



RELIGIOUS EDUCATION LONG TERM PLANNING DOCUMENT

RE is one subject where there is a bought scheme in place. For RE, the scheme of work is through DISCOVERY
<https://discoveryschemeofwork.com>

Curriculum Intent Statement

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Greenfields Federation we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and our community. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

Aims and Objectives

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- have respect for other peoples' views and to celebrate the diversity in society;
- understand what it means to be part of a community.



Overview Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1/2	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism



1	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: 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 in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: 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: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
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There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?



2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? 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: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
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Overview Years F1/2 to Year 6

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3	<p>Theme: Diwali</p> <p>Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>*Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>
	<p>*Theme: The Amrit Ceremony and the Khalsa</p> <p>Key Question: Does joining the Khalsa make a person a better Sikh?</p> <p>Religion: Sikhism</p>				<p>*Theme: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share?</p> <p>Religion: Sikhism</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>

4	<p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</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: Judaism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</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: Judaism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>
	<p>Theme: Buddha's teachings</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p>		<p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p>		<p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p>	

There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?



Overview Years F1/2 to Year 6

5	<p>*Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>*Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</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: Christianity</p>
	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>		<p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>		<p>*Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	

There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?

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: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p>	<p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>
		<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p>			

There is an additional optional Christianity enquiry at the end of the Year 6 section: How did Jesus create a 'New Covenant' and what does that mean to Christians today?



KNOWLEDGE AND SKILLS LADDER	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Strand A Know about and understand a range of religions and worldviews	Children can talk about similarities and differences between themselves and others.	Children can explore different beliefs and practices and can explain their significance.	Children can describe and make connections between different religions and worldviews.	Children can discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life. They are able to reflect on their significance.
	Children can talk about similarities and differences between their family and others.	Children can retell religious stories and explain their moral. They are able to identify similarities and differences between stories of different faiths.	Children can describe links between stories and other aspects of communities.	Children can investigate and respond to a range of sources of wisdom and beliefs and teachings.
		Children can explain the significance of different religious symbols and the communities they come from.	Children can explore and describe a range of beliefs, symbols and actions.	Children can explain different ways of life and ways of expressing meaning of different symbols, beliefs and actions.
Strand B Express ideas and insights about the nature,	Children can talk about family celebrations and traditions. They understand that people may celebrate in different ways.	Children can talk about the different communities that they are a part of. They can phrase and respond to questions	Children can make observations about religions and worldviews.	Children can explain meanings and significance to individuals and communities of religions and worldwide views.

significance and impact of religions and worldviews		about the different communities.		
		Children can recount different ways of expressing identity. They can reflect on the expression of others.	Children can explain the challenges of commitment to a community of faith or belief.	Children can suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
		Children can listen and comment respectfully on the views, experiences and faiths of others.	Children can observe and consider different features of religions.	Children can explore at greater depth similarities and differences within and between different religions and worldviews.
Strand C Gain and deploy the skills needed to engage purposefully with religions and worldviews	Children can listen to the beliefs of others and share their own. They can begin to understand the similarities and differences between cultures.	Children can explore questions about faith and express their own ideas and opinions. Children can explore these through the use of words, music, art or poetry.	Children can discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth.	Children can apply their ideas in different forms including (e.g.) reasoning, music, art and poetry.
	Children can explore and make observations about places and objects that matter in different cultures and beliefs.	Children can reflect on ways in which people who are different co-operate.	Children can reflect on ideas about community, values and respect.	Children can consider and apply ideas about ways in which diverse communities can live together for the well-being of all.
		Children can find out about questions of right and wrong and begin to	Children can discuss and apply ideas about ethical questions, including ideas	Children can discuss and apply ideas about ethical questions, including ideas

		express their ideas and opinions in response.	about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
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