

Religious Education Years 1 -6 Long Term Plan

Code; Christianity *Hinduism* *Islam* *Judaism* *Humanism* *Sikhism* *Personal Experience* *General religion, debates or morals*

	Autumn	Spring	Summer
Year 1	<p><i>Hinduism Overview and introduction. The story of Rama and Sita. Lights at Diwali.</i></p> <p>Christianity Stories about Jesus. Christmas story. Christmas traditions for them/their community. (personal experiences )</p> <p>Christmas story - nativity</p>	<p>Christianity Special things in a Christian home.</p> <p>The cross. The Easter. Story. Special foods and traditions. Bunnies, eggs, Easter lunch etc.</p> <p><i>Hinduism Special things and symbols. The Mandir temple and mini versions of these in Hindu homes. The Om symbol showing Brahman.</i></p>	<p><i>Personal Experience Nature all around us and protecting our natural world. School grounds and wider community.</i></p> <p>Christianity. The Genesis 1 creation story. The Christian duty to care for the natural world. Stories of Jesus and hymns about the beauty of the natural world.</p>
Year 2	<p>Harvest learning about foods that are grown in the UK. Learn and understand the significance of a harvest prayer and how Christians celebrate Harvest in their communities.</p> <p><i>Judaism Sukkot - learning about Sukkas - make one using materials</i></p> <p>Advent - advent candle and importance of advent for Christians</p> <p><i>Hanukkah - story of Hanukkah, design menorah candles and make a menorah card</i></p>	<p><i>Esther and Purim Learn about how Esther saved the Jewish people in Persia, linking this to our values of bravery and resilience. Jewish people celebrate this in a holiday called Purim.</i></p> <p>Easter Understand the Christian story of Easter and why Christians celebrate it. Learn about Easter celebrations in Christian households and churches.</p>	<p>What happens in a church on Sundays?</p> <p><i>Show an understanding of morals and how their actions may affect others, link to the Good Samaritan.</i></p>
Year 3	<p><i>Introduction to Sikhism</i></p> <p><i>map work - spread of Sikhism</i></p> <p><i>Story of Guru Nanak</i></p> <p><i>Main beliefs of Sikhism</i></p> <p><i>The Gurdwara</i></p> <p><i>Sikh festival celebration food tasting</i></p>	<p>Sikhism and Christianity</p> <p>Compare the main beliefs</p> <p>Compare holy books</p> <p>Read some Christian parables and Sikh stories - compare Symbolism in both religions - Kanda and stained glass windows</p>	<p><i>Symbolism in Sikhism</i></p> <p>Compare the Kandar with the Christian Cross - children to be able to draw and explain the different parts of the Kandar and explain why they are important.</p>

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			<p>How do beliefs of some communities affect their behaviour?</p> <p>Pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God.</p>
Year 4	<p>What is Judaism?</p> <p>Building on learning from Year 2, children explore story of Moses and Egypt which links learning to history.</p> <p>Hanukah</p> <p>Ten Commandments</p> <p>Explain how beliefs about right and wrong affect behaviour.</p> <p>Describe how some values held by communities or individuals affect behaviour and actions.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Judaism Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Ask questions that have no universally agreed answers.</p> <p>Home life in Judaism: Kosher home and dietary food laws.</p> <p>Make a kosher menu. Design a Jewish meal to make and eat at school. Diary entry - day in the life of a Jew on the Shabbat day.</p>	<p>Synagogue Trip to Brighton and Hove Progressive Synagogue Features of the synagogue and a typical service. The Torah.</p> <p>Comparison opportunity comparing the Progressive Synagogue with the types of traditional synagogues we have been learning about.</p> <p>Identify religious artefacts and explain how and why they are used.</p> <p>Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p>
Year 5	<p>Hinduism</p> <p>To learn about the way of life for Hindu people including worship, food, Gods and art. To understand what Hindus believe happens after they die. How Hindus express themselves through art.</p>	<p>Hinduism - prayer, community and festivals.</p> <p>Christianity</p> <p>Parables - The Good Samaritan. Looking at modern day parallels. Easter - the last week of Jesus's life. Palm Sunday, last supper, Good Friday, Crucifixion, Resurrection. Children to understand the importance of</p>	<p>Hinduism Describe the impact of Hindu teaching about harmlessness (ahimsa) on questions about what people eat and how people treat animals. Research the life of Mahatma Gandhi continuing understanding of ahimsa. Ahimsa acrostic poem containing ideas about living a peaceful life.</p> <p>Children to study the food that Hindus eat and why they don't eat particular food.</p>

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		the Easter Story for Christians. Drama, freeze frames and other methods of storytelling. Visit St Mary's Church, Sompting.	Moral dilemmas Exploring important questions... Is it always wrong to lie/steal? Is it wrong to eat meat? Link to Hinduism and views.
Year 6	Five Pillars of Islam Overview: Shahadah - Faith The Quran Salat - Prayer Zakat - Charity Saem - Fasting Haji - Pilgrimage  Holy places in Islam	Humanism: Create a factfile of information about Humanism Compare humanist marriage to other religions. Design their own code of living	Inspirational Figures Sources of inspiration across religious and non-religious communities.  The role of a spiritual leader. Research an inspirational figure of their choice - mini project. Communities being able to live together in peace. Communities being able to live together in peace. Discuss current affairs and where there are conflicts in the world today. E.g. Ukraine, Palestine and Israel. Opportunity for discussion and research.