RE

**VISION**

*To learn, love and live with joy:*

*Jesus’ joy in us and our joy complete (Jn 15:11)*

The Christian faith was the inspiration behind the formation of the school in 1674 and continues to shape all aspects of our endeavours.  The legacy is widened throughout all of the curriculum, but particularly in our Collective Worship and teaching of Religious Education.

At Lady K we work for:

* Joy and fulfilment in aspirational learning for everyone
* Joy in loving one another as God loves us.
* Joy filled lives where everyone is included and celebrated for who they are.
* Joyful worship, celebrating God’s goodness and inspiration in us.

AIMS

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

* A challenging and robust curriculum based on an accurate theological framework.
* An assessment process which demonstrates progression based on knowledge and understanding of core religious concepts.
* A curriculum that draws on the richness and diversity of religious experience worldwide.

*Long Term Plan*

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| **Year Group** | **Autumn 1** | **Autumn 2** | | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **Christianity**  *Creation*  Why is the word ‘God’ so important to Christians?  Including an encounter with …  A Muslim whispering Allah in a baby’s ear  (EP) | **Christianity**  *Incarnation*  Why do Christians perform nativity plays at Christmas?  Including an encounter with …  A Muslim story: Muhammad and the Ants  (EP) | | | **Christianity**  *Salvation*  How can we help others when they need it?  Including an encounter with …  A Sikh story: Har Gobind and the 52 Princes  (EP) | **Christianity**  *Salvation*  Why do Christians put a cross in an Easter garden?  Including an encounter with …  A Buddhist story: The Monkey King  (EP) | **Christianity**  *Incarnation*  What makes every single person unique and precious?  Including an encounter with …  Hindus celebrating at Raksha Bandhan  (EP) | **Christianity**  *Creation*  How can we care for our wonderful world?  Including an encounter with …  Tu Be Shevat: the Jewish ‘Birthday of Trees’  (EP) |
| **Year 1** | **Christianity**  *God*  What do Christians believe that God is like?  (UC 1.1) | **Judaism**  *Mitzvot / Tzedakah*  Why is learning to do good deeds so important to Jewish people?  (EP) | **Christianity**  Why do Christians celebrate Jesus’ birthday?  (AU) | | **Christianity**  *Creation*  Who made the world?  (UC 1.2) | **Christianity**  *Christian love*  What did Jesus teach us about being kind?  (AU) | **Judaism**  *Creation / blessings*  Why do Jewish families say so many prayers and blessings?  (EP) | **Multi-faith**  How and why people pray?  (AU) |
| **Year 2** | **Judaism**  *Teshuvah*  Why do Jewish families talk about repentance at New Year?  (EP) | **Christianity**  *Incarnation*  Why does Christmas matter to Christians?  (UC 1.3)  NATIVITY | | | **Islam**  *Mercy / compassion*  How do some Muslims show Allah is compassionate and merciful?  (EP) | Christianity  Salvation  Why does Easter matter to Christians? (Core Learning)  (UC 1.5) | **Judaism**  *Torah / Rabbi*  Why is the Torah such a joy for the Jewish community?  (EP) | **Christianity**  *Gospel*  What is the good news that Jesus brings?  (UC 1.4) |
| **Year 3** | **Christianity**  *People of God*  What is it like to follow God?  (UC 2a.2) | **Judaism**  *Covenant*  What symbols and stories help Jewish people remember their covenant with God?  (EP) | | **Christianity**  Why is the time of Advent important to Christians?  (AU) | **Hinduism**  *Karma*  Why do Hindus want to collect good karma?  (EP) | **Christianity**  *Gospel*  What kind of a world did Jesus want?  (UC 2a.4) | **Christianity**  *Kingdom of God*  When Jesus left, what was the impact of Pentecost?  (UC 2a.6) | **Islam**  *Submission*  How does a Muslim show their submission and obedience to Allah?  (EP) |
| **Year 4** | **Christianity**  *Creation/Fall*  What do Christians learn from the Creation story?  (UC 2a.1) | **Christianity** *Incarnation*  What is the Trinity?  (UC 2a.3) | | **Christianity**  What is the role of Angels in the Christmas story?  (AU) | **Hinduism**  *Dharma*  How does the story of Rama and Sita inspire Hindus to follow their dharma?  (EP) | **Christianity**  *Salvation*  Why do Christians call the day Jesus died ‘Good Friday’?  (UC 2a.5) | **Islam**  *Prophethood*  Why do Muslims call Muhammad the ‘seal of the prophets’?  (EP) | **Sikhism**\*  *Equality*  How do Sikhs put their beliefs about equality into practice?  (EP) |
| **Year 5** | **Christianity**  *God*  What does it mean if God is holy and loving?  (UC 2b.1) | **Christianity** *Incarnation*  Was Jesus the Messiah?  (UC 2b.4) | | **Christianity**  How do the Magi’s gifts reflect a prophecy for Jesus?  (AU) | **Hinduism**  *Moksha*  What spiritual pathways to Moksha are written about in Hindu scriptures?  (EP) | **Christianity** *Salvation*  What did Jesus do to save human beings?  (UC 2b.6) | **Buddhism** *Enlightenment*  How did Buddha teach his followers to find enlightenment?  (EP) | **Islam**\*  *Revelation*  What does the Qur’an reveal about Allah and his guidance?  (EP) |
| **Year 6** | **Humanism**  *Happiness*  Why do humanists say happiness is the goal of life?  (EP) | **Hinduism**  *Brahman*  How do questions about Brahman and atman influence the way a Hindu lives?  (EP) | | | **Christianity**  *Kingdom of God*  What kind of king is Jesus?  (UC 2b.8) | **Christianity** *Salvation*  What difference does the resurrection make for Christians?  (UC 2b.7) | **Islam**  *Tawhid*  How does tawhid create a sense of belonging to the Muslim community?  (EP) | **Christianity**  *Creation*  Creation and science: conflicting or complementary?  (UC 2b.2) |