CASTLESIDE COMMUNITY PRIMARY SCHOOL

RE Long Term Plan

School Organisation

Pupils are currently organised within the following classes:

Class 1 EYFS – Nursery and Reception

Class 2 Year 1 and Year 2

Class 3 Year 3 and Year 4

Class 4 Year 5 and Year 6

EYFS Curriculum

Our Early Years Curriculum offers a wide variety of rich activities and experiences that are crucial to child development. The RE element lies within 'Understanding the World' and 'Personal, Social and Emotional Development' educational programmes. While we acknowledge that all areas of learning and development in EYFS are interconnected, RE helps children develop a sense of identity and belonging, fostering respect for themselves and others. Through engaging activities, children explore different beliefs, cultures, and traditions, increasing their awareness of the world around them.

Nursery and Reception are taught together, and RE is planned on an **annual basis**, ensuring children encounter a broad range of religious and cultural experiences without repetition. Activities are designed to be accessible for both age groups, with Reception children engaging in deeper discussions and reflections while Nursery children explore concepts through play, stories, and sensory experiences.

KS1 and KS2 Curriculum

Curriculum planning has been designed carefully to ensure that the RE curriculum in Key Stages 1 and 2 meets the expectations of the **Durham Agreed Syllabus for RE (2020)**. The Jigsaw RE programme provides a structured approach, allowing children to develop their understanding of different **world views** while promoting respect, tolerance, and open-mindedness.

Subject leaders have rigorously planned the curriculum cycles to ensure all pupils are taught the curriculum in a sequence that builds upon prior learning, regardless of how they progress through the school. The curriculum across KS1 and KS2 follows a **2-year programme** to ensure full coverage of the syllabus.

Medium-Term Planning

Staff use unit planning from Jigsaw RE to support their teaching, ensuring that they cover the objectives identified within the scheme. The programme has been tailored to reflect the needs of all pupils, equipping them with the knowledge and understanding necessary to engage with different religious and non-religious perspectives. Through discussions, stories, and reflective activities, pupils develop key skills in **critical thinking, empathy, and respectful debate**.

World views	Christianity	Buddhism	Sanatana Dharma (Hinduism)	Judaism	Islam

RE LONG TERM PLAN – EYFS					
	Autumn Term		Spring Term		Summer Term	
EYFS	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?

RE LONG TERM PLAN – YEAR 1/2						
Cycle	Autumn Term		Spring Term		Summer Term	
A	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Why is the story of the Buddha important to some Buddists?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Sanatanis?	Why do Sanatani's use symbols?
B	What is the best way for a Buddhist to lead a good life? Right Speech	Why do Christians believe that God gave Jesus to the World?	What might Sanatanis learn from the story of Rama and Sita and the celebrations of Divali?	How important is it to Christians that Jesus came back to life after his crucifixion?	What is the best way for a Buddhist to lead a good life? Right Action	Does the story of St Cuthbert help Christians lead a good life? (JIGSAW draft unit)

RE LONG TERM PLAN – YEAR 3/4						
Cycle	**Autumn Term**		**Spring Term**		**Summer Term**	
A	**What is the best way for a Jew to lead a good life?**	**Has Christmas lost its true meaning?**	**How does celebrating Shavuot help Jewish children feel closer to God?**	**What is good about Good Friday?**	**Does visiting the Ganges make a person a better Sanatani?**	**Does Visiting a cathedral make a person a better Christian? (JIGSAW draft)**
B	**What do some deities tell Sanatanis about God.**	**What is the most significant part of the Nativity story for Christians today?**	**How do Jewish beliefs, teachings and stories impact on daily life?**	**Is forgiveness always possible for Christians?**	**Is it possible for everyone to be happy?**	**Can the Buddha's teaching make the world a better place?**

RE LONG TERM PLAN – YEAR 5/6						
Cycle	**Autumn Term**		**Spring Term**		**Summer Term**	
A	**What is the best way for a Muslim to show commitment to God? * with revision from earlier Jigsaw units.**	**Is the Christmas Story true?**	**How is the Koran vital to Muslims today?**	**How significant is it for Christians to believe that God intended Jesus to die?**	**Are Rosh Hashana and Yon Kippur important to Jewish children?**	**What is the best way for a Jew to show commitment to God?**
B	**Does belief in Akhirah help Muslims to lead a good life?**	**Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?**	**How are sacred teachings and stories interpreted by Jews today?**	**How do the events Easter and Pentecost impact on Christians today.**	**What is the best way for Buddhist to show commitment to their beliefs?** **OR** **What is the best way for a Sanatani to show commitment to God?**	**How did Jesus create a new covenant and what does that mean to Christians today?**