

Religious Education Long Term Plan

Key Stage 1 and 2

At Lewknor C of E Primary School we follow Oxfordshire's agreed syllabus for Religious Education, although RE learning still links to other areas of the curriculum and draws on local resources wherever possible. This sets down a framework for us to work within.

Religious Education at Lewknor CE Primary School

Purpose of study (taken from Oxford Agreed Syllabus 2015-2020):

For pupils to learn *about* religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils apply academic skills such as analysis and critical and creative thinking, approaching the study of religion with different disciplines as they mature. For pupils to learn more about themselves and their place in the world *from* their increasingly academic and creative exploration of religions and beliefs.

Each topic is explored through three areas:

Pupil's experience and self-concept

Religious experience and concepts

Universal human experience and concepts

Key Questions

Key Stage 1

- a) *What do people believe about God, humanity and the natural world?*
- b) *What makes some stories special in religion?*
- c) *How and why are celebrations important in religion?*
- d) *How and why do symbols express religious meaning?*
- e) *What makes some teachers and leaders special for religious people?*
- f) *What do we get out of belonging to different groups and how do we show that we belong?*
- g) *What makes me special?*

Key Stage 2

- a) *How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?*
- b) *What do different sacred texts teach about life and how do they influence people differently?*
- c) *In what different ways do people worship and what difference does this make in their lives?*
- d) *What makes some occasions in life significant and how and why are these recognised and celebrated?*
- e) *How are religious and spiritual ideas expressed and why is literal language not adequate?*
- f) *What is it about key religious figures that make them inspirational for religious believers?*
- g) *How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?*

h) How do religious families and communities practice their faith and how is this seen in local communities?

i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment

Early Years Foundation Stage

Children in Nursery and Foundation Stage learn about religion through the strand 'Understanding the World' found in the EYFS curriculum. Children will learn about a range of religious celebrations through investigations and play.

'Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.'

Reception		Children in Nursery and Foundation Stage learn about religion through the strand 'Understanding the World' found in the EYFS curriculum. Children will learn about a range of religious celebrations through investigations and play. 'Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.' Examples of these celebrations are shown below.		
		Diwali Christmas	Chinese New Year Shrove Tuesday Ash Wednesday Passover Easter	Ramadan Eid
Year 1 & 2	Cycle A	Is everybody special? Should we celebrate Harvest or Christmas?	Does Creation help people understand God? Should everyone follow Jesus?	What do the Sikhs learn from the 5Ks? What do Muslims learn from stories about Muhammad?
	Cycle B	Why is the story of Rama and Sita important to many Hindus? Do religious symbols mean the same to everyone?	Does everyone celebrate the New Year? How should the Church celebrate Easter?	Can stories change people? How should you spend the weekend?
Year 3 & 4	Cycle A	Do Christians have to take communion? Is light a good symbol for celebration?	Is a Jewish /Hindu child free to choose how to live? Does Easter make sense without Passover?	Does Jesus have authority for everyone? Can made-up stories tell the truth?
	Cycle B	Do Murtis help Hindus understand God? Does the Christmas narrative need Mary?	Is a holy journey necessary for believers? Should believers give things up?	Did Jesus really do miracles? Does prayer change things?
Year 5 & 6	Cycle A	Do religions need their Holy books? Does God communicate with man?	Does the community of the Mosque help Muslims lead better lives? Was the death of Jesus a worthwhile sacrifice?	Are you inspired? What's best for our world? Does religion help people decide?
	Cycle B	Are Saints encouraging role models? Is "God made Man" a good way to understand the Christmas story?	Do clothes express belief? Is the resurrection important to Christians?	Can we know what God is like? Does it matter what people believe about creation?

