

Religious Education St Lawrence C of E Primary School

Children develop their understanding of Christianity and other world faiths through meaningful and real experiences, research and discussion. Thereby equipping them with the knowledge and spiritual awareness so that they can 'soar on wings like eagles'.

Our Curriculum

At St Lawrences, we believe every child should thrive and flourish so that they can 'soar on wings like eagles'. Religion and culture are so interconnected, it is important to be religiously literate. Religious literacy includes knowledge of religious beliefs and practice, as well as an appreciation of faith and belief within society.

Our enquiry-based learning provided by the RE curriculum offers children rich and varied knowledge and understanding opportunities to learn about Christianity as well as other religions and world views. We ensure that this is through the use of special texts, beliefs, rituals and practices. Children have the opportunity to develop their skills of analysis, interpretation, evaluation and reflection during RE lessons, in a safe space where they can each explore in their own way. Through the 'Understanding Christianity' program, we aim for children to develop religious conversation throughout the school, in the spiral curriculum format. This means that themes are revisited and investigated more deeply in different year groups, 'Digging Deeper'. World Faith teaching and learning is based upon the Coventry and Warwickshire Agreed Syllabus. Again, this program of work ensures that knowledge is built upon from year group to year group by revisiting different World Faiths throughout the school. Our curriculum details the key questions and knowledge that the children will investigate throughout their time with us at St Lawrences.



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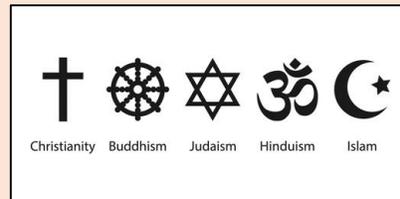
Progression of knowledge, skills and understanding in KS1

Make sense of a range of religious and non-religious concepts and beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious concepts, practices and ideas studied
<ul style="list-style-type: none"> Identify the core concepts and beliefs studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities. Give example of ways in which believers put their beliefs into action. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas. Give a good reason for the views they have and the connections they make. Talk about what they have learned.

RE Curriculum Long Term Planning KS1

Units Covered from Warwickshire Agreed Syllabus for RE in KS1:

- Who is Jewish and what do they believe?
- Who is Muslim and what do they believe?
- What makes some places sacred?
- Who is Sikh and what do they believe?
- What can we learn from sacred books?
- What does it mean to belong to a faith community?



Units Covered from Understanding Christianity in KS1:

- Creation
- Salvation
- Gospel
- Incarnation
- Salvation
- God



Salvation is taught showing progression in both Cycle A and B

RE Curriculum Long Term Planning KS1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS1 Year A 2021-2022	<p><u>Creation</u> Children will know:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<p><u>Who is Muslim and what do they believe?</u> This core question enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p>	<p><u>Who is Jewish and what do they believe?</u> This core question enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah. There are also strong links with Torah, Synagogue and Pesach.</p>	<p><u>Salvation</u> Children will know:</p> <ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving people hope of a new life. 	<p><u>What makes some places sacred?</u></p> <ul style="list-style-type: none"> • Knowing about and understanding religions and worldviews • Expressing and communicating ideas related to religions and worldviews • Gaining and deploying the skills for studying religions and worldviews. 	<p><u>Gospel</u> Children will know:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. <ul style="list-style-type: none"> • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live.
	KS1 Year B 2021-2022	<p><u>Who is Sikh and how do they live?</u> Pupils will learn through stories, symbols and the special manner in which Sikhs emphasise equality and shared life. Pupils will acquire and develop knowledge and understanding of Sikh beliefs, experiences and practices, as well as reflecting on their own beliefs, values, perceptions and experiences in the light of their learning. The unit sets the foundations for developing positive attitudes of respect towards Sikhs and to other people who hold views and beliefs that are different from their own.</p>	<p><u>Incarnation</u> Children will know:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 	<p><u>What can we learn from sacred books?</u></p> <ul style="list-style-type: none"> • Children will find out about sacred books from Christianity, Judaism and Islam. They will revisit work from Reception. • Children will learn about stories and teachings in holy books and finding out what these mean for believers. • Children learn how different holy books are treated and that some stories appear in more than one book. 	 <p><u>Salvation</u> Children will know:</p> <ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life. 	<p><u>What does it mean to belong to a faith community?</u></p> <ul style="list-style-type: none"> • This investigation enables pupils to think about belonging in Islam and Christianity. • How do religious people show they belong to their faith community. • Ways babies are welcomed in religions and the promises made at weddings. • Children will think about their own network of belonging and how we all belong to someone.

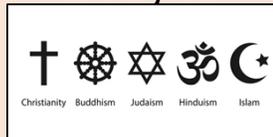
Progression of knowledge, skills and understanding in LKS2

Make sense of a range of religious and non-religious concepts and beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious concepts, practices and ideas studied
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make Talk about what they have learned and if changed their thinking

RE Curriculum Long Term Planning LKS2

Units Covered from Warwickshire Agreed Syllabus for RE in LKS2:

- What does it mean to be a Hindu in Britain today?
- Why do some people think life is a journey? (Hinduism, Christianity)
- What does it mean to be a Buddhist in Britain today?
- Why do people pray? (Christianity, Islam)
- What can we learn from religions about deciding what is right and wrong? (Christianity, Judaism)



Units Covered from Understanding Christianity in LKS2:

- Creation / Fall
- Kingdom of God
- Salvation
- Gospel
- Incarnation
- People of God



* Salvation is taught in both Cycle A and B *

RE Curriculum Long Term Planning LKS2

LKS2 Year A 2020-2022

AUTUMN 1

Creation/Fall

Children will:

- Know where to place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
- Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.
- Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.
- Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.

AUTUMN 2

What does it mean to be a Hindu in Britain today?

The core question enables pupils to learn about key aspects of Hindu belief and worship. 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We will focus on British Hindus, there is great diversity in British Hinduism as well as the original Indian Hinduism. Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.

SPRING 1

Kingdom of God

Children will:

- Know Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').
- Know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.
- Understand Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.



SPRING 2

Salvation

Children will:

- Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
- Give examples of what the texts studied mean to some Christians.
- Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
- Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
- Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

SUMMER 1

Why do some people think life is a journey?

(Christianity / Hinduism)

The core question enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism and Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

SUMMER 2

Gospel

Children will know:

- That 'Gospel', which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.



RE Curriculum Long Term Planning LKS2

LKS2 Year B 2022-2023

AUTUMN 1

What does it mean to be a Buddhist in Britain today?

(Buddhism)

The children will:

- Know the 3 main divisions of the Noble Eightfold Path.
- Suggest at least 2 reasons why being a Buddhist is a good thing in Britain today and 2 reasons why it might be hard.
- Recognise the difference between monks and lay Buddhists.
- Explain what the key elements of a Buddhist shrine mean.
- Consider why the Buddha Rupa is important to Buddhists.
- Suggest how the world would be a better place if more people kept the Five Precepts.

AUTUMN 2

Incarnation

Children will:

- Christians believe God is Trinity: Father, Son and Holy Spirit.
- Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians find that understanding God is challenging and that people spend their whole lives trying to.
- Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.
- Christians worship God as Trinity.
- Christians have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

SPRING 1

Why do people pray?

(Christianity / Islam)

The core question enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.

SPRING 2

Salvation

Children will:

- Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
- Give examples of what the texts studied mean to some Christians.
- Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
- Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
- Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

SUMMER 1

What can we learn from religions about deciding what is right and wrong?

(Christianity / Humanism / Judaism)

The core question enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.

SUMMER 2

People of God

Children will know:

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them, and Bible stories show how God keeps his promises.



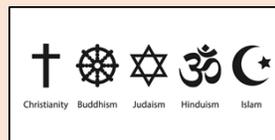
Progression of knowledge, skills and understanding in UKS2

Make sense of a range of religious and non-religious concepts and beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious concepts, practices and ideas studied
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied using examples from texts. sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs. Taking account of the context, suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways eg in different communities, denominations or cultures 	<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people e.g. believers and atheists Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views. Talk about what they have learned, how their thinking may have changed and why

RE Curriculum Long Term Planning KS2

Units Covered from Warwickshire Agreed Syllabus for RE in UKS2:

- What does it mean to be Muslim in Britain today?
- Why do people believe God exists? (Christianity, Agnosticism, Atheism)
- What does it mean to be Sikh in Britain today?
- What do religions say when life gets hard? (Christianity, Hinduism)



Units Covered from Understanding Christianity in UKS2:

- Creation / Fall
 - Kingdom of God
 - Salvation
 - God
 - Gospel
 - Incarnation
 - People of God
- * Salvation is taught in both Cycle A and B *



RE Curriculum Long Term Planning UKS2

UKS2 Year A 2021-2022

AUTUMN 1

Creation/Fall

Children will know:

- There is much debate and some controversy around the relationship between the accounts of creation in *Genesis* and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading *Genesis* as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

AUTUMN 2

What does it mean to be Muslim in Britain today?

The core question enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion.

- Pupils explore the five pillars of Islam and the importance of these to Muslim believers.
- Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.
- This investigation provides an opportunity to learn about the Qur'an and other forms of guidance.
- A visit to a Mosque is expected as part of this unit.

SPRING 1

Why do some people believe God exists?

(Christianity, Agnosticism, Atheism)

The core question enables pupils to learn in depth from different religious and non-religious groups about belief in God.

- Pupils enquire into the key question-raising questions about the nature and existence of God, focusing on Christian ideas about God.
- Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life.
- This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.

SPRING 2

Salvation

Children will know:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

SUMMER 1

Kingdom of God

Children will know:

- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
- The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

SUMMER 2

Gospel

Children will know:

- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

RE Curriculum Long Term Planning UKS2

UKS2 Year B 2022-2023

AUTUMN 1

God

Children will know:

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and they have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.
- Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.

AUTUMN 2

Incarnation

Children will know:

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour (See Salvation).

SPRING 1

What does it mean to be Sikh in Britain today?

The core question enables pupils to learn in depth from different religious and spiritual ways of life within Sikhism. After considering what makes a good teacher and learner, pupils study some of the 10 Gurus as spiritual leaders. Sikh beliefs about God, the importance of the Gurdwara and the Guru Granth Sahib, Sikh values and the implications of these. For pupils, this gives structure and coherence to quite a broad spectrum of learning about Sikhism. At many points, pupils are encouraged to reflect on their learning about Sikhism for themselves and think about the implications of living as a Sikh in the world today. Children will visit a Gurdwara.

SPRING 2

Salvation

Children will know:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

SUMMER 1

What do religions say to us when life gets hard?

(Christianity, Hinduism)

The core question enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focusing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic to be explored with children. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit. This unit is designed as an enquiry based unit and will be delivered with the needs and sensitivities of the class considered very carefully.

SUMMER 2

People of God

Children will know:

- The Old Testament pieces together the story of the People of God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.





1. GOD



2. CREATION



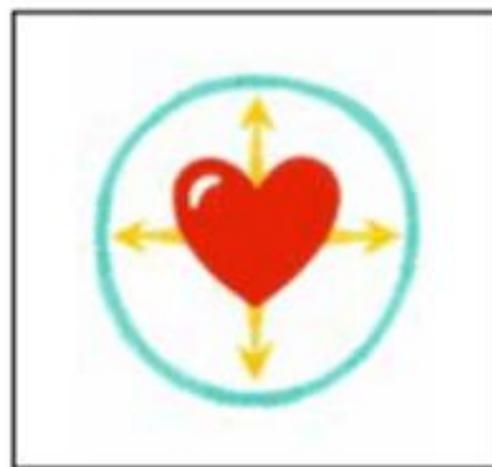
3. FALL



4. PEOPLE OF GOD



5. INCARNATION



6. GOSPEL



7. SALVATION



8. KINGDOM OF GOD