



**Longhill Primary Religious Education Long Term Plan**

The curriculum for RE aims to ensure that all pupils:

**Know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews, so they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion or a worldview.

**Gain and deploy the skills needed to engage seriously with religions and worldviews, so they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.

At Longhill Primary School we follow Humberside agreed syllabus using Discovery RE.

Discovery RE is an enquiry-based scheme of work, covering the 6 principal world faiths in a progressive way from Nursery to Year 6. In the early years, the learning is closely matched to Development Matters to contribute meaningfully to your child’s holistic development. Throughout all the enquiries, the children’s spiritual, moral, social and cultural education is carefully considered.

Each enquiry lasts for half a term and begins with a “big” question such as “What is the best way for a Christian/Jew/Muslim etc. to show commitment to God?” The children then start discussing the theme of the enquiry (in this case, commitment) from their own experience. What have they shown commitment to? Brownies? Cubs? Their sporting team? Playing an instrument?

Only when the children fully understand the concept they are considering, do they then move on to investigating what the people following the studied religion believe about it. They will spend approximately 3 lessons on this, learning in a variety of ways, so they can adapt their responses and come to a measured conclusion. In week 5 they will complete an activity which can assess their learning, by answering their “big” question. The assessment activities are child friendly and can be answered in a variety of ways, as long as the child can justify their view with the knowledge they have gained throughout the enquiry. This demonstrates the level of critical thinking that the children can apply – a valuable skill for them throughout the school curriculum.

The final week in every enquiry gives the children time to reflect on what they have learnt about the concept and apply to it their own lives, thus allowing them to form their own beliefs and identity. For example, learning that Sikhs share their food with all who attend has taught me ..... about sharing that I would like to take forward with me. These lessons are often very creative and children have opportunities to make items to express themselves in ways other than just writing.

Discovery RE gives schools a choice of which religions to teach in different year groups. At Longhill Primary School we have chosen the following options as we feel this best suits the needs of our children and fits with our syllabus.

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
Nursery and Foundation Stage 2	Theme: Special People  Key question: What makes people special?  Religion: <b>Christianity/Judaism</b>	Theme: Christmas  Key question: What is Christmas?  Religion: <b>Christianity</b>	Theme: Celebrations  Key question: How do people celebrate?  Religion: <b>Hinduism</b>	Theme: Easter  Key question: What is Easter?  Religion: <b>Christianity</b>	Theme: Stories  Key question: What can we learn from stories?  Religion: <b>Christianity, Hinduism, Islam, Sikhism</b>	Theme: Special Places  Key question: What makes places special?  Religion: <b>Christianity, Islam, Judaism</b>

Year 1	<p>Theme: Creation story</p> <p>Key question: Does God want Christians to look after the world?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: To retell the Christian Creation Story and to explore how this influences how Christians behave towards nature and the environment</p>	<p>Theme: Christmas</p> <p>Key question: What gifts might Christians in my town have given to Jesus if he had been born here rather than Bethlehem?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<p>Theme: Jesus as a friend</p> <p>Key question: Was it always easy for Jesus to show friendship?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.</p>	<p>Theme: Easter-Palm Sunday</p> <p>Key question: Why was Jesus welcomed like a king or celebrity by crowds on Palm Sunday?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this</p>	<p>Theme: Shabbat</p> <p>Key question: Is Shabbat important to Jewish children?</p> <p>Religion: <b>Judaism</b></p> <p>Skills: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key question: Are Rosh Hashanah and Yom Kippur important to Jewish Children??</p> <p>Religion: <b>Judaism</b></p> <p>Skills: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>
Year 2	<p>Theme: What did Jesus teach?</p> <p>Key question: Is it possible to be kind all of the time?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p>	<p>Theme: Christmas- Jesus as a gift from God</p> <p>Key question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p>	<p>Theme: Passover</p> <p>Key question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: <b>Judaism</b></p> <p>Skills: We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him.</p>	<p>Theme: Easter- Resurrection</p> <p>Key question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>Theme: Covenant</p> <p>Key question: How Special is the relationship the Jews have with God?</p> <p>Religion: <b>Judaism</b></p> <p>Skills: We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>	<p>Theme: Rites of passage and good works</p> <p>Key question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: <b>Judaism</b></p> <p>Skills: We are learning to understand how Jews show their commitment to God.</p>
Year 3	<p>Theme: Diwali</p> <p>Key question: Would celebrating Diwali at home or in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: <b>Hinduism</b></p> <p>Skills: We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.</p>	<p>Theme: Christmas</p> <p>Key question: Has Christmas lost its true meaning?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p>	<p>Theme: Jesus' miracles</p> <p>Key question: Could Jesus heal people? Were these miracles or is there some other explanations?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p>	<p>Theme: Easter- Forgiveness</p> <p>Key question: What is 'good' about Good Friday?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p>Theme: Hindu Beliefs</p> <p>Key question: How can Brahman be everywhere and everything?</p> <p>Religion: <b>Hinduism</b></p> <p>Skills: We are learning to understand the Hindu belief that there is one God with many different aspects.</p>	<p>Theme: Pilgrimage to the River Ganges</p> <p>Key question: Would visiting the River Ganges feel special to non-Hindus?</p> <p>Religion: <b>Hinduism</b></p> <p>Skills: We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.</p>
Year 4	<p>Theme: The life of Buddha</p>	<p>Theme: Christmas</p>	<p>Theme: Buddha's teaching</p>	<p>Theme: Easter</p>	<p>Theme: Beliefs into practice.</p>	<p>Theme: Prayer and Worship</p>

	<p>Key question: Is it possible for everyone to be happy?</p> <p>Religion: <b>Buddhism</b></p> <p>Skills: We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.</p>	<p>Key question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p>Key question: Could the Buddha's teachings make the world a better place?</p> <p>Religion: <b>Buddhism</b></p> <p>We are learning about the teachings of the Buddha and exploring what he taught about change</p> <p>Skills:</p>	<p>Key question: Is forgiveness always possible for Christians?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness</p>	<p>Key question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: <b>Buddhism</b></p> <p>Skills: We are learning how Buddha's teachings make a difference to how Buddhists choose to live.</p>	<p>Key question: Do people need to go to church to show they are Christians?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to understand how important going to church is to show someone is a Christian.</p>
Year 5	<p>Theme: Belief in action</p> <p>Key question: How far would a Sikh go for his/her religion</p> <p>Religion: <b>Sikhism</b></p> <p>Skills: We are learning to compare the different ways Sikhs put their religion into practice.</p>	<p>Theme: Christmas</p> <p>Key question: Is the Christmas story true?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p>Theme: Beliefs and moral values</p> <p>Key question: Are Sikh stories important today?</p> <p>Religion: <b>Sikhism</b></p> <p>Skills: We are learning to understand the relevance of Sikh stories today.</p>	<p>Theme: Easter</p> <p>Key question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>Theme: Prayers and Worship</p> <p>Key question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: <b>Sikhism</b></p> <p>Skills: We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p>Theme: Beliefs and Practices</p> <p>Key question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>
Year 6	<p>Theme: Beliefs and Practices</p> <p>Key question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: <b>Islam</b></p> <p>Skills: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way</p>	<p>Theme: Christmas</p> <p>Key question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians</p>	<p>Theme: Beliefs and Meaning</p> <p>Key question: Is anything ever eternal?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>Theme: Easter</p> <p>Key question: Is Christianity still strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: <b>Christianity</b></p> <p>Skills: We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.</p>	<p>Theme: Beliefs and Meaning</p> <p>Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: <b>Islam</b></p> <p>Skills: We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.</p>	