



Cedars Park Primary School

Religious Education Long Term Plan

Intent

At Cedars Park, we believe that an understanding of the world's major religions and worldviews helps our children to understand the world in which they live. We believe that through understanding differing practices and beliefs, we can promote our values of tolerance and respect of difference. We aim to teach children theology of religions and worldviews as well as the philosophy and human and social science behind different views. Our RE curriculum intends for children to gain wisdom about religions and recognise and respect diversity and also the impact that worldviews and religions may have on one's life.

We are fortunate to have a multi-faith community at our school. Our RE curriculum is designed to explore a range of faiths and worldviews to gain a deep understanding of religion and how it shapes people's lives. Through exploring religious stories and rituals, we develop our children's insight into how others see the world and the religious values which may underpin their daily lives. By exploring similarities and differences, we also highlight connections and commonalities which unite us as well as differences which enrich our community.

Through our teaching of RE, we strive to encourage our children to become open-minded, curious and respectful citizens who understand and value the beliefs of others. It is our intention at Cedars Park Primary School to promote active learning and opportunities for discussion. Key Learning behaviors and focus on developing certain skills are encouraged, such as; Spiritual Awareness and Development, Enquiry and Discovery, Asking Questions, Critical Thinking and Evaluating and Celebrating Diversity. We ensure our curriculum is suitable for all learners by providing appropriate scaffolds to ensure they understand their learning.

Implementation

At Cedars Park, we follow the Suffolk Agreed Syllabus which lists how many religion and worldviews schools must enquire into as well as an overarching 'Big Question'. To help us implement this at our school, we follow the Jigsaw scheme of work in RE where each year group has 6 different enquiries to explore which feed into the Suffolk Big Questions. We have weekly RE lessons, through which their understanding of religious beliefs, worldviews and practices builds over time. Every lesson shares the same lesson structure ensuring a consistent approach to RE.

Our children are encouraged to share their knowledge about their own religions and how they practice them in a safe, respectful environment. Members of our wider community, representing a range of faiths, are invited into our classrooms and assemblies to share their religious customs and answer questions



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our children may have. Through visits to places of worship, our children learn about the significance of the places where religious communities gather to practise their faith.

We encourage school trips and visits to places of worship to allow children time to explore different faiths, customs and traditions. We also have access to some religious artefacts and objects so that the children can get a whole view of what different faiths entail.

Impact

The impact of our RE curriculum can be found in children's written work and the quality of discussions that they have. Children demonstrate their growing knowledge and understanding of religions in a range of carefully designed tasks. Over time, children demonstrate their deepening understanding of individual faiths by making connections within a faith, as well as showing their growing understanding of the discipline of RE by making links across different religions.

The impact of our RE curriculum can also be found in our children's deep respect for one another and their attitude towards different beliefs within the community. We are proud of how our RE curriculum supports children to both value difference and understand which shared values and beliefs unite us.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Christian concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Year 1	Suffolk Big Question: Who is right to follow?	Suffolk Big Question: Who is right to follow?	Suffolk Big Question: Who is right to follow?	Suffolk Big Question: Why do people celebrate?	Suffolk Big Question: Why do people celebrate?	Suffolk Big Question: Who is right to follow?



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	Enquiry: What do Christians believe about God? (5-6 Christianity Autumn 1) Religion: Christianity	Enquiry: What gifts might Christians in my town have given Jesus if he was born here rather than Bethlehem? (5-6 Christianity Autumn 2) Religion: Christianity	Enquiry: Who is God to Jews? (5-7 Enquiry 1) Religion: Judaism	Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (5-6 Christianity Spring 2) Religion: Christianity	Enquiry: Is Shabbat important to Jewish children? (5-7 Judaism Enquiry 2) Religion: Judaism	Enquiry: Who is God to Muslims? (5-7 Islam Enquiry 1) Religion: Islam
Year 2	Suffolk Big Question: Is it important to belong? Enquiry: Does visiting the synagogue help Jewish people feel closer to God? (5-7 Judaism Enquiry 3) Religion: Judaism	Suffolk Big Question: Is it important to belong? Enquiry: Why do Christians believe God gave Jesus to the world? (6-7 Christianity Autumn 2) Religion: Christianity	Suffolk Big Question: What do people believe is important? Enquiry: What is the best way for a Jew to lead a good life? (7-9 Judaism Enquiry 1) Religion: Judaism	Suffolk Big Question: What do people believe is important? Enquiry: How important is it that Jesus came back to life after his crucifixion? (6-7 Christianity Spring 2) Religion: Christianity	Suffolk Big Question: Can books and stories be good teachers? Enquiry: Is it possible to be kind to everyone all of the time? (6-7 Christianity Autumn 1) Religion: Christianity	Suffolk Big Question: Can books and stories be good teachers? Enquiry: Why is the story of Buddha important to some Buddhists? (5-7 Buddhism Enquiry 1) Religion: Buddhism
Year 3	Suffolk Big Question: Do beliefs make any difference to somebody's life? Enquiry: Does praying at regular	Suffolk Big Question: Do beliefs make any difference to somebody's life? Enquiry: Has Christmas lost its	Suffolk Big Question: Do beliefs make any difference to somebody's life? Enquiry: How do Jewish	Suffolk Big Question: Do beliefs drive people to make a difference in the world? Enquiry: Who is good about	Suffolk Big Question: Do beliefs drive people to make a difference in the world? Enquiry: What is the best way for	Suffolk Big Question: Do beliefs drive people to make a difference in the world? Enquiry: What motivates



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	intervals help Muslims in their everyday lives? (7-9 Islam Enquiry 1) Religion: Islam	true meaning? (7-8 Christianity Autumn 2) Religion: Christianity	teachings, beliefs and stories impact daily life? (7-9 Judaism Enquiry 2) Religion: Judaism	Good Friday? (7-8 Christianity Spring 2) Religion: Christianity	a Sanatani to lead a good life? (7-9 SD Enquiry 1) Religion: Santana Dharma	Humanists to lead good lives? (7-9 Humanism Enquiry 2) Religion: Humanism
Year 4	Suffolk Big Question: What beliefs bind a community together? Enquiry: Do people need to go to church to show they are Christians? (8-9 Christianity Summer 2) Religion: Christianity	Suffolk Big Question: What beliefs bind a community together? Enquiry: Does joining the Khalsa make someone a better Sikh? (7-9 Sikhism Enquiry 1) Religion: Sikhism	Suffolk Big Question: What beliefs bind a community together? Enquiry: Does completing a pilgrimage make a person a better Muslim? (7-9 Islam Enquiry 2) Religion: Islam	Suffolk Big Question: What makes some people an inspiration to others? Enquiry: Is forgiveness always possible for Christians? (8-9 Christianity Spring 2) Religion: Christianity	Suffolk Big Question: What makes some people an inspiration to others? Enquiry: Is it possible for everyone to be happy? (7-9 Buddhism Enquiry 1) Religion: Buddhism	Suffolk Big Question: What makes some people an inspiration to others? Enquiry: What do some deities tell Sanatani's about God? (7-9 SD Enquiry 2) Religion: Santana Dharma
Year 5	Suffolk Big Question: Where do people look for answers to life and living? Enquiry: What is the best way for Buddhists to show commitment to their beliefs?	Suffolk Big Question: Where do people look for answers to life and living? Enquiry: What is the best way for a Christian to show commitment to God? (9-10 Christianity	Suffolk Big Question: Where do people look for answers to life and living? Enquiry: What is the best way for a Sanatani to show commitment to God? (9-12 SD Enquiry 1)	Suffolk Big Question: Are some things for sacred than others? Enquiry: How significant is it for Christians to believe that God intended for Jesus to die? (9-10 Christianity Spring	Suffolk Big Question: Are some things for sacred than others? Enquiry: How is the Quran vital to Muslims today? (9-12 Islam Enquiry 2) Religion: Islam	Suffolk Big Question: Are some things for sacred than others? Enquiry: How are sacred teachings and stories interpreted by Sikhs today? (9-12 Sikhism Enquiry 2)



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	(9-12 Buddhism Enquiry 1) Religion: Buddhism	Summer 2) Religion: Christianity	Religion: Santana Dharma	2) Religion: Christianity		Religion: Sikhism
Year 6	Suffolk Big Question: Why are there so many different ideas about God? Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole? (9-10 Christianity Optional) Religion: Christianity	Suffolk Big Question: Why are there so many different ideas about God? Enquiry: What is the best way for a Jew to show commitment to God? (9-12 Judaism Enquiry 2) Religion: Judaism	Suffolk Big Question: Why are there so many different ideas about God? Enquiry: How can Brahman be everywhere and in everything? (9-12 SD Enquiry 2) Religion: Santana Dharma	Suffolk Big Question: What are the best ways to think about living and dying? Enquiry: Is anything ever eternal? (10-11 Christianity Spring 1) Religion: Christianity	Suffolk Big Question: What are the best ways to think about living and dying? Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives? (9-12 Islam Enquiry 3) Religion: Islam	Suffolk Big Question: What are the best ways to think about living and dying? Enquiry: How do inspirational people impact on how Humanists live today? (9-12 Humanism Enquiry 1) Religion: Humanism



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Curriculum Coverage:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Christianity Judaism	Christianity	Judaism	Islam	Christianity	Buddhism	Christianity
Autumn 2	Christianity	Christianity	Christianity	Christianity	Sikhism	Christianity	Judaism
Spring 1	Hinduism	Judaism	Judaism	Judaism	Islam	Santana Dharma	Santana Dharma
Spring 2	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
Summer 1	<i>Christianity, Islam, Hinduism, Sikhism</i>	Judaism	Christianity	Santana Dharma	Buddha	Islam	Islam
Summer 2	<i>Christianity, Islam, Judaism</i>	Islam	Buddhism	Humanism	Santana Dharma	Sikhism	Humanism