



Overchurch Junior School RE subject content and long term plan.

Key Stage 2

Knowledge, skills and understanding

Two strands are incorporated into the **single attainment target** in the **Wirral Agreed Syllabus for Religious Education**. ***‘To enable pupils and to learn about religion in order to learn from religion’***.

The knowledge, skills and understanding are found in the units which incorporate
religions and beliefs
themes
experiences and opportunities

Pupils should understand how religions relate to each other, recognising both similarities and differences within and between religions.

They should be encouraged to reflect on the significance of interfaith dialogue, the important contribution religion can make to community cohesion and the combating of religious prejudice and discrimination

Develop ***spiritual development*** through:

discussing and reflecting on key questions of meaning and belief such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth

Develop ***moral skills*** through, valuing diversity and engaging in issues of belief, justice and trust.

Develop ***social skills*** through, considering how religious and other beliefs lead to particular actions and concerns.

Develop ***cultural awareness*** through, encountering people, literature, the creative and expressive arts and resources from differing cultures.

Year	Autumn	Spring	Summer
3	<p><u>Responsibility Unit</u></p> <p>Children demonstrate: Knowledge of rules especially the 10 commandments (in outline).</p> <p>Understanding of the importance of responsibility.</p> <p>Knowledge and understanding of the Greatest Commandment.</p> <p>Children continue to develop appropriate religious vocabulary.</p> <p><u>Autumn</u> <u>Unit of work. Special People</u></p> <p>Children develop a knowledge and understanding of key Biblical characters, their life and the importance of their beliefs. More particularly, children can retell the stories of Abraham and Moses. Children understand how the major events of Abraham and Moses' lives were significant to their beliefs and following God. Children understand that both Old Testament characters were obedient to God.</p> <p><u>Care and concern Unit</u></p> <p>Children show a knowledge of events in the <u>Christmas</u> story. Children have an understanding of symbolism and those connected to Christianity. Children can recognise the importance of why people work for others, and understands how they show love for their neighbour. Children shows awareness of the work of a <u>charity</u> such as OCC. Children show awareness of the value of money and the value of giving.</p>	<p><u>Unit of work: Care and Concern continued</u></p> <p>Children begin to understand what an evangelist is, a missionary is, a clergyman is.</p> <p>Children show some understanding of Jesus' care and concern for others – even those not liked by others (i.e. Zacchaeus)</p> <p><u>Unit of work Easter</u></p> <p>Children develop appropriate religious vocabulary; - knowledge of relevant characters, understanding of when they lived and the significance of the events encountered;</p> <p>- children understand the cause for celebration of the events of <u>Easter</u> and their place in the Christian calendar.</p>	<p><u>Unit of work Sikhism</u></p> <p>Children identify the Sikh symbol. Children identify where Sikhism originated, on a map of the world.</p> <p>Children identify some of the qualities needed in a leader and those characterised by <u>Guru Nanak</u>.</p> <p>Children show an awareness that there were 10 gurus and that Guru Nanak was the first and Guru Gobind Singh was the last.</p> <p>Children show some idea of what the inside of a Sikh <u>Gurdwara</u> is like; and the differences between this and a Christian Church.</p> <p>Children begin to appreciate the 'community spirit' Sikhs demonstrate.</p> <p>Children have some knowledge of how light is used in different festivals.</p> <p>Children know the importance of the <u>5k's</u> to Sikhs</p> <p>Visitor/visit to Gurdwara</p>

<p>4</p>	<p><u>Autumn</u> <u>Special Places Unit</u></p> <p>Children recognise and name some special places for <u>major religions</u>. Children produce a leaflet/guide about a special place or feature in a 'holy' place. Children offer reasons as to what makes a 'special' place for religious worshippers. St.Mary's trip for Fuse activities.</p> <p><u>The Angels Unit</u></p> <p>Development of appropriate vocabulary • knowledge and understanding of key issues and characters in religious stories. Children begin to understand the importance of angels and their work, for believers, and the reactions of those who encounter angels.</p> <p><u>The Shepherds Unit</u></p> <p>Children build up knowledge of relevant characters, understanding when they lived and the significance of the events they encountered and their beliefs in God.</p> <p>Children show increased ability to find Bible references. Children know the <u>significance of Christmas</u> for Christians</p>	<p><u>Spring</u> <u>The Bible Unit</u></p> <p>Know which is the OT/NT and what they deal with. They understand basic structure. They know that the Bible is the basis of Christian belief.</p> <p><u>The Journeys unit</u></p> <p>Children learn to appreciate what a journey is and why people make journeys. Children begin to understand something about the feelings of people who go on a <u>pilgrimage</u></p> <p>Children learn more about characters in the Bible and the reasons for their journeys.</p> <p>Children begin to see a progression in their own lives even at an early age. Visit The Priory Birkenhead</p> <p><u>The Easter Unit</u></p> <p>Children explain what forgiveness is and are able to relate this to everyday life. Children show empathy with <u>Peter's</u> actions/reactions through the Easter Story.</p> <p>Children explain why forgiveness is especially important to Christians.</p>	<p><u>Summer</u> <u>Buddhism Unit</u></p> <p>Develop religious vocabulary. Children show knowledge of the character of <u>Buddha</u> in art/craft work and symbolism.</p> <p>Children show knowledge and some understanding of the story. Children able to relate examples from Buddhism and Christianity to own experience.</p> <p>Children show some knowledge of terminology and issues which are important to Buddhists.</p> <p>Children understand the importance of belonging.</p> <p>Children demonstrate knowledge of symbols, celebration and important practices for the believer.</p> <p>Visit from Birkenhead Buddhist centre</p>
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Autumn
Precious Unit.

Children are able to show some understanding of different values and importance of worth.

They know and understand the importance for believers of feeling precious to God.

Children are aware of the importance of the Bible / Torah / Qur'an / Guru Granth Sahib etc. for believers.

Children know the importance of key faith issues for believers

Christmas Unit

Children can use some appropriate religious vocabulary.

Children show awareness of the significance of the event and characters involved.

Children understand the cause of celebration of the events of Christmas and their place in the Christian calendar.

Children show an awareness of the importance of belief in God, for the characters represented.

Visit to St.Mary's

Spring
Christianity Unit.

Children can reflect on the sequence the Christmas story. Children explain why Jesus was special. Children are aware that Jesus' life has influenced people through time.

Children recognise water as a symbol of cleansing. Children recognise the dove as a symbol of the Holy Spirit. –

.Children show an awareness of the meaning of Lent.

Children know that the Church celebrates key events during the year. Children recognise personal application re temptation. Children know the names of the disciples.

Children are able to use the Bible as a resource.

Children understand the meaning of a parable. Children begin to link the meanings of the parables with their own everyday situations

Children develop a knowledge and understanding of key biblical characters, their life and importance of their beliefs.

Children develop a knowledge and understanding of the influence of Jesus on ordinary people.

Children continue to develop appropriate religious vocabulary, an understanding of the cause of celebration of events of Easter and its place in Christian calendar.

Visit Port Sunlight Lady Lever Art Gallery

Easter in Art Unit

Children show development of appropriate religious vocabulary. Children show knowledge of characters. Children empathise with characters. Children show evidence of appreciation of artist's work and what has been achieved by it / moods which it may initiate. Children show knowledge and understanding of the events of Easter. Children experience how images in art can tell the Easter story

Summer
Islam Unit

Children show a development of appropriate religious vocabulary and increasing knowledge of relevant characters and understanding of when they lived and events encountered.

Children know important features of a Mosque. (dome, minaret, mihrab (shows direction of Mecca) minbar (steps from which Imam speaks) fountain.) Children show a knowledge of the 5 pillars of Islam and explain their significance for the believer. Children describe the main features of a Muslim's daily life and are able to compare these with own rituals and beliefs.

Visit Wirral Deen centre Birkenhead.

The Natural World Unit

Children identify favourite natural places in local area and further a field, including globally. Children describe a real natural place in ways appropriate to ability.

Children to describe a real natural place.

Children to recognise that there are diverse climates and geographical areas.

Children show and awareness of the delicate and balanced nature of natural ecosystems

Children know that some questions in life are difficult to answer

Children to have an understanding of the Bible's view on creation

To enable pupils to reflect on how each of us impacts on our environment

Autumn Christian Faith In Action Unit

Children can demonstrate knowledge of relevant characters and show understanding of when they lived and the significance of the events they encountered. Children can identify some ways in which believers express their beliefs in God. Children reflect on the true ending of the story and how Christians can put their "faith into action".

Children can describe the fundamental Christian belief in God and Jesus and demonstrate an awareness of how these affect the lives of Christians.

Children show an awareness of how Christian faith can affect people's lives and work and the lives of others.

Children able to state what some of their own beliefs are and how these affect their behaviour. Children become aware of ways in which they can be involved in caring and helping others in need.

Pupils show a developing understanding of what prayer is and why people pray. Pupils understand that prayer is an important part of different religions. Children are able to write own reflections/poems/prayers. Children can sit quietly to reflect.

Phophesy of the Magi Unit

Children show a range of referencing skills including use of index, contents. Children show knowledge and understanding of the Christmas Story. Children show development of knowledge of characters and empathy with characters

.Spring Judaism Unit

Children show development of appropriate vocabulary. Children can label interior of main features of a synagogue. Children describe some of the Jewish dietary laws. Children describe some other people's dietary beliefs, e.g. vegetarians, Buddhists etc. Children recognise some Jewish artefacts and have basic knowledge of their symbolic meaning. Children recognise that rituals in the home are a significant part of one's culture.

Bible Explorers experience with St Mary's team

Making Choices Unit.

Children begin to explain what temptation is within their own experience. Children explain incidents of temptation in Bible stories. Children consider how the choices they make affect their lives Making Choices 2 Unit

Pupils will role-play to the class situations where clear moral choices are made. Pupils will make links between their role-plays and their own personal choices and the Golden Rule. Discuss how/why we choose to follow the Golden Rule Individual storyboards collated. Students can 'traffic-light' red/green good, bad, neutral choices made. Justifying their opinions to a partner. Students may use ICT to develop letter-writing skills. Students to reflect upon how they can show forgiveness/however they can repair relationships..

Summer Promises Unit

Children continue to develop religious vocabulary and a knowledge and understanding of promises and their significance.

Children explore stories relating to promises. Children make in-depth connections between stories and everyday situations.

Memories Unit

Children continue to develop religious vocabulary, awareness of the fact that there are some questions which are very difficult to answer, importance of the spiritual dimension of life, importance of the religious dimension of life for many, knowledge of the significance of the life of Jesus and that this influence continues today through The Bible and Christians.