewish song</li> <li>- Amazing Grace – Christian song</li> </ul>	<ul style="list-style-type: none"> <li>- 'The Seventh Day: A Shabbat Story' by Deborah Bodin Cohen</li> </ul>	<ul style="list-style-type: none"> <li>- Mark 2:1 – 12 The Man Lowered Through the Roof</li> <li>- 'Noah – A Wordless Picture Book' by Mark Ludy</li> <li>- 'Two by Two: Noah's Story in Rhyme' by Leanne Kilpatrick</li> <li>- 'The Greatest Stories from the Qur'an' by Saniyasnain Khan</li> <li>- 'The Hare and the Tortoise'</li> <li>- 'Burglar Bill' by Janet and Allan Ahlberg</li> <li>- 'Ilyas and Duck in a Zakat Tale' – Omar S. Khawaja</li> <li>- Genesis 1 and 2 – The Creation Story</li> </ul>	

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Year 3	Unit L2.1 What do different people believe about God? <b>Strand: Believing</b>  <i>Belief in Gods from the Christian, Hindu and Muslim faiths</i> <i>Introduction to Humanism</i>	Unit L2.4 Why do people pray? <b>Strand: Expressing</b>  <i>Different ways to pray for Hindus, Muslims and Christians</i>	Unit 2.5 Why are festivals important to religious communities? <b>Strand: Expressing</b>  <i>Christian festivals of Easter and Pentecost</i>	Unit L2.7 What does it mean to be a Christian in Britain today? <b>Strand: Living</b>  <i>Christianity</i>	Unit L2.8 What does it mean to be a Hindu in Britain today? <b>Strand: Living</b>  <i>Hinduism</i>
Texts and Stories	- 'Moses and the Burning Bush' by Mary Manz Simon - 'Goodnight Stories from the Quran' by Khan Saniyasnain	- Bible extract Joshua 1:9	- 'The Day When God Made Church' by Rebekah McLeod Hutto	- Luke 21:1-4 - A Poor Widow's Gift	
Year 4	Unit L2.2 Why is the Bible important for Christians today? <b>Strand: Believing</b>  <i>Christianity and the significance of the Bible</i>	Unit L2.3 Why is Jesus inspiring to some people? <b>Strand: Believing</b>  <i>Christianity and the role Jesus plays</i>	Unit L2.6 Why do some people think that life is a journey? What significant experiences marks this? <b>Strand: Expressing</b>  <i>Christian and Hindu ideas about life as a journey</i>	Unit 2.5 Why are festivals important to religious communities? <b>Strand: Expressing</b>  <i>Religious festivals of Lent and Ramadan and Eid-ul-Fitr</i>	Unit L2.9 What can we learn from religions about deciding what is right and wrong? <b>Strand: Living</b>  <i>Christianity and Islam</i>
Texts and Stories	- Genesis 1 – The Creation - Genesis 3 – Story of Adam and Eve - Parables: The Prodigal Son, The Lost Coin, The Lost Sheep - 'Lost but Found' by Carol Christian	- 'The Sower' by Su Box - Luke 10:29-37 - story of the two debtors	- 'Vow' poem by Roger McGough		- Matthew 4:1-1 - Jesus' Temptation
Year 5	Unit U2.1 Why do some people believe God exists? <b>Strand: Believing</b>  <i>Introduction to being an atheist or an agnostic</i>	Unit U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century? <b>Strand: Believing</b>  <i>Christianity</i>	Unit U2.4 If God is everywhere, why go to a place of worship? <b>Strand: Expressing</b>  <i>Christian places of worship, including Anglican and Baptist churches, Jewish synagogues and The Western Wall, Jerusalem and the pilgrimage to Mecca</i>	Unit U2.6 What does it mean to be a Muslim in Britain today? <b>Strand: Living</b>  <i>Islam</i>	



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<b>Texts and Stories</b>	- Genesis 1 and 2 – The Creation	- Luke 4:18-19 - The Greatest Commandment - Matthew 25:31-46 – Sheep and Goats Parable		- The Qur’an - Kids Story Version – Atbae Alrabi
<b>Year 6</b>	Unit U2.3 What do religions say to us when life gets hard? <b>Strand: Believing</b>  <i>Christian, Hindu and non-religious ideas about life after death</i>	Unit U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? <b>Strand: Expressing</b>  <i>Buildings and charities from different faiths, with a comparison activity looking at Christian and Muslim architecture and charity</i>	Unit U2.7 What matters most to Christians and Humanists? <b>Strand: Living</b>  <i>Christian values and Humanist principles</i>	Unit U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? <b>Strand: Living</b>  <i>Focus on the religious belief and practices of grace in Christianity, Ahimsa in Hinduism and Ummah in Islam</i>
<b>Texts and Stories</b>	<i>Christian, Hindu and non-religious thoughts about life after death</i>		- Genesis 1 and 3 – Humans made in the image of God - ‘The Good Samaritan’ film - ‘We Are All Born Free’ Amnesty International	- The Parable of the Lost Son