

Brackenwood Junior School



RE
Long Term Plan
2022-23

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.

Whole School Intent

	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 3	Year 4	Year 5	Year 6		
Autumn	Diwali-Hinduism -Christianity-Christmas	The Bible Angels	Precious Christianity- Christmas in Art	Christian Faith Judaism		
Spring	Sikhism Easter	Journeys The Easter Story	Christianity The Natural World	Promises/Choices Easter		
Summer	Charities Special People	Buddhism Special Places	Islam	Global Community 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 in individual RE books 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 3	Year 4	Year 5	Year 6
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 that these are usually different for each religion and non-religious worldview. <p>Understand that within the same religion or non-religious worldview people may believe different things and practice in different ways.</p>	<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 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, analogy and allusion, to interpret their religious or spiritual experiences and beliefs. 	<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, to interpret their religious or spiritual experiences and beliefs. - 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. - Understand there are different views as to which forms of non-verbal communication are appropriate to use, particularly in a religious context. 	<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 evidence for those who want to understand the beliefs, ideas and values of others. - Understand the meanings of all forms of expression.

3. A Good Life	<ul style="list-style-type: none"> - Discuss how religions and non-religious worldviews provide guidance for their followers on how to live a good life. 	<ul style="list-style-type: none"> - Discuss how religions and non-religious worldviews provide guidance for their followers on how to live a good life. - 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"> - Discuss how religions and non-religious worldviews provide guidance for their followers on how to live a good life. - 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"> - Understand that there are different ideas about why people should aim to live a good life. - 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. - Learn about what is right and wrong, good and bad, across religious and non-religious groups.
4. Making Sense of Life's Experiences	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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.

			<p>have an inner consciousness or spiritual nature.</p> <ul style="list-style-type: none"> - Understand that certain individuals throughout history have had extraordinary insights into the meaning of human life and have passed those insights on to others. 	
5. Influence, Community, Culture and Power	<ul style="list-style-type: none"> - Learn about communities around the world and how they are influenced, at several levels, by their traditional religions and non-religious worldviews. 	<ul style="list-style-type: none"> - Learn about communities around the world and how they are influenced, at several levels, by their traditional religions and non-religious worldviews. - 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. 	<ul style="list-style-type: none"> - Learn about communities around the world are influenced at several levels by their traditional religions and non-religious worldviews. - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Understand that religions and non-religious worldviews communicate important teachings and often form part of longer narratives. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

		<ul style="list-style-type: none">- To understand the nature of the world itself rather than how it came to be.	<ul style="list-style-type: none">- 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.	
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