



R.E. and World Views Long Term Plan 2022/23

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
- 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.



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Year 3		
Autumn	Spring	Summer
<p><u>Sikhism</u></p> <p>I can identify the Sikh symbol and identify where Sikhism originated, on a map of the world.</p> <p>I can understand that Sikhs believe in one God and all human beings are equal before God.</p> <p>I can identify some of the qualities needed in a leader and those characterised by Guru Nanak.</p> <p>I can understand that there were 10 gurus and that Guru Nanak was the first and Guru Gobind Singh was the last. I know how their birthdays are celebrated and stories of the Gurus.</p> <p>I can understand what the inside of a Sikh <u>Gurdwara</u> is like; and the differences between this and a Christian Church.</p> <p>I can appreciate the 'community spirit' Sikhs demonstrate and values of equality.</p> <p>I can have knowledge of how light is used in different festivals.</p> <p>I can explain the importance of the <u>5ks</u> to Sikhs</p> <p><u>Christmas</u></p> <p><u>Why is Christmas celebrated?</u></p> <p>I can explain the symbolism of light and the Christian belief that Jesus is God's son (Baptismal candle.)</p>	<p><u>Care and Concern</u></p> <p>What does it mean to 'care'?</p> <p>I can 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>I can identify followers of Christ and how they set an example to serve others.</p> <p>I can understand the role of the clergy.</p> <p>I can recognise the importance of why people work for others, and understand how they show love for their neighbour.</p> <p><i>Love your neighbour as you love yourself. (Matt 22:37-39)</i></p> <p>I can understand Jesus' care and concern for others - even those not liked by others (i.e. Zacchaeus).</p>	<p><u>Special People</u></p> <p>I can develop a knowledge and understanding of key Biblical characters, their life and the importance of their beliefs.</p> <p>I can retell the stories of Abraham and Moses.</p> <p>I can understand how the major events of Abraham and Moses' lives were significant to their beliefs and following God.</p> <p>I can understand that both Old Testament characters were obedient to God</p>



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I can understand events in the <u>Christmas</u> story and know how Christians celebrate Advent.		
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Year 4		
Autumn	Spring	Summer
<p><u>Buddhism Unit</u> I can develop religious vocabulary. I can show knowledge of the character of <u>Buddha</u> in art/craft work and symbolism. I can recall the story of Buddha. I can relate examples from Buddhism and Christianity to my own experience. I can use terminology and explain issues which are important to Buddhists. I can understand the importance of belonging and understand how the Buddhist community is made up of lay people, monks, nuns and priests. I can demonstrate knowledge of symbols, celebration and important practices for the believer. I can explain the symbolism of the lotus flower ;the Bodhi Tree, the wheel of life.</p> <p><u>The Shepherds Unit</u> I can understand how Christians show worship I can look at the Shepherds' story and know relevant characters, understanding when they lived and the significance of the events they encountered and their beliefs in God. I can use Bible references of the Shepherds' story.</p>	<p><u>The Angels Unit</u> I can understand 'What Angels reveal'. I can understand the importance of angels and their work, for believers, and the reactions of those who encounter angels. I can investigate angels and their revelations of God.</p>	<p><u>The Journeys unit</u> I can understand 'What is a journey' and why do people make journeys? I can understand something about the feelings of people who go on a pilgrimage. I can learn more characters in the Bible and the reasons for their journeys. I can understand that there is a progression in their own lives.</p>



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I can understand how Christians today show worship (offering gifts during communion.)		
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Year 5		
Autumn	Spring	Summer
<p><u>Islam Unit</u> I can identify important features of a Mosque. I can understand the 5 pillars of Islam and explain their significance for the believer. I can describe the main features of a Muslim's daily life and are able to compare these with own rituals and beliefs.</p> <p><u>Christmas in Art Unit</u> How do artists depict Christmas? I can explain how Christmas is depicted in Christmas cards (religious and non- religious) I can understand that artists depict the Christmas story in different ways. I can understand that different churches/Bibles will depict scenes differently. I can express likes and dislikes, preferences and other considerations.</p>	<p><u>Christianity Unit.</u> I can describe the sequence of the Christmas story. I can explain why Jesus was special and how Jesus' life has influenced people through time. I can recognise water as a symbol of cleansing, the dove as a symbol of the Holy Spirit and how global Christianity expresses this belief.</p> <p><u>What is Lent?</u> I can explain the meaning of Lent. I can describe how the Church celebrates key events during the year and recognise personal application re temptation. I can say the names of the disciples. I can use the Bible as a resource. I can understand the meaning of a parable. I can begin to link the meanings of the parables with my own everyday situations</p>	<p><u>The Natural World Unit</u> I can identify my favourite natural places in the local area and further afield. I can describe a real natural place. I can recognise that there are diverse climates and geographical areas. I can show an awareness of the delicate and balanced nature of natural ecosystems I can understand that some questions in life are difficult to answer I can understand the Bible's view and other worldviews, including a scientific explanation on creation. I can reflect on how each of us impacts on our environment</p>



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	<p>I can develop a knowledge and understanding of key biblical characters, their life and importance of their beliefs. Have a knowledge and understanding of the influence of Jesus on ordinary people.</p>	
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Year 6		
Autumn	Spring	Summer
<p><u>Judaism Unit</u> I can use the appropriate vocabulary I can understand that the Synagogue is a special place of worship for Jewish people and the significance of the Torah and the Ten Commandments. I can investigate Jewish artefacts and clothing and have knowledge of their symbolic meaning. I can understand that rituals in the home are a significant part of one's culture.</p> <p><u>Prophecy of the Magi Unit</u> I can show a range of Bible referencing skills including use of index, contents. I can have a knowledge and understanding of the Christmas Story. I can show development of knowledge of characters and empathy with characters</p>	<p><u>Christian Faith In Action Unit</u> I can have knowledge of relevant characters and show understanding of when they lived and the significance of the events they encountered. I can identify some ways in which believers express their beliefs in God. I can reflect on how Christians can put their "faith into action". I can describe the fundamental Christian belief in God and Jesus and demonstrate an awareness of how these affect the lives of Christians. I can show an awareness of how Christian faith can affect people's lives and work and the lives of others. I can 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. I can understand what prayer is and why people pray. Understand that prayer is an important part of different religions. Write your own</p>	<p><u>Memories Unit</u> I can 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> I can understand how do Humanists decide what to believe? I can understand humanists' views on happiness. I can recount how humanist celebrations can inform us of the things humanists do value. I can understand humanist naming ceremonies. I can appreciate that people often express their feelings and beliefs through creative forms such as art, music, stories and drama. I can understand how humanists believe happiness is a worthwhile goal.</p>



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	reflections/ poems/prayers and be able to sit quietly to reflect.	
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Topics covered in whole-school assemblies

Christmas

Why is Christmas celebrated?

Know about the symbolism of light and the Christian belief that Jesus is God's son (Baptismal candle.)

Knowledge of the events in the Christmas story and know how Christians celebrate Advent.

The Shepherds Unit

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.

Use Bible references of the Shepherds story.

Know how Christians today show worship (offering gifts during communion.)

Christmas in Art Unit

How do artists depict Christmas?

Understand how Christmas is depicted in Christmas cards (religious and non- religious)

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.



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Prophecy of the Magi Unit

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

Easter

Children develop appropriate religious vocabulary;

- knowledge of relevant characters, understanding of when they lived and the significance of the events encountered;
- Know the cause for celebration of the events of Easter and their place in the Christian calendar.

Explain what forgiveness is and be able to relate this to everyday life.

Consider Peter's actions/reactions through the Easter Story.

Explain why forgiveness is especially important to Christians.

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.

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.