RE Curriculum Long Term Plan

Intent

Through RE we celebrate and explore life in all its richness. We visit ancient stories, look at life from other perspectives and learn what is truly important to us. We become more considerate, reflective and grateful for the life we enjoy.

The Legal Requirements

Living Difference IV, as the Agreed Syllabus for Hampshire, the Isle of Wight, Portsmouth and Southampton, is the legal document to be followed for the teaching of religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton schools, as well as for other schools where a licence for use applies.

It is the statutory framework which defines knowledge to be included, as well as a process for teaching, to inform individual schools as they develop their curriculum for religious education.

Section 80 of the Education Act 2002 identifies the distinctive place of religious education (RE) as part of the basic curriculum alongside the national curriculum. Religious education is to have equal standing in relation to the core subjects within the school. It differs from the subjects of the nations curriculum only in that it is not subject to national prescription. It is a matter for the Agreed Syllabus Conferences to recommend locally prescribed procedures for the local authority (LA).

The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that:

- Religious education should be taught to all children and young people other than those in nursery classes and except for those withdrawn at the request of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education
- Religious education in all community, foundation and voluntary controlled schools should be taught in accordance with an Agreed Syllabus
- An agreed syllabus should *reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principal religions in Great Britain*
- An Agreed Syllabus must not be designed to convert pupils, or to urge a particular religious belief on pupils
- An Agreed Syllabus Conference must be convened every five years to review the existing syllabus.

It is recommended that the following minimum hours should be devoted to religious education and *Living Difference IV* planning has been designed with these time recommendations in mind.

EYFS – approximately 36 hours per year.
KS1 – 36 hours per year.
KS2 – 45 hours per year.

EYFS

Children will engage with aspects of what it means to live life in the Christian traditions, along with a depth of study of what it means to live in a second tradition selected for study at KS1. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should be designed to include a Dharmic tradition. If there are children from other traditions in the class, the teacher can also include these traditions in the curriculum.

Christian (Abrahamic) and Hindu (Dharmic) Traditions

	Autumn		Spring		Summer	
Subject content	**(A) Celebration** Holi – celebrating special times together (linked with Krishna who loved	**(A) Celebration** Celebrating birthdays – Jesus birthday *Who was Jesus?* Nativity Scene	**(A) Specialness** Children are special to Jesus	**(A) New life** Eggs as a symbol of the empty tomb and new life	**(A) Belonging** Raksha Bandhan – Bonds of affection between brothers and sisters.	**(A) Change** Managing new situations (based on The very Worried Sparrow).

The Westgate Lower School - RE Long Term Plan

	tricks)					
KS1 POS	Children will engage with aspects of what it means to live life in the Christian traditions, along with a depth of study of what it means to live in a second tradition selected for study at KS1. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should be designed to include a Dharmic tradition. If there are children from other traditions in the class, the teacher can also include these in an overview study at KS1 as well as study of non-religious perspectives.					
YEAR 1	Christian (Abrahamic) and Hindu (Dharmic) Traditions					
	Autumn		**Spring**		**Summer**	
Subject content	**(A) Special:** Ganesha is special to Hindus.	**(A) Remembering** Advent Wreath	**(A) Community /** Church	**(A) Changing** Emotions (sad at God Friday, and happy on Easter Sunday)	**(A) Birth** stories and celebrations – Nama karana naming ceremony for a new baby Note, that the Key Concept is Birth	**(A) Storytelling** – Stories Jesus told
YEAR 2	Christian (Abrahamic) and Hindu (Dharmic) Traditions					
	Autumn		**Spring**		**Summer**	
Subject content	**(B) Creation** – Brahman the creator and creation stories.	**(A) Belief** – Elizabeth, Mary, Magi believed.	**(A) Obedience**	**(B) Initiation** – Christian Baptism (Belonging) (different traditions) Visit to the church to see the font	**(A) Celebration** – Krishna's birthday Janamashtami	**(A) Love** for enemies (civil rights movement link)
KS2 POS	Children are required to engage with and study further aspects of what it means to live life in the Christian traditions as well as depth studies of two additional religious traditions; one across Year 3 and Year 4 and another across Year 5 and 6. If the depth studies in KS2 are all selected from the Abrahamic traditions, overview studies must include Dharmic traditions. If there are children from other traditions in the class, the teacher can also include these in an overview study at KS2 as well as study of non-religious perspectives.					
YEAR 3	Christian (Abrahamic), Buddhist (Dharmic) and Jewish (Abrahamic) Traditions.					
	Autumn		**Spring**		**Summer**	
Subject content	**(A) Journey** – The Buddha's journey of enlightenment.	**(B) Celebration** – Hannukah – A Jewish Celebration	**(A) Giving** and generosity	**(A) Journey** – Holy Week journey – Peter's journey	**(B) Community** – Buddhism around the world (different expressions)	**(A) Love** – Hope and change step by step in our lives – Jesus heals the widow's

The Westgate Lower School - RE Long Term Plan

						son
YEAR 4	Christian (Abrahamic), Buddhist (Dharmic) and Jewish (Abrahamic) Traditions.					
	Autumn		**Spring**		**Summer**	
Subject content	**(A) Suffering** – "I teach suffering, its origin, cessation and path. That's all I teach." declared the Buddha	**(A) Hope** – The people were hoping for a rescuer – Jesus the rescuer	**(B) Loyalty** – 1. To God 2. To others Belonging	**(B) Symbol** – symbols in Christian Traditions - Special	**(B) Cycle of Life** – Karma because of attachment	**(B) Food Rituals** Food rituals within Jewish Traditions.
YEAR 5	Christian (Abrahamic), Islamic (Abrahamic) and Jewish (Abrahamic) Traditions.					
	Autumn		**Spring**		**Summer**	
Subject content	**(A) Special People** – Who is the prophet and why is he special to Muslims.	**(B) Prophecy** – Christian Traditions Magi/Isaiah – Fortune Tellers today	**(A) Identity and Belonging** - Purim in Jewish Traditions	**(C) The Eucharist** Visitor from St Paul's Church	**(A) Special Places –** Art and Architecture in Islam	**(B) Leadership** - Jesus as a leader
YEAR 6	Christian (Abrahamic), Islamic (Abrahamic) and Jewish (Abrahamic) Traditions.					
	Autumn		**Spring**		**Summer**	
Subject content	**(C) Umma** – Belonging to the community in Islam	**(B) Angels**	**(B) Prayer** – Including the Lord's Prayer	**(A) Imagery/Icon** – Jesus in Art **(Love)**	**(B) Prophethood** – Exploring the concept of prophethood and how it is contextualised within Islam	**(B) Rights of Passage –** How rights of passage are marked in other religious traditions and cultures