

Long Term Forecast EYFS Working towards NC Religious Studies – Manchester Syllabus 2022-2027						
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 			
	Understanding the World		<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 			
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> See themselves as a valuable individual. Think about the perspectives of others. 			
	Understanding the World		<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 			
ELG Nursery Reception	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> Show sensitivity to their own and others' needs. 			
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
		People and Communities	<ul style="list-style-type: none"> 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. 			
			<ul style="list-style-type: none"> RE is taught through our themes, that lend themselves to opportunities for RE work 			
			<ul style="list-style-type: none"> Which stories are special and why? Which people are special and why? 	<ul style="list-style-type: none"> Which places are special and why? Which times are special and why? 	<ul style="list-style-type: none"> Where do we belong? What is special about our world and why? 	
<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <p>This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for RE within the national curriculum. The table above outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for RE.</p> <p>The most relevant statements for RE are taken from the following areas of learning: Personal, Social and Emotional Development & Understanding the World</p>						

LONG TERM FORECAST

Key Stage 1 RE

	Autumn	Spring	Summer
Pupils should be taught to:			
A.	Know about and understand a range of religions and worldviews.		
B.	Express ideas and insights about the nature, significance and impact of religions and worldviews.		
C.	Gain and deploy the skills needed to engage seriously with religions and worldviews.		
D.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		
E.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.		
F.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		
G.	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.		
H.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.		
I.	Notice and respond sensitively to some similarities between different religions and worldviews.		
J.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.		
K.	Find out about and respond with ideas to examples of co-operation between people who are different.		
L.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.		
Year 1	1.8 How should we care for others and the living world 1.1 Who is Christian and what do they believe? Christmas D, F, H, K	1.6 How and why do we celebrate special times? Easter. D, I	Books and stories. 1.4 What can we learn from sacred books? F, G, H, I, J, K, L
Year 2	1.2 Who are Muslims and what do they believe? D, E, F, G, H, K, L	1.5 What makes some places sacred? Easter I	1.7 What does it mean to belong to a faith community? D, E, G, H, I, J, K, L

*A, B, C – All Year groups

LONG TERM FORECAST

Key Stage 2 RE

	Autumn	Spring	Summer
Pupils should be taught to:			
<ul style="list-style-type: none"> M. Know about and understand a range of religions and worldviews. N. Express ideas and insights about the nature, significance and impact of religions and worldviews. O. Gain and deploy the skills needed to engage seriously with religions and worldviews. P. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Q. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. R. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. S. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. T. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. U. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. V. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. W. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. X. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 			
Year 3	2.1 <i>What do people believe about God?</i> <i>P, Q, S, U, V, W</i>	2.2 <i>Why is the bible so important to Christians?</i> <i>S, T, U, W</i>	2.4 <i>Why do people pray</i> 2.7 <i>What does it mean to be a Christian in Britain today?</i> <i>P, Q, S, T, U, X</i>
Year 4	2.8 <i>What does it mean to be a Hindu in Britain today?</i> 2.5 <i>Why are religious festivals so important?</i> <i>P, Q, R, S, T, U, V, W</i>	2.10 <i>How do family life and festivals show what matters to Jewish people?</i> 2.3 <i>Why is Jesus so inspiring to some people?</i>	2.6 <i>Why do some people think life is like a journey and what significant experiences mark this?</i> 2.9 <i>What can we learn from religions in deciding what's right and wrong?</i> <i>P, Q, S, U, W, X</i>

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Year 5	<i>U2.1 Why do some people think God exists?</i> <i>U2.6 What does it mean to be a Muslim in Britain today?</i> P, R, S, W	<i>U2.4 If God is everywhere why go to a place of worship?</i> R, S, T	<i>U2.2 What would Jesus do? Can we live by the values of Jesus in 21st century?</i> P, Q, R, T, U, V, W, X
Year 6	<i>U2.7 What matters most to Christians and Humanists?</i> <i>U2.8 What difference does it make to believe in ahimsa, grace and/or ummah?</i> P, Q, R, S, T, W	<i>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</i> R, T, U, V, X	<i>U2.3 What do religions say when life gets hard?</i> <i>U2.9* What can be done to reduce racism? Can religion help?</i> <i>U2.10* How and why should religious communities do more to care for the Earth?</i> P, R, S, T, U, V, W, X

*M, N, O – All Year groups