



Religious Education Long Term Plan 2022-23

Our intent

At Bridge Junior School we want to enable our children to celebrate and harness the harmony between and the diversity within, the religions and beliefs that are represented within Leicester City. We would like all our children to be open hearted and broadminded. We aim to support children at Bridge to learn about and learn from the religious beliefs represented in the city, and the UK, to better help them to understand the wider community and to prepare them for their futures.

Implementation

In order to deliver a relevant RE curriculum, we follow the Leicester City RE Agreed Syllabus 2009 – 2014 and the updated Harmony and Diversity non-statutory guidance document.

The programme of study is arranged into:

- Knowledge, skills and understanding
- Religions and beliefs
- Themes
- Experiences and understanding

Our pupils learn about Christianity, Hinduism, Sikhism and Islam in depth, recognising the impact of religion and belief locally, nationally and globally. Through teaching and sharing of experiences, the children make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. Through explicit teaching children extend their range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education. Through visits to different places of worship, the children deepen their knowledge and understanding about different religions in their locality. The RE curriculum incorporates elements from the school's RHE curriculum so that RE core learning outcomes from the agreed LA syllabus are met. This allows opportunities for learning connections to be made effectively and learning to be applied across the curriculum.

Impact

Through weekly RE lessons pupils will be engaged in systematic enquiry into challenging questions raised by religion and worldviews. Our children develop the knowledge, understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Our children are confident when talking about their own beliefs and respectful when talking and learning about the religious beliefs of others.



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End of Key Stage 1 expectations

Learning about religion (AT1)

Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- identify and suggest meanings for religious symbols and begin to use a range of religious words

Learning from religion (AT2)

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

End of Key Stage 2 expectations

Learning about religion (AT1)

Pupils should be taught to:

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- identify and begin to describe the similarities and differences within and between religions;
- investigate the significance of religion in the local, national and global communities;
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

Learning from religion (AT2)

Pupils should be taught to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.



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What are we teaching at Bridge						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Church visit	What special festivals do Hindus celebrate? Hinduism	How does a Christian follow Jesus? Christianity	What does light mean? What does dark mean? Christianity, Hinduism, Islam		Values: What matters most? Humanism	
Year 4 Gurdwara visit	How is new life welcomed into the world? Christianity, Islam, Sikhism	Who is my neighbour? Humanism	What does it mean to be a Sikh? How do Sikhs worship? Sikhism	Creation and Green issues: How did the world come into being and why should we care about happens now? Humanism	How do Muslims worship? Which special days and festivals are important to Muslims? Islam	
Year 5 Mandir visit	What does it mean to be a Hindu? Which Sacred Texts are important? Hinduism		What is so special about marriage? Christianity, Islam, Sikhism	How does a Christian follow Jesus? Christianity	What can we learn from religions about temptations? Christianity, Islam	Who inspires me? Hinduism
Year 6 Mosque visit	How do we find our way through the Moral Maze? Hinduism, Christianity, Sikhism	What will make our city a more respectful place? Links to RHE, geography Humanism	What does it mean to be a Muslim? Which sacred Texts are important to Muslims? How do Muslims celebrate the life journey? Islam	What happens when we die? Hinduism, Christianity	Religious stories/transition Islam, Sikhism, Hinduism	Justice & Poverty: can religion help build a fair world and make poverty history? Humanism



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Core Learning Outcomes across KS2 RE curriculum

Theme 1 Beliefs and questions: how people's beliefs about God, the world and others impact on their lives	<ul style="list-style-type: none"> Identify and understand some of the key beliefs of the religious traditions studied; Describe and apply some of the ways that God is represented in different faith traditions; Describe some of the difficult questions life presents for everyone, including questions about God; Make links between religious and moral ideals and their influence on lifestyle and behaviour Ask some ultimate questions and understand a range of answers, applying ideas for themselves
Theme 2 Teachings and authority: what sacred texts and other sources of authority say about God, the world and human life	<ul style="list-style-type: none"> Describe how and why sacred texts are important to believers; Illustrate, using religious vocabulary, ways in which religious meaning is conveyed in ordinary language, special vocabulary and other forms of expression; Recognise and describe the influence of religious stories on ideals of character and moral values; Understand the meanings of some festivals and their significance for believers; Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations
Theme 3 Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites	<ul style="list-style-type: none"> Recognise and describe the functions and significance of different places of worship to believers and communities; Show knowledge and understanding of some different ways of worshipping God; Know some reasons why people pray and understand that there are different types of prayer, considering the idea that people believe they can communicate with God in prayer; Explore and express spiritual feelings and experiences; Show understanding of the value and importance of pilgrimage to believers; Experience the learning that comes from visiting places of worship.
Theme 4 The journey of life and death: why some occasions are sacred to believers, and what people think about life after death	<ul style="list-style-type: none"> Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives; Ask and suggest varied answers to questions about the origins of human life engaging with the mysterious questions for themselves;



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	<ul style="list-style-type: none"> • Explore some of the mysteries of life and death in the contexts of religious and non-religious beliefs; • Understand how religious faith helps some people to deal with both positive and negative feelings and experiences; • Describe how people express their beliefs through ceremonies that show the importance of belonging; • Express views about their own spiritual ideas and questions about life as a journey.
Theme 5 Symbols and religious expression: how religious and spiritual ideas are expressed	<ul style="list-style-type: none"> • Describe the meaning of some religious signs and symbols; • Describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour; • Describe the reasons why some religious people don't use visual symbols; • Express a range of views about their own spiritual ideas, experiences and questions
Theme 6 Inspirational people: figures from whom believers find inspiration.	<ul style="list-style-type: none"> • Know the main events in the lives of significant religious figures and their importance to believers and impact on society; • Recognise how some religious figures have experienced and expressed spiritual encounters; • Recognise the influence of religious stories on ideals of character and moral values; • Describe and evaluate some key events in the lives of contemporary figures who have inspired believers
Theme 7 Religion and the individual: what is expected of a person in following a religion or belief	<ul style="list-style-type: none"> • Make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others; • Understand that other people have different points of view, engaging thoughtfully with them • Apply what they have learned to some of their own beliefs, values and opinions; • Make links between what religions teach about right and wrong and pupils' own views
Theme 8 Religion, family and community: how religious families and communities practice	<ul style="list-style-type: none"> • Know of the different religions practiced in their community; • Understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members;



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their faith, and the contributions this makes to local life

- Understand some of the causes of prejudice;
- Apply the idea of respect to other people's beliefs, values and opinions;
- Describe some examples of how the religious communities of Leicester celebrate together and work together;
- Be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour.

Theme 9

Beliefs in action in the world:

how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

- Describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour;
- Develop understanding of fairness, justice, compassion and green issues;
- Understand why religious and other communities address economic imbalance through activities such as fair trade;
- Make links between war and suffering on a global scale and the conflict and sadness that they experience in their own lives;
- Apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world