



Poulton Lancelyn

RE

Long Term Plan

2021/22



RE Rationale

Our high quality Religious Education curriculum develops the pupil's knowledge and understanding of religion, beliefs and practice. It provides pupils with opportunities to identify questions and define enquiries, to develop enquiries by comparing and analysing a range of ideas and viewpoints, and to use empathy and reflection to evaluate their learning. Our Religious Education makes an important contribution to pupils' skills in Literacy, promoting questioning, discussion, critical thinking skills, reading, writing and evaluative skills. It makes a significant contribution to British Values in that it fosters respectful attitudes to people with different views, faiths or World Views from their own. Our Religious Education curriculum promotes pupils' spiritual, moral, social and cultural development and each pupil's self-worth through the development of their ideas, values, practices and identities. It enables pupils to develop cultural capital in order for them to be educated citizens.

RE Intent

| RE Intent | | | | | | |
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| Continuity, Change and Diversity | Words and Beyond | | A Good Life | Making Sense of Life's Experience | Influence, Community, Culture and Power | The Big Picture |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn Our Isles | Helping Hands Celebration (Christmas) | Diwali/ Hinduism Christmas | Responsibility 10 commandments Caring | The Bible Angels | Precious Christianity- Christmas in Art | Christian Faith Promises/Choices |
| Spring Our World | New Beginnings Easter | Special Places | Sikhism | Journeys | Christianity | Global Community |

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| | | Easter Alive | Easter | The Easter Story | The Natural World | Easter |
| Summer | Creation Story | Me, Families and Friends | Charities | Buddhism | Islam | Judaism |
| Our Planet | Our Planet | | Special People | Special Places | | Memories |

RE Implementation

Weekly Religious Education lessons are implemented using materials and teaching model from the Wirral Agreed Syllabus for Religious Education. (The agreed syllabus ensures children are taught knowledge and understanding around a range of religious and worldwide views so that they can: describe, explain, analyse and investigate allowing them to appreciate beliefs and practices, recognising the diversity, meanings and values within and between communities (including their own) and amongst individuals).

Teachers encourage pupils to develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.

Pupils develop skills of reading and interpretation to develop understanding of how Christians and other principle religions interpret, handle and use sacred texts; making sense of the meanings of texts through drama and storytelling.

Teachers allow children to examine the ways in which Christians and other principle religions respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within their community and in the world. Children evaluate and reflect on the texts and concepts studied, discerning possible connections between these and pupils' own lives and ways of understanding the world.

Pupils have the opportunity to apply their learning in a philosophical/open manner. Evidence of work completed is collated into the children's big books (Years 1 and 2) and in individual RE books (Years 3-6) to exemplify the range of learning activities undertaken.

As a school we also ensure that time is dedicated for daily acts of collective worship, or philosophical discussion. Throughout their school life, children develop an enhanced awareness and understanding of the teachings of Christianity and other principle religions; that they can reflect on their own beliefs and respect and tolerate the views of other.

Religions and themes studied ensure progression and continuity of Key Skills and curriculum end points. As children progress through the year groups, there are opportunities for them to draw on their previously learnt knowledge to aid future learning.

RE Progression Map

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 1. Continuity, Change and Diversity | <ul style="list-style-type: none"> - Look at religious buildings, festivals and celebrations, rituals, books, acts of worship and symbols. - Recognise the difference for each religion and non-religious worldview. | <ul style="list-style-type: none"> - Look at religious buildings, festivals and celebrations, rituals, books, acts of worship and symbols. -Recognise that these are usually different for each religion and non-religious worldview. -Understand that within the same religion or non-religious worldview people may believe different things and practice in different ways. | <ul style="list-style-type: none"> -Look at religious buildings, festivals and celebrations, rituals, books, acts of worship and symbols. -Recognise that these are usually different for each religion and non-religious worldview. Understand that within the same religion or non-religious worldview people may believe different things and practice in different ways. | <ul style="list-style-type: none"> - Look at some common features, such as beliefs, values, places of worship, festivals, pilgrimages, rituals, texts and symbols. - Understand that all the elements of each religion or non-religious worldview are closely connected and can only properly be understood in relation to each other. | <ul style="list-style-type: none"> - Look at religious buildings, festivals and celebrations, rituals, books, acts of worship and symbols. | <ul style="list-style-type: none"> - Look at religious buildings, festivals and celebrations, rituals, books, acts of worship and symbols. |
| 2. Words and Beyond | <ul style="list-style-type: none"> - Explore the different ways to express beliefs and feelings, such as using words in different ways when writing | <ul style="list-style-type: none"> - Explore the different ways to express their beliefs and feelings, such as using words in different ways | <ul style="list-style-type: none"> - Explore the different ways to express their feelings and beliefs such as imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual experiences and beliefs. | <ul style="list-style-type: none"> - Explore the different ways to express their feelings and beliefs such as imagery, for example symbol, metaphor, simile, | <ul style="list-style-type: none"> - Explore the different ways people express their feelings, such as imagery, for example symbol, metaphor, simile, analogy and allusion, | <ul style="list-style-type: none"> - Understand the different forms of expression and they not only provide a means of expressing complex ideas, they are also vehicles for learning, wisdom and inspiration and important |

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| | <p>about spiritual or religious things in stories, poetry and drama.</p> <p>-Use symbols, art, music, drama and dance to express their beliefs and to tell their favourite stories.</p> | <p>when writing about spiritual or religious things in stories, poetry and drama.</p> <p>- Use symbols, art, music, drama and dance to express their beliefs and to tell their favourite stories.</p> <p>- Understand that people may learn different things from these stories and symbols and might not agree about their meaning.</p> | | <p>analogy and allusion, to interpret their religious or spiritual experiences and beliefs.</p> | <p>to interpret their religious or spiritual experiences and beliefs.</p> <p>- Understand how people also express and communicate beliefs and experiences without words: through art, artefacts, symbols and icons; through dance, drama and symbolic gestures; and through music and ritual.</p> <p>- Understand there are different views as to which forms of non- verbal communication are appropriate to use, particularly in a religious context.</p> | <p>evidence for those who want to understand the beliefs, ideas and values of others.</p> <p>- Understand the meanings of all forms of expression.</p> |
| 3. A Good Life | <p>- Introduce children to stories from the lives of religious exemplary people as examples of the qualities and characteristics</p> | <p>- Introduce children to stories from the lives of religious exemplary people as examples of the qualities and characteristics</p> | <p>- Discuss how religions and non-religious worldviews provide guidance for their followers on how to live a good life.</p> | <p>- Discuss how religions and non-religious worldviews provide guidance for their followers on how to live a good life.</p> | <p>- Discuss how religions and non-religious worldviews provide guidance for their followers on how to live a good life.</p> | <p>- Understand that there are different ideas about why people should aim to live a good life.</p> <p>- Understand that some people believe it is the will of God, some that it is for the good of everyone, or for the good of the whole world.</p> |

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| | <p>they might try to achieve.</p> | <p>they might try to achieve.</p> <ul style="list-style-type: none"> - Learn about specific actions that are right and wrong and about good and bad attitudes. - Learn to treat each other fairly and live together without upsetting or hurting each other or damaging the environment. | | <ul style="list-style-type: none"> - Introduce moral teachings in the form of songs and poems, codes of conduct and rules, proverbs and wisdom sayings and stories, including stories about people, past and present. | <ul style="list-style-type: none"> - Understand moral teachings come in many forms including songs and poems, codes of conduct and rules, proverbs and wisdom sayings and stories, including stories about people from the distant past or from recent times who set a moral example to their followers. - Understand that it is particular actions/ behaviours, which inspire others. - Understand religious and non-religious worldviews of codes of behaviour or sets of rules, which tell people what actions, are right and wrong and what their duties are. | <ul style="list-style-type: none"> - Learn about what is right and wrong, good and bad, across religious and non-religious groups. |
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4. Making Sense of Life's Experiences

- Understand stories about people's experiences and encounters that have made them change their lives.
- Ask big questions about life.
- Find deep spiritual meaning in everyday experiences.

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- Find deep spiritual meaning in everyday experiences.
- Learn about life experiences and lifestyle changes.
- Learn about different beliefs, values and traditions. How do they give people a sense of identity and belonging?

- Discuss amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world.
- Ask big questions about life.

- Discuss amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world.
- Discuss how encounters can have positive effect on our lives.
- Ask big questions about life.

- Discuss amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world.
- Discuss how encounters can have positive effect on our lives and give a sense of destiny.
- Some people account for these experiences by saying that humans have an inner consciousness or spiritual nature.
- Understand that certain individuals throughout history have had extraordinary insights into the meaning of human life and have passed those insights on to others.

- Understand that many people find that religious rituals and other practices provide opportunities for them to make connections with God or gods and each other, or with what is most important to them. When practised in community with others, these experiences may give them a deep sense of identity and belonging.

5. Influence, Community, Culture and Power

- Learn about local and national holidays, religious festivals.
Learn about religious leaders and the importance of them.

- Explore the influences religions have on our communities.
Learn about religious or other festivals, and religious leaders.
- Several well-known traditional stories and songs reflect the ideas of religious traditions present in the community.
- Understand that some places are more religious than others are; some families are more religious than others are.
- Understand the children's religions and non-religious worldviews.

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- Understand that families who no longer practise a religion may continue to celebrate religious festivals, follow traditional religious rituals at key points in life and uphold traditional values.

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- Understand that families who no longer practise a religion may continue to celebrate religious festivals, follow traditional religious rituals at key points in life and uphold traditional values.
- Learn that organisations and individuals maybe inspired by religions and beliefs to make a positive difference in their communities, while others sometimes use their religion or worldview to justify actions that do harm.

- Learn that in some communities, one religion or worldview is influential; other communities are influenced by many different religions and worldviews living alongside each other. In some communities, religions and nonreligious worldviews have little influence apart from among their followers.

6. The Big Picture

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| | <p>- Read, understand and retell religious stories. Understand life, everything in it and the rest of the natural world.</p> | <p>- Read, understand and retell religious stories. - Understand life, everything in it and the rest of the natural world. - Ask big questions of life, such as 'What happens when people die?' and 'Where did the world come from?'</p> | <p>- Understand that religions and non-religious worldviews communicate important teachings and often form part of longer narratives.</p> | <p>- Understand that religions and non-religious worldviews communicate important teachings and often form part of longer narratives. - To explain how and why God created the universe and everything in it. - To understand the nature of the world itself rather than how it came to be.</p> | <p>- Understand that stories from religions and non-religious worldviews communicate important teachings and often form part of longer narratives. - To explain how and why God created the universe and everything in it. - To understand the nature of the world itself rather than how it came to be. - To understand where human beings fit into the grand order of things and the mysteries of life such as whether or not there is life after death and how people might find meaning and purpose in their own lives.</p> | <p>- Understand that religious texts are divinely inspired and therefore sacred or holy. - Understand that non-religious narratives today usually draw upon scientific theories of how the universe began, and predictions about how it will end.</p> |
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Religious Education