

**Religious Education  
Long Term Plan**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1: Studying Christianity and Sikhism in depth plus Hinduism, Islam and non –religious life stances						
<b>Year 1</b>	<b>Beginning to learn from Hindu people: Sharing stories and helping other people</b>	<b>Ideas about God Literacy linked unit</b>	<b>Who is a Christian and what do they believe?</b>	<b>Who celebrates what and why?</b>	<b>What can stories teach us about life? An experiential approach</b>	<b>Who is an inspiring person? Who inspires me?</b>
Religions:	Hinduism	Christianity Hinduism	Christianity	Christianity, Islam	Christianity, Buddhism, Sikhism, non-religious life stance	Christianity, Islam
SMSC	<p>Spiritually by learning about and reflecting on a story, some artefacts and some values that are at the heart of Hindu practice.</p> <p>Morally by considering how religious stories and values lead to particular actions.</p> <p>Socially by thinking about helping and being helped</p> <p>Culturally by encountering people and resources from Hindu ways of life.</p>	<p>Opportunities for spiritual development come from considering their own views and ideas about god</p> <p>Opportunities for cultural development come from considering the different ways god is or isn't represented in different belief systems</p>	<p>Opportunities for spiritual development come from learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices</p> <p>Opportunities for social development come from considering how religious and other beliefs lead to particular actions and concerns</p> <p>Opportunities for cultural development come from considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices</p>	<p>Spiritually by learning about spiritual stories and ways of celebrating, identifying their own celebrations</p> <p>Socially by considering how religious and other beliefs make a difference to what communities do.</p> <p>Culturally by noticing how important different festivals are to the communities in the city of Leicester.</p>	<p>Opportunities for social development come from shared discussion in a community of enquiry</p> <p>Opportunities for cultural development come from understanding the importance of stories to their believers in explaining and supporting their faith and life stance</p>	<p>Opportunities for <b>spiritual development</b> come from responding to stories of key religious Figures</p> <p>Opportunities for <b>moral development</b> come from thinking about who inspires me to be good, say thank you or be generous</p>

## St Edward's C of E Primary School

Year 2	The beginning of the world: What can we learn from the stories?	Can we find the meaning of the symbols?	Beginning to learn about the Sikhs	Visiting a place of worship Phenomenological approach	Respect for Everyone Community Cohesion Unit
Religions	Christianity	Christianity, Sikhism, Islam, Hinduism	Sikhism	Christianity, Sikhism, Hinduism, Islam	
SMSC	<p>Opportunities for spiritual development come from reflecting on Christian/Jewish stories and ideas or beliefs about creation.</p> <p>Opportunities for moral development come from discussions about responsibility for the world now.</p> <p>Opportunities for social development come from learning from each other's ideas and beliefs during discussion.</p> <p>Opportunities for cultural development come from showing sensitivity to various beliefs about how the world was created, that may be different from our own.</p>	<p>Opportunities for spiritual development come from learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices</p> <p>Opportunities for cultural development come from considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices</p>	<p>Spiritually by learning about and reflecting on a story, some artefacts and some values that are at the heart of Sikh practice.</p> <p>Morally by considering how religious stories and values lead to particular actions.</p> <p>Culturally by encountering people and resources from Sikh ways of life.</p>	<p>Spiritually by learning about and reflecting on the ideas of 'specialness' and 'holiness' for themselves</p> <p>Culturally by encountering people and resources from differing cultures.</p>	<p>Opportunities for spiritual development come from thinking about what makes a human being so special / important / sacred and recognising the humanity of others</p> <p>Opportunities for moral development come from recognising that we should treat everybody with respect even though we are all different</p> <p>Opportunities for social development come from developing an appreciation of the ways in which similarity and difference make life interesting.</p> <p>Opportunities for cultural development come from appreciating the wide and global range of cultures in our country.</p>

## St Edward's C of E Primary School

Key Stage 2: Studying Christianity, Hinduism and Islam in depth, plus Judaism, Buddhism Sikhism and non-religious life stances

Year 3	What does light mean? What does dark mean?	Creation and Green Issues	How is new life welcomed into the world?	How does a Christian follow Jesus?	What are the deeper meanings of our celebrations?
<b>Religions</b>	Christianity, Islam, Hinduism, Judaism	Christianity, Islam, Hinduism, Judaism, Buddhism	Christianity, Sikhism, Islam	Christianity	Christianity, Hinduism, Sikhism, Judaism, Islam
<b>SMSC</b>	<p>Opportunities for spiritual development come from personal exploration of symbolism and experience.</p> <p>Opportunities for cultural development come from engaging thoughtfully with art and expression from many different sources.</p>	<p>Opportunities for spiritual development come from reflecting on how key beliefs can make a difference to people's lives and actions.</p> <p>Opportunities for moral development come from thinking about their own attitudes to caring for the environment and wider world.</p> <p>Opportunities for social development come from exploring some ideas about global community and inter-relatedness.</p> <p>Opportunities for cultural development come from taking account of difference and diversity in the world, including recognising the needs of developing countries compared to the western world.</p>	<p>Opportunities for spiritual development come from learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.</p> <p>Opportunities for moral development come from exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>Opportunities for cultural development come from considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p>	<p>Opportunities for spiritual development come from learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Christianity.</p> <p>Opportunities for moral development come from considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Christianity.</p> <p>Opportunities for cultural development come from considering how beliefs about Jesus have been expressed through the creative and expressive arts and encountering the creative and expressive arts from differing cultures.</p>	<p>Opportunities for spiritual development come from considering why celebrating is an important part of being human, whether celebrating success or reinforcing key beliefs.</p> <p>Opportunities for cultural development come from sharing the different focuses for celebration of festivals.</p>

## St Edward's C of E Primary School

Year 4	Who inspires me? A world views approach	Who is my neighbour?	Values: What matters most Christianity and Humanism – A conceptual approach	What will make our city a more respectful place? An interpretative approach Community Cohesion Unit	Creative Curriculum unit
<b>Religions</b>	Christianity, Hinduism	Christianity, Humanism	Christianity, Humanism	Christianity, Hinduism, Islam, Sikhism	Hinduism
<b>SMSC</b>	<p>Opportunities for spiritual development come from reflecting on the strengths, beliefs and values shown by the inspirational people studied.</p> <p>Opportunities for moral development come from considering what is of ultimate value to pupils and believers through studying the beliefs, ideas and motivation of a series of inspirational people.</p> <p>Opportunities for social development come from working as a class to tackle an injustice or on a community project that has been selected by the group.</p>	<p>Opportunities for spiritual development come from reflecting on how key beliefs can inspire people to act in certain ways.</p> <p>Opportunities for moral development come from considering who our neighbour is and what we do about this.</p>	<p>Opportunities for moral development come from thinking about values and studying stories that express values. Higher level work explores the consequences of our choices.</p> <p>Opportunities for social development come from working together in collaborative projects and activities. Higher level work explores how values make a difference to our community and to society.</p>	<p>Opportunities for spiritual development come from developing attitudes of open minded and courageous engagement with different views</p> <p>Opportunities for moral development come from recognising the rights of all and the need for acceptance in human communities</p> <p>Opportunities for social development come from developing an appreciation of the ways in which diversity enriches human life</p> <p>Opportunities for cultural development come from appreciating the wide and global range of cultures in Leicester.</p>	

## St Edward's C of E Primary School

Year 5	Islam: What does it mean to be a Muslim?	How does a Christian follow Jesus?	Justice and Poverty	How do you find your way through the moral maze?	Words of Wisdom: What can we learn from reflecting on Sikh, Christian and Muslim wisdom?
<b>Religions</b>	Islam	Christianity	Christianity, Islam	Christianity, Sikhism, Judaism	Christianity, Sikhism, Islam
<b>SMSC</b>	<p>Opportunities for social development come from looking at the way religion can work to support communities.</p> <p>Opportunities for cultural development come from appreciating the diversity of backgrounds that followers of Islam come from. Teachers should try to ensure they show Muslims with different skin colour and who choose to dress in different ways.</p>	<p>Opportunities for spiritual development come from learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Christianity.</p> <p>Opportunities for moral development come from considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Christianity.</p>	<p>Opportunities for spiritual development come from reflecting on how key beliefs can make a difference to people's lives and actions.</p> <p>Opportunities for moral development come from thinking about their own attitudes to generosity, wealth and poverty.</p> <p>Opportunities for social development come from exploring some ideas about global community and inter-relatedness.</p> <p>Opportunities for cultural development come from taking account of difference and diversity in charitable work.</p>	<p>Opportunities for <b>spiritual development</b> come from considering the way that encounters with God or other spiritual figures act as guides for religious people. Pupils then have the opportunity to consider where they receive similar inspiration and guidance.</p> <p>Opportunities for <b>moral development</b> come from the links to the SEAL unit and the potential for children to consider their own views on key moral issues. It is also an important opportunity to listen to and consider the views of others.</p>	<p>The unit enables pupils to develop spiritually by increasing their capacity to use skills of empathic reflection, silence and inner thought.</p>

In **Key Stage One**, pupils are to study **Christianity** and at least one other religion in depth, determined by the school. We recommend that schools choose at least one from Hinduism, Islam, Judaism and **Sikhism** taking account of the communities around them and the communities they serve."

In **Key Stage Two**, pupils are to study **Christianity** and at least two other religions in depth, determined by the school. We recommend that schools choose at least two from **Hinduism**, **Islam**, Judaism and Sikhism taking account of the communities around them and the communities they serve.