**Long Term Overview for RE at Springfield – throughout the themes you will explore different religious festivals and celebrations as they appear throughout the year – their meaning and symbolic imagery.**

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| INTENT | The role of Religious Education in schools is to help prepare and equip all pupils for life and citizenship in today’s diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy. What does it mean to be ‘religiously literate’?A religiously literate person would have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others in a plural world. |
| INTENT | We offer a curriculum that is broad and balanced where the children are taught using the 3 aims of the RE Staffordshire Agreed Syllabus to support children to become religiously literate during their time at Springfield.  |
| IMPLEMENTATION | At Springfield we plan a sequence of lessons to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview to identify the 6 broad dimensions (substantive knowledge) that we will cover in each unit of work.This will be tailored to the needs of the current cohort. Discplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children. |
| IMPACT | Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year. Evidence will be found in children’s books and tracked on their skills trackers. |
| **The aims of RE within the Staffordshire Agreed Syllabus are that pupils should acquire:** | **Exploring***1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;**By exploring religious beliefs, teachings and practices* – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.**Engaging***2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;**By engaging with fundamental questions* – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience.**Reflecting***3) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;**By reflecting* – on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.The three curriculum aims are supported by six broad dimensions:1. Beliefs, teachings and sources
2. Practices and ways of life
3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

To support good learning and skill development through the curriculum opportunities pupils should also, as appropriate:1. encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues
2. visit places of religious significance
3. use ICT to enhance understanding
4. discuss, question and evaluate important issues in religion and philosophy including ultimate questions and ethical issues
5. reflect upon and carefully evaluate their own and others’ beliefs and values using reasoned and balanced arguments
6. use a range of forms of expression to communicate their arguments
7. explore the connection between RE and other curriculum areas
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|  | In the Early Years Foundation Stage pupils should have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world around us and provides a structure in which to develop their learning. Schools should build upon this foundation in subsequent key stages.At Key Stage One schools should focus on Christianity and one other faith. At Key Stage Two and beyond schools should focus on Christianity and two other faiths to illustrate the key dimensions being studied. |
| Reception/Key Stage 1 36 hours per yearKey Stage 2 45 hours per year | Planning should reflect the three aims – Explore, Engage and Reflect. |
| Reception and Key Stage One expectations |

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| **Beliefs teachings and sources** |  |  |  |

 | Engage with stories and extracts from religious literature and talk about their meanings - **1.1a** | Explore stories about the lives and teachings of key religious figures - **1.1b** | Find out about ways in which sacred texts are regarded, read and handled by believers - **1.1c** |
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| **Practices and ways of life** |  |  |
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 | Find out about how and when people worship and ask questions about why this is important to believers - **1.2a** | Explore the preparations for and find out about the celebration of festivals**1.2b** |

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| Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - **1.2c** |
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| **Expressing meaning** | Explore as appropriate the special nature of artefacts used in worship -**1.3a** | Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - **1.3b** | Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression -**1.3c** |
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| **Identity diversity and belonging** |  |  |  |
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 | Reflect and respond to stories about belongingand relating to religious communities -**1.4a** | Identify and ask questions about customs associated with particular religious communities -**1.4b** | Find out aboutceremonies in which special moments in the life cycle are marked -**1.4c** |
| **Meaning purpose and truth** | Ask and respond imagina­tively to questions about things that are interesting or puzzling in the world -**1.5a** | Listen to and ask questions about stories of individuals and their relationship with God -**1.5b** | Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - **1.5c** |
| **Values and commitments** | Reflect and respond tostories highlighting the morals and values of believers in practice -**1.6a** | Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions -**1.6b** | Explore stories fromreligious traditions and find out about attitudes to the natural world-**1.6c** |
| Key Stage Two Expectations | **Beliefs teachings and sources** | Explore the origins of sacred writings and consider their impor­tance for believers today - **2.1a** | Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - **2.1b** | Explore the life of key religious figures and make links with teachings and practices of special significance to followers - **2.1c** | Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importancefor believers - **2.1d** |
|  | **Practices and ways of life**  | Compare and contrast the practice of religion in the home in different religious communities - **2.2a** | Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - **2.2b** | Investigate some features of key religious festivals and celebrations and identify similarities and differences - **2.2c** | Investigate the life of a person who has been inspired by their faith and make links between belief and action - **2.2d** |
|  | **Expressing meaning** | Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - **2.3a** | Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - **2.3b** | Compare and contrast the use of symbols, actions and gestures used in worship by different communities - **2.3c** | Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - **2.3d** |
|  | **Identity diversity and belonging**  | Explore the diversity of a range of religious traditions and identify and reflect on similar­ities and differences -**2.4a** | Find out about the activities of a local religious community and make links with key religious teachings -**2.4b** | Research some key events in the development of a religious tradition and explain the impact on believers today -**2.4c** | Investigate the importance for believers of ceremo­nies in which special moments in the life cycle are marked -**2.4d** |
|  | **Meaning purpose and truth**  | Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings -**2.5a** | Investigate and reflect on a range of religious respons­es to suffering, hardship and death -**2.5b** | Investigate stories about God’s rela­tionship with people and suggest how, for some people, this helps them to make sense of life - **2.5c** | Make links between beliefs and action and reflect on how this might have local, national and international impact - **2.5d** |
|  | **Values and commitments**  | Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers -**2.6a** | Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment -**2.6b** | Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives-**2.6c** | Explore religious stories and teachings about the environ­ment and identify and reflect on their impact on behaviour-**2.6d** |

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|  | Autumn | Spring | Summer |
| Rabbits Religions –* Christianity
* Hinduism
 | Christianity – ChristmasHinduism - Diwali | Chinese New YearMother’s DayChristianity - Easter | Father’s DayStories about Jesus Visit to church |
| Rabbits 2022-2023Religions –* Christianity
* Hinduism
 | Christianity – ChristmasHinduism - Diwali | Chinese New YearMother’s DayChristianity - Easter | Father’s DayStories about Jesus – Noah’s ArkVisit to church |
| Hedgehogs | Christianity – ChristmasHinduism – DiwaliVisit to church | Chinese New YearMother’s DayChristianity – Easter | Father’s DayStories about Jesus  |
| Hedgehogs and Butterflies 2022-2023 | Christianity – ChristmasHinduism – DiwaliVisit to churchStories – The Good Samaritan | Chinese New YearMother’s DayChristianity - Easter | Father’s DayStories about Jesus - Creation |
| Squirrels   | Christianity – ChristmasHinduism - Diwali* Recall and name different beliefs and practices, festivals, worship, rituals and ways of life in order to find out the meanings behind them.
 | Chinese New YearMother’s DayChristianity - Easter* Discuss Christian Values through the story of Pinocchio.
* Explore telling the lying, telling the truth and honesty. Consequences of not.
* Buddhism
* Sikhism
 | Father’s Day* Judaism
* Islam - Ramadan
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| Squirrels 2022-2023 | Christianity – ChristmasHinduism - Diwali* Recall and name different beliefs and practices, festivals, worship, rituals and ways of life in order to find out the meanings behind them.
 | Chinese New YearMother’s DayChristianity – Easter* Buddhism
* Sikhism
 | Father’s Day* Judaism
* Islam - Ramadan
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| Badgers | Christianity – ChristmasHinduism - Diwali | Chinese New YearMother’s DayChristianity - Easter | Father’s DayVisit to churchIslam |
| Badgers 2022-2023 | Christianity – ChristmasHinduism - Diwali | Chinese New YearMother’s DayChristianity - Easter | Father’s DayVisit to churchIslam |
| Blackbirds 2021-2022 | Christianity – ChristmasHinduism - Diwali* Buddhism
* Retell and suggest meanings to some stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
 | Chinese New YearMother’s DayChristianity – Easter* Research Indian religions – Hinduism and Sikhism. Compare to the values and beliefs of Christianity.
* Hinduism
* Sikhism
 | Father’s Day* Judaism
* Islam - Ramadan
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| Blackbirds 2022-2023Retelling the story of Ganesha  |  Christianity – ChristmasHinduism - Diwali* Retell and suggest meanings to some stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
 | Chinese New YearMother’s DayChristianity – Easter* Buddhism
* Sikhism
 | Father’s Day* Judaism
* Islam - Ramadan
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| Foxes 2021-2022 | Christianity – ChristmasHinduism - Diwali* Describe and make connections between different features of the religions and world views studied, discovering more about celebrations, worship, pilgrimage and rituals which mark important points in life in order to reflect on their significance.
 | Chinese New YearMother’s DayChristianity – Easter* Explore different Chinese beliefs – the complexities of religion in China.
* Buddhism
* Sikhism
 | Father’s Day* Judaism
* Islam - Ramadan
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| Foxes 2022-2023Focus story – Moses and the Exodus | Christianity – ChristmasHinduism - Diwali* Describe and make connections between different features of the religions and world views studied, discovering more about celebrations, worship, pilgrimage and rituals which mark important points in life in order to reflect on their significance.
 | Chinese New YearMother’s Day* Christianity – Easter
* Judaism – Passover
* Sikhism
 | Father’s Day* Buddhism
* Islam - Ramadan
* Compare and contrast different cultures and beliefs and how these are affected by the societies that they live in.
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| Enrichment Activities | Different religious WOW days –Chinese New Year.ChristmasEasterRamadan Diwali |  |  |