



RE – Teaching and Learning Plan 2021/2022

Intent

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our Religious Education curriculum is designed to provide all children with the knowledge of worldwide religions so that they can appreciate the diversity of the world in which we live.

We aim:

- For children to develop confident religious literacy.
- To provide a rich, deep knowledge and understanding of Christian beliefs and practice.
- Recognise Christianity as a unique and diverse worldwide faith.
- To provide knowledge and understanding of a range of religions and worldviews.
- To provide knowledge and understanding of non-religious views.
- To provide opportunities to develop and explore own religious, spiritual and philosophical thoughts.
- To engage in the meaning of texts, beliefs, rituals and practices.
- For children to demonstrate respect when finding out about a range of religions, beliefs and worldwide views.
- For children to make sense of and understand different beliefs and views.
- To equip children to make connections between different beliefs and views.

At the heart of everything we do is our goal to extend children's understanding of language as we recognise this improves the life chances of every child as they grow into adulthood. This is embedded through our RE Curriculum as all children are given the opportunity to enquire, analyse, interpret, evaluate and reflect.

Having the ability to be respectful and personally reflect provides them with the lifelong values and skills needed in the wider community, ensuring that everyone is accepted and understands what it means to belong.

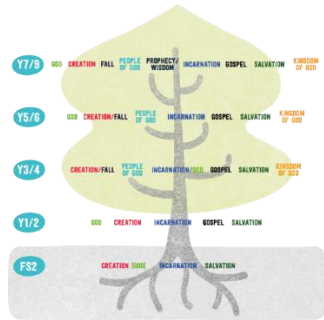
Implementation

The Worcestershire agreed syllabus for Religious Education is being taught which provides our children with the opportunity to explore the different beliefs people hold and how this influences the life they live, as well as equip them with the skills to reflect on their own ideas in a multicultural world in which we live. The scheme explores the elements of making sense, understanding the impact and making connections. A safe learning environment ensures children are encouraged to discuss and share their own views as well as listen to the views of others.



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When teaching Christianity, The Understanding Christianity project is used to give children a knowledge of Christianity as a worldwide faith. The coverage of units has been carefully planned to ensure that all core concepts of Christianity are covered at different levels throughout the child's time at The Littletons.



Teaching about Christians is a minimum of 50 %. The units have been planned to match important events in the Christian calendar and comparisons across world faiths are encouraged where possible.

RE is taught for 5% of the curriculum time, either 1 hour per week or 2 hours fortnightly.

FS – 50 minutes per week plus RE Days and opportunities in continuous provision.

KS1 – 1 hour per week plus RE days.

KS2 – 1 hour per week plus RE days.

Up to July 2020 - A 2-year cycle is in place for EYFS and Key Stage 1. The plan is reviewed each year to consider the prior knowledge and learning needs of the class.

September 2020 - New Agreed Syllabus and unit coverage reviewed after Covid 19 missed learning and new long term plan developed in line with revised mixed classes. The plan was reviewed and amended 22/2/2021 to take account of missed Lockdown Learning. The plan was revised again in July 2021

Assessment grids are completed at the end of a unit to show attainment. Work is marked in line with school's Marking and assessment policy.

- R.E. reflection books are not marked as a judgement should not be made on personal thoughts, ideas or reflections about religion.
- R.E. work should be bound in class folders or made into books to emphasise the special nature of this subject to our school.

Children are given opportunities to reflect and develop their own ideas and ways of living. Across school, children's own beliefs are encouraged through discussion and children in Key Stage 2 children are encouraged to write down their own thoughts on beliefs in their own reflection book.

There is a right to withdraw children from Religious Education lessons and Collective Worship.



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Thematic units		Christian UCP	Hindu	Muslim	Jewish				
The Understanding Christianity Core Concepts		God	Creation	Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
Early Years The Pandas (Discovery)	F4 Being Special - Where do we belong?	F2 Why is Christmas Special for Christians? Link to UCP Incarnation UF2 Why do Christians perform plays at Christmas?	F6 What times/stories are special and why?	F3 Why is Easter Special to Christians? Link to UCP Salvation UF3 Why do Christians put a cross in an Easter Garden?	F5 What places are special and why?	F1 Creation UF1 God Why is the word 'God' so important to Christians?			
Year 1 Puffins (Exploring)	1.10 What does it mean to belong to a faith community?	1.3 UCP Incarnation Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live?		1.2 UCP Creation Who do Christians say made the world?	1.9 How should we care for others and for the world, and why does it matter?			
Year 2 Snow Leopards (Exploring)	1.6 Who is Muslim and how do they live?	1.4 UCP Gospel What is the good news	1.5 UCP Salvation Why does Easter matter to Christians?	1.8 What makes some places sacred to believers?	1.1 UCP God What do Christians				



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The Littletons School		'Christians believe Jesus Brings?' To include church visit if possible		Christian and Muslims.	Believe God is like? .
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Key Stage 2 Teaching Cycle including The Understanding Christianity Project.
TUCP units in blue

2 Year teaching cycle due to mixed classes –

Year 3/4 (connecting) (The Squirrels) 2020-2021 (Year 4 units)	L2.7 What do Hindus believe God is like?	L2.1 UCP Creation What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jews? Remote learning	L2.5 Salvation Why do Christians call the day Jesus died 'Good Friday'?	L2.6 UCP Kingdom of God When Jesus left what was the impact of Pentecost?	L2.12 How and why do people try to make the world a better place? Christian/Muslims/non religion
Year 3/4 Polar Bears (connecting) 2021/2022 (Year 3 units)	L2.9 How do festivals and worship show what matters to a Muslim? (have done 1.6 in KS1)	L2.2 UCP People of God What is it like to follow God?	L2.4 UCP Gospel What kind of world did Jesus want?	L2.8 What does it mean to be a Hindu in Britain today?	L2.3 UCP God/incarnation What is the Trinity and why is it important to Christians?	L2.11 How and why do people mark the significant events of life? Christian/Muslims/Jewish non religion
Year 4/5 Tigers (connecting) 2021-2022	L2.9 How do festivals and worship show what matters to a Muslim?	U2.3 Incarnation Why do Christians believe Jesus	U2.9 Why is the Torah so important to Jewish People?	U2.4 Gospels What would Jesus do?	U2.10 What matters most to Humanists and Christians?	U2.1 God What does it mean to be holy and loving?



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<p>The Littletons School</p>	<p>(have not done any Muslim unit, 4,5)</p>	<p>was the Messiah?</p>				
<p>Proposed 2022-2021 Check Hindu unit covered last year</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p>	<p>U2.3 Incarnation Why do Christians believe Jesus was the Messiah?</p>	<p>U2.9 Why is the Torah so important to Jewish People?</p>	<p>U2.4 Gospels What would Jesus do?</p>	<p>U2.10 What matters most to Humanists and Christians?</p>	<p>U2.1 God What does it mean to be holy and loving?</p>
<p>Year 6 units covered by BMS - Non Church School</p>						