



Davenham Church of England Primary School

'Working Together, Playing Together, Serving God and Serving Others'

'...encourage one another and build each other up...'

1 Thessalonians 5:11.

LONG TERM PLAN

RELIGIOUS EDUCATION (From January 2024)

- EYFS follow a 1-year cycle.
- Years 1 -6 follow a 2-year cycle.
- We moved to Questful RE in January 2024. Prior to this we used the Chester Diocese Scheme of Work.
 - We use Understanding Christianity and other suitable materials alongside Questful RE.
 - Units were selected to link to our 6 Christian Values (CV). See page 15.

KEY

Christianity
 Judaism
 Islam
 Hinduism
 Cross Religious Units

Christian units of work from Questful/Understanding Christianity

EYFS: I am special (Unit 1): friendship (Unit 8): Christmas (Unit 4): Special People (Unit 3): Easter (Unit 7): Stories Jesus heard (Unit 5): Stories Jesus Told (Unit 6): Special Places (Unit 9)

Y1&2 Year A: Christmas (Unit 1.3): Jesus (Unit 1.4): Easter (Unit 1.5): Creation (Unit 1.2) Cross religious units Y1&2 – Babies

Y1&2 Year B: Jesus (2.3): Christmas (2.2): Easter (2.4): The Church (2.5) Cross religious unit: Y1&2 – Buildings and places of worship

Y3&4 Year A: David & the Psalms (Unit 4.1); Christmas (Unit 4.2); Easter (Unit 4.4)

Y3&4 Year B: Christmas (Unit 3.2); Called by God (3.1); Easter (Unit 3.2); Jesus (Unit 3.3) NB see Cross Religious church uses unit 4.5. Y3&4 Places of Worship

Y5&6 Year A: Christmas (Unit 5.7); Loss death and Christian Hope (5.6); Easter (Unit 5.4); Evolution/Genesis (UC 2b.2)

Y5&6 Year B: Christmas: Advent (Unit 6.2); People of Faith (6.7); The Eucharist (Unit 6.3); Cross Religious unit uses Life as a journey (6.1)

NB Christmas and Easter – PROGRESSION OF ESSENTIAL KNOWLEDGE

Stand alone pure religious units	Cross religious units	Visits	Visitors
<ul style="list-style-type: none"> • EYFS – Diwali • Y1&2 – Judaism (Year A) • Y1&2 – Judaism (Year B) • Y3&4 – Hinduism (Year A Summer 2 -duty and reincarnation) • Y3&4 - Hinduism (Year B) • Y5 & 6 - Islam (Year A) – Autumn 1 and Summer 1 • Y5 & 6 – Islam (Year B) 	<ul style="list-style-type: none"> • Y1&2 – Babies • Y3&4 Places of Worship (LIN SK)5&6) • Y5&6 – Loss, Death and Christian Hope • Y5&6 – Is everyone’s journey the same? • Y5&6 – Pilgrimage (Year B) 	<ul style="list-style-type: none"> • EYFS – Church (Year A) • Y1&2 – Synagogue (Year A) • Y1&2 – Church (Year B) • Y3&4 Mandir (Year A) • Y3&4 Mosque (Year B) • Y5&6 (Year B – visit alternative Mosque – diversity) • Y5 & 6 – Cathedral 	<ul style="list-style-type: none"> • Y3&4 – Hinduism guest speakers (Prags) • Y5&6 – Muslim Learner Services • Y5 & 6 (Year B) Christian Speakers

**RELIGIOUS EDUCATION EYFS
YEAR A AND YEAR B**

Half Term / Christian Value	Unit	Title	Question	Link to UC	Whole School Events/Theme Days/Visits/Enrichment Opportunities	Hours	Specific justification to School Vision/Values/Context/SoE
Autumn World Faith Day: “Why is the Bible such a special book?” – to focus on Creation from the ‘Big Frieze’ Bible Timeline and to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event.							
Autumn 1 Friendship	EYFS 1	I am special	Why are we all different and special?		Harvest Service	4	EYFS 1 – celebrating similarities and difference (Islam)
	EYFS 8	Friendship	What makes a good friend?			4	Links with school value of friendship
Autumn 2 Thankfulness	EYFS 11	Special Times	How do you celebrate special times? <u>Additional Resource</u> Opening up Hinduism — Unit age focus 6-9 Pages 8-11 What does Divali mean to Hindus?		Diwali Day	3	We are the people of the light (vision) and we want to celebrate everyone’s similarities and differences where they come from (local, national, global).
	EYFS 4	Christmas	How do Christians celebrate Jesus’ birthday?		Christingle Service	3	EYFS 4 – Giving thanks for Jesus’ birthday and the gift given to us by God
Spring Term World Faith Day: – “How do religious and non-religious world views show commitment?” to focus on Infant and Adult Baptism to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos and vision to expose children to a variety of world faiths and views)							
Spring 1 Trust	EYFS 3	Special People	Why do people believe that Jesus is special?			6	Brings in world faiths – looks at leaders of different places
Spring 2 Forgiveness	EYFS 7	Easter	Why do Christians believe that Easter is all about love?	F3	Prayer Trails/Reflection Stations Holy Week	5	
World Faith Day Summer Term: World Religion day – How is creation embraced by different world faiths? (Builds upon previous learning relating to creation).							
Summer 1 Compassion	EYFS 5	Stories Jesus heard	What stories did Jesus hear when he was a child?		Pentecost	4	Linking to compassion shown as a parent – school value
	EYFS 6	Stories Jesus Told	Why did Jesus tell stories? (Focus on Good Samaritan, Lost Sheep and the Great Feast)			3	
Summer 2 Koinonia	EYFS 9	Special Places	What makes a place holy? (cross religions)		Visit to Church	6	Enrichment opportunities provided to visit places of worship and to explore multitude of faiths

YEAR A

Years 1 – 6

RELIGIOUS EDUACTION KSI YEAR A

Half Term / Christian Value	Unit	Title	Question	Link to UC	Whole School Events/Theme Days/Visits/Enrichment Opportunities	Hours	Specific justification to School Vision/Values/Context/SoE
Autumn World Faith Day: “Why is the Bible such a special book?” – to focus on <i>The Fall AND The people of God</i> from the ‘Big Frieze’ Bible Timeline and to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos).							
Autumn 1 Friendship	2.3	Jesus	Why did Jesus welcome everyone?		Harvest Service	6	Links to school value of friendship
Autumn 2 Thankfulness	2.2	Christmas	Why was the birth of Jesus such good news?	2.2	Christingle Service	5	
Spring Term World Faith Day: – “How do religious and non-religious world views show commitment?” to focus on Include Bar and Bat Mitzvah (builds upon EYFS/Y1&2 essential knowledge of Babies) to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos and vision to expose children to a variety of world faiths and views).							
Spring 1 Trust	2.1	Jewish Unit	Why is the Torah such a special book? (2.1) Additional Resources <i>Inspiring RE Jewish People</i> – use unit pages 16-22 unit - age focus 9-11 - <i>Why is the Torah important to Jewish people? NB Adapt content for ages 5-7</i> <i>Also see Sue Glover Yr1</i>		Visit a Synagogue	5	Children are able to explore different world faiths and communities which contributes towards the school vision of being outward looking and possessing the capacity to absorb change.
World Faith Day Summer Term: World Religion day – Antiracism RE Today resources https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Adapt – to focus on Pr 4: ‘The Golden and Silver Rule’ (see resources on RE Planning Support on Staff Share). This is a KS2 resource so will need to be adapted for Y1 and 2 children. Make explicit links to the most important Commandments taught by Jesus							
Spring 2 Forgiveness	2.4	Easter	How do symbols help us to understand the Easter story?		Prayer Trails/Reflection Stations Holy Week		
Summer 1 and Summer 2 Koinonia	2.5	The Church and Holy Buildings	Why is a church a holy place for Christians? Why are holy buildings important to people of faith?		Pentecost Re-visit the Church	6 4	Links with school value of Koinonia Essential knowledge opportunities linked to previous year on Church units.

RELIGIOUS EDUCATION LKS2 YEAR A

Half Term / Christian Value	Unit	Title	Question	Link to UC	Whole School Events/Theme Days/Visits/Enrichment Opportunities	Hours	Specific justification to School Vision/Values/Context/SoE
Autumn World Faith Day: “Why is the Bible such a special book?” – to focus on the Incarnation AND the Gospel from the ‘Big Frieze’ Bible Timeline and to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos).							
Autumn 1	3.5	Rules	Which rules should we follow?		Harvest Service	6	
Friendship							
Autumn 2	4.2	Christmas	Why is Jesus described as ‘light of the world’?		Christingle Service	6	Links with school value – giving thanks for the birth of Jesus.
Thankfulness							School vision – people of light walking in the day.
Spring Term World Faith Day: – “How do religious and non-religious world views show commitment?” to focus on Raksha Bandan AND Hindu Marriage to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos and vision to expose children to a variety of world faiths and views).							
Spring 1		Hinduism	This is not a Questful RE Unit. Use...		Visitors (e.g. Prags) to speak about the Hindu faith		Children gain further exposure into other faiths and world views.
Trust			Opening up Hinduism Pages 20-25 unit age focus 7-11- Exploring Hindu ideas about actions & consequences.				
World Faith Day Summer Term: World Religion day – Antiracism RE Today resources https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Adapt – to focus on Pr 5: ‘Anti-Racist People from Different Religions’ (see resources on RE Planning Support on Staff Share). Pr 5 provides scope for building upon prior learning on inspirational people and therefore provides scope for reinforcing essential knowledge.							
Spring 2	4.4	Easter	A story of betrayal or trust?		Prayer/Reflection Trails		Ties in with school value of forgiveness
Forgiveness			Quotes from other faiths on forgiveness		Holy Week		
Summer 1		Places of Worship	Are all places of worship the same? (e.g. are all churches the same see unit 4.5 – use as source material BUT ensure all religions are given the equal study time)		Pentecost		Essential knowledge opportunities provided to link with summer 1 and 2 cycles from Y1&2 B.
Summer 2			Hinduism, Sikhism, Judaism, Islam)		Visit to Mosque		
Koinonia			Visit to Mosque if possible				

RELIGIOUS EDUCATION UKS2 YEAR A

Half Term / Christian Value	Unit	Title	Question	Link to UC	Whole School Events/Theme Days/Visits/Enrichment Opportunities	Hours	Specific justification to School Vision/Values/Context/SoE
Autumn World Faith Day: “Why is the Bible such a special book?” – to focus on Salvation AND the Kingdom of God from the ‘Big Frieze’ Bible Timeline and to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos).							
Autumn 1 Friendship		Islam	<p>This is not a Questful RE Unit. Use...</p> <p>Inspiring RE Muslim People use unit on pages 15-19 unit age focus 7-9 – How do the 5 pillars help Muslims express their faith?</p> <p>Opening up Islam – pages 25-30 unit age focus 7-11 – What does it mean to be a Muslim in Britain today? Also see attached Sue Glover Plan for structure/ sequencing</p>		Harvest Service Visit alternative Mosque – diversity	6	Friendship towards people of the Muslim faith
Autumn 2 Thankfulness	6.2	Advent	How do Christians prepare for Christmas?		Christingle Service	5	Thanksgiving for the present and the future, as the unit focuses on Jesus’ return.
Spring Term World Faith Day: – “How do religious and non-religious world views show commitment?” to focus on Hajj AND a humanist naming ceremony to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos and vision to expose children to a variety of world faiths and views).							
Spring 1 Trust	6.7	People of faith	How does having faith affect people’s lives? Useful Additional Resource Inspiring RE – Inspirational people — Unit 6.7 could be supplemented by ideas on pages 15-20, unit age focus 7-9 <i>How are some people inspired by their religious faith?</i>		Invite people of faith as guest speakers	7	Real-life examples of trusting in God
Spring 2 Forgiveness	6.3	The Eucharist	Why do Christians celebrate the Eucharist?		Prayer/Reflection Trails Holy Week	3	Unit focuses on remembrance, salvation and faith – ties in with school value of forgiveness
World Faith Day Summer Term: World Religion day – Antiracism RE Today resources https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Adapt – to focus on Pr 6: ‘How can I express my own vision for justice and equality?’ (see resources on RE Planning Support on Staff Share). Pr 6 links to actions we can take as courageous advocates for change.).							

Summer 1	6.1	Life as a Journey	Is every person's journey the same? Why do people of faith make pilgrimages?		Pentecost School Leaver's Service Chester Cathedral Leaver's Service	10	Transition to high school – going on a new journey
Summer 2 Koinonia			Additional Resource to support Sue Glover Yr. 5 plan				

YEAR B

Years 1 – 6

RELIGIOUS EDUACTION KSI YEAR B

Half Term / Christian Value	Unit	Title	Question	Link to UC	Whole School Events/Theme Days/Visits/Enrichment Opportunities	Hours	Specific justification to School Vision/Values/Context/SoE
Autumn World Faith Day: “Why is the Bible such a special book?” – to focus on <i>The Fall AND The people of God</i> from the ‘Big Frieze’ Bible Timeline and to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos).							
Autumn 1 Friendship	1.7*	Cross Religious Unit	How do people welcome babies?*		Harvest Service	6	Good to introduce rites of passage which we will explore during the summer term.
Autumn 2 Thankfulness	1.3	Christmas	Why do we give and receive gifts?	1.2	Christingle Service	5	Giving thanks for gifts – links to school value
Spring Term World Faith Day: – “How do religious and non-religious world views show commitment?” to focus on Include Bar and Bat Mitzvah (builds upon EYFS/Y1&2 essential knowledge of Babies) to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos and vision to expose children to a variety of world faiths and views).							
Spring 1 Trust	1.4	Jesus	What made Jesus special?			6	Miracles of Jesus link to school value – how people trust in Jesus and how Jesus trusted in the Will of His Father.
Spring 2 Forgiveness	1.5	Easter	What do you think is the most important part of the Easter story?	1.5	Prayer Trails/Reflection Stations Holy Week	5	
World Faith Day Summer Term: World Religion day – Antiracism RE Today resources https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Adapt – to focus on Pr 4: ‘The Golden and Silver Rule’ (see resources on RE Planning Support on Staff Share). This is a KS2 resource so will need to be adapted for Y1 and 2 children. Make explicit links to the most important Commandments taught by Jesus. NB Could also adapt unit 3.5 from Questful							
Summer 1 Compassion	1.2	Creation	What are your favourite things that God created?	1.2	Pentecost		Links to having compassion for God’s damaged world – school value
Summer 2 Koinonia		Judaism	How do Jewish people show what is important to their community?		RE Today Visit a synagogue	5	Linked to school value of Koinonia
			Additional Resources Inspiring RE Jewish People — Judaism Summer Term 2 – PP 16-22 - unit age focus 7-9 - Why do so many Jewish people celebrate Shabbat? How important is it to them?				

RELIGIOUS EDUCATION LKS2 YEAR B

KSI

Half Term / Christian Value	Unit	Title	Question	Link to UC	Whole School Events/Theme Days/Visits/Enrichment Opportunities	Hours	Specific justification to School Vision/Values/Context/SoE
Autumn World Faith Day: “Why is the Bible such a special book?” – to focus on the Incarnation AND the Gospel from the ‘Big Frieze’ Bible Timeline and to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos).							
Autumn 1 Friendship		Hinduism Unit	<i>This is not a Questful RE Unit. Use... Inspiring RE Hindu People – Hinduism Autumn Term 1- Hindu God & worship – use unit pages 15-20 unit age focus 6-9s – How, Why & Where do Hindu people worship? Sue Glover Unit on gods and goddesses is also useful for background knowledge.</i>		Harvest Service Visit to Mandir		Children are able to explore different world faiths and communities which contributes towards the school vision of being outward looking and possessing the capacity to absorb change.
Autumn 2 Thankfulness	3.2	Christmas	How did the presence of Jesus impact on people’s lives?		Christingles/Christingle Service	5	Links with school value – giving thanks for the birth of Jesus.
Spring Term World Faith Day: – “How do religious and non-religious world views show commitment?” to focus on Raksha Bandan AND Hindu Marriage to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos and vision to expose children to a variety of world faiths and views).							
Spring 1 Trust	3.1	Called by God	What does it mean to be called by God?				Old Testament characters trusting in God links with school value of trust
Spring 2 Forgiveness	3.4	Easter	Is the cross a symbol of sadness or joy?	2a.5	Prayer Trails Holy Week	5	Links with school value UC link to enable in-depth exploration
World Faith Day Summer Term: World Religion day – Antiracism RE Today resources https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Adapt – to focus on Pr 5: ‘Anti-Racist People from Different Religions’ (see resources on RE Planning Support on Staff Share). Pr 5 provides scope for building upon prior learning on inspirational people and therefore provides scope for reinforcing essential knowledge.							
Summer 1 Compassion	3.3	Jesus	How did/does Jesus change lives?		Courageous Advocacy action – but not just raising money for charity Pentecost	6	Explore stories relating to Jesus showing compassion (e.g Zacchaeus, Saul to Paul Christian Aid/charities).
Summer 2		Hinduism Unit	<i>This is not a Questful RE Unit. Use...</i>				Hindu community fulfilling duty

Koinonia			<p><i>Inspiring RE Hindu People</i> –Hinduism Summer Term 2 – Hindu duty & reincarnation – use unit on pages 9-14 age focus 4-7 then build upon them selecting ideas about dharma and reincarnation using the next unit on Pages 27-31.</p>			<p>The unit of work aligns with the school value of trust, as children explore the interdependency between duty and trust.</p>
----------	--	--	---	--	--	--

RELIGIOUS EDUACTION UKS2 YEAR B

Half Term	Unit	Title	Question	Link to UC	Whole School Events/Theme Days/Visits/Enrichment Opportunities	Hours	Specific justification to School Vision/Values/Context/SoE
Autumn World Faith Day: “Why is the Bible such a special book?” – to focus on Salvation AND the Kingdom of God from the ‘Big Frieze’ Bible Timeline and to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos).							
Autumn 1 Friendship		Islam	<i>This is not a Questful RE. Use...</i> <i>Opening up Islam</i> add in unit on pages 8-13 age focus 5-11 What Muslims believe? Exploring Allah & Muhammad <i>Inspiring RE Muslim People:</i> in same term add un unit on pages 20-26 age focus 7-11 Why is the Qur’an treated with such respect?		Harvest Service Visit from Muslim Learner Services	6	Exploring Muhammad’s friendship with God
Autumn 2 Thankfulness	5.7	Christmas	How is Christmas celebrated around the world?		Christingle Service	5	Thankfulness for the life of Jesus and celebrations of Christmas around the world expose children to a variety of cultures and traditions to meet the school vision
Spring Term World Faith Day: – “How do religious and non-religious world views show commitment?” to focus on Hajj AND a humanist naming ceremony to explore this in a creative way. Work to be shared and celebrated as part of whole school worship event (links with creative element of with curriculum ethos and vision to expose children to a variety of world faiths and views).							
Spring 1 Trust	5.6	Loss, death, and Christian hope	Is death an end or a beginning? (NB Only include from 5.6 Christianity & how a non-religious world view and Islam view the end of life).			4	Loss, death, and hope ties in with our school value of trust even when we experience or contemplate the unknown.
Spring 2 Forgiveness	5.4	Easter	Why do Christians believe that Easter is a celebration of victory?		Prayer/Reflection Trails Holy Week	5	Forgiveness through the cross
World Faith Day Summer Term: World Religion day – Antiracism RE Today resources https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Adapt – to focus on Pr 6: ‘How can I express my own vision for justice and equality?’ (see resources on RE Planning Support on Staff Share). Pr 6 links to actions we can take as courageous advocates for change.							
Summer 1 Compassion		Islam	<i>This is not a Questful RE Unit. Use...</i>			6	Muhammad taught Muslims to be compassionate – explore through the sayings of the Hadith and Malala Yousafzai.

			<p>Inspiring RE Muslim People use unit on pages 20–26- unit age focus 9-11 – How does the Hadith guide Muslims through the journey of life?</p> <p>Also study the lives of Muslim women eg Malala Yousafzai.</p>				
<p>Summer 2</p> <p>Koinonia</p>	6.6	<p>God</p> <p>Creation</p>	<p>What is the nature and character of God?</p> <p>NB: Use Sue Glover, 'Does Science disprove Genesis?' planning to explore arguments for and against creation</p> <p>Then use both Sue Glover and Questful RE resources to study Genesis more deeply (alongside other Old Testament stories) to better appreciate God's nature.</p> <p>Finally, using the Questful RE planning and resources only, explore the questions: 'Thinking about the stories you explored from the Old Testament, use an example from one of them to explain something Christians believe about God.'; 'What we can learn about God through Jesus?'; and 'What is your answer to the question 'Where is God?'</p>	2b2	Pentecost	6	<p>Creation of humankind – similarity and differences</p> <p>Sue Glover Does Science disprove Genesis?' planning provokes thinking and provides an engaging platform into Unit 6.6 and God's nature through exploring Old Testament stories (including Genesis).</p>

Half Term / Christian Value	Unit	Title	Enrichment Opportunities	Hours	Links to school vision, values or context.
Autumn 1 FRIENDSHIP		Islam	Harvest Service Visit alternative Mosque – diversity	6	<ul style="list-style-type: none"> Friendship towards people of the Muslim faith. <ul style="list-style-type: none"> Links to value of friendship. Understanding of diversity – links to context.
Autumn 2 THANKFULNESS	6.2	Advent	Christingle Service	5	<ul style="list-style-type: none"> Thanksgiving for the present and the future, as the unit focuses on Jesus' return. <ul style="list-style-type: none"> Links to value of thankfulness.
Spring 1 TRUST	6.7	People of faith	Invite people of faith as guest speakers	7	<ul style="list-style-type: none"> Real-life examples of trusting in God. <ul style="list-style-type: none"> Links to value of trust.
Spring 2 FORGIVENESS	6.3	The Eucharist	Prayer/Reflection Trails Holy Week	3	<ul style="list-style-type: none"> Unit focuses on remembrance, salvation and faith. <ul style="list-style-type: none"> Links to value of forgiveness.
Summer 1 COMPASSION Summer 2 KOINONIA	6.1	Life as a Journey	Pentecost School Leaver's Service Chester Cathedral Leaver's Service	10	<ul style="list-style-type: none"> Transition to high school – going on a new journey. <ul style="list-style-type: none"> Links to values of compassion and kolnoinia. Wider vision of always being part of a Church school community.

'Working Together, Playing Together, Serving God and Serving Others'

'...encourage one another and build each other up...'

1 Thessalonians 5:11.

WORLD FAITH DAYS

AUTUMN	SPRING	SUMMER
<p>Bible - The Big Story launch “Why is the Bible such a special book?”</p> <p>Each class to take a different concept from the Big Story and answer the question in a creative way.</p> <p>Illustrate a particular event. Share as whole school at the end (link in with curriculum vision).</p>	<p>How do religious and non-religious world views show commitment?</p> <p>This builds on essential knowledge of babies in Y1&2.</p> <p>Include Bar and Bat Mitzvah, Raksha Bandan, confirmation, adult baptism, Hindu marriage, Hajj, Humanist naming ceremony.</p>	<p>World Religion Day.</p> <p>Antiracism RE Today resources https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/</p> <p>This will be adapted for each phase. For example, EYFS could look at the creation of Adam & Eve and link in with the We are Special unit. Key Stage One could look at Golden Rules - important commandments.</p>

