



Overchurch Junior School Religious Education and Worldviews
subject content and long term plan.
September 2021/2022

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 include
 religions and beliefs (Big Ideas)
 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 |
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| 3 | <p><u>Unit of work: Care and Concern</u></p> <p>What does it mean to 'care'?</p> <p>Consider the issue of people who devote their lives to care and concern. Look at a global example of Gandhi and how his actions showed concern for others.</p> <p>Know of followers of Christ and how they set an example to serve others. Understand the role of the clergy. Recognise the</p> | <p><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.</p> <p>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</p> | <p><u>Unit of work Sikhism</u></p> <p>Identify the Sikh symbol and identify where Sikhism originated, on a map of the world. Know that Sikhs believe in one God and all human beings are equal before God.</p> <p>Identify some of the qualities needed in a leader and those characterised by Guru Nanak.</p> <p>Know that there were 10 gurus and that Guru Nanak was the first and Guru Gobind Singh was the last. Know how their birthdays are</p> |

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| | <p>importance of why people work for others, and understand how they show love for their neighbour. Love your neighbour as you love yourself. (Matt 22:37-39)</p> <p>Understand Jesus' care and concern for others – even those not liked by others (i.e. Zacchaeus).</p> <p><u>Care and concern Unit/Christmas</u></p> <p><u>Why is Christmas celebrated?</u></p> <p>Know about the symbolism of light and the Christian belief that Jesus is God's son (Baptismal candle.)</p> <p>Knowledge of the events in the <u>Christmas</u> story and know how Christians celebrate Advent.</p> | <p>characters were obedient to God</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>- Know the cause for celebration of the events of <u>Easter</u> and their place in the Christian calendar.</p> | <p>celebrated. Know of stories of the Gurus.</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>Appreciate the 'community spirit' Sikhs demonstrate and values of equality.</p> <p>Have knowledge of how light is used in different festivals.</p> <p>Know the importance of the <u>5k's</u> to Sikhs</p> |
| 4 | <p><u>Autumn</u></p> <p><u>The Angels Unit</u></p> <p>What do Angels reveal? Understand the importance of angels and their work, for believers, and the reactions of those who encounter angels. Investigate angels and their revelations of God.</p> <p><u>The Shepherds Unit</u></p> <p>How do Christians show worship? Look at the Shepherds story Know relevant characters, understanding when they lived and the significance of the events they encountered and their beliefs in God.</p> | <p><u>Spring</u></p> <p><u>The Journeys unit</u></p> <p>What is a journey and why do people make journeys? Understand something about the feelings of people who go on a pilgrimage.</p> <p>Know more characters in the Bible and the reasons for their journeys.</p> <p>Understand that there is a progression in their own lives.</p> | <p><u>Summer 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>Have knowledge and some understanding of the story. Be able to relate examples from Buddhism and Christianity to own experience.</p> <p>Have knowledge of terminology and issues which are important to Buddhists.</p> <p>Understand the importance of belonging and understand how the Buddhist community is made up of lay people, monks, nuns and priests.</p> |

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| | <p>Use Bible references of the Shepherds story. Know how Christians today show worship (offering gifts during communion.)</p> | <p><u>The Easter Unit</u></p> <p>Explain what forgiveness is and be able to relate this to everyday life. Consider <u>Peter's</u> actions/reactions through the Easter Story.</p> <p>Explain why forgiveness is especially important to Christians.</p> | <p>Demonstrate knowledge of symbols, celebration and important practices for the believer.</p> <p>Know about symbolism of the lotus flower ;the Bodhi Tree, the wheel of life.</p> |
| 5 | <p><u>Autumn Islam Unit</u></p> <p>Know important features of a Mosque. Have a knowledge of the 5 pillars of Islam and explain their significance for the believer. Describe the main features of a Muslim's daily life and are able to compare these with own rituals and beliefs.</p> <p>Christmas in Art Unit</p> <p>How do artists depict Christmas?</p> <p>Understand how Christmas is depicted in Christmas cards (religious and non-religious)</p> <p>Know that artists depict the Christmas story in different ways. Know that different churches/Bibles will depict scenes differently. Express likes and dislikes, preferences and other considerations.</p> | <p><u>Spring Christianity Unit.</u></p> <p>Sequence the Christmas story. Explain why Jesus was special and how Jesus' life has influenced people through time.</p> <p>Recognise water as a symbol of cleansing, the dove as a symbol of the Holy Spirit. – Look to how global Christianity expresses this belief.</p> <p>What is Lent? Understand the meaning of Lent. Know that the Church celebrates key events during the year and recognise personal application re temptation. Know the names of the disciples. Use the Bible as a resource. Understand the meaning of a parable. Children begin to link the meanings of the parables with their own everyday situations</p> <p>Develop a knowledge and understanding of key biblical characters, their life and importance of their beliefs. Have a knowledge and understanding of the</p> | <p><u>Summer</u></p> <p><u>The Natural World Unit</u></p> <p>Identify favourite natural places in local area and further afield. Describe a real natural place.</p> <p>Recognise that there are diverse climates and geographical areas. Show an awareness of the delicate and balanced nature of natural ecosystems Know that some questions in life are difficult to answer</p> <p>Understand the Bible's view and other worldviews, including a scientific explanation on creation. Reflect on how each of us impacts on our environment</p> |

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| | | <p>influence of Jesus on ordinary people.</p> <p><u>Easter Unit</u> Understand the significance of the Ascension, that it commemorates the belief of the bodily ascension of Jesus into heaven and the celebration of Pentecost Know that Christians believe Jesus suffered, died and rose from death.</p> | |
| 6 | <p><u>Autumn</u> <u>Judaism Unit</u></p> <p>Use the appropriate vocabulary Know that the Synagogue is a special place of worship for Jewish people and the significance of the Torah and the Ten Commandments. Investigate Jewish artefacts and clothing and have knowledge of their symbolic meaning. Understand that rituals in the home are a significant part of one's culture.</p> <p><u>Prophecy of the Magi Unit</u></p> <p>Show a range of Bible referencing skills including use of index, contents. Have a knowledge and understanding of the Christmas Story. Show development of knowledge of characters and empathy with characters</p> | <p><u>Spring</u> <u>Christian Faith In Action Unit</u></p> <p>Have knowledge of relevant characters and show understanding of when they lived and the significance of the events they encountered.</p> <p>Identify some ways in which believers express their beliefs in God. Children reflect on 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.</p> <p>Show an awareness of how Christian faith can affect people's lives and work and the lives of others.</p> <p>State what some of their own beliefs are and how these affect their behaviour. Relate ways in which they can be involved in caring and helping others in need.</p> <p>Understand what prayer is and why people pray. Understand that prayer is an important part of different religions. Write own reflections/ poems/prayers and be able to sit quietly to reflect.</p> | <p><u>Summer</u> <u>Memories Unit</u></p> <p>Show a development in 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.</p> <p><u>Humanism</u></p> <p>How do Humanists decide what to believe? Know humanists' views on happiness. Recount how humanist celebrations can inform us of the things humanists do value. Know about humanist naming ceremonies. Appreciate that people often express their feelings and beliefs through creative forms such as art, music, stories and drama. Understand how humanists believe happiness is a worthwhile goal.</p> |

Easter in Art Unit

Show development of appropriate religious vocabulary. Have knowledge of characters. Empathise with characters. Show evidence of appreciation of artist's work and what has been achieved by it / moods which it may initiate. Know and understand the events of Easter.