

POTTEN END CHURCH OF ENGLAND PRIMARY SCHOOL
Long Term Planning: RE

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Interest in lives of people of interest to them					
Reception	Joining in with customs and routines					
Year 1	Thanking God for nature - Nature - Creation story - Thankful - Harvest	Light - Diwali - Advent - Christmas story	Belonging – what it means to belong	Easter -Easter Story	Books and Stories	
Year 2	Signs and symbols of the Christian faith.	Signs and symbols that Muslims use. Christmas story.	Special places. Why do Christians go to church?	What is church like? The Easter story.	Important people in the lives of religious people.	What are easy questions? Who is God? Why am I here? What is good/evil?
Year 3	Life of Muhammad How can God be described?	Muhammad and the lives of Muslims Christmas and angels	Events in the life of Jesus	Events in the life of Jesus	Five pillars of Islam What rules do Christians follow?	Sacred places Church and Mosque
Year 4	Hinduism	Christmas Journeys	Sikhism	Why is Easter Important?	Sikhism	Why is the bible special?
Year 5	Rules for living	Light as a symbol in religious festivals	Key figures in Judaism	Jesus and Holy Week	Creation stories	Religious leaders
Year 6	Beliefs and practices; Symbols and actions (Identity and belonging) Celebrations and key events in life What it means to live as a Christian or Buddhist in Britain today. An understanding of key Christian		Identity and belonging; Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in two different traditions		Sources of wisdom; Sacred texts and stories, their guidance and impact They develop their understanding of key inspirational figures (e.g.Dalai Lama) as sources of wisdom and their	

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	<p>concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people.</p> <p>Symbolic ways of expressing meaning How different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.</p> <p>Exploring the annunciation in a sacred and secular Christmas <i>Incarnation</i> <i>2b.4 Digging Deeper Was Jesus the Messiah?</i></p>	<p>pupils explore and compare the life of contemporary key leaders and the qualities of leadership. How followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p> <p>Communicating beyond prayer and sacred spaces Consider what a multi-faith prayer space might look like and they will learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.</p> <p>The significance of Salvation <i>Salvation</i></p>	<p>contemporary relevance. Taking responsibility for living together, values and respect They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. Consider if following God can bring freedom and justice. (<i>UC 2b.6 What did Jesus do to save human beings?</i>)</p> <p>Different ideas about God and gods, creation and ultimate questions Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science.</p> <p>Reflecting on ethics, what is right and wrong, just and fair Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p>
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		<i>2b.6 What did Jesus do to save human beings?</i>	
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Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The New Curriculum 2013
Religious Education - EYFS

In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and language: • children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; • use talk to organise, sequence and clarify thinking, ideas, feelings and events; • answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; • talk about how they and others show feelings; • develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

• children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; • talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; • think and talk about issues of right and wrong and why these questions matter; • respond to significant experiences showing a range of feelings when appropriate; • have a developing awareness of their own needs, views and feelings and are sensitive to those of others; • have a developing respect for their own cultures and beliefs, and those of other people; • show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world • children talk about similarities and differences between themselves and others, among families, communities and traditions; • begin to know about their own cultures and beliefs and those of other people; • explore, observe and find out about places and objects that matter in different cultures and beliefs.

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Expressive arts and design • children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings; • respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy • children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics • children recognise, create and describe some patterns, sorting and ordering objects simply.

The New Curriculum 2013

Religious Education: Key stage 1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

More specifically pupils should be taught to:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of co-operation between people who are different
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

The New Curriculum 2013

Religious Education: Key stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

- A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

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- C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.