

Religious Education Long Term Plan



SPRING GROVE
PRIMARY SCHOOL

**RE
at Spring Grove
Primary School**

The Statutory Requirements

At Spring Grove Primary School, we are required by law to follow Widening Horizons, the Agreed Syllabus for Religious Education in the London Borough of Hounslow. The locally determined R.E. syllabus allows R.E. teaching to reflect the richness and diversity of the local Hounslow community. At Spring Grove Primary School, we follow our locally agreed syllabus using *Jigsaw RE*.

The Aim of Religious Education

The aim of Religious Education in the London Borough of Hounslow is to help children and young people to learn about and learn from religious and spiritual insights, beliefs and practices.

Curriculum

Jigsaw RE is an enquiry-based scheme of work, covering the 6 principal world faiths and Humanism in a progressive way from EYFS to Year Six.

In the Early Years, the learning is taught within cross-curricular themed units and practitioners provide opportunities for the children to develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism. **Children will explore the world of religion and belief in terms of significant books, objects and times and by visiting significant places, including places of worship.** Throughout all the enquiries, the children's spiritual, moral, social and cultural education is carefully considered to fulfil the requirements of the Early Years Foundation Stage curriculum.

In Reception, Key Stages One and Two, Religious Education is taught in half termly units of work and two world religions are studied per year. At every Key Stage, including Reception, care is taken to ensure that aspects of each of these Areas of Exploration are developed:

- Worship and Celebration
- Rites of Passage
- Key Figures
- Writings
- Stories
- Language and Symbolism
- Places and Communities
- Values and Social Action
- Beliefs

On our Subject Long Term Plan, learning is presented in a consistent manner as detailed below:

<u>Summer One</u>	←	Term Coverage
Theme: Writings and Stories, Places and Communities	←	Unit Aims that relate to Hounslow Agreed Syllabus, <i>Widening Horizons 22-26</i>
Concept: Shabbat/ Priorities	←	Unit focus
Is Shabbat important to Jewish children?		
Does visiting the synagogue help Jewish children feel closer to God?	←	Enquiry Question(s)
Religion: Judaism	←	World Religion focus
Visit to Richmond Synagogue(Orthodox)	←	Cultural Capital Opportunities

Religious Education Long Term Plan



SPRING GROVE
PRIMARY SCHOOL

	Autumn Term	Spring Term	Summer Term
Nursery	<p><u>Special People and Me</u> Theme: Special People Content: Moses as a special baby, Jesus as a special person healing people with leprosy</p> <p><u>Christmas and Me</u> Theme: Christmas (Incarnation) Content: Jesus as a special baby, Mary as a special mummy, Joseph as a special daddy, The Christmas Story</p>	<p><u>Celebrations and Me</u> Theme: Celebrations in different cultures and worldviews Content: Holi</p> <p><u>Easter and Me</u> Theme: Easter (Salvation) Content: Easter-Palm Sunday, Bertie finding out about Spring to link it to the new life in Jesus' resurrection</p>	<p><u>Stories and Me</u> Theme: Stories Content: Stories from Sanatana Dharma and Sikhi</p> <p><u>Special Places and Me</u> Theme: Special Places Content: Synagogue, Mosque and Church</p>
Reception	<p><u>Special People</u> Theme: Special People Content: Role models including Moses and the 10 commandments and Jesus healing the paralysed man and the blind man</p> <p>What makes people special to me and others?</p> <p><u>Christmas</u> Theme: Christmas (Incarnation) Content: The Christmas story: shepherds and the wise men</p> <p>What is Christmas?</p>	<p><u>Celebrations</u> Theme: Celebrations in different cultures and worldviews Content: Holi (New Year, Chinese New Year etc)</p> <p>How do people celebrate?</p> <p><u>Easter</u> Theme: Easter (Salvation) Content: Easter: Palm Sunday and the Last Supper</p> <p>What is Easter?</p>	<p><u>Stories</u> Theme: Stories Content: Stories from Sanatana Dharma and Sikhi</p> <p>What can we learn from stories?</p> <p><u>Special Places</u> Theme: Special Places Content: Synagogue, including clothes that might be worn there, Mosque and Church</p> <p>What makes places special?</p>
Year One	<p><u>Autumn One</u> Theme: Beliefs Concept: Creation, God the Father as an introduction to the Trinity.</p> <p>What do Christians believe about God?</p> <p>Religion: Christianity</p> <p><u>Autumn Two</u> Theme: Worship, Celebration and Commemoration, Writings and Stories Concept: Christmas/ Incarnation, God the Son – continuation of introduction to the Trinity.</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity Visit to St Mary's C of E Church</p>	<p><u>Spring One</u> Theme: Beliefs, Worship, Celebration, Writing and Stories and Key Figures Concept: Trust/ The special relationship Jews have with God.</p> <p>Who is God to the Jews?</p> <p>Religion: Judaism</p> <p><u>Spring Two</u> Theme: Worship, Celebration and Commemoration and Language and Symbolism Concept: Easter - Palm Sunday (Salvation, God the Son – continuation of introduction to the Trinity).</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p>	<p><u>Summer One</u> Theme: Writings and Stories, Key Figures, Places and Communities and Values and Social Action Concept: Shabbat/ Priorities</p> <p>Is Shabbat important to Jewish children? Does visiting the synagogue help Jewish children feel closer to God?</p> <p>Religion: Judaism</p> <p><u>Summer Two</u> Theme: Worship, Celebration and Commemoration, Key Figures and Stories and Writings Concept: Prayer and worship</p> <p>Who is God to Sikhs?</p> <p>Religion: Sikhi (Sikhism)</p>

Religious Education Long Term Plan



SPRING GROVE
PRIMARY SCHOOL

Year Two	<u>Autumn One</u>	<u>Spring One</u>	<u>Summer One</u>
	<p>Theme: Key Figures, Writings and Stories, Values and Social Action Concept: Kindness (Jesus's example as the Son of God).</p> <p>Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Key Figures, Stories, Writings and Language and Symbolism Concept: Respect (The 99 names of Allah)</p> <p>Who is God to Muslims?</p> <p>Religion: Islam</p>	<p>Theme: Writings, Language and Symbolism, Beliefs Concept: The prophet Muhammad (pbuh)</p> <p>How important is the prophet Muhammad to Muslims?</p> <p>Religion: Islam</p>
	<u>Autumn Two</u>	<u>Spring Two</u>	<u>Summer Two</u>
	<p>Theme: Worship, Celebration and Commemoration, Language and Symbolism Concept: Christmas -Jesus as gift from God (Incarnation) Looking after the world</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity Visit to St Mary's C of E Church</p>	<p>Theme: Worship, Celebration and Commemoration, Language and Symbolism Concept: Easter -Resurrection (Salvation)</p> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Worship, Celebration and Commemoration, Stories and Writings and Beliefs Concept: Brahman as one supreme being in everything and everywhere.</p> <p>Who is God to Sanatanis?</p> <p>Religion: Sanatana Dharma (Hinduism)</p>
Year Three	<u>Autumn One</u>	<u>Spring One</u>	<u>Summer One</u>
	<p>Theme: Worship, Celebration and Commemoration, Rites of Passage, Language and Symbolism, Key Figures and Beliefs and Places and Communities Concept: Holly days- The Amrit Ceremony and the Khalsa</p> <p>Does joining the Khalsa make a person a better Sikh? What is the best way for a Sikh to show commitment to God? How far would a Sikh go for their religion? What is the best way for a Sikh to lead a good life?</p> <p>Religion: Sikhi (Sikhism) Visit to Hounslow Gurdwara</p>	<p>Theme: Stories and Writings Concept: Jesus' Miracles (Healing of person with leprosy, healing of wise man and healing of the paralysed man)</p> <p>Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Values and Social Action, Beliefs and Stories and Writings Concept: Sharing and Community</p> <p>Do Sikhs think it is important to share? How are sacred teachings and stories interpreted by Sikhs today?</p> <p>Religion: Sikhism</p>
	<u>Autumn Two</u>	<u>Spring Two</u>	<u>Summer Two</u>
	<p>Theme: Worship, Celebration and Commemoration Concept: Advent-Christmas (Incarnation, God the Son)</p> <p>Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Worship, Celebration and Commemoration Concept: Easter (Forgiveness) Salvation</p> <p>What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: Key Figures, Rites of Passage, Beliefs, Places and Communities Concept: Belief and Practices- The Patriarchs, Bar and Bat Mitzvah, Synagogue (Jerusalem), Pesach or Passover, Sukkot, Shavot and story of Moses and the Israelites in the desert</p> <p>What is the best way for Jews to live a good life? What is the best way for a Jew to show commitment to God? How does celebrating Shavuot help Jewish children feel closer to God?</p> <p>Religion: Judaism</p>

Religious Education Long Term Plan



SPRING GROVE
PRIMARY SCHOOL

Year Four	<p>Autumn One</p> <p>Theme: Worship, Celebration and Commemoration, Language and Symbolism Concept: Happiness- Life and Teachings of the Buddha.</p> <p>Is it possible for everyone to be happy? What is the best way for a Buddhist to show commitment to their beliefs?</p> <p>Religion: Buddhism</p>	<p>Spring One</p> <p>Theme: Key Figures and Stories and Writings, Values and Social Action and Beliefs Concept: Compassion- Buddha’s teachings and Right Living and Intention</p> <p>Can the Buddha’s teachings make the world a better place? What is the best way for a Buddhist to lead a good life? How are Buddhist teachings interpreted by believers? / How the teachings of Buddha might impact on the life of a Buddhist today?</p> <p>Religion: Buddhism</p>	<p>Summer One</p> <p>Theme: Key Figures and Stories and Writings Concept: Making good choices- Beliefs into practice (The 8-fold path)</p> <p>What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism Visit to London Buddhist Vihara</p>
	<p>Autumn Two</p> <p>Theme: Worship, Celebration and Commemoration Concept: Advent-Christmas (Incarnation) Symbols-Christingle</p> <p>What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Spring Two</p> <p>Theme: Worship, Celebration and Commemoration and Places Concept: Easter (Salvation) Forgiveness and Special Places- Prayer and Worship</p> <p>Is forgiveness always possible for Christians? Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity Visit to St Bridget Church (Catholic)</p>	<p>Summer Two</p> <p>Theme: Worship, Celebration and Commemoration, Key Figures and Stories and Writings, Language and Symbolism, Values and Social Action and Beliefs , Places and Communities and Beliefs Concept: Humanist actions and the reasoning behind them</p> <p>What motivates Humanists to lead good lives? How do inspirational people impact on how Humanists live today?</p> <p>Religion: Humanism</p>
Year Five	<p>Autumn One</p> <p>Theme: Worship, Celebration and Commemoration and Places and Communities Concept: Prayer and Worship- Commitment</p> <p>What is the best way for a Sanatani (Hindu) to show commitment to God? Does visiting the Ganges make a person a better Sanatani (Hindu)?</p> <p>Religion: Hinduism Visit to Hindu Madhir Temple</p>	<p>Spring One</p> <p>Theme: Beliefs, Stories and Writings and Language and Symbolism Concept: Sanatani Beliefs.</p> <p>How can Brahman be everywhere and in everything? What do some deities tell Sanatanis (Hindus) about God?</p> <p>Religion: Hinduism</p>	<p>Summer One</p> <p>Theme: Beliefs and Values and Social Action Concept: Beliefs into action (Moral values)- Reincarnation</p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? What is the best way for a Sanatani (Hindu) to lead a good life?</p> <p>Religion: Hinduism</p>
	<p>Autumn Two</p> <p>Theme: Worship, Celebration and Commemoration Concept: Advent-Christmas (Incarnation) Truth</p> <p>Is the Christmas story true?</p>	<p>Spring Two</p> <p>Theme: Worship, Celebration and Commemoration Concept: Easter (Salvation) Density / Free will</p> <p>How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>Summer Two</p> <p>Theme: Worship, Celebration and Commemoration and Values and Social Action Concept: Beliefs and Practices -Commitment</p> <p>What is the best way for a Christian to show commitment to God?</p>

Religious Education Long Term Plan



	<p>Religion: Christianity</p>		<p>Religion: Christianity</p>
<p>Year Six</p>	<p style="text-align: center;"><u>Autumn One</u></p> <p>Theme: Worship, Celebration and Commemoration, Beliefs and Values, Language and Symbolism and Social Action Concept: Commitment- Allah and Zakah</p> <p>What is the best way for a Muslim to show commitment to God? What is the best way for a Muslim to lead a good life? Does praying at regular intervals help Muslim in their everyday lives?</p> <p>Religion: Islam Visit to Hussaini Islamic Mission</p> <p style="text-align: center;"><u>Autumn Two (Alt)</u></p> <p>Theme: Worship, Celebration and Commemoration and Key Figures Concept: Advent-Christmas (Incarnation) Celebrations, Mary- the mother of Jesus</p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p style="text-align: center;"><u>Spring One</u></p> <p>Theme: Worship, Celebration and Commemoration, Values and Social Action, Stories and Writings Concept: Beliefs and Meaning/ Salvation, Eternity, Key Christian Values</p> <p>Is anything ever eternal? Why are there four Gospels and how are they relevant for Christians?</p> <p>Religion: Christianity</p> <p style="text-align: center;"><u>Spring Two</u></p> <p>Theme: Language and Symbolism Concept: Beliefs and Meanings/Salvation</p> <p>Is Christianity still a strong religion over 2000 years after Jesus was on Earth? How do the events of Easter and Pentecost impact on Christians today?</p> <p>Religion: Christianity</p>	<p style="text-align: center;"><u>Summer One</u></p> <p>Theme: Key Figures, Places and Communities, Values and Social Action and Stories and Writings and Beliefs and Rites of Passage Concept: Beliefs and Practices and Guidance and teachings, Life after death- Akhirah</p> <p>How is the Qur'an vital to Muslims today? Does completing a pilgrimage make a person a better Muslim? Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p style="text-align: center;"><u>Summer Two</u></p> <p>Theme: Worship, Celebration and Commemoration, Stories and Writings, Language and symbolism and Values and Social Action and Places and Communities Concept: Festivals , The Tenakh. the Torah, Mezuzah</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?. How are sacred teachings and stories interpreted by Jews today? How do Jewish beliefs, teachings and stories impact on daily life?</p> <p>Religion: Judaism Visit to Richmond Synagogue(Orthodox)</p>