



	Autumn Term		Spring Term		Summer Term	
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<p>Pre- School and Reception</p> <p>Why are some things special?</p> <p>See KN&amp;U floor book for RE work in the EYFS based on children's interests</p>	<p>Celebrate our birthdays and plot on the months.</p> <p>Remembrance Day</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Celebrating the Chinese Moon Festival</p> <p>Celebrate Diwali</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p> <p>Christmas Nativity and the story of Jesus (Christianity)</p> <p>Learn about Bonfire night and the story of Guy Fawkes</p> <p>Special Times – Reception Special Stories- Pre-School</p>		<p>Celebrate our birthdays and plot on the months.</p> <p>Celebrate Shrove Tuesday/ Pancake Day</p> <p>Celebrate Chinese New Year and learn about Chinese cultures</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Learn the Easter Story</p> <p>What does the Easter story mean for Christians?</p> <p>Make hot cross buns</p> <p>Our Special World- Pre-School Special Places- Reception</p>		<p>Celebrate our birthdays and plot on the months.</p> <p>Discuss places of worship and places of local importance to the community. Discuss similarities and differences (link to Y1 Baptism topic- pre teach)</p> <p>Discuss different religions in this country and compare</p>	
<b>Personalisation and Subject Links</b>	Personalisation changed year by year linked to children's	Personalisation changed year by year linked to	Personalisation changed year by year linked to	Personalisation changed year by year linked to	Personalisation changed year by year linked to children's interests each	Personalisation changed year by year linked to children's interests each cohort

	interests each cohort. Chinese Moon Festival linked to EF in Ash class	children's interests each cohort	children's interests each cohort	children's interests each cohort	cohort. Linked to Geography – Africa. Comparing and to Chorley/England.	
<b>Elm / Oak YEAR 1 What do people say about God?</b>	Christianity –God What do people say about God?  Focus Question (for this investigation): Why do Christians say that God is a 'Father'?	Christianity-Jesus What do people say about God?  Focus Question (for this investigation): Why is Jesus special to Christians?	Christianity-The Church What do people say about God?  Focus Question (for this investigation): What do some people do because they believe in God?	Hinduism What do people say about God?  Focus Question (for this investigation): What do Hindus believe about God?	Islam What do people say about God?  Focus Question (for this investigation): How might beliefs about creation affect the way people treat the world?	Judaism What do people say about God?  Focus Question (for this investigation): Why might some people put their trust in God?
<b>Personalisation and subject links</b>	Children write their own prayers and link to home lives. Children to bring in photos of their families.  PSHE ENGLISH	Create the Creation story using a range of media. Wrap a present and ask children to unwrap. PSHE ENGLISH  Church visit to St Bedes.				
<b>Oak YEAR 1 &amp; Year 2</b>	Christianity – God How do we respond to the things that really matter?	Christianity – Jesus How do we respond to the things that really matter?	Christianity – The Church How do we respond to the things that really matter?	Hinduism How do we respond to the things that really matter?	Islam How do we respond to the things that really matter?	Judaism How do we respond to the things that really matter?
<b>Personalisation and Subject Links</b>	Children are always asked to share personal experiences. CONT	Baptisms, weddings, visits to religious building, their own beliefs and understanding is always shared. CONT	Any children / staff / students in class share their religious views and celebrations. CONT	Links to the Manor Road Code and expectations of our behaviour.	Links to the Manor Road Code and expectations of our behaviour.	Links to the Manor Road Code and expectations of our behaviour.
<b>Yew How do we respond to the things that really matter?</b>	Judaism: Sukkot	Christianity Light	Hinduism	Christianity Pentecost	Islam	Christianity God
<b>Personalisation and Subject Links</b>	Art & DT: Design and create a mini Sukkah. Discuss Mrs Suebert and her beliefs.	DT: Make a Christingle; English: design a celebration. Discuss local churches and how the celebrate Christmas.	English: Write a thank you note to Mrs Marshall. Art: Paint a special item that makes them happy.	Art: Design a Christian Aid poster; English: write about an inspirational figure; design a new celebratory day.	Art: Design a prayer mat; English write about commitments	English: Comic strip creation story; Creation poem. Music: All things bright and beautiful. Art: creation collage
<b>Year 3 Who should we follow?</b>	Leaders Judaism	Christianity (Christmas)	Paganism	Leaders Christianity	Leaders Christianity	Hinduism

<b>Personalisation and Subject Links</b>	PSHE: trust & positive role models  Role models at Manor Road / in our local area – Lindsay Hoyle.	Art: nativity scenes  Discuss our local churches and how they celebrate.	History: Iron Age  Paganism UCLAN visitor in school. Link to Year 3 outdoor area.		PSHE friendships & forgiveness	PSHE: relationship
<b>Year 4 How should we live our lives?</b>	Sikh Dharma <i>How should we live our lives?</i>	God – Light <i>How should we live our lives?</i>	Hindu Dharma <i>How should we live our lives?</i>	Christianity Jesus <i>How should we live our lives?</i>	Islam <i>How should we live our lives?</i>	Christianity – The Church <i>How should we live our lives?</i>
<b>Personalisation and Subject Links</b>	Explanation writing for Armit Ceremony Descriptive writing-my commitment.	Art – drawings representing symbols of light.  Look at our school grounds and discuss areas that provide us with light. ( <i>In meaning and literal</i> )	Link to Manor Road and create a code of behaviour / rules.	Art –Easter decorations English -Diary entry  Discuss local church.		Geography links – location of our local churches.
<b>Year 5 Where can people find guidance on how to live their lives?</b>	Judaism	Christianity – Jesus	Christianity -God	Islam	Christianity The Church	Hinduism
<b>Personalisation and Subject Links</b>	English – story of Hanukkah	Link to Manor Road Code and how we should be in life PSHE – how we conduct ourselves	Art – what does God look like? However, wouldn't do with Muslim child.	Art	PSHE and community feel Manor Road community – who is involved?	What can we learn from these stories? Who in our school / local area can we learn from?  How can we live our lives? PSHE
<b>Year 6 In what way is life like a journey?</b>	Buddhism	Christianity- God	Islam	Christianity – Jesus	Hindu Dharma	Christianity – Church
<b>Personalisation and Subject Links</b>	PSHE  Women's refuge local speaker for healthy relationships. (RE and PSHE)  Local high school discussion	Christmas advent calendars  Local police visitor for right and wrong.  Discuss local churches and how they celebrate.  Discuss local churches and how they celebrate.	Discuss local churches and how they celebrate.	Easter  Link to Manor Road and create a code of behaviour / rules.  Discuss local churches and how they celebrate.	Discuss local churches and how they celebrate.  Discuss local churches and how they celebrate.	Discuss local churches and how they celebrate.  Discuss local churches and how they celebrate.

Throughout the year, classes with visit churches and visitors will come into school to help incorporate personalisation to our curriculum. Interfaith week is also used as a time to celebrate our local speakers / places of worship and members of the church.