

RELIGIOUS EDUCATION LONG TERM PLAN

Incorporating Understanding Christianity and the Hertfordshire Agreed Syllabus

'Together we learn; Together with God'

At Park Street C of E School, our vision is for every part of our school community to live, learn and work together with God so that we may find joy in the rich diversity of life He shares with us: show love in how we live out our community lives through Him; have the courage and resilience to live our lives to their fullest, knowing the truth of God's wonder. Our Christian values of love, joy, courage and truth are at the heart of our vision, curriculum and are in everything we do.

Reception	Autumn		Spring		Summer		
	Christianity	Hinduism	Christianity	Hinduism	Christianity	Hinduism	
Focus faiths: Christianity and Hinduism.	Beliefs and practices Sources of wisdom. Ultimate questions.		Identity and belonging. Sources of wisdom. Symbols and actions.		Prayer worship and reflection. Justice and fairness. Human responsibility and values.		
Themes will also be taught within the EYFS framework.	<ul style="list-style-type: none"> • UC - Creation: Why is the word God so important to Christians? • How and why do we celebrate special times? Explore how people prepare for and celebrate a joyous occasion. Explore Diwali and compare with other peoples' joyous times. • UC - Incarnation: Why do Christians perform nativity plays at Christmas? 		<ul style="list-style-type: none"> • UC - Salvation: Why do Christians put a cross in a garden at Easter? 		<ul style="list-style-type: none"> • Why is it important to experience times of quiet? Exploring sacred spaces, simple prayers and time to reflect in Christianity and compare with those in Hinduism. • How do we know what is right and wrong? Explore which Hindu stories help us to understand what is right, wrong or fair. 		
Year 1	Christianity	Judaism	Christianity	Judaism	Christianity	Judaism	Islam
Focus faiths: Christianity and Judaism.	Ultimate questions. Beliefs and practices Symbols and actions.		Identity and belonging. Beliefs and practices Symbols and actions.		Sources of wisdom. Prayer worship and reflection.		
Hinduism must also be revisited during each term as this was introduced in Reception. Islam introduced in Summer term.	<ul style="list-style-type: none"> • UC - Creation: Who made the world? • How can we be thankful? Exploring the Christian festival of Harvest and the Jewish festival of Sukkot. • What do these symbols mean? Exploring different festivals of light including Hanukah in Judaism. • UC - Incarnation: Why does Christmas matter to Christians? 		<ul style="list-style-type: none"> • What does it mean to belong? Explore what it means to belong to a family and different groups. Exploring the Christian baptism ceremony and the Sabbath in Judaism. • UC - Salvation: Why does Easter matter to Christians? 		<ul style="list-style-type: none"> • Why are some books and stories special? Exploring different sacred texts: who reads them, when and why? The Bible, the Torah and the Qu'ran. • UC - Gospel: What is the good news that Jesus brings? 		

Year 2	Autumn		Spring		Summer		
	Christianity	Islam	Christianity	Judaism	Christianity	Islam	
<p>Focus faiths: Christianity and Islam.</p> <p>Judaism and Hinduism must also be revisited during each term as these faiths have been introduced and built on in Year 1 and Reception.</p>	Symbols and actions. Beliefs and practices Prayer worship and reflection.		Identity and belonging. Beliefs and practices Sources of wisdom		Justice and fairness. Human responsibility and values. Ultimate questions.		
	<ul style="list-style-type: none"> • Why are some places special to people? Exploring places of Christian worship, the symbols found and what happens there. Exploring a mosque including Muslim prayer and action • UC – Incarnation: Why does Christmas matter to Christians? 		<ul style="list-style-type: none"> • What does it mean to belong? Explore why the Shabbat has a special place in Jewish families. Explore how and why people celebrate special and holy times including Passover. Explore key texts from the Torah linked to the Shabbat and Passover. • UC – Salvation: Why does Easter matter to Christians? 		<ul style="list-style-type: none"> • Who should look after the world? Explore the relationship between humans, their environment and other living things. Explore stories and beliefs from Christianity and Islam. • UC – God: What do Christians believe God is like? 		
Year 3	Christianity	Islam	Christianity	Islam	Christianity	Islam	Hinduism
	Sources of wisdom Beliefs and practices Symbols and actions.		Identity and belonging. Beliefs and practices Prayer worship and reflection. Sources of Wisdom		Justice and fairness. Human responsibility and values. Ultimate questions.		
<p>Focus faiths: Christianity and Islam.</p> <p>Judaism and Hinduism must also be revisited during each term as these faiths have been introduced and built on in Year 2, Year 1 and Reception.</p>	<ul style="list-style-type: none"> • UC – Creation, Fall: What do Christians learn from the Creation story? • How do people celebrate festivals and traditions? Explore key festivals in Christianity e.g. Christmas and in Islam e.g. Eid-ul-Adha, Eid AlFitr. 		<ul style="list-style-type: none"> • What does it mean to belong to a faith community? Explore own and others beliefs. How the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. • Why do people pray? Investigate the role and special space for worship in a mosque and a Church. key prayers (e.g. the first Surah in the Qu’ran and The Lord’s Prayer) and how they might inspire a believer’s commitment. • UC – Gospel: What kind of world did Jesus want? 		<ul style="list-style-type: none"> • UC –God, Incarnation: What is the Trinity? • What do different people believe God is like? Investigate the different ideas about God and pose some deeper questions. Explore the ways religion’s name and describe the attributes of God. (Islam- 99 names of Allah, Christianity- The Trinity, Hinduism- The Trimurti) 		

Year 4	Autumn		Spring		Summer	
	Christianity	Hinduism	Christianity	Hinduism	Christianity	Hinduism
<p>Focus faiths: Christianity and Hinduism.</p> <p>Islam and Judaism must also be revisited during each term as these faiths have been introduced and built on in Year 3, 2 and 1.</p>	<p>Beliefs and practices Symbols and actions. Identity and belonging.</p>	<p>Identity and belonging. Beliefs and practices Prayer worship and reflection.</p>	<p>Sources of wisdom Justice and fairness. Human responsibility and values.</p>	<ul style="list-style-type: none"> • How do people mark key events in life? Explore different ways two faiths (Christianity and Hinduism) celebrate festivals and mark important events in life. • Why is worship important to some people? Explore how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). Investigate the power of religious symbols. (Christianity and Hinduism) • UC – People of God: What is it like to follow God? 	<ul style="list-style-type: none"> • What does belonging mean to different people? Explore what belonging might mean and how it can shapes lives. Consider challenges individuals may face and how festivals can bring communities together. (Hinduism and Christianity) • Why are places of worship important? Investigate the role and meaning of places of worship, explore why they play a significant part in a religious community or in the home. (Hinduism and Christianity) • UC – Salvation: Why do Christians call the day Jesus died ‘Good Friday’? 	<ul style="list-style-type: none"> • How do faith stories guide followers in their daily lives? Explore sacred texts and stories, their guidance and impact (Christianity and Hinduism) • Who is responsible for the world? Explore our own and others responsibility for the world and for each other and some religious and worldview responses (Christianity, Hinduism,) • UC – Kingdom of God: When Jesus left, what was the impact of Pentecost?
Year 5	Christianity	Judaism	Christianity	Judaism	Christianity	Judaism
<p>Focus faiths: Christianity and Judaism.</p> <p>Hinduism and Islam must also be revisited during each term as these faiths have been introduced and built on in Year 4,3,2,1 and Reception.</p>	<p>Symbols and actions. Identity and belonging. Beliefs and practices</p>	<p>Identity and belonging. Prayer worship and reflection. Sources of wisdom</p>	<p>Justice and fairness. Human responsibility and values. Ultimate questions.</p>	<ul style="list-style-type: none"> • UC – Creation, Fall: Creation & Science: conflicting or complimentary? • How are religious and symbolic artefacts are used in prayer? Investigate and compare how religious and symbolic artefacts are used in prayer and practice to express meaning. (Christianity and Judaism) • UC – Incarnation: Was Jesus the Messiah? 	<ul style="list-style-type: none"> • What does it mean to be a religious leader? Explore and compare the lives of key leaders from contemporary life. Investigate what it means to be a religious leader and how leadership impacts the lives of followers. (Christianity and Judaism) • UC – Salvation: What did Jesus do to save human beings? 	<ul style="list-style-type: none"> • How can people live together for the wellbeing of all? Explore the social and environmental responsibilities, discover and respond to religious and moral codes of conduct from Christian and Jewish traditions. • UC – People of God: How can following God bring freedom and justice?

Year 6	Autumn		Spring		Summer	
	Christianity	Buddhism	Christianity	Buddhism	Christianity	Buddhism
Focus faiths: Christianity and Buddhism	Symbols and actions. Identity and belonging. Beliefs and practices		Beliefs and practices Prayer worship and reflection. Sources of Wisdom		Justice and fairness. Human responsibility and values. Ultimate questions.	
Judaism, Hinduism, Islam must also be revisited during each term as these faiths have been built on in Years 5,4,3,2,1 and Reception	<ul style="list-style-type: none"> What does it mean to live as a believer in Britain today? Investigate what it means to live as a Christian and Buddhist in Britain today considering internal diversity. (Christianity and Buddhism) How do different religions express their beliefs through the arts? Explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama) and . (Buddhism and Christianity) UC – Gospel: What would Jesus do? 	<ul style="list-style-type: none"> What can we learn from religious leaders? Explore what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. (Buddhism and Christianity) Is prayer important? Explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. (Buddhism and Christianity) UC – Salvation: What difference does the resurrection make to Christians? 	<ul style="list-style-type: none"> Is the world just and fair? Explore how people decide what is right and wrong and how they may choose to live. Develop thinking about why and how some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). (Christianity and Buddhism) How can people can live together to create a perfect world? Develop understanding of responsibility and social justice and question why and how we should care. Respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon. (Buddhism and Christianity) UC – Kingdom of God: What kind of king is Jesus? 			

Sikhism will be explored in depth through a whole school RE week once every 2 years. In addition to the world faiths being studied, each year group should also explore Sikhism, where appropriate, within other units of work during the year.

RE visits and visitors

Reception	Visit to Holy Trinity Church and Park Street Baptist Church Visitor from the Hindu faith.	Year 4	Visit to Bhaktivedanta Manor Temple Visit to a Christian place of worship..
Year 1	Visit to the Synagogue, Radlett. Visitor from the Christian faith.	Year 5	Visit to the Synagogue, Radlett. Visitor from Christian faith
Year 2	Visit to the Synagogue, Radlett. Visitor from the Muslim faith.	Year 6	Visit to the Amaravati Buddhist Monastery. Visitor from Christian faith.
Year 3	Visit to the Mosque. Visitor from Christian the faith		

