London Colney Long Term Subject Plan - RE

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery *Age 3-4*	What makes people special to me and others? *Christianity, Judaism*	What is Christmas to me and others? *Christianity concept: Incarnation*	How do I and other people celebrate? *Sanatana Dharma, Mixed worldviews*	What is Easter to me and others? *Christianity concept: Salvation*	What can I and other people learn from stories? *Christianity, Islam, Sanatana Dharma, Sikhi*	What makes places special to me and others? *Christianity, Islam, Judaism*
Reception Age 4-5	What makes people special? *Christianity, Judaism*	What is Christmas? *Christianity concept: Incarnation*	Celebrations *Sanatana Dharma, Mixed worldviews*	What is Easter? *Christianity concept: Salvation*	What can we learn from stories? *Christianity, Islam, Sanatana Dharma, Sikhi*	What makes places special? *Christianity, Islam, Judaism*
Year 1 *Age 5-6*	What do Christians believe about God? *Key area - HRV* *Christianity*	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? *Key area - BP* *Christianity*	Who is God to the Jews? *Key area - SOW* *Judaism*	Why did the crowds welcome Jesus like a King or celebrity on Palm Sunday? *Key area - SA* *Christianity*	Is Shabbat important to Jewish children? *Key area - IB* *Judaism*	Does visiting the synagogue help Jewish children feel closer to God? *Key area - PWR* *Judaism*

London Colney Long Term Subject Plan - RE

Year 2 *Age 6-7*	Is it possible to be kind to everyone all of the time? ***Key area - HRV Christianity***	Why do Christians believe God gave Jesus to the world? ***Key area - SOW Christianity***	Who is God to Muslims? ***Key area - SA Islam***	How important is it to Christians that Jesus came back to life after his crucifixion? ***Key area - UQ Christianity***	How important is the prophet Muhammad to Muslims? ***Key area - JF Islam***	How important is the Qur'an to Muslims? ***Key area - SOW Islam***
Year 3 *Age 7-8*	Could Jesus heal people? Did He perform miracles or was there some other explanation? ***Key area - UQ Christianity***	Has Christmas lost its true meaning? ***Key area - SA Christianity***	Does joining the Khalsa make someone a better Sikh? ***Key area - IB Sikhi***	What motivates Humanists to lead good lives? ***Key area - HRV Humanism***	Does visiting the Ganges make a person a better Sanatani? ***Key area - BP Sanatana Dharma***	How do Jewish beliefs, teachings and stories impact on daily life? ***Key area - SOW Judaism***
Year 4 *Age 8-9*	Do people need to go to church to show they are Christians? ***Key area - PWR Christianity***	What is the most significant part of the nativity story for Christians today? ***Key area - SA Christianity***	Why do vegans feel they have a responsibility to make certain lifestyle choices? OR Do Sikhs think it is important to share? *Key area – HRV/BP Ethical Veganism/Sikhi*	Is forgiveness always possible for Christians? ***Key area - JF Christianity***	What is the best way for a Sanatani to lead a good life? ***Key area - HRV Sanatana Dharma***	Does praying at regular intervals help Muslims in their everyday lives? ***Key area - PWR Islam***

London Colney Long Term Subject Plan - RE

Year 5 *Age 9-10*	What is the best way for a Christian to show commitment to God? ***Key area - BP Christianity***	Is the Christmas story true? ***Key area - UQ Christianity***	How far would a Sikh go for their religion? ***Key area - UQ Sikhi***	How do inspirational people impact on how Humanists live today? ***Key area – HRV Humanism***	What is the best way for a Buddhist to show commitment to their beliefs? ***Key area - SA Buddhism***	Are Rosh Hashanah and Yom Kippur important to Jewish children? ***Key area - IB Judaism***
Year 6 *Age 10-11*	Is anything ever eternal? ***Key area – UQ Christianity***	How significant is it that Mary was Jesus' mother? Or Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? ***Key area – SOW/HRV Christianity***	What is the best way for a Sikh to show commitment to God? Or How do inspirational vegans impact on how people might live today? ***Key area – BP/HRV Sikhi/ Ethical Veganism***	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? ***Key area - SA Christianity***	What is the best way for a Buddhist to live a good life? Right Living and Intention? ***Key area – JF Buddhism***	Does belief in Akhirah (life after death) help Muslims lead a good life? ***Key area - UQ Islam***

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Hertfordshire 8 Key Areas:							
BP – Beliefs and Practices	SOW – Sources of Wisdom	SA – Symbols and Actions	PWR – Prayer, Worship and Reflection	IB – Identity and Belonging	UQ – Ultimate questions	HRV – Human, responsibility and Values	JF – Justice and Fairness

Christianity	Judaism	Islam	Sanatana Dharma	Buddhism	Sikhi	Bahai	Humanism	Ethical Veganism

Statutory content at each Key Stage	
EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this.
KS1 Years 1 and 2	Christianity and **at least one** other Abrahamic religion are to be studied in depth (Judaism and/or Islam), or the predominant additional principal faith represented in the school. Pupils may also learn from other religions and worldviews in thematic units.
Lower KS2 Years 3 and 4	Christianity and **at least two** other principal faiths are to be studied in depth, **one Abrahamic and one Dharmic**. (Recommended focus faiths for lower KS2 – Christianity, Islam, Hinduism or Sikhism). Pupils may also learn from other religions and worldviews in thematic units.
Upper KS2 Years 5 and 6	Christianity and **at least two** other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. (Recommended focus faiths for upper KS2 – Christianity, Judaism, Hinduism or Buddhism). Pupils may also learn from other religions and worldviews in thematic units. **All six principal religions and non-religious worldviews will have been introduced by the end of the Primary School phase, though not all necessarily at the same depth.**