



SOUTH HILL PRIMARY SCHOOL  
Long Term Planning: RE 2021-22

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Christianity and Judaism</b> What makes people special?	<b>Christianity</b> What is Christmas?	<b>Hinduism</b> How do people celebrate?	<b>Christianity</b> What is Easter?	<b>Christianity, Islam, Hinduism, Sikhism</b> What can we learn from stories?	<b>Christianity, Islam, Judaism</b> What makes places special?
<b>Year 1</b>	<b>Christianity</b> Does God want Christians to look after the world?	<b>Christianity</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Christianity</b> Was it always easy for Jesus to show friendships?	<b>Christianity</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Judaism</b> Is Shabbat important to Jewish children?	<b>Judaism</b> Are Rosh Hashana and Yom Kippur important to Jewish children?
<b>Year 2</b>	<b>Christianity</b> Is it possible to be kind to everyone all of the time?	<b>Christianity</b> Why do Christians believe God gave Jesus to the world?	<b>Judaism</b> How important is it for Jewish people to do what God asks them to do?	<b>Christianity</b> How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Judaism</b> How special is the relationship Jews have with God?	<b>Judaism</b> What is the best way for a Jew to show commitment to God?
<b>Year 3</b>	<b>Sikhism</b> Does joining the Khalsa make a person a better Sikh?	<b>Christianity</b> Has Christmas lost its true meaning?	<b>Christianity</b> Could Jesus heal people? Were these miracles or is there some other explanation?	<b>Christianity</b> What is 'good' about Good Friday?	<b>Sikhism</b> Do Sikhs think it is important to share?	<b>Sikhism</b> What is the best way for a Sikh to show commitment to God?
<b>Year 4</b>	<b>Buddhism</b> Is it possible for everyone to be happy?	<b>Christianity</b> What is the most significant part of the nativity story for Christians today?	<b>Buddhism</b> Can the Buddha's teachings make the world a better place?	<b>Christianity</b> Is forgiveness always possible for Christians?	<b>Buddhism</b> What is the best way for a Buddhist to lead a good life?	<b>Christianity</b> Do people need to go to church to show they are Christians?
<b>Year 5</b>	<b>Hinduism</b> What is the best way for a Hindu to show commitment to God?	<b>Christianity</b> Is the Christmas story true?	<b>Hinduism</b> How can Brahman be everywhere and in everything?	<b>Christianity</b> How significant is it for Christians to believe God intended Jesus to die?	<b>Hinduism</b> Do beliefs in karma, samsara and moksha help Hindus lead good lives?	<b>Christianity</b> What is the best way for a Christian to show commitment to God?



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<b>Year 6</b>	<b>Islam</b> What is the best way for a Muslim to show commitment to God?	<b>Christianity</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	<b>Christianity</b> Is anything ever eternal?	<b>Christianity</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Islam</b> Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)
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<b>The New Curriculum Key stage 1</b>	<b>The New Curriculum Key stage 2</b>

#### **Purpose of study**

At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews (note 3) which give life value. RE aims to enable pupils to become religiously and theologically literate (note 4) so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.



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**Aims**

**The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.**

**Sources of wisdom and their impact. All pupils should:**

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

**Personal and critical responses. All pupils should:**

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

**Attainment targets**