



RE Medium Term Plans Structure and Sequence

Medium Term Plan: Structure and Sequence: **Harvest Autumn 1 Year A**

Term	Unit title	Bucks Agreed Syllabus content	
Autumn 1: Year A	Special Occasions: Harvest	Learning about Religion	
		Learning From Religion	
		1.Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. (1b) 2. Explore how religious beliefs and ideas can be expressed through artefacts and communicate their responses. (1d) 3. Identify and suggest meanings for religious symbols and begin to use a range of religious words.(1e)	1.Reflect on and consider religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness. (2a) 2. Reflect on how spiritual and moral values relate to their own experience (eg giving and receiving). (2d)
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]
What special times do I celebrate with my family and friends and why? [birthdays, festivals, special days]	How do religious people celebrate their special times? [Christmas, Easter, Passover, Sukkot]	What do these special occasions show about what is important to people? [beliefs, feelings, values]	

	Content/fact/detail	Concepts	Beliefs	Religious feelings/attitudes	Pupil experience	Pupil feelings/attitudes
Harvest	Harvest – Traditional and modern Harvest hymns and service	Thanks-giving	We should be thankful to God for food and water and share with others	Thankfulness, joy, sharing	Happiness, excitement, expectation, sharing Feeling special with friends and family Time with family, hobbies, relaxation Family history/tradition	Respect for others Peaceful, love, belonging, joy, being thankful Helping others

Medium Term Plan: Structure and Sequence: Belonging Autumn 2 Year A

Term	Unit title	Bucks Agreed Syllabus content		
Autumn 2 Year A	Belonging	Learning about Religion		Learning From Religion
		1. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. (1c) 2. Explore how belonging can be expressed through rituals, noting similarities where appropriate. (1b) 3. Identify and suggest meanings for the symbols (and other outward signs of belonging) of the religions explored. Begin to use a range of religious words. (1e)		1. Discuss why belonging to a group or religious community matters to them and others. (2c) 2. Reflect on and consider religious and spiritual feelings and experiences relating to belonging to a faith. (2a) 3. Reflect on how belonging to a group influences their own behaviour. (2d)
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building bridges [responding]
		What groups do I belong to and how does this make me feel? [family, school, activities, clubs, faith]	How do people show they belong to a religion? [Baptism, dedication, Shabbat, kippah, mezuzah]	What things can show that someone belongs to a religion? How does belonging to groups make a difference to who I am? [rules, activities, values, feelings]

	Content/fact/detail	Concepts	Beliefs	Religious feelings/attitudes	Pupil experience	Pupil feelings/attitudes
Christianity	Jesus' Baptism and Infant Baptism. Symbols of the cross, dove and ichthus	Washing away the bad things in people Vows made and how they should affect the child's and adults' lives Forgiveness Holy Spirit Jesus the Christ, Son of God and Saviour'	Original Sin – all people are imperfect Through turning to Jesus, Christians find forgiveness from God Jesus died on the cross for all people This death and resurrection means that our wrongdoing can be forgiven Life is a gift from God	Humility and guilt – we all get it wrong Love of God and people Thankfulness Commitment to God Devotion in God through Jesus Joy at new life	When they have done something wrong or let someone down (friend or family), said sorry and made friends again When they have pleased someone who means a lot to them (friend, family, teacher) Having a role model (as above and sports star etc) Their own special relationships (family and friends)	Guilt, sadness, anger Relief, happy, at one with the person again Self-worth Wanting to do well Failure and then learning from that Looking up to other people and wanting to be like them
Judaism	Brit Milah and naming ceremony Symbols Star of David, tallit, Menorah. The Covenant (story of the Flood and rainbow and of Abraham)	Covenant – dedicating the baby's life to God and the Commandments God's Chosen People Reminder of 613 commandments 'Be a light to the world' God's Chosen People, the special relationship between God and the Jewish people	Jews have a very special relationship with God and a clear sense of identity This is a responsibility and they must follow God's Commandments The birth ceremonies are a mark of entering into this special relationship with God Life is a gift from God	Thankfulness and joy Belonging to a long tradition – a sense of identity and purpose Obedience to God Commitment	The 'rules' (agreed ways of behaving) that these relationships have How they show that these relationships are special	Belonging Commitment Love

Medium Term Plan: Structure and Sequence: Important Places Spring 1 and Spring 2 Year A

Term	Unit title	Bucks Agreed Syllabus content	
Spring 2 and Summer 1 Year A	Important places	Learning about Religion	
		Learning From Religion	
		1. Name and explore some aspects of worship that occur in places of worship (1b) 2. Identify the importance, for some people, of places of worship and sites of pilgrimage and recognise the importance these have in their lives (1c) 3. Identify and suggest meanings for religious symbols found in places of worship and sites of pilgrimage. (1e)	1. Reflect on and consider how places of worship and sites of pilgrimage help believers to experience and express spiritual feelings. (2a) 2. Identify which places matter to them and others, and why. (2c)
Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building Bridges [responding]	
What makes your home/room a special place for you? (people, things, feelings, activities)	What makes some places important in religions? [home, churches, synagogue]	What can special places tell us about people? [beliefs, feelings, practices, values]	

	Content/facts/detail	Concepts	Beliefs	Religious Feelings and attitudes	Pupil experience	Pupil feelings and attitudes
Christian	Churches, features in church The Holy Land, Bethlehem, Jerusalem	Worship, prayer Tradition/history	It is important to belong to the church so that Christians can worship God together It is important to remember Jesus and try to live like him	Belonging; peaceful; joy; sharing Closer to Jesus	Important places for their family (eg place of origin, holiday, day out) Time with family, hobbies, relaxation	Safe, comfortable, belonging, happy Shared with family/friends; links to the past Peaceful, love, belonging, hurt, relief, sorrow, loneliness, joy, being thankful
Jewish	Rules in the home (kosher, Sabbath) Synagogue and features Jerusalem (Abraham, Moses, Promised Land, the Temple)	Kosher; Shabbat Rabbi; shul (school/learning) Covenant, Promised Land	The family is holy (10 Commandments) It is important to gather together to worship and learn Israel and Jerusalem are special	Peace, joy, hope, recreation, rest Guilt, repentance, hope, commitment, joy, goodwill Sorrow, joy, hope, thanksgiving, links with the past/identity	Arguments, hurting, apologising/making up, forgiving, Family history/tradition	

Medium Term Plan: Structure and Sequence: Special Stories Summer 1 Year A

Term	Unit title	Bucks Agreed Syllabus content		
Spring 1 Year A	Special Stories	Learning about Religion		Learning From Religion
		1. Explore a range of religious stories and sacred writings and talk about their meanings. (1a) 2. Identify the importance, for some people, of religious stories and recognise the difference these make to their lives. (1c) 3. Explore how stories can be expressed through the arts. (1d)		1. Identify what matters to themselves and others from their responses to the teachings and communicate this to others. (2c) 2. Reflect on how moral and spiritual values conveyed through stories influence their behaviour and attitudes. (2d) 3. Recognise that the religious teachings and ideas expressed in the stories can make a difference to individuals, families and the local community. (2e)
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building bridges [responding]
		What stories are special to you, your family and friends? What makes them special? [favourite stories and stories with a meaning, e.g. fairy tales, fables]	What stories are important to religious people and why? [stories about Jesus and by Jesus; the story of Moses]	Are all stories true in the same way? [meaning, interpretation, fact, moral of a story]

	Content/facts/detail	Concepts	Beliefs	Religious feeling and attitudes	Pupil experience	Pupil feelings and attitudes
Christian	Find out about the different books of the Christian Bible Stories and teachings from the Bible, especially the New Testament How the Bible is used and treated	Bible, Gospel, Parable, Word of God, guidance, sacred/special	The Bible is from God, teaching Christians how they should live.	Respect/reverence	Special books/stories for them What/who influences how they behave	Excitement, fun, learning, respect.
Jewish	Parts of the Jewish Bible – Torah, History, Wisdom, Prophets and examples of teachings and stories from these How the Jewish Bible is used and treated	Torah, God Creation Covenant	God speaks to people through the Bible	Respect/reverence		

Medium Term Plan: Structure and Sequence: **All About Me Summer 2** Year A

Term	Unit title	Bucks Agreed Syllabus content	
Summer 2 Year A	All about Me	Learning about Religion	
		<p>1. Explore a range of religious stories and sacred writings and talk about the values and relationships within them, noting similarities where appropriate. (1a)</p> <p>2. Identify the importance of relationships and recognise the difference this makes to their own and others' lives. (1c)</p> <p>3. Explore how religious ideas and feelings about identity and relationships can be expressed through story and the creative arts. (1d)</p>	<p>Learning From Religion</p> <p>1. Ask, reflect on and respond to questions about the nature, importance and challenges of relationships. (2b)</p> <p>2. Identify what is important to them about relationships and how the beliefs, values and teachings explored relate to this. (2c)</p> <p>3. Recognise how religious teachings about people and relationships make a difference in believers' lives. (2e)</p>
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]
	What makes me, me? What am I like? [likes/dislikes, hobbies, interests, family, friends]	What do religions believe about what people are like and what they should look like? [Adam and Eve, 10 Commandments, Golden Rule, 2 greatest commandments]	Building Bridges [responding]
			What do you think the perfect person would be like? Can we agree? [beliefs, behaviour, values, feelings]

	Content/facts/detail	Concepts	Beliefs	Religious Feelings and attitudes	Pupil experience	Pupil feelings and attitudes
Christian	<p>Jesus' relationships</p> <p>Parables</p> <p>Adam and Eve</p>	<p>Love and forgiveness</p> <p>Repentance (being truly sorry)</p> <p>Humility</p> <p>Sin</p>	<p>No-one is perfect, we all do/think wrong</p> <p>If we ask for forgiveness, God will forgive us</p> <p>We should recognise our own faults and try to be as good as we can</p> <p>We should forgive others and they us, when truly sorry</p>	<p>Being truly sorry</p> <p>guilt; sorrow</p> <p>being open to and understanding of others</p> <p>not being selfish</p> <p>serving God</p>	<p>When relationships go wrong</p> <p>People who influence how they behave</p> <p>The effect of their behaviour on others and vice-versa</p> <p>What they think is right and wrong behaviour</p>	<p>Being let down</p> <p>Letting others down;</p> <p>making up</p> <p>Helping others</p> <p>Respect for others</p> <p>Feeling at home</p> <p>Relaxed</p> <p>Special</p> <p>Pleasure from doing good</p>
Jewish	<p>10 Commandments and the Golden Rule</p> <p>Shabbat</p>	<p>The good life</p> <p>Righteousness</p> <p>Covenant</p> <p>Holy sabbath; blessing</p>	<p>We should obey God's Commandments</p> <p>Just as God is righteous (good) so we should be</p> <p>The family is the most important relationship</p> <p>God created all life and cares for all people</p>	<p>Obedience to God/ serving God</p> <p>Joy</p> <p>Peace</p> <p>Recreation</p> <p>Hope</p> <p>Warmth</p> <p>Reflection</p>	<p>Rules in the home and school</p> <p>Figures of authority who influence their behaviour</p> <p>Special family routines/ events/moments</p> <p>How they relax</p> <p>What they think is right and wrong behaviour</p>	

Medium Term Plan: Structure and Sequence: Special objects/things Autumn 1 Year B

Term	Unit title	Bucks Agreed Syllabus content		
Autumn 1 Year B	Special Things	Learning about Religion		Learning From Religion
		1. Identify how some objects help people feel a sense of belonging to their religion. (1c) 2. Explore how religious beliefs and ideas are expressed through special objects. (1d) 3. Identify and suggest meanings for religious symbols and begin to use a range of religious words. (1e)		1. Reflect on and consider religious artefacts and consider how they are used in worship, praise, and thanksgiving. (2a) 2. Ask and respond imaginatively to questions about artefacts and their meanings. (2b) 3. Reflect on the spiritual values expressed in artefacts and how these affect the way they are treated. (2d)
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building bridges [responding]
		What things are special in your home to you, your family and friends? [cuddly toy, family heirloom, memories]	What objects are sacred or important in the religion and why? [crucifix, cross, Bible, menorah, mezuzah]	What do special things show about what is important to people? [beliefs, feelings, values]

	Content/facts/detail	Concepts	Beliefs	Religious Feelings and attitudes	Pupil experience	Pupil feelings and attitudes
Christian	Crucifix, cross and how these represent crucifixion and resurrection Church Bible/family Bible, first communion set Ichthus – fish in Greek as letters represent ‘Jesus the Christ, Son of God and Saviour’	Christian belonging, Jesus, God	Christians base their way of life on the life and teachings of Jesus. Being a Christian makes a difference to who you are. Jesus is the Saviour	Respect/reverence, humility, love, worship	Things that give them identity – eg clothing, football kit etc Special things in their home Personal values and things/people that are important to them	Special, belonging, feeling valued, security, hope, trust
Jewish	Importance of the Torah and how Jews treat it Symbols of identity/ belonging to Judaism Shema as the basic commandment for Jews – how will this make a difference in their lives?	Tradition, identity, authority, sacred	God is One and is the loving creator of everything	Respect/reverence, belonging to a long tradition, responsibility		

Medium Term Plan: Structure and Sequence: Special Occasions-Christmas Autumn 2 Year B

Term	Unit title	Bucks Agreed Syllabus Content		
Autumn 2 Year B	Special Occasions: Christmas	Learning about Religion		Learning From Religion
		1. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. (1b) 2. Explore how religious beliefs and ideas can be expressed through artefacts and communicate their responses. (1d) 3. Identify and suggest meanings for religious symbols and begin to use a range of religious words.(1e)		1. Reflect on and consider religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness. (2a) 2. Reflect on how spiritual and moral values relate to their own experience (eg giving and receiving). (2d)
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building Bridges [responding]
		What special times do I celebrate with my family and friends and why? [birthdays, festivals, special days]	How do religious people celebrate their special times? [Christmas, Easter, Passover, Sukkot]	What do these special occasions show about what is important to people? [beliefs, feelings, values]

	Content/fact/detail	Concepts	Beliefs	Religious feelings/attitudes	Pupil experience	Pupil feelings/attitudes
Christian	Christmas – nativity stories;	Incarnation (God in the body of Jesus); Son of God Saviour	God came down to earth in Jesus	Joy, excitement, expectation, thankfulness, wonder, humility	Happiness, excitement, expectation, sharing Feeling special with friends and family Time with family, hobbies, relaxation Family history/tradition	Peaceful, love, belonging, hurt, joy, being thankful

Medium Term Plan: Structure and Sequence: Special Jewish Occasions Spring 1 Year B

Term	Unit title	Bucks Agreed Syllabus Content		
Spring 1 Year B	Special Jewish Occasions.	Learning about Religion		
		Learning From Religion		
		1. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. (1b) 2. Explore how religious beliefs and ideas can be expressed through artefacts and communicate their responses. (1d) 3. Identify and suggest meanings for religious symbols and begin to use a range of religious words.(1e)	1. Reflect on and consider religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness. (2a) 2. Reflect on how spiritual and moral values relate to their own experience (eg giving and receiving). (2d)	
Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building Bridges [responding]		
	What special times do I celebrate with my family and friends and why? [birthdays, festivals, special days]	How do religious people celebrate their special times? [Christmas, Easter, Passover, Sukkot]	What do these special occasions show about what is important to people? [beliefs, feelings, values]	

	Content/fact/detail	Concepts	Beliefs	Religious feelings/attitudes	Pupil experience	Pupil feelings/attitudes
Judaism	Shabbat – family meal, blessings, day of rest Rosh Hashanah – sorry for things we have done wrong; new year resolutions Passover – story of the 10 plagues and the exodus from Egypt	Shabbat shalom, holy/special, ‘recreation’; Repentance; forgiveness; creation Freedom; remembrance,	Creation in six days, day of rest, following God’s commandments All our actions are our responsibility and we have to answer to God for them Jews are God’s Chosen People and have a special responsibility to serve God	Peace, joy, hope, recreation, rest Guilt, repentance, hope, commitment, joy, goodwill Sorrow, joy, hope, thanksgiving, links with the past/identity	Happiness, excitement, expectation, sharing Feelings special with friends and family Time with family, hobbies, relaxation Arguments, hurting, apologising/ making up, forgiving, new year resolutions Family history/tradition	Being let down Letting others down Making up Helping others Respect for others Peaceful, love, belonging, hurt, relief, sorrow, loneliness, joy, being thankful

Medium Term Plan: Structure and Sequence: Special Occasions-Easter Spring 2 Year B

Term	Unit title	Bucks Agreed Syllabus content		
Spring 2 Year B	Special Occasions: Easter	Learning about Religion		Learning From Religion
		1. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. (1b) 2. Explore how religious beliefs and ideas can be expressed through artefacts and communicate their responses. (1d) 3. Identify and suggest meanings for religious symbols and begin to use a range of religious words.(1e)		1. Reflect on and consider religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness. (2a) 2. Reflect on how spiritual and moral values relate to their own experience (eg giving and receiving). (2d)
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building Bridges [responding]
		What special times do I celebrate with my family and friends and why? [birthdays, festivals, special days]	How do religious people celebrate their special times? [Christmas, Easter, Passover, Sukkot]	What do these special occasions show about what is important to people? [beliefs, feelings, values]

	Content/fact/detail	Concepts	Beliefs	Religious feelings/attitudes	Pupil experience	Pupil feelings/attitudes
Christian	Simeon in temple recognises Jesus as Messiah Easter – Palm Sunday and events of Holy Week; Easter Sunday	Incarnation (God in the body of Jesus); Son of God Saviour	Jesus died to save us from Sin and rose from the dead so we can go to heaven	Sorrow, guilt, forgiveness, joy	Happiness, excitement, expectation, sharing Feeling special with friends and family Time with family, hobbies, relaxation Arguments, hurting, apologising/ making up, forgiving. Family history/tradition	Being let down Letting others down Making up Helping others Respect for others Peaceful, love, belonging, hurt, relief, sorrow, loneliness, joy, being thankful

Medium Term Plan: Structure and Sequence: Important People Summer 1 Year B

Term	Unit title	Bucks Agreed Syllabus content		
Summer 1 Year B	Important People	Learning about Religion		Learning From Religion
		1. Explore some stories about key religious figures and write/talk about how they set a good example for others. (1a) 2. Name and explore key figures and leaders who are special to a particular faith community (1b) 3. Identify the importance of some key religious figures and recognise the influence they make to the lives of believers. (1c)		1. Ask and respond imaginatively to the question 'Who/what influences my behaviour?' (2b) 2. Reflect on how spiritual and moral values influence their own behaviour. (2d) 3. Recognise that religious teachings and ideas make a difference to individuals, families and the local community. (2e)
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building Bridges [responding]
		What is important to me and why? [family, friends, teachers, celebrities]	Who is special for religious people and what makes them special? [Jesus, Abraham, vicar, Rabbi]	How do special people influence the way we behave? [setting an example, respect, influence]

	Content/facts/detail	Concepts	Beliefs	Religious feelings and attitudes	Pupil experience	Pupil feelings and attitudes
Christian	Jesus – life, teachings, parables, miracles. Christian beliefs Saint Francis of Assisi – background and prayer Role of vicar or priest or minister Famous Christians	Son of God saint vocation	God sent Jesus to save us from our sin Devote life to serving God Serving God by serving/ helping others God is the source of authority	Love humility, helping others	Important people in their lives famous people people in authority	Respect obedience questioning disobedience,
Jewish	Stories from the life of Abraham or Moses – Covenant or 10 Commandments Role of Rabbi	Patriarch/Law-giver, obedience, trust, faith Chosen People Teacher, law, vocation	Covenant – God's special relationship with the Jewish people Follow God's Commandments Rabbis are experts in God's laws	Respect belonging		

Medium Term Plan: Structure and Sequence: Our World-Creation Summer 2 Year B

Term	Unit title	Bucks Agreed Syllabus Content		
Summer 2 Year B	Our World	Learning about Religion		Learning From Religion
		1. Explore and compare a range of creation stories/theories and talk about their meanings. (1a) 2. Name and explore festivals celebrating nature, noting similarities. (1b) 3. Explore how beliefs about the world can be expressed through the arts. (1d)		1. Reflect on and consider religious and spiritual feelings, experiences and concepts such as wonder, praise and thanks in relation to nature. (2a) 2. Ask and respond imaginatively to puzzling questions about how the world began and what it means to be a person. (2b) 3. Reflect on spiritual and moral values about life and relate these to their own behaviour. (2d)rs'
		Me, my family and friends [experiencing]	Religions and beliefs [exploring]	Building Bridges [responding]
		How are you and your family the same as and different from other families in the school and around the world? [relationships, homes, possessions]	What do religious stories say about how the world began? [Genesis Creation story, Big Bang, science]	How should we live together to look after each other and animals? [responsibilities, same, different, respect]

	Content/facts/detail	Concepts	Beliefs	Religious Feelings and attitudes	Pupil experience	Pupil feelings and attitudes
Christian	Creation story in Genesis outlining six days – compare with 'big bang' and any ideas pupils may have about where the universe comes from Why and how Harvest Festival is celebrated	Creation, Image of God, life is special/sacred, thanksgiving	God created the universe and life and humans are here to look after God's creation God provides everything we need	Thankfulness, worship, respect/reverence	Pupils own ideas about how the world came about – their imaginations Those who provide things for them – family, school, carers	Love, safety/security
Jewish	Develop creation to Gen 2:5-25 The creation of man and woman Sukkot – God looks after people when they follow him		Creation in six days, day of rest, following God's commandments All our actions are our responsibility and we have to answer to God for them Jews are God's Chosen People and have a special responsibility to serve God			

