**Bridge Learning Campus Primary School**

**Religion long term curriculum plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Reception** | **People and Communities, including different religious and cultural communities**   * Talk about their immediate family and community and some of their routines, culture and celebrations. * Recognise that people have different beliefs and celebrate special times in different ways. * Understand that some places are special to members of their community. * Name people who help others in the community and talk about their different roles. * Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.   **Prompting questions for Thinking Hard -**   * What special events do you and your family celebrate? * How do you celebrate different events? * Which special places do you know? * Why are they special? * Which people in our community help us? * What are their jobs? | | | | | | | | | | |
| **Vocabulary: community, belief, mosque, synagogue, church, similarities (localise for your school)** | | | | | | | | | | |
| **What will be explicitly taught?** | similarities and differences between their families and other families  positive attitudes about the differences between people  key customs, routines, special times, events and celebrations for different families / religions / cultures  different occupations linked to people in their community and those who help us  special places and places of significance | | **Provision** | | **Domestic role play**  cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories. | | **Themed role play (celebrations from other cultures**)  special clothing from a range of cultures  appropriate food, packets, dishes, bowls, pans, cutlery / utensils  decorations  photos of their families having celebrations  photos of special places, e.g. synagogue | | **Bikes and trikes**  bikes  trikes  scooters  ride-in cars (if appropriate age wise)  scooter boards  real-life uniforms – firefighter paramedic, police person, engineer  props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials. | | Pupils will also meet this in other aspects of the provision, for example when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school. |
| **Stories to help unlock learning** | * Draw / collage a map of your local area. * Take and talk about photographs of key features of the local community. * Role play different celebrations / taste different celebration foods and foods from different cultures, e.g. Anansi – Red Red (stew). * Visit key places in the community, e.g. synagogue, mosque, church, temple, Gurdwara. * Role play Anansi: build an aeroplane for Anansi to visit his Nana in Ghana; go fishing with nets; cook with Nana. | | | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **1** | What can we learn from sacred books?   * What is a sacred book? * Christianity – The Bible (choose story from MTP) * Jewish – The Tenakh (choose story from MTP) * Islam – The Holy Qur’an (choose story from MTP) * How are scared books treated?   **Synoptic Task – What have you learnt from the sacred books that you now know?** | | How and why do we celebrate special and sacred times?   * Why is celebration and remembrance important in our own lives? * Why do Christians celebrate Christmas? * Why do Christians celebrate Easter? * How do Jewish people celebrate Shabbat? * How do Muslims celebrate Eid-ul-Fi   **Synoptic task – Compare all 3 festivals. How is the symbol of light used** | | What does it mean to belong to a faith community?   * Belonging to our families and school. * Symbols of belonging in Christianity (baptism candles, christening clothes etc.) * What happens during an infant baptism ceremony? * How does baptism compare to a welcoming ceremony from another religion (Judaism: naming ceremony) * How do people belong to another person (eg. weddings through rings, gifts, vows)   **Synoptic Task – How do people show that they belong to different faiths?** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **2** | Who is a Christian and what do they believe?   * Who is a Christian - describe some of the beliefs that Christians hold about God e.g. all-powerful. * Re-tell the story of Jonah in the Old Testament, focusing on God. * Re-tell the birth, death and resurrection of Jesus. * What beliefs do Christian’s have about Jesus? * How do Christians follow teaching from the bible?   **Synoptic Task – How do Christians show their devotion to God and their religion?** | | Who is a Muslim and what do they believe?   * Who is a Muslim – describe some beliefs that Muslims hold about God (Allah) * Re-tell the story Muhammad and The Cat (how does this message show Muslims how to behave?) * Re-tell the story The Crying Camel (how does this message show Muslims how to behave?) * Identify objects that are significant to Muslims Explore Muslims experiences of Ramadan and Eid-ul-Fitr   **Synoptic Task – What does the idea of God mean for Muslims?** | | Who is Jewish and what do they believe?   * Describe some of the beliefs that Jewish people hold about God * What precious items do Jewish people have in their homes and why are they important? * Why do Jewish people celebrate Shabbat? (links to Year 1 where they learn about how Shabbat is celebrated) * Re-tell the story of Passover (Pesach) and explore why Jewish people remember this today * Explore the Festival of Sukkoth   **Synoptic Task – How do Jewish people show their devotion to their religion?** | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **3** | **Hinduism 1:**  **A Hindu story: Rama and Sita**.   * Ancient stories. The Ramayana and context * The story of Rama and Sita * First reference to Vishnu * The meanings of the story of Rama and Sita in Hindu tradition   **What does the story of Rama and Sita mean to Hindu peoples?** | | **Hinduism 2: More Hindu stories**   * Vishnu and his avatars 1 – story of Manu and Matsya the fish * Meaning and role of the Vedas * Ancient texts in Hinduism, * Vishnu’s symbols * Origins of Hinduism in Indus Valley/Hinduism as a sacred religion * Vishnu and his avatars 2     **What do Hindus learn from Vishnu’s stories and symbols?** | | **Hinduism 3: Even more Hindu stories**   * Ganesha stories and their meanings * Parvati and Shiva - family in Mount Kailash * The festival of Teej - women in Hinduism * Puja ceremony * Puja in Hindu stories * Listening to Hindu people talk about their beliefs and practices. * Optional visit to Hindu temple and/or people   **How do Hindus show their devotion?** | | **Judaism 1 - Abraham, Isaac, Jacob**   * How have stories from the Hebrew Bible shaped Judaism? * How did the Jews explain what they saw and experienced? * Including stories from the Hebrew Bible. * Abraham and Sarah and the concept of the Promised Land, * Isaac and Rebecca, Jacob and Rachel * Contexts relating to land, kinship, war.   **Why is the Promised Land so important in Judaism?** | | **Judaism 2 - Joseph, Moses and the Exodus**   * Including the following stories from the Hebrew bible: Joseph in Egypt * Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) * Mount Sinai and 10 commandments Promised Land     **Why do Jews celebrate the festival of Passover?** | | **Judaism 3 - Samuel, Saul, David and the Kingdom**   * Stories inc. David and Goliath and King David. * Solomon and the building of the Temple in Jerusalem * Babylonian stories: captivity and destruction of the * Temple; e.g. Daniel in the lions’ den, King Nebuchadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History)   **How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **4** | **Christianity 1 – The family of Jesus**   * The Roman province of Judea in first century BC. * New Testament stories * Symbolic, cultural and religious importance of Temple in Jerusalem * Mary and the Angel Gabriel * Mary and the visit to Elizabeth   **Why is the idea of ‘Messiah’ so important to Christians?** | | **Christianity 2 – The birth of Jesus**   * New Testament stories: birth of Jesus (Matthew and Luke’s Gospels) * The nativity story * The shepherds’ story * The Wise Men (the Epiphany) * Herod and the killing of the infants   **How do Christians express their beliefs about Jesus at Christmas time?** | | **Christianity 3 – Life and teachings of Jesus**   * New Testament stories: life of Jesus and its meaning for Christians * Jesus in the Temple * Jesus is baptised and tempted * Disciples and Sermon on the Mount * Miracles of Jesus * Parables of Jesus * Transfiguration of Jesus   **How does the life and teaching of Jesus affect the way in which Christians live?** | | **Christianity 4 – The death and resurrection of Jesus**   * New Testament stories: * Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers’ tables in the Temple, * Last Supper (Maundy Thursday), * Crucifixion & Christian understanding of sacrifice * The Resurrection (Easter Day).   **What do the death and resurrection of Jesus mean in Christian traditions?** | | **Christianity 5 – The message of Jesus spreads**   * Stories from Acts of the Apostles and Paul’s epistles: * The Ascension of Jesus and the apostles * The Day of Pentecost * Paul’s conversion and missionary journeys * Gentile Christians, the Council of Jerusalem and multiethnic nature of the early Church * Letters of Paul * Spread of Christianity across Mediterranean, into Africa * Early Christian Church   **How did Christianity develop in the early Church and how do we know?** | | **Islam 1 – Ramadan**   * Muhammad’s teachings about Sawm and Ramadan * Ramadan and the Muslim calendar * The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions * The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions   **What does Ramadan mean to Muslims today?** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **5** | **Islam 2 – The stories of the prophets**   * Stories from the Qur’an and Muslim tradition * Stories of the prophets * The Valley of the Ants * What Muslims learn from these stories, both in the past and today. * Where these stories can be found and how they have been passed on * Continuities and contrasts in stories within different faiths in the Abrahamic tradition   **What do Muslims learn from the prophets as role models?** | **Islam 3 – Living Muslim traditions**   * Living as a Muslim in contrasting traditions: * Five pillars of Islam (Sunni) * The ten obligatory acts (Shia) * Living as a Muslim in places beyond Britain (spotlight: Lebanon). * Focus on Salah * Focus on Hajj and its relationship with stories from the prophets learned in Islam 2   **What lies behind the traditions of Hajj?** | **Christianity 6 - Living Christian traditions**   * Christianity around the world: Britain, Orthodox Christianity, Christianity in South America, The evolution of Christianity within Muslim worlds * Visits to churches: how to ‘read’ a church * Interviews with Christians from various traditions (Anglican, Baptist, Pentecostal, Catholic, Orthodox) * How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions?   **How are Christian beliefs and practices around the world similar and different?** | **Christianity 7**  **Christian sites and spaces, including visit to local church – school designed unit**  GUIDANCE DOCUMENT FOR TEACHERS NO PUPIL BOOKLET  School-designed unit to focus on one or more local Christian places of worship and communities, integrating a visit to a local church or cathedral. Schools will design this unit to suit their local church or cathedral of choice. Detailed guidance will be provided, just as with local history and geographical fieldwork.  The aim is for schools to draw heavily on and revisit the content in the previous 6 units on Christianity, and especially Christianity 6, Living Christian Traditions.  Given the richness of the material in Christianity 6, and the feedback that teachers and pupils would have welcomed more time to linger on it, schools might choose to use this half term to extend Christianity 6 into this term, perhaps stretching it over 8 or 9 lessons. They then might spend just 3 or 4 lessons preparing for, carrying out, and following up the visit to their local place of Christian worship, either embedded into the middle of Christianity 6 or following on from it. | **Buddhism 1 – The prince who became the Buddha**   * Geographical and historical setting incl story of Siddhartha Gautama * The three great sights: illness, old age, death * Suffering and human desire * Enlightenment * The never-ending cycle of samsara * Links to ancient civilisations   **How does the life and teaching of Siddhartha Gautama affect the way in which Buddhists live?** | **Buddhism 2 – Buddhist stories and traditions**   * Stories of the spread of Buddhism * Buddhist teaching about the Four Noble Truths, karma and the Eightfold Path Buddhist practices * Similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara, reincarnation * Buddhism today in the UK, India, Tibet.   **What do Buddhist stories teach Buddhists about enlightenment?** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **6** | **Sikhism 1 – The teaching of the gurus**   * Key events in the life of Guru Nanak * The story of Nanak and the cobra * Connections between Guru Nanak and Hinduism), Islam and Buddhism * The importance of eating together: langar * The ten human gurus The making of the Khalsa and Guru Gobind Singh * The Guru Granth Sahib: the eternal living guru Sikh stories   **How do Sikhs use their stories and sayings in their everyday lives?** | **Sikhism 2 – Living Sikh traditions**   * Sikhism in practice (referred to as Sikhi by Sikhs) * Modern day Khalsa, incl the five Ks, as well as Amrit Dhari, kesa Dhari, seha Dhari * The gurdwara * A typical langar meal in a gurdwara * The importance of seva (service) in Sikhi * Amritsar * The festival of Vaisakhi * Sikh identity in modern Britain | **Christianity 8 Art and action: three Christian lives** | **Holy spaces and places School designed unit**   * A study of two religious sites, integrating a visit to one of them * One Christian site, one any world religion. | **Stories which point to truth**   * Aesop’s Fables * A variety of ancient fables to read with the class from sixth-century Greece * Fiction that points to truth * Preparation for Summer 2 where pupils will be introduced to non-religious worldviews | **Reason and Revelation**   * Asking big questions without reference to religion, God, holy scriptures e.g. How can I live a good life? What is good? What happened before birth? What will happen after death? * Four philosophers, including one Christian and a prominent humanist who has not looked to the numinous or transcendent (referring back to ancient Greece and philosophers from Year 3 history, e.g. Socrates). |