

## Slaley First School Religion Provision

### LONG TERM PLAN FOR YEAR ONE TO FOUR

#### KEY STAGE ONE

#### YEAR ONE TO YEAR TWO

- A** ---- Relate primarily to **KNOWLEDGE** about religions and world views.
- B** ---- Relate primarily to **UNDERSTANDING** about religions and worldviews.
- C** ---- Emphasise the development or application of **SKILLS** in relation to religions and worldviews.

Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

They will use basic subject specific vocabulary.

They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

More specifically pupils will be taught to:

<b>A1</b>	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them
<b>A2</b>	Re-tell and suggest meanings to some religious and moral stories explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.
<b>A3</b>	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

<b>B1</b>	Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.
<b>B2</b>	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
<b>B3</b>	Notice and respond sensitively to some similarities between different religions and worldviews.

<b>C1</b>	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.
<b>C2</b>	Find out about and respond with ideas to examples of co-operation between people who are different.
<b>C3</b>	Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## KEY STAGE TWO

## YEAR THREE TO YEAR FOUR.

- A** ---- Relate primarily to **KNOWLEDGE** about religions and world views.
- B** ---- Relate primarily to **UNDERSTANDING** about religions and worldviews.
- C** ---- Emphasise the development or application of **SKILLS** in relation to religions and worldviews.

Pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to

express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their own ideas and views.

More specifically pupils will be taught to:

<b>A1</b>	Describe and make connections between different features of the religions and worldviews they study, Discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
<b>A2</b>	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
<b>A3</b>	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

<b>B1</b>	Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.
<b>B2</b>	Understand the challenges of commitment to a community of faith or belief, and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
<b>B3</b>	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

<b>C1</b>	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including music, art, poetry or reasoned argument.
<b>C2</b>	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, shared values and respect for others.
<b>C3</b>	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

**RE**

**YEAR ONE AND TWO**

**CYCLE A**

<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Christianity</b> Unit 3 Communities	<b>Christianity</b> Unit 5 Christmas	<b>Christianity</b> Unit 4 Lifestyles	<b>Christianity</b> Unit 2 Jesus	<b>Islam</b>	<b>Islam</b>

**CYCLE B**

<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Christianity</b> Unit 1 GOD	<b>Christianity</b> Unit 5 Festivals and celebrations	<b>Judaism</b>	<b>Judaism</b>	<b>Hindu Faith</b>	<b>Hindu Faith</b>

**RE****YEAR THREE AND FOUR****CYCLE A**

<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Christianity</b> Unit 3 Communities	<b>Christianity</b> Unit 5 Festivals and celebrations	<b>Judaism</b>	<b>Judaism</b>	<b>Christianity</b> Unit 1 God	<b>Christianity</b> Unit 4 Lifestyles

**CYCLE B**

<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Islam</b>	<b>Islam</b>	<b>Christianity</b> Unit 2 Jesus	<b>Christianity</b> Unit 5 Festivals and celebrations	<b>Hindu Faith</b>	<b>Hindu Faith</b>