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**St. Peter’s**

**Church of England (VA)**

**Primary school**



**Religious Education Long Term Plan**

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1** | **Theme:**Special People**Key Question:**What makes people special?**Religions:** ChristianityJudaism  | **Theme:**Creation Story**Concept:** God/creation**Key question:** Does God want Christians to look after the world? | **Theme:**What did Jesus teach?**Key question:**Is it possible to be kind to everyone all of the time?**Religion:** Christianity  | **Theme:** Diwali **Key Question:**Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?**Religion:** Hinduism  | **Theme:**Buddhism **Key Question:** Is it possible for everyone to be happy?**Religion:** Buddhism | **Theme:**Belief into action**Key Question:**How far would a Sikh go for his/her religion?**Religion:** Sikhism  | **Theme:** Beliefs and practices **Key Question:**What is the best way for a Muslim to show commitment to God?**Religion:** Islam  |
| **Autumn 2** | **Theme:**Christmas**Key Question:**What is Christmas?**Religions:** Christianity | **Theme:**Christmas**Concept:** incarnation**Key question:**What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? **Religion:** Christianity  | **Theme:**Christmas-Jesus as gift from God**Concept:** incarnation **Key question:** Why do Christians believe God gave Jesus to the world?**Religion:** Christianity  | **Theme:** Christmas**Concept:** incarnation **Key Question:** Has Christmas lost its true meaning?**Religion:** Christianity  | **Theme:**Christmas**Concept:** incarnation**Key Question:** What is the most significant part of the Nativity story for Christians today?**Religion:** Christianity  | **Theme:** Christmas **Concept:** incarnation **Key Question:**Is the Christmas story true?**Religion:** Christianity  | **Theme:**Christmas**Concept:** incarnation **Key Question:** How significant is it that Mary was Jesus’s mother?**Religion:** Christianity  |
| **Spring 1** | **Theme:**Celebrations**Key Question:**How do people celebrate?**Religions:** Islam, Judaism and Hinduism  | **Theme:**Jesus as a friend**Concept:** Incarnation**Key Question:**Was it always easy for Jesus to show friendship?**Religion:** Christianity | **Theme:**Prayer at home**Key Question:**Does praying at regular intervals help a Muslim in his or her life?**Religion:**Islam | **Theme:**Jesus’ Miracles**Concept:** incarnation **Key Question:**Could Jesus head people? Were these miracles or is there some other explanation? **Religion:** Christianity  | **Theme:**The 8-fold path**Key Question:**Can Buddha’s teachings make the world a better place?**Religion:** Buddhism  | **Theme:**Hindu beliefs**Key Question:** How can Brahman be everywhere and in everything?**Religion:** Hinduism  | **Theme:** Beliefs and meaning**Concept:** salvation **Key Question:** Is anything ever eternal?**Religion:** Christianity  |
| **Spring 2** | **Theme:**Easter**Key Question:**What is Easter?**Religions:** Christianity | **Theme:**Easter - Palm Sunday**Concept:** Salvation**Key Question:**Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?**Religion:** Christianity | **Theme:**Easter- resurrection**Concept:** salvation **Key Question:**How important is it to Christians that Jesus came back to life after His crucifixion?**Religion:** Christiantity  | **Theme:** Forgiveness **Concept:** salvation **Key Question:**What is good about Good Friday?**Religion:**Christianity  | **Theme:** Easter**Concept:** Salvation **Key Question:**Is forgiveness always possible for Christians?**Religion:** Christianity  | **Theme:** Easter**Concept:** Salvation **Key Question:**  How significant is it for Christians to believe God intended Jesus to die? **Religion:** Christianity  | **Theme:** Easter**Concept:** Gospel**Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth? **Religion:** Christianity  |
| **Summer 1** | **Theme:**Story Time**Key Question:**What can we learn from stories?**Religions:** Buddhism, Christianity, Islam, Hinduism, Sikhism | **Theme:**Shabbat**Key Question:**Is Shabbat important to Jewish children?**Religion:** Judaism | **Theme:**Community and belonging**Key question:**What makes a guide Buddhist? **Religion:** Buddhism  | **Theme:**sharing and community**Key Question:**Do Sikhs think it is important to share?**Theme:** Sikhism | **Theme:** rights of passage and good works**Key Question:** What is the best way for a Jew to show commitment to God?**Religion:** Judaism | **Theme:** Prayer and worship **Key Question:** What is the best way for a Sikh to show commitment to God?**Religion:** Sikhism | **Theme:** Beliefs and moral values**Key Question:** Does belief in Akhirah (life after death) help Muslims lead a good life? **Religion:** Islam This enquiry unit is taught over two sections during the term |
| **Summer 2** | **Theme:**Special Places**Key Question:**What makes places special?**Religions:** Christianity, Islam, Judaism | **Theme:**Rosh Hashanah and Yom Kippur**Key Question:**Are Rosh Hashanah and Yom Kippur important to Jewish children?**Religion:** Judaism | **Theme:**Hajj**Key Question:**Does completing Hajj make a person a better Muslim?**Religion: Islam** | **Theme:** prayer and worship **Key Question:** What is the best way for a Sikh to show commitment to God?**Religion:** Sikhism  | **Theme:** Prayer and Worship**Key Question:**Do people need to go to church to show they are Christians? **Religion:** Christianity  | **Theme:** Beliefs and practices **Key Question:** What is the best way for a Christian to show commitment to God?**Religion:** Christianity  |

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| **National Curriculum Objectives:- Religious Education** |
| **Purpose** | At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and world views which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints. |
| **Aims** | The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact,** whilst exploring **personal and critical responses**Sources of wisdom and their impact*. All pupils** know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning

express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals andcommunities* recognise and explore the diversity which exists within and between religious traditions

**Personal and critical responses. *All pupils should:**** express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
* engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
* develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion
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| **Skills:** | **Knowledge** |
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|  | **GREEN DESCRIPTORS**Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiryChild’s own thoughts, opinions, belief, empathy*(Formally AT2 personal)* | **BLUE DESCRIPTORS**Knowledge and understanding of the subject matter of that enquiry (subject knowledge)*(Formally AT1)* | **RED DESCRIPTORS**Skills of evaluation and critical thinking in relation to the big enquiry question*(Formally AT2 interpersonal)* |
| KS1 | * I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world
* I can verbalise and / or express my own thoughts
 | I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. | I can start to think through the enquiry questionusing some facts and am beginning to see there could be more than one answer. |
| LKS2 | * I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.
* I can express my own opinions and start to support them with rationale.
 | I can recall facts about religions I have studied, select the facts thatare most significant to the enquiry and start to explain their relevance / importance. | I can apply my knowledge to the enquiry question and give an answer supported by one or more facts. |
| UKS2 | * I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs
* I can express my own thoughts etc having reflected on them in relation to other people’s.
 | I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems. | I can weigh up evidence and different arguments/ aspects relevant to the enquiry question and express my answer, supported with evidence / rationale. |
|  | Through the use of Discovery RE, we cover the core religions. Furthermore, by following this scheme, we also include the Understanding Christianity objectives.  |

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