



RE Long Term Overview

Our Vision Statement

At Plumpton School we believe that it is vital for all of our pupils to learn from and about religion in order to help them to understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs of others. This also contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfilment and their development as active and responsible citizens.

We acknowledge our moral responsibility in this role supporting our pupils to develop into rounded individuals capable of understanding different religions in society and appreciating varying points of view. We strive to support pupils to leave our school in Year 6 being culturally aware of their local community, the region they live in and with wider world religions and beliefs.

Intent

Through our RE lessons we intend for our pupils to make academically informed judgements about matters of religion and belief which shape the local and global landscape. High-quality RE is about developing pupils' religious literacy. In the context of the Cumbrian Agreed Syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religious and non-religious worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. They will be encouraged to be curious and enabled to study the wisdom and beauty of religions and worldviews and to see that religion isn't fixed, it is living, dynamic, changing, evolving throughout the world. Pupils will be able to talk about their personal worldview. The Cumbria Agreed Syllabus promotes an understanding of religion and worldviews rooted in a disciplinary approach to RE so that pupils see religion and worldviews through different lenses, and places RE within a well-established academic tradition.

What are the aims of this syllabus?

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human sciences engaging critically with religious and non-religious worldviews.
- To be able to reflect on personal worldviews Pupils' progress should be assessed in relation to this purpose and these aims of RE.

Implementation.

The RE syllabus is rooted in the disciplinary approaches of theology, philosophy and human sciences.

Theology

‘Thinking through believing’.

It is about asking questions that believers would ask. It requires pupils to think like researchers and to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious and non-religious worldviews.

Philosophy

‘Thinking through thinking’

It is about asking big questions that thinkers would ask. It requires pupils to think like philosophers and to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of reality, knowledge, existence, and morality.

Human sciences

‘Thinking through living’

It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human or social scientists to look at concepts through a human science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

- We follow the Jigsaw R.E. scheme of work on a 2 year rolling cycle.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- RE is taught for at least 1 hour per week in each class.
- Long term plans for RE ensure that there is continuity and progression for all pupils.
- Pupil progress and attainment in RE is tracked and recorded after every unit.
- Inclusion and differentiation for children with SEND are an integral part of RE planning and teaching
- RE is taught as a discreet subject but may also have cross curricular links, particularly in Reception and Key Stage 1.
- A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship
- In this school the faiths taught in RE are:
- KS1 Christianity and Judaism
- KS2 Christianity, Judaism and Hinduism
- Other religions and worldviews may be taught implicitly or when comparing ideas or as thematic studies.
- Wherever possible, links are made between Religious Education and other curriculum subjects such as Art, History and Geography, Design Technology and PSHE

Impact

Our RE curriculum leads to children having a better understanding of the religions that make up the UK landscape and a greater understanding of the actions of some people from non-religious groups. Pupils learning about other faiths and groups creates community cohesion and reinforces our British Values. Through RE, our children are more informed about their position in the world, and the decisions they can make impacting their future. All children can talk confidently, discussing religious, spiritual, social or moral themes and are better prepared for the society in which they live. The RE curriculum promotes inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our designed curriculum fosters high quality learning and experiences, and this can be evidenced through pupils deep

understanding of the main religions of the world; their community and the wider world; and knowledge of key themes and concepts related to world views and religion. Children use a wide range of vocabulary associated with this subject and can offer thoughtful explanations and give respectful opinions, as well as make cross-curricular links. Teachers represent this subject well and generate inquisitive reflective pupils.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment, which is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question



Curriculum Map



Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery / Reception Year A	What makes people special to me and others? Christianity and Judaism	What is Christmas to me and others? Christianity concept: Incarnation	How do I and other people celebrate? Sanatana Dharma	What is Easter to me and others? Christianity concept: Salvation	What can I and other people learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special to me and others? Christianity, Islam, Judaism

Nursery / Reception Year B	What makes people special? Christianity and Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Sanatana Dharma	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism
Year 1 / 2 A	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to the Jews? Judaism	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children? Judaism	Does visiting the synagogue help Jewish children feel closer to God? Judaism
Year 1 / 2 B	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Who is God to Sanatanis? SD	How important is it to Christians that Jesus came back to life after his crucifixion?	Rama and Site. Diwalai SD	Why do Santatanis use symbols? SD
Year 3 / 4 A	What is the best way for Jews to lead a good life? Judaism	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	How do Jewish beliefs, teaching and stories impact on daily life? Judaism	How does celebrating Shavuot help Jewish children feel closer to God?
Year 3 / 4 B	Does visiting the Ganges make a person a better Santani? SD	What is the most significant part of the nativity story for Christians today?	What do some deities tell Sanatanis about God? SD	Is forgiveness always possible for Christians?	Do people need to go to church to show they are Christians? OR Why are there four Gospels and how are they relevant for Christians?	What is the best way for a Sanatani to lead a good life? SD
Year 5 / 6 A	Are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism	Is the Christmas story true?	What is the best way for a Jew to show commitment to God? Judaism	How significant is it for Christians to believe that God intended Jesus to die?	How are sacred teachings and stories interpreted by Jews today? Judaism	What is the best way for a Christian to show commitment to God? OR Does belief in the Trinity help Christians make better sense of God as a whole?

<p>Year 5 / 6</p> <p>B</p>	<p>What is the best way for a Sanatani to show commitment to God?</p> <p>SD</p>	<p>How significant is it that Mary was Jesus' mother?</p> <p>OR</p> <p>Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Is anything ever eternal?</p>	<p>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</p>	<p>How can Brahman be everywhere and in everything?</p> <p>SD</p>	<p>Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?</p> <p>SD</p>
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