



# RE

## Subject Leader Overview

### The curriculum INTENT

Stimulating enquiring minds

High expectations

Inclusion

Nurturing lifelong learners

Encompass whole child health and wellbeing

Curriculum - Scope (Coverage and Challenge – why this?)

At Longton Primary School we follow the National Curriculum for RE and Lancashire scheme to teach the units in the years groups as they are outlined in the national Curriculum. Every question flows through the year regardless of which faith is being taught – Shared human experiences, Beliefs and values, living religious traditions and search for personal meaning are all themes which are constant throughout school. RE is taught as a half term topic. However we make reference to RE in other areas of the curriculum to further develop knowledge skills and cross curricular skills. We have documents which clearly set out the expectations at the end of EYFS, KS1, LKS2, KS2.

Curriculum - Assessment (Timely feedback on component learning)

Assessment takes place in a variety of forms. Pre learning task, knowledge harvest, quiz might recap previous knowledge the children should know. Staff can access this via the pre and post learning grids for each unit they are teaching. In the moment observations of children working during Re lesson happen along with listening to their discussions and explanations of what they are doing and their understanding of the concepts being explored. RE is recorded in a floor book with examples of children's thinking and learning accompanying each unit. As the assessment tracker is progressive from Year 1 to year 6 staff can easily see where a child was the previous year or the previous time a similar topic was taught. Enabling the teacher to ensure teaching is pitched at the right level for the child. Work could be undertaken prior to the unit being taught to recap and move learning forward in preparation for the topic or additional support can be given through the use of adult/peer/resource support as methods to ensure children don't fall behind.

Curriculum - Disciplinary knowledge (methods, conventions, rules and practices. How the subject discipline is used to build new knowledge)

Lessons are delivered half termly either weekly or as a block. Written work may be jottings of observations, completing data collection charts, or writing. Lessons have both a knowledge focus (presented in the form of a learning question) and a skills focus. Teachers use higher order questioning to ensure children are becoming independent thinkers and questioners.

Curriculum - Knowing more, remembering more (Do pupils remember, long term, crucial content needed for subsequent learning?)

At the start of lessons previous knowledge is recapped either through looking back at learning knowledge organisers, a quick quiz of questions, a recap. At the end of each unit of work question cards are created so that throughout the year learning can be revisited. These are passed on to the next class and added to. During lessons teachers may refer back to learning in other units of work to make links and similarities and difference to consolidate and extend thinking and learning.

### Curriculum - Pedagogy (How teaching decisions achieve curricular intent?)

There is knowledge to learn and develop, where possible we wish for the children to explore and discover this through the carefully planned activities in a lesson. Through questioning and discussion the facts are learnt. Children's thinking can be extended through a range of open ended 'what might happen if?' style questions for example. Activities are structured to build upon facts week after week. Careful assessments throughout lessons enable teachers to plan and guide learning at a pace suitable for their class, providing support and challenge where necessary. Learning journals record the children's learning, ideas and responses to key questions asked.

### Curriculum - Sequencing (Why now?)

Our curriculum is designed with a clear understanding of progression within each Key Stage and across the whole school. Progression grids clearly state what the children should know and where future learning will take them. This ensures lessons are pitched at the right level. Knowledge, skills and vocabulary all have clear progression documents for staff to refer to. This is also evident on our Assessment journey tracker which shows data for each child against each objective for each child. End of key stage statements are broken down to show progression across the 2 year groups. Gaps in learning can be picked up and addressed in similar topics in future years or staff can address in other ways through making links with other curriculum areas, reinforcing key concepts. Sometimes stand alone lessons might take place. There is flexibility for staff to respond to the environment and needs of the children. - professional judgement. Subject leader analysis of end of year data is produced and passed on to the next teacher to inform planning of any gaps and how they might be addressed.

### Curriculum - Culture (What is the climate of high expectations where pupils' love of subject can flourish?)

RE is a subject most children enjoy. We know this through snack and chat, questionnaires and talking with children.

RE is enriched through visits outside of school to view other places of worship, whole school assemblies from different faiths

### Curriculum - Systems (Key Stage processes and staff support)

- We use TEAMS as a central source of all resources available to staff which can be accessed by all school staff.
- Staff can access on line CPD from WRIST.
- Key stage staff have PPA time together so can ask questions and discuss the curriculum each week.
- Staff are open to professional discussion and are happy to e-mail each other with questions or queries.

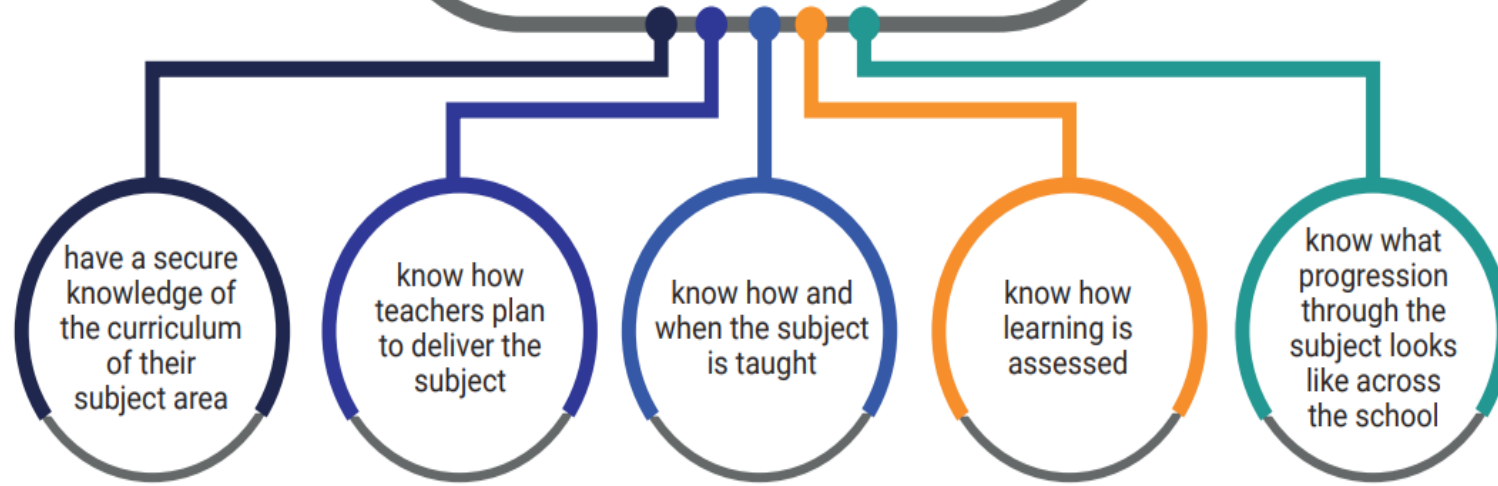
### Curriculum - Policy (What is the impact of school-wide policies on subject delivery?)

The curriculum policy is up to date and sets out our intent, implementation and impact for the curriculum as a whole with further specific information relating to RE. The whole school marking policy is consistent across all subjects.



## The Subject Leader's Role

In the broadest sense, the role of the subject leader is to champion their subject in all year groups and key stages of their school. In order to achieve this, the subject leader is required to:



Longton  
Primary  
School



# Cultural Capital

**Cultural capital** is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work

At Longton Primary School we encourage visits to other places of worship and assemblies delivered by people from different faiths

Cross curricular links are made with other subjects, PSHE – being kind and developing empathy with others, making choices, charity, drama, Year 1/Reception play, Geography – looking after the world

We have produced end of year foundation transition documents which outline the key knowledge that children will leave each year group knowing, this will ensure that when they leave in Y6 they have acquired a good range of skills and a sound knowledge of Primary RE as set out in the NC.



## **What is a Religious Person?**

Religion can be very difficult to define, but it basically refers to what you believe about human beings' relationship to a higher power (such as God). Religion teaches you a set of practices to live by, such as being kind to others, telling the truth, or praying.

## **What jobs can a love of RE inspire?**

Advice worker.

Archivist.

Charity officer.

Civil Service administrator.

Community development worker.

Diplomatic service officer.

Equality, diversity and inclusion officer.

International aid/development worker.

Teacher



# Policy

## Religious Education (RE)

### How do we teach Religious Education?

#### Intent:

Here, at Longton Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. At Longton Primary, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children.

#### Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

#### Implementation

At Longton, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first hand experiences wherever possible for both staff and children.

Due to the area we live, work and play being predominantly white British we have a strong link with a school that is 90% plus EAL with the predominant religion being Muslim.

#### Impact

The children at Longton Primary enjoying learning lots about other religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world.

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.



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# CPD

Liaise with Lancashire RE team  
Wrist meeting RE





# Subject Vision and Action Planning

RE action plan/Govs info



## RE action plan/Govs info

|   |  |
|---|--|
| 1. Leadership and Management including Safeguarding             | <ul style="list-style-type: none"><li>• Sort through evidence books to ensure there is coverage of all year groups</li><li>• Monitor this year's big books for coverage</li></ul>  |
| 2. The quality of education (Teaching, Learning and Assessment) | <ul style="list-style-type: none"><li>• Liaise with Linda to book different faith assemblies to support learning throughout the year</li><li>• Set up competitions over the year within class to test the children's knowledge of the basic principles of the different religions taught in school</li><li>• Ensure the correct skills are being taught in each year group</li></ul> |
| 3. Personal Development. Behaviour and attitudes                | <ul style="list-style-type: none"><li>• Liaise with the RE team (<u>Lancs</u>) with a view to raising the profile of RE in school</li><li>• Pupil interviews and discussions with their classes big RE books</li></ul>   |

## Raising Aspirations Plan Autumn Term Evaluation

Subject: RE

|  | Impact of Actions Against Annual Targets  | On track for Good+ | Milestones for next half-term  |
|--|---|--------------------|--|
| Leadership and Management including Safeguarding               | Harvest assembly organised for church<br>Christmas service organised for church<br>Contacted RE service for support<br>Signed up for RE Wrist meeting |                    |  |
| The Quality of Education<br>Teaching, learning and assessment. | RE big books looked at – discussed with staff   |                    | Y2 – needs fully completing – monitor<br>Y3 planning to be stuck in- to help with monitoring |
| Behaviour and Attitudes and Personal development               | RE quiz – Christianity - Christmas  |                    |  |



## Raising Aspirations Plan Autumn Term Evaluation

Subject: RE

|   | Impact of Actions Against Annual Targets   | On track for Good+ | Milestones for next half-term   |
|---|--|--------------------|---------------------------------|
| Leadership and Management including Safeguarding            | Liaised with Linda about different faith assemblies, Buddhist assembly been held |                    | Organise other faith assemblies |
| The Quality of Education Teaching, learning and assessment. | Updated RE website section on school website                                     |                    |                                 |
| Behaviour and Attitudes and Personal development            |  |                    | Big RE book look                |

# INTENT

## How do we teach Religious Education?

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**S**timulating enquiring minds



**H**igh expectations

**I**nclusion

**N**urturing lifelong learners

**E**ncompass whole child health and wellbeing

# Blue print humanities lesson plan

| <u>Blueprint</u> – Humanities  |  |
|--|--|
| <b>General</b>   |  |
| Long term plan found on Teams – Master Curriculum – General  |  |
| <i>These must be taught alongside the knowledge maps.</i>  |  |
| Medium term plan found on Teams – Master Curriculum – General  |  |
| <i>These are written but can be tweaked as long as expected knowledge taught and remembered.</i>   |  |
| Weekly plan board found on Teams – Master Curriculum – General   |  |
| <i>The main teacher creates and uploads these on Friday ready for the following week.</i>  |  |
| KQ 's should be stuck in the front/back of books for each topic taught   |  |
| Pre knowledge/assessment undertaken  |  |
| Post knowledge assessment/End of Unit Quiz   |  |
| <b>Complete RE big book half termly and termly assessments carried out – termly sheet with children's initials</b>   |  |
| <b>1. Review</b><br>What is Geography? A geographer? Careers?<br>What is History? An historian? How do we know about the past? Primary and secondary sources<br>What is RE?  | <b>2. Recap</b><br>What did we learn last week? Key question. (Links to previous learning in other year groups)<br>Key vocabulary<br>Make any cross-curricular links<br>Subject index cards              |
| <b>3. Lesson</b><br>Introduce new KQ – do the children have any knowledge to share?<br>Introduce new key vocabulary<br>Teach/children research key knowledge-answer to question<br>Activities set – whole class, group work, and partner work<br>Adaption made so all children can access the learning<br>Talk to the children as they complete the task/live mark – assessing understanding and picking up on any misconceptions, share and discuss these with the class<br>Ensure lessons are not all listening to facts but that the children apply and use their knowledge too | <b>4. Plenary</b><br>Refer back to KQ – what have we learnt?<br>Recap key vocabulary – check children understand the meaning/can verbalise what it means<br>Next lesson we will be.....                  |
| <b>Resources to use..</b><br>Oddizzi<br>Digi maps<br>Historical Association<br>BBC bitesize<br>Grammaraurus  | <br><br>Longton Primary School |



# Long Term Planning

|   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2<br>(multi-faith week)   | Summer 1   | Summer 2  |
|---|---|--|--|--|--|---|
| Reception<br>Where do we belong?                              | <b>Christianity</b><br>stories from the bible, harvest  | <b>Christianity</b><br><b>God</b><br>When the important times for our community?<br>Nativity, Christmas  | <b>Sikhism</b><br>basics of the religion   | <b>Christianity</b><br><b>Jesus</b><br>How do we show that we belong?<br><u>plus</u> all faiths                                    | <b>Islam</b><br>basic, story whirling Hijab  | <b>Christianity</b><br><b>Church</b><br>What are the special places in our community?<br>visit to Church                  |
| Year 1<br>What do people say about God?                       | <b>Christianity</b><br><b>God</b><br>Why do Christians say that God is a 'Father'?<br>Prayer, harvest                           | <b>Christianity</b><br><b>Jesus</b><br>Why is <u>Jesus</u> special to Christians?<br>nativity, Jesus as God incarnate                                      | <b>Islam</b><br>How might beliefs about creation affect the way the people treat the world?<br>God as creator, care for the planet             | <b>Christianity</b><br><b>Church</b><br>How might some people show that they belong to <u>god</u> ?<br>baptism, belonging          | <b>Judaism</b><br>Why might some people put their trust in God?<br>God's promise, Noah + Abraham trusting in God | <b>Hindu Dharma</b><br>What do Hindus believe about God?<br>one God in many forms, expressing ideas about God             |
| Year 2<br>How do we respond to the things that really matter? | <b>Christianity</b><br><b>God</b><br><u>Does</u> how we treat the world matter?<br>creation, care for the planet, harvest       | <b>Christianity</b><br><b>Jesus</b><br>Why do Christians say that Jesus is 'the light of the world'?<br>symbolism of light, advent, Christmas celebrations | <b>Hindu Dharma</b><br>How might people show their devotion?<br>worship in the home and temple   | <b>Islam</b><br>Why do Muslims believe it is important to obey God?<br>submission, gratitude, prayer                               | <b>Christianity</b><br><b>Church</b><br>What unites the Christian community?<br>worship, church, use of symbols  | <b>Judaism</b><br>What aspects of life really matter?<br>Moses, 10 commandments, Sabbath                                  |
| Year 3<br>Who should we follow?                               | <b>Christianity</b><br><b>God</b><br>How have some people served God?<br>prophets, service to <u>god</u> , inspirational people | <b>Islam</b><br>Why is the Prophet Muhammad an example for Muslims?<br>Zakah   | <b>Christianity</b><br><b>Jesus</b><br>What does it mean to be a disciple of Jesus?<br>discipleship, following Jesus's example, helping others | <b>Christianity</b><br><b>Church</b><br>What do Christians mean by the Holy Spirit?<br>Holy Spirit, gifts of the spirit, Pentecost | <b>Sikhism</b><br>Why are the Gurus important to Sikhs?<br>Guru Nanak, 10 Gurus, Baisakhi                        | <b>Hindu Dharma</b><br>Why is family an important part of Hindu life?<br>religious duty, Hindi scriptures, Raksha Bandhan |

|   |   |  |  |   |  |  |
|---|---|--|--|---|--|--|
| <p><b>Year 4</b><br/>How should we live our lives?</p>                              | <p><b>Hindu Dharma</b></p> <p>What might a Hindu learn from celebrating Diwali?<br/>Vishnu, Rama and Sita, Diwali</p>                               | <p><b>Christianity God</b></p> <p>How and why might Christians use the Bible?<br/>The Bible</p>  | <p><b>Sikhism</b></p> <p>How do Sikh's express their beliefs and values?<br/>The 5 K's, equality, <del>Gudwara</del></p> | <p><b>Christianity Jesus</b></p> <p>Is sacrifice an important part of religious life?<br/>Easter, Jesus in the wilderness, Lent</p>     | <p><b>Islam</b></p> <p>Why Muslims fast during Ramadan?<br/>5 pillars, Ramadan</p>   | <p><b>Christianity Church</b></p> <p>What does 'love your neighbour' really mean?<br/>Parables, love for all</p>       |
| <p><b>Year 5</b><br/>Where can people find guidance on how to lead their lives?</p> | <p><b>Christianity God</b></p> <p>Why is it sometimes difficult to do the right thing?<br/>sin, Adam and Eve disobedience, temptation, morality</p> | <p><b>Islam</b></p> <p>Why is the Qur'an important to Muslims?<br/>The Qur'an, night of power</p>  | <p><b>Hindu Dharma</b></p> <p>What might Hindu's learn from stories about Krishna?<br/>Holi</p>                          | <p><b>Christianity Jesus</b></p> <p>What do we mean by a miracle?<br/>miracles, pilgrimage</p>  | <p><b>Christianity Church</b></p> <p>How do people decide what to believe?<br/>Trinity, symbols, metaphors, the worldwide church</p> | <p><b>Judaism</b></p> <p>Do people need laws to guide them?<br/>Torah, synagogue</p>                                   |
| <p><b>Year 6</b><br/>In what way is <u>life like a journey</u>?</p>                 | <p><b>Hindu Dharma</b></p> <p>Is there one journey or many?<br/>reincarnation, karma, 4 ashramas</p>  | <p><b>Christianity God</b></p> <p>How do Christians mark the 'turning points' on the journey of life?<br/>rites of passage, denominational differences</p> | <p><b>Islam</b></p> <p>What is Hajj and why is it important to Muslims?<br/>Ummah, Hajj</p>                              | <p><b>Christianity Jesus</b></p> <p>Why do people believe Good Friday is good?<br/>Holy week, Eucharist, denominational differences</p> | <p><b>Buddhism</b></p> <p>What does it mean by a good life?<br/>4 noble truths, eightfold path</p>                                   | <p><b>Christianity Church</b></p> <p>If life is like a journey, what's the destination?<br/>salvation, forgiveness</p> |

# Long Term Planning

Year 1

| RE  | <b>Christianity<br/>God</b><br>Why do Christians say that God is a 'Father'?                          | <b>Christianity<br/>Jesus</b><br>Why is <u>Jesus</u> special to Christians?  | <b>Islam</b><br>How might beliefs about creation affect the way the people treat the world?  | <b>Christianity<br/>Church</b><br>How might some people show that they belong to God?   | <b>Judaism</b><br>Why might some people put their trust in God?  | <b>Hinduism</b><br>What do Hindus believe about God?   |
|---|---|--|--|---|--|--|
| <b>Knowledge</b>  | Christians refer to God as 'Father'<br>Talk about why Christians might compare God to a loving parent | Simple version of the nativity story<br>Talk about why Christians would say that Jesus is a special baby<br>Talk about how different characters in the nativity welcome the baby Jesus | Muslims believe in one God (Allah)<br>Muslims believe the world was created by God<br>Talk about why Muslims might value the natural world | Some Christians welcome babies into God's family (the Church) with baptism ceremonies<br>Talk about what it might mean to belong to the Church family | The rainbow is a sign of God's promise<br>That Sukkot is a major Jewish festival held in the autumn<br>Families come together to celebrate – how is it like other festivals? | Hindus believe in one God in many forms<br>Hindus believe that God is present in all living things<br>Suggest what Hindus might learn about God from the story of the blind men and the elephant |
| <b>Specific Vocab</b>   | God the father, pray, Christian   | Christian, God, sign of humanity, nativity   | Islam, prophet, Muhammad, Allah, caretaker, Khalifah environment, creation   | Baptism, symbol, responsibility, font, <u>god</u> parents   | Jewish, festival, sukkot, promise  | Hindu, deity, shrine, murti  |
| <b>Cultural Capital<br/>Famous People and events. Past and Present.</b> | Parable – the lost son  | Nativity story   | Greta Thunberg - environmentalist  | Story when Jesus was baptised   | Noah's ark - flood   |  |
| <b>Subject links<br/>e.g. Maths, English</b>                            | English – re telling stories  | English- sequencing the story, Describing the characters   | English –stories from other cultures.  | English – Noah's ark story  |  | English – stories from different cultures  |
| <b>Links to other subjects</b>  | PSHE – showing kindness and love  | Drama – performing a nativity play   | Geography – looking after the environment  |   |  |  |





# Long Term Planning

| <b>RE</b>             | <b>Hinduism</b><br>What might a Hindu learn from celebrating Diwali?  | <b>Christianity God</b><br>How and why might Christians use the Bible?  | <b>Sikhism</b><br>How do Sikh's express their beliefs and values?                   | <b>Christianity Jesus</b><br>Is sacrifice an important part of religious life?               | <b>Islam</b><br>Why Muslims fast during Ramadan?  | <b>Christianity Church</b><br>What does 'love your neighbour' really mean?   |
|-----------------------|---|---|---|--|---|--|
| <b>Knowledge</b>      | Good versus evil, when do we see this<br>Story of Rama and Sita<br>Symbolism of light avatar Vishnu<br>Personal understanding of goodness | Right and wrong authority<br>New and Old Testament books of the Bible<br>Different types of literature when it is used<br>moral decisions | Equal v fair<br>Sikh symbols 5 Ks<br>clothing<br>worship Gurdwara<br>langar<br>seva | sacrifice personally<br>Jesus tempted in the wilderness<br>sacrifice in Christianity<br>Lent | commitment, what happens during Ramadan, links to 5 pillars, Eid-al-Fitr<br>own 5 pillars | morals and fables parables told by Jesus<br>good Samaritan<br>Unforgiving servant<br>Matthew's Gospel – 'love your neighbour'<br>Christian Aid |
| <b>Specific Vocab</b> | Rama, Sita, <del>Ravana</del> , Diwali, Vishnu  | Old Testament, New Testament, Authority   | equal, equality, Gurdwara, 5 Ks, service, langar, seva                              | sacrifice, agape, lent, temptation, wilderness   | Ramadan, Sawm, fasting, commitment, Iftar   | Parables<br>Moral  |

|   |  |                                   |  |                            |                   |                               |
|---|--|-----------------------------------|--|----------------------------|-------------------|-------------------------------|
| <b>Cultural Capital<br/>Famous People and events.<br/>Past and Present.</b> |  |                                   |  |                            |                   |                               |
| <b>Subject links e.g. Maths,<br/>English</b>                                | English, <a href="#">story telling</a> , drama |                                   |  | Story                      |                   | Stories / Fables and Parables |
| <b>Links to other subjects</b>  | PSHE – Choices, guidance,                      | PSHE – Rights and wrong decisions | PSHE – doing things for others, community, volunteer | PSHE – making good choices | PSHE - commitment | PSHE – Kindness, charity      |

## Long Term Planning

At Longton Primary School we follow the National Curriculum for Geography. From Y1 to Y6 building on learning completed in EYFS.

We have designed our curriculum to have clear progression in terms of content and skills.

Children in EYFS and KS1

# Long Term Planning

Our curriculum is designed with a clear understanding of progression within each Key Stage and across the whole school. Progression grids clearly state what the children should already know and where future learning will take them. This ensures lessons are pitched at the right level. There is also a clear vocabulary progression document for staff to refer to which ensures that the children building on and adding to their vocabulary bank. Knowledge content progression is shown through our Key Questions on subject organisers which are in the children's books and shared with parents, skills and vocabulary all have clear progression documents for staff to refer to

# Medium Term Planning

Year 2



**Focus Question:** Does how we treat the world matter?

In this unit, pupils will look at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis 1. Discussions might extend thinking by considering different ways that this story might be interpreted (as literal truth or as a myth containing religious messages). They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities.

Pupils should also discuss their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one. This is an opportunity to discuss their own concerns about environmental issues and what they can do to make a difference.

| Field of Enquiry             | Possible Teaching Ideas  |
|------------------------------|--|
| Shared Human Experience<br>1 | <ul style="list-style-type: none"> <li>Look at images of good and bad aspects of our world. Talk about how human activity can be both good and bad for the planet</li> <li>Look at images of natural beauty – discuss how the world can be a source of awe and wonder</li> <li>Discuss why the world should matter to all humans</li> <li>Raise questions about human <u>behaviour</u> – why <u>don't people</u> focus more on caring for the world. Why do some people not seem to care?</li> </ul> |

|                                  |  |
|----------------------------------|--|
| Beliefs and Values<br>2          | <ul style="list-style-type: none"> <li>Listen to a children's version of Genesis 1 <a href="https://www.dtkbible.com/genesis/chapter1-cs.htm">eg. https://www.dtkbible.com/genesis/chapter1-cs.htm</a> or <a href="https://www.youtube.com/watch?v=v21Fd_SPC18">https://www.youtube.com/watch?v=v21Fd_SPC18</a></li> <li>Create a class frieze of pictures retelling the creation story</li> <li>In response to the story, talk about why Christians might believe that they should look after the world</li> <li>Look at the words of Christian hymns that might be sung at Harvest (eg. 'All Things Bright and Beautiful'). Identify the beliefs and values contained in these words.</li> </ul>   |
| Living Religious Traditions<br>3 | <ul style="list-style-type: none"> <li>Find out about Christian groups that work to conserve the world's resources and protect the environment. These could be linked to a local church or an organisation such as CAFOD, Christian Aid or A Rocha <a href="https://elcukdimension.org.uk/resources/cafod-climate-environment-resources-primery/">https://elcukdimension.org.uk/resources/cafod-climate-environment-resources-primery/</a></li> <li>Look at pictures of crops being harvested. Talk about what has happened in order to make the crops grow and become something that is good to eat. Talk about why people are grateful for food and ways in which people might show their gratitude. Explore Harvest as a time when Christians thank God for all the good things in creation and try to share the good aspects of creation (especially food) with others.</li> </ul> |
| Search for Personal Meaning<br>4 | <ul style="list-style-type: none"> <li>Talk about their own hopes and concerns for the natural world. Discuss how individual actions can make a difference (eg. reduce, reuse, recycle)</li> <li>Create a class pledge of things they will do to show that the world matters to them</li> <li>Create a collage of images of the good aspects of creation, with words to describe feelings of gratitude, awe and wonder</li> </ul>  |

**Y2 Learning - children will:**

|   |  |  |  |
|---|--|--|--|
| * <u>retell</u> (simply) the Genesis 1 story of creation                            | * <u>suggest</u> ways that Christians might express their concern for the natural world    | * <u>identify</u> ways in which humans use (and abuse) the natural world                                       | * <u>reflect</u> on their own use of the world's resources                           |
| * <u>suggest</u> why Christians might think it is important to look after the world | * <u>describe</u> how and why Christians might thank God for creation at Harvest festivals | * <u>about</u> why our planet should matter to all humans – and how this should influence our <u>behaviour</u> | * <u>ask</u> questions about what they can do to show that they care about the world |
| Beliefs and values  | Living religious traditions  | Shared human experience  | Search for personal meaning  |



Longton Primary School





# Medium Term Planning

Year 4

Lancashire Agreed Syllabus for RE



**Year 4 Hindu Dharma**  
**Year 4 Key Question** (to be used all year): How should we live our lives?  
**Focus Question** (for this investigation):

**Do I think that good should always win? Why**

**Why is light so important to humans? Does good always overcome evil? Where do we see goodness in the world?**

Pupils should be able to describe why Diwali is such a popular Hindu festival and the impact that the festival might have on the life of believers.

Pupils will investigate the story of Rama and Sita and suggest what a Hindu might learn from this story. They should be able to retell the story and identify what it teaches Hindus about how to live and the idea that good overcomes evil.

**What might a Hindu learn from celebrating Diwali?**

Pupils should learn about the Hindu deity Vishnu and Hindu beliefs about avatars. They should be encouraged to make links between the story of Rama and Sita and the belief that as an avatar of Vishnu, it is Rama's role to destroy evil.

Pupils will explore the symbolism of light in the Diwali festivities. They should be able to make links between the use of light, the story of Rama and Sita, and the message of good overcoming evil.

**What makes a good story? Why do so many stories tell of a battle between good and evil? Is life sometimes like a battle between good and evil?**

**What gives me hope during difficult times?**

**Focus Question:** What might a Hindu learn from celebrating Diwali?

This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness. Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They should be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali. Pupils should know that Diwali is a popular Hindu festival and be able to explain the deeper meaning of festival celebrations such as the lighting of diva lamps, fireworks, decorating homes with rangoli patterns. They should reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope.

| Field of Enquiry        | Possible Teaching Ideas   |
|-------------------------|---|
| Shared Human Experience | <ul style="list-style-type: none"> <li>Discuss how the theme of good overcoming evil is often a theme in stories and films. Come up with a list of examples. Talk about whether or not this is the case in the real world or if it is simply an ideal in stories.</li> <li>List examples of where we might see 'goodness' in the world. Collect images that could be used as a symbol of goodness.</li> <li>Find examples of people who have overcome difficulties and could be described as sources of light, hope and goodness for others.</li> </ul> |

Lancashire Agreed Syllabus for RE



|                                    |  |
|------------------------------------|--|
| <b>Beliefs and Values</b>          | <ul style="list-style-type: none"> <li>Read a children's version or comic book of the story of Rama and Sita (the Ramayana). Write a plot summary of the story and discuss how it develops and explores the theme of good overcoming evil.</li> <li>Explore the central characters of the plot – Rama, Sita, Lakshman, Ravanna, Hanuman, King Dasharatha – what might Hindus learn from each of these characters? Which characters might be good role models for Hindus and why?</li> <li>Learn about the deity Vishnu (the protector and preserver). Investigate Hindu beliefs about avatars – living forms of Vishnu who come to earth 1 times of trouble to defeat evil and restore dharma (pupils should have learned about dharma – religious duty – in Y3, but this will probably need to be revisited). How does Rama fulfil the role of avatar?</li> </ul> |
| <b>Living Religious Traditions</b> | <ul style="list-style-type: none"> <li>Investigate how Hindus in the UK celebrate Diwali. <a href="https://www.youtube.com/watch?v=uRpNNF4fB4g">https://www.youtube.com/watch?v=uRpNNF4fB4g</a></li> <li>Look at a range of images of how light is used in Diwali celebrations. Explain why light is such an important part of the festivities.</li> <li>Create a class display about Diwali – focusing on the theme of light overcoming darkness, just as good overcomes evil. Make links between the religious traditions and celebrations of Diwali and the story of Rama and Sita.</li> </ul>  |
| <b>Search for Personal Meaning</b> | <ul style="list-style-type: none"> <li>Discuss stories that have influenced them – what guidance/support/wisdom have they gained from stories?</li> <li>Create a collage of images of symbols of goodness. Discuss where they might see goodness in the world today.</li> <li>Share ideas and examples about things that give them hope in the world today. Discuss why having hope is so important. What sources of hope do they have in difficult times?</li> <li>Talk about the importance of light in their own lives – when are they most in need of light and why? What does light symbolise?</li> </ul>   |

**Y1 Learning - children will:**

|   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>explore teachings about good and evil in the story of Rama and Sita</li> <li>describe what moral guidance Hindus might gain from the story of Rama and Sita</li> <li>make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma</li> </ul> | <ul style="list-style-type: none"> <li>use subject specific language to describe how and why Hindus celebrate Diwali</li> <li>explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</li> </ul> | <ul style="list-style-type: none"> <li>discuss (with relevant examples) the importance of the belief that good overcomes evil</li> <li>suggest people, words or stories that might be inspiring when trying to overcome difficulties in life</li> </ul> | <ul style="list-style-type: none"> <li>reflect on their own concept of 'goodness'</li> <li>discuss what gives them hope during difficult times</li> </ul> |
| <b>Beliefs and values</b>   | <b>Living religious traditions</b>  | <b>Shared human experience</b>  | <b>Search for personal meaning</b>  |

# Medium Term Planning

Year 6

Year 6 Hindu dharma  
 Year 6 Key Question (to be used all year): Is life like a journey?  
 Focus Question (for this investigation): Is there one journey or many?

**How have I changed during my life so far?**

**What makes us human?**  
 How do humans change during the journey of life?

**Do I have a sense of purpose in life?**

**Am I prepared for future changes in life?**

**Search for personal meaning**

**Shared human experience**

**Living religious traditions**

**Beliefs and values**

Pupils should investigate how rites of passage help prepare Hindus for each new stage of life – and teach the dharma (religious duty) for each stage.

Pupils will explore Hindu beliefs about karma and reincarnation and how these might impact this on the way that a believer lives.

**Is there one journey or many?**

Pupils should learn about the Hindu concept of Moksha – as the ultimate destination of the soul and liberation from samsara

Pupils should explore the view that ‘Hinduism’ is the Hindu dharma – a way of being/living according to a set of religious principles.

Is there an ultimate purpose to human life – if so, what?  
 Do we have a duty to the people we meet on life's journey?

**Focus Question:** Is there one journey or many? What do Hindus believe about the cycle of life, death and rebirth?

This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu's view about the purpose of human existence. Pupils should be able to build in their prior learning about the concept of 'dharma' within Hinduism. They should develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They should be able to explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.

Pupils should have opportunities to explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).

| Field of Enquiry                  | Possible Teaching Ideas  |
|-----------------------------------|--|
| Shared Human Experience<br>e<br>1 | <ul style="list-style-type: none"> <li>Pupils could bring in a photograph of themselves as a baby/toddler – class could try to guess who each photo is of and talk about what has changed/what has stayed the same about each person</li> <li>Look at images of elderly people and discuss thoughts and feeling about the fact that getting old and eventually dying is part of the human experience. As a class, list beliefs and ideas that people might have about the purpose of human life</li> </ul> |

|                                  |   |
|----------------------------------|---|
| Beliefs and Values<br>2          | <ul style="list-style-type: none"> <li>Explore Hindu beliefs about the cycle of samsara – the view that the soul (the atman) is in a continuous flow of life, death and rebirth – with an eventual aim of reaching Moksha (freedom from samsara)</li> <li>Watch 'My religion, my life: Hindusism' clip about belief in reincarnation <a href="https://www.youtube.com/watch?v=1jv6_HUMtGU">https://www.youtube.com/watch?v=1jv6_HUMtGU</a></li> <li>Discuss how belief in the law of karma and the process of samsara might affect a Hindu's sense of purpose in life</li> <li>Pupils could design a 'Game of Life' using a snakes and ladders board layout. Pupils could add own suggested positive/negative actions to the bottom of ladders/top of snakes.</li> </ul>      |
| Living Religious Traditions<br>3 | <ul style="list-style-type: none"> <li>Learn about the four ashramas – the four stages of life in Hindu tradition</li> <li>Investigate how Hindus mark important stages in life (the 16 samkaras).</li> <li>Focus on the Sacred Thread ceremony (the Upanayana) which celebrates the child being seen as responsible enough to take on religious duties. <a href="https://www.bbc.com/bitesize/classroom/religion">https://www.bbc.com/bitesize/classroom/religion</a></li> <li>Discuss how the ceremony might help the Hindu child to understand the role and duties of the brahmacharya stage.</li> </ul>   |
| Search for Personal Meaning<br>4 | <ul style="list-style-type: none"> <li>Plan a ceremony that could be used to mark and celebrate the transition from primary school to secondary – think about what they have learnt from the Sacred Thread ceremony (eg, acknowledging and showing gratitude to the people who have helped on life's journey so far, making a declaration of commitment to the next stage of life, symbolic actions to demonstrate readiness for the new responsibilities and independence)</li> <li>Discuss why/when pupils think it is helpful to have special ceremonies to mark transition points in life. Is it the end of one stage or the beginning of a new one that is celebrated? Is the next stage of life really a fresh start or simply the continuance of a journey?</li> </ul> |

**Y6 Learning - children will:**

|  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</li> <li>explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul> | <ul style="list-style-type: none"> <li>describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>explain how a person might change as they move from one ashrama to the next</li> <li>consider the importance of the samkaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul> | <ul style="list-style-type: none"> <li>discuss the special milestones that we might celebrate during a person's lifetime</li> <li>discuss how our rights, responsibilities and relationships with others might change as we go through life</li> </ul> | <ul style="list-style-type: none"> <li>ask and respond thoughtfully to questions about their own journey of life</li> <li>consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</li> </ul> |
| Beliefs and values   | Living religious traditions  | Shared human experience  | Search for personal meaning   |

# Weekly Planning

Weekly planning is taken from the MTP and broken down into the 4 key areas and taught in the following order :

- Shared human experiences
  - Beliefs and Values
  - Living religion traditions
  - Search for personal meaning
- 
- A floor book is completed for by each Year group with examples of the children's learning and comments



# Year 1

| Field of Enquiry                            | Possible Teaching Ideas   |
|---|---|
| <p>Shared Human Experience</p> <p>1</p>     | <ul style="list-style-type: none"> <li>Pupils could go for a nature walk and talk about aspects of nature that they enjoy. They could collect leaves, acorns etc. and use these to make a collage or print picture. These could be used as a display of the natural world to prompt discussion.</li> <li>Show pupils a variety of environmental pictures good and bad and ask them to discuss what is happening in the pictures. Development of this task could be to ask students who they think is responsible for taking care of the world and why they think people should care about the world. They could also watch the Wonderful world song and think about of all the wondrous things in the world and why it important they are cared for: rainforests, flowers, oceans etc.<br/><a href="https://www.youtube.com/watch?v=m5TwT69i1IU">https://www.youtube.com/watch?v=m5TwT69i1IU</a></li> </ul> |
| <p>Beliefs and Values</p> <p>2</p>          | <ul style="list-style-type: none"> <li>Watch the BBC Teach clip of Islamic stories. Talk about the stories with the children – ask them to think about why Muslims might think that it is important to teach children to care for all living things. Encourage them to connect the belief in one God who create the world with the view that living things should be cared for<br/><a href="https://www.youtube.com/watch?v=bN7KIMmwlc">https://www.youtube.com/watch?v=bN7KIMmwlc</a></li> <li>Read the Islamic story of the Baby birds ( teaching from the life of Prophet Muhammad (pbuh) book/puppet set available <a href="https://www.articlesoffaith.co.uk/faiths/islam.html?limit=all">https://www.articlesoffaith.co.uk/faiths/islam.html?limit=all</a></li> <li>Ask pupils to think about why the Prophet Muhammad might be seen as a good role model by Muslims.</li> </ul>                      |
| <p>Living Religious Traditions</p> <p>3</p> | <ul style="list-style-type: none"> <li>Discuss what it means to be a ‘caretaker’ – you could ask your school caretaker to come in and speak to the class about what their job involves and how this role supports the life of the school.</li> <li>You could introduce the word Khalifah and explain that it is the Muslim word for being a caretaker of the world. Discuss how this would affect the way a Muslim might behave – what things might people do differently if they believed that caring for the plane was an important part of their religion?</li> <li>Look at images of environmental issues (eg. pollution, rubbish being dumped, plastics in the oceans) and ask pupils to suggest why a Muslim might be concerned about these issues and what they might want to do as a result of their concern.</li> </ul>  |
| <p>Search for Personal Meaning</p> <p>4</p> | <ul style="list-style-type: none"> <li>Pupils to write down rules they think they should follow in order to make the environment better in their home/school/local community</li> <li>Pupils could paint an picture to show their own beliefs and values about how the natural world should be</li> <li>Pupils to talk about what is important to them in the natural world? What would they do to improve it? Why?</li> </ul>  |



# EYFS

## Marvellous Me Reception Autumn 1<sup>st</sup> Half Term Are we all the same?

Giraffe Tribe – Harvest Assembly / Autumn Walk.

During this half term the children will be given a tour of the inside and outside of school and will be encouraged to learn routines, class rules and will learn about the roles of important people in the school. We will be talking about our families, ourselves and looking at similarities and differences. We will look at our local community, visit our local church and link our learning to stories about school, ourselves, families and Harvest.

### Understanding of the World

#### History/Geography:

**KQ: Can I talk about people around me and explain their role?**

- Where do I live?
- Where is my school?
- Can I name people in my family?
- What do I like to do as a family?

#### Science:

**KQ: Can I use my senses outside?**

- Can I name parts of my body?
- What food would go in a healthy packed lunch?
- What do my senses do?
- What do I look like?
- How can I look after myself in school?

Can you find the meaning of these key vocabulary words?

|           |              |                  |          |          |           |
|-----------|--------------|------------------|----------|----------|-----------|
| Harvest   | Differences  | Tomorrow         | Sharing  | Tallest  | New       |
| Christian | Similarities | Church           | Feelings | Shortest | Old       |
| Past      | Today        | Kind             | More     | Bigger   | Village   |
| Future    | Yesterday    | Responsibilities | Less     | Smaller  | Community |

### Expressive art: Art / DT

**KQ: Can I create a self-portrait?**

- Can I join in with songs, rhymes and poems?
- What do I look like?
- Can I use paints, chalks and natural resources to create art?

### RE:

**KQ: Where do I belong?**

- What is a Harvest Celebration?
- When is Harvest?
- What is a church?
- What is a bible?

### Physical Development

- Can I throw underarm / overarm?
- Can I balance?
- Can I jump for distance?
- Can I travel safely?
- Can I change direction?
- Can I cooperate in games?
- Can I use scissors and cutlery?

### PSHE Jigsaw – Being Me in My World

**KQ: Where do I belong?**

- How am I feeling today?
- How am I the same / different?
- Why do I need to be gentle and have kind hands and feet?
- Why should I care for my friends' feelings?
- How can I work together in my class?
- Can I manage my own basic hygiene / personal needs?
- Can I take turns?



# EYFS

|                       |                 |                 |
|-----------------------|-----------------|-----------------|
| Theme: Ticket to Ride | EYFS: Reception | Term Summer One |
|-----------------------|-----------------|-----------------|

| Key Texts  | Useful Websites  | Key Festivals and Celebrations   |
|--|--|--|
| <p>Whatever Next by Jill Murphy<br/>Where the Wild Things Are by Maurice Sendak<br/>Paddington Bear Stories by Michael Bond<br/>Three Bears in a Boat by David Soman<br/>On the Way Home by Jill Murphy<br/>The Naughty Bus by Jan Oke<br/>Mr Grumpy's motor car by John Burningham<br/>Mrs Armitage on wheels by Quentin Blake<br/>Emma Janes Aeroplane by Katie Haworth and Daniel Rieley<br/>The hundred decker bus by Mike Smith<br/>Journey by Aaron Becker<br/>What the ladybird heard on holiday by Julia Donaldson<br/>The bus is for us by Michael Rosen<br/>The train ride by June Crebbin<br/>Duck in the truck by Jez Alborough<br/>Oi get off our train by John Burningham<br/>You can't take an elephant on the bus by Patricia Cleveland Peck</p> | <p><b>General:</b><br/>Transport songs – <a href="https://bigeyedowl.co.uk/show_songs.php?t=6">https://bigeyedowl.co.uk/show_songs.php?t=6</a><br/><a href="https://littleowlsresources.com/on-the-move">https://littleowlsresources.com/on-the-move</a><br/><a href="https://www.bbc.co.uk/programmes/p007g5y4">https://www.bbc.co.uk/programmes/p007g5y4</a><br/><a href="https://learnenglishkids.britishcouncil.org">https://learnenglishkids.britishcouncil.org</a><br/><a href="https://www.bbc.co.uk/cbeebies">https://www.bbc.co.uk/cbeebies</a><br/><a href="http://www.busythings.co.uk">www.busythings.co.uk</a><br/><a href="http://www.bbc.co.uk/schools/websites/eyfs/">http://www.bbc.co.uk/schools/websites/eyfs/</a><br/><a href="http://www.funwithspot.com/">http://www.funwithspot.com/</a><br/><a href="http://www.abc.net.au/children/play">www.abc.net.au/children/play</a><br/><a href="https://www.teachingideas.co.uk/library/books/handas-surprise">https://www.teachingideas.co.uk/library/books/handas-surprise</a></p> <p><b>Maths: White Rose Maths</b><br/><a href="https://rich.maths.org/early-years">https://rich.maths.org/early-years</a><br/><a href="https://nzmaths.co.nz/supporting-rich-mathematical-interactions-ec">https://nzmaths.co.nz/supporting-rich-mathematical-interactions-ec</a><br/><a href="http://www.topmarks.co.uk/learning-to-count/eddy-numbers">http://www.topmarks.co.uk/learning-to-count/eddy-numbers</a><br/><a href="http://www.crickweb.co.uk/Early-Years.html">http://www.crickweb.co.uk/Early-Years.html</a></p> <p><b>Literacy:</b><br/><a href="https://www.phonicsplay.co.uk">https://www.phonicsplay.co.uk</a><br/><a href="http://www.ictgames.com/phonicsPop/index.html">http://www.ictgames.com/phonicsPop/index.html</a><br/><a href="http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/">http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/</a><br/><a href="http://www.crickweb.co.uk/Early-Years.html">http://www.crickweb.co.uk/Early-Years.html</a><br/><a href="https://www.literacyshed.com/the-adventure-shed.html">https://www.literacyshed.com/the-adventure-shed.html</a></p> | <p>Earth Day – 22<sup>nd</sup><br/>April<br/>Art Week<br/>Antibullying day – May 4<sup>th</sup><br/>International Astronomy day – May 7<sup>th</sup><br/>Deaf Awareness Week – 7/13<sup>th</sup> May<br/>Local History Month - May</p> |

| L<br>e<br>t<br>t<br>e<br>r<br>s<br>o<br>f<br>t<br>h<br>e<br>w<br>o<br>r<br>l<br>d   | l<br>e<br>t<br>t<br>e<br>r<br>s<br>o<br>f<br>t<br>h<br>e<br>w<br>o<br>r<br>l<br>d   | l<br>e<br>t<br>t<br>e<br>r<br>s<br>o<br>f<br>t<br>h<br>e<br>w<br>o<br>r<br>l<br>d  | l<br>e<br>t<br>t<br>e<br>r<br>s<br>o<br>f<br>t<br>h<br>e<br>w<br>o<br>r<br>l<br>d  |
|---|---|--|--|
| <p>Create story maps.</p> <p>Character descriptions.</p> <p>Setting descriptions.</p> <p>Read, follow and write instructions for making sandwiches for picnic.</p> <p>Write alternative endings to class stories.</p> <p>Make a list of vocabulary to describe the animals that appear in the story.</p>  | <p>Talk about what you can see from a train window. Share a book that focuses on a journey made by a train with the children. Talk about the places that the train travelled through. Talk about the views with the children and help them to use appropriate vocabulary to describe what they can see. Ask the children to imagine that they are travelling on a train. What would they like to see when they look out of the window? Help them to describe what they are imagining. Provide each child with a piece of paper, and some drawing and colouring materials. Encourage the children to draw the view that they would like to see from a train window. Invite the children to colour in the pictures on the activity sheet. Talk to them about the things they can see. Encourage the children to label the objects / write a sentence.</p> <p>Simple sentences – journeys / transport.</p> | <p>Retelling stories, language development through role-play and small world play, recognising rhyming words.</p> <p>Sequencing Stories using props, pictures, puppets.</p> <p>Writing speech bubbles for characters – writing in different genres: letters, menus, diaries, captions.</p> <p>Shopping list – what we need for packed lunch.</p> | <p>Outdoor writing opportunities – planning / labelling.</p> <p>Story tent – story sack / puppets.</p> <p>Hide a selection of small world vehicles around the outside area and ask children to write a list of what they found on clipboards.</p>  |
| <p>Make a bar chart or pictogram of how the <b>g</b> <b>h</b> travel to school each day. Support <b>g</b> <b>h</b> to read the results using counting skills. Sing the song 'How did you travel to school today?' to the tune of 'Here we go round the mulberry bush.' All the <b>g</b> <b>h</b> who came on foot should reply: 'We walked to school this morning.'</p> <p><b>Daily Maths – White Rose Maths.</b></p> | <p>2D shapes to create transport pictures.</p> <p>Organise a traffic survey. Make a list of road vehicles. Ask groups of <b>g</b> <b>h</b> to spend 5 minutes with an adult watching the traffic and mark what they see on the list. Count and compare the results.</p> <p>Look at some train timetables. Why do we need them? Use a large model clock to introduce o' clock</p>  | <p>Continuous Provision – White Rose Maths.</p> <p>Junk modelling transport vehicles – 2D and 3D shapes.</p>   | <p>Play a practical maths game during role play/ outdoor play. Invite a child to be the bus driver and ask them to wear a hat and 'drive' around the room. Explain to the other children that they are going to play at being passengers on a bus and that you will be the conductor. Say that you will tell them how many passengers may get on or off the bus when it arrives at the bus stop. Ask the driver to stop at the bus stop, and then direct some of the children to</p> |

| Key Vocab to be introduced |         |        |               |          |         | Key Questions  |
|----------------------------|---------|--------|---------------|----------|---------|--|
| Join                       | Safe    | Muslim | vintage       | Force    | Push    | <p>Where would you like to go and how would you like to get there?<br/>Can I investigate like a scientist?<br/>Can I draw and create a vehicle?<br/>How do we know where we belong?<br/>Can I form relationships with adults and other children?</p> |
| instrument                 | Control | Mosque | Old fashioned | Magnet   | pull    |  |
| Sound                      | Rules   | Islam  | Museum        | magnetic | Squash  |  |
| build                      | tools   | argue  | relationships | 3D shape | squeeze |  |

Half termly planning documents, end of year transition documents, end of year data all help the Year teacher know and understand what has been taught. A transition meeting is also held at the end of year.

The curriculum was planned with the foundation stage at the fore front, building on knowledge taught and ensuring that links could be made into KS.

Prior and post learning grids also inform what has been taught and how it links to future learning.

## End of transition year information

| <b>Reception</b>  |  |   |
|---|--|---|
| <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Can compare minibeasts (worm, caterpillar, butterfly, spider etc)</li> <li>• Name parts of a <u>plant</u>(roots, stem, petals)</li> <li>• Can compare materials – say which are rough, smooth, shiny, soft, hard, bouncy.</li> </ul> | <p><b>RE</b></p> <ul style="list-style-type: none"> <li>• To know that the Bible is a special book for Christians</li> <li>• To be able to retell a story about Jesus</li> </ul> | <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• To use an <u>ipad</u> to take photos.</li> <li>• To program and bee bot.</li> <li>• To know we need an adult when we go on the internet</li> </ul> |
| <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• To find the UK on the map of Europe</li> <li>• To know their house number, street name and city</li> </ul>   | <p><b>History</b></p> <ul style="list-style-type: none"> <li>• To know that the past is different from today.</li> </ul>   | <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• To catch a beanbag and sponge ball</li> <li>• To be able to travel in different ways across/under and over climbing equipment</li> </ul>                  |

# Progression

Lancashire Agreed Syllabus – Progression in Primary



| Lancashire Field of Enquiry            | Beliefs and Values  | Living Religious Traditions  | Sharing Human Experience  | Search for Personal Meaning |
|--|---|--|---|-----------------------------|
| Year 1 - What do people say about God? | <p>Knowing about and understanding religions and world views</p> <p>Give an example of a key belief and/or a religious story</p> <p>Give an example of a core value or commitment</p> | <p>Expressing and communicating ideas related to religions and world views</p> <p>Use some religious words and phrases to <u>recognise</u> and name features of religious traditions</p> <p>Talk about the way that religious beliefs might influence the way a person behaves</p> | <p>Notice and show curiosity about people and how they live their lives</p> | <p>Ask Questions</p>        |

|  |   |  |  |  |
|--|---|--|--|--|
| <p>Year 4 - How should we live our lives?</p>                        | <p>Describe what a believer might learn from a religious teaching/story</p> <p>Make links between ideas about morality and sources of authority</p>   | <p>Describe the impact religion has on believers' lives</p> <p>Explain the deeper meaning and symbolism for specific religious practices</p>   | <p>Consider the range of beliefs, values and lifestyles that exist in society</p> <p>Discuss how people make decisions about how to live their lives</p>     | <p>Reflect on their own personal sources of wisdom and authority</p>   |
| <p>Year 5 - Where can we find guidance on how to live our lives?</p> | <p>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</p> <p>Explain the impact of beliefs and values - including reasons for diversity</p> | <p>Explain differing forms of expression and why these might be used</p> <p>Describe diversity of religious practices and lifestyle within the religious tradition</p> <p>Interpret the deeper meaning of symbolism - contained in stories, images and actions</p> | <p>Explain (with appropriate examples) where people might seek wisdom and guidance</p> <p>Consider the role of rules and guidance in uniting communities</p> | <p>Discuss and debate the sources of guidance available to them</p> <p>Consider the value of differing sources of guidance</p> |



# Religious Education (Lancashire Agreed Syllabus)

## Expected standards: Christianity

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| Y2: How do we respond to the things that really matter? | RE skills   | <ul style="list-style-type: none"> <li>retell and suggest meanings for religious stories and/or beliefs</li> <li>use some religious words and phrases when talking about beliefs and values</li> </ul>  | <ul style="list-style-type: none"> <li>identify and describe how religion is expressed in different ways</li> <li>suggest the symbolic meaning of imagery and actions</li> </ul>   | <ul style="list-style-type: none"> <li>identify things that influence a person's sense of identity and belonging</li> </ul>   | <ul style="list-style-type: none"> <li>ask relevant questions</li> <li>talk about their own identity and values</li> </ul>   |
|   | Content (Church)  | <ul style="list-style-type: none"> <li>suggest beliefs and values that might unite the Christian community</li> <li>talk about why some Christians might think it is important to come together to worship God</li> </ul>                           | <ul style="list-style-type: none"> <li>identify symbols (images and actions) used in Christian worship</li> <li>talk about how and why symbols might be used in Christianity</li> <li>identify and describe features of a church</li> </ul>  | <ul style="list-style-type: none"> <li>identify signs and symbols in the world around them</li> <li>talk about the school logo – what values it might represent and how it might unite the school community</li> </ul>                                  | <ul style="list-style-type: none"> <li>ask thoughtful questions about signs and symbols</li> <li>talk about communities that they belong to – and how they show their commitment to these communities</li> </ul>   |
|   | Jesus   | <ul style="list-style-type: none"> <li>suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> </ul> | <ul style="list-style-type: none"> <li>identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light car services, Christingle) – and the symbolic meaning</li> <li>talk about the different ways that Christians might celebrate Christmas</li> </ul> | <ul style="list-style-type: none"> <li>identify different ways that humans use light</li> <li>discuss the importance of light – as a source of comfort, security and hope</li> <li>talk about how and why light might be an important symbol</li> </ul> | <ul style="list-style-type: none"> <li>ask questions about the value of sources of light in their own lives</li> <li>talk about the people who <u>provide comfort</u>, security and hope for them</li> <li>suggest ways in which they might be a light for others</li> </ul> |
| God   | <ul style="list-style-type: none"> <li>retell (simply) the Genesis 1 story of creation</li> <li>suggest why Christians might think it is important to look after the world</li> </ul> | <ul style="list-style-type: none"> <li>suggest ways that Christians might express their concern for the natural world</li> <li>describe how and why Christians might thank God for creation at Harvest festivals</li> </ul>                         | <ul style="list-style-type: none"> <li>identify ways in which humans use (and abuse) the natural world</li> <li>talk about why our planet should matter to all humans – and how this should influence our behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>reflect on their own use of the world's resources</li> <li>ask questions about what they can do to show that they care about the world</li> </ul>  |  |

## Religious Education (Lancashire Agreed Syllabus)

### Expected standards: Hindu Dharma

|  |                                    |   |   |  |  |
|--|------------------------------------|---|---|--|--|
| <b>Y6: Is life like a journey?</b>                                 | <b>RE skills</b>                   | <ul style="list-style-type: none"> <li>analyse beliefs, teachings and values and how they are linked</li> <li>explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>              | <ul style="list-style-type: none"> <li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>explain differing ideas about religious expression</li> </ul>  | <ul style="list-style-type: none"> <li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>discuss how people change during the journey of life</li> </ul>   | <ul style="list-style-type: none"> <li>raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>develop own views and ideas in response to learning</li> <li>demonstrate increasing self-awareness in their own personal development</li> </ul> |
|  | <b>content</b><br>= (Hindu Dharma) | <ul style="list-style-type: none"> <li>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</li> <li>explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul>                              | <ul style="list-style-type: none"> <li>describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>explain how a person might change as they move from one ashrama to the next</li> <li>consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul>   | <ul style="list-style-type: none"> <li>discuss the special milestones that we might celebrate during a person's lifetime</li> <li>discuss how our rights, responsibilities and relationships with others might change as we go through life</li> </ul>   | <ul style="list-style-type: none"> <li>ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</li> </ul>                           |
| <b>Y5: Where can we find guidance about how to live our lives?</b> | <b>RE skills</b>                   | <ul style="list-style-type: none"> <li>make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>explain the impact of beliefs and values – including reasons for diversity</li> </ul>  | <ul style="list-style-type: none"> <li>explain differing forms of expression and why these might be used</li> <li>describe diversity of religious practices and lifestyle within the religious tradition</li> <li>interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>   | <ul style="list-style-type: none"> <li>explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>consider the role of rules and guidance in uniting communities</li> </ul>  | <ul style="list-style-type: none"> <li>discuss and debate the sources of guidance available to them</li> <li>consider the value of differing sources of guidance</li> </ul>  |
|  | <b>content</b><br>= (Hindu Dharma) | <ul style="list-style-type: none"> <li>make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> </ul> | <ul style="list-style-type: none"> <li>describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> <li>explain how Holi celebrations might express Hindu beliefs about equality</li> </ul> | <ul style="list-style-type: none"> <li>explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>consider the different ways that myth and stories are and used</li> <li>explain how a 'truth' might be contained within a story</li> </ul> | <ul style="list-style-type: none"> <li>consider how they decide what is 'true' – and how there might be different types of truth (eg, empirical truth, historical truth, spiritual truth)</li> <li>discuss and debate things that they consider to be true that others might disagree with</li> </ul>          |

# Key Vocabulary

|  |   |  |  |  |   |   |
|--|---|--|--|--|---|---|
| <p>Year 2</p> <p>Religious symbols, Cross- Christianity; Aum -Hinduism; Wheel - Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda - Sikhism</p> | <p><u>Christianity-God</u></p> <p>Parable</p> <p>Christingle</p> <p>Christmas gifts</p> <p>wise men</p> <p>Melchior</p> <p>Balthazar</p> <p>Caspar</p> <p>gold</p> <p>frankincense</p> <p>myrrh</p> | <p><u>Christianity-Jesus</u></p> <p>Palm Sunday</p> <p>Last Supper</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>disciples</p> <p>crucifixion</p> <p>resurrection</p> <p>tomb</p> <p>joy</p> <p>sadness</p> | <p><u>Hindu</u></p> <p>shrine</p> <p>Diwali</p> <p>diva</p> <p>rangoli</p> <p>light symbol</p>         | <p><u>Islam</u></p> <p>Muslim</p> <p>Mosque</p> <p>Quran</p>   | <p><u>Christianity-Church</u></p> <p>God</p> <p>Beliefs</p> <p>Church</p> <p>Place of worship</p> <p>Bible</p> <p>altar</p> <p>font</p> <p>lectern</p> <p>pulpit</p> <p>cross</p> | <p><u>Judaism</u></p> <p>Jews</p> <p>Passover</p> <p>Hanukah</p> <p>Sukkot</p> <p><u>Sukka</u></p> <p>Torah</p> <p>Hebrew</p> <p>10commandments</p> |
| <p>Year 3</p>  | <p><u>Christianity-God</u></p> <p>Mosque</p> <p>Christianity</p> <p>Christian</p> <p>God</p> <p>Jesus</p> <p>Church</p> <p>Artefacts</p>  | <p><u>Islam</u></p> <p>Islam</p> <p>Muslim</p> <p>Allah</p> <p>Muhammad</p> <p>(pbuh)</p> <p>Mosque</p> <p>Mecca</p> <p>Medina</p> <p>Qur'an</p>   | <p><u>Christianity-Jesus</u></p> <p>Angel Gabriel</p> <p>Nativity</p> <p>Shepherds</p> <p>Wise Men</p> | <p><u>Christianity-Church</u></p> <p>Palm Sunday</p> <p><u>Crucifix</u></p> <p>Disciples</p> <p>parable</p> <p>miracle</p> <p>Shrove Tuesday</p> <p>temptation</p> <p>wilderness</p> | <p><u>Sikhism</u></p> <p>Sikh</p> <p><u>Gurur</u></p> <p>Granth Sahib</p>   | <p><u>Hinduism</u></p> <p>Hindu</p> <p>Shrine</p> <p>One God -many forms</p> <p>Rangoli</p> <p>Light Symbols</p>                                    |

# Key Knowledge

Zebbras Year 2 Spring 1<sup>st</sup> half term



Happy New Year Zebbras. As we enter the Spring term, we will be focusing on making sure we are our best selves. Making choices that will leave a positive footprint with our learning and our relationships with our friends. Children received a new book band reading book over the holidays. I hope they have enjoyed the new challenge – we will review again just before half term and move children up accordingly. The colour coded grid at the front of the reading record shows you that we are aiming to be reading white and lime books by the end of the year. (The year 2 expectation). Phonics and spelling continue to be a focus – please practise the words we put in the reading record each Monday. In Maths we will start with money and then will soon be delving into multiplication and times table facts. Quick recall of these is important – we will send home some ideas for how you can support this learning soon.

Holiday Passports – we love looking at these please send them in ASAP. Homework – please can it be returned in the green folders.

If you have any questions, please [come](#) and speak with us. We are looking forward to another term watching the Zebbras, CARE, GROW and SHINE. Mrs Catterall and Miss Harrison.

**Geography: Human and Physical Landmarks of the UK**

**KQ: Can you name some famous landmarks (human and physical) of the UK.**

- What are the names of the 7 continents of the world? Can you label them on a map?
- What famous landmarks are there in England and where can they be found?
- Can you name a locate physical and human landmarks on Scotland?
- Can you mark on a map human and physical landmarks in Wales.
- Can you describe the location of places using the compass directions, N, S, E, W?

**Science: Animals including Humans**

**KQ: What does it mean to be healthy?**



- Why do we all need to Exercise?
- What is a healthy diet?
- Why do we need to have good hygiene?
- How can we feel better when we are ill?
- How do I care for my body?

Can you find the meaning of these key vocabulary words?

|                    |       |          |                      |
|--------------------|-------|----------|----------------------|
| Human              | North | Exercise | carbohydrates        |
| Physical           | East  | Pulse    | proteins             |
| Landmark           | South | Hygiene  | fruit and vegetables |
| Compass directions | West  | Medicine | East well Plate      |

**DT: Mechanisms: STEM vehicles**

**KQ:**

- Can you label a model of a moving vehicle?
- Can you make wheels for your vehicle to make it move in a straight line?
- Can you decorate your vehicle to make it something specific? E.g. fire engine.
- Can you add extras to your vehicle to make it safer for the teddy to travel in?

**RE: Hindu Dharma**

**KQ: How might people show their devotion?**

- How might people show their devotion?
- What do Hindus understand about God?
- What names and roles are given to Hindu deities?
- What objects do you find on a Puja tray?
- What is the same and different about shrines in the home and those in the temple?
- What object is special to me and why?



**PSHE: Jigsaw Dreams and Goals**

**KQ: How can we reach our goals?**

- What are your strengths as a learner?
- Who do you work well with?
- How do you feel when you work as part of a group?
- How can we share our successes?

**Computing:**

- Information technology around us

**Art:**

- Beside the seaside. Painting and mixed media.

**Music:**

- Musical Me: using letter notation to write a melody

**PE:**

- Gymnastics
- Games - cricket



**My Happy Mind – Meet your Brain**

Children will learn:

- More about what their brain looks like and that it is fully grown by age 6.
- That our brain helps us to make good decisions and remember what we have learnt.
- That the Amygdala causes them to fight, flight or freeze. Children will be asked to reflect and think of examples of how they use each of Team
- H-A-P.
- That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them.
- How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.





# Key Knowledge

Year 4

Welcome to the second half term of year 4! I hope you had a nice half term, and we are excited to get back into the swing of learning. This term will welcome lots of opportunities for new learning and applying prior knowledge even further. This term, the Koalas will be doing the class assembly, assembly visitors and yogi day. In geography this term, year 4 will explore Britain from the air, identifying human and physical features and developing a great understanding of our country. Additionally, we will be visiting the Brickcroft to collect birds-eye views. In science we will be exploring the three states of matter: liquid, gas and solids. Of course, we will be doing lots of learning in maths and English and developing our writing even more. We will continue to become super secure in our timetables, spellings and reading a wide range of text types. By the end of the term, we will of course have our Christmas parties, winter warmer and lots more wintery themed days!

## Geography: Britain from the Air

**KQ: From looking at aerials views of Britain how can you describe what the country is like?**

- What countries make up the UK?
- What key cities can you locate on a map?
- What are the names of the seas surrounding the UK?
- What are the UK's main rivers?
- Where does the River Ribble start and enter the ocean?
- What is a 'Bird's-eye view and how is it used?
- What is the difference between Human and Physical Geography?
- What do the terms urban, rural and coastal mean?
- How can you tell where higher ground is on a map?
- Can you use the eight points of a compass and four figure grid references, to communicate knowledge of the UK?
- What do the symbols on OS maps mean?

## Science: States of matter

**KQ: How and why do materials change due to a change in temperature?**

- What are the behaviours of the particles in solids, liquids and gases?
- Explain how heating and cooling causes materials to melt and freeze.
- Why is a material's melting and freezing point is the same temperature
- How does heating and cooling cause materials to evaporate and condense?
- Why does a higher temperature will speed up evaporation?
- Why is the water we have on Earth today is the same water that has been here for millions of years?
- Why do some materials change state when they are heated or cooled?
- Can you measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state?
- Can you make and record accurate observations and use scientific language to explain their findings?

Can you find the meaning of these key vocabulary words?

|                |                 |             |        |               |        |
|----------------|-----------------|-------------|--------|---------------|--------|
| grid reference | political map   | urban       | matter | water vapour  | boil   |
| land use       | ordnance survey | agriculture | solid  | evaporate     | freeze |
| aerial view    | map keys        | coast       | liquid | condense      | melt   |
| physical map   | settlements     | sea         | gas    | precipitation | steam  |

## DT: Torches

**KQ: Can you make a functioning torch?**

- Identify electrical products and explain why they are useful.
- Help to make a working switch.
- Identify the features of a torch and how it works.
- Describe what makes a torch successful.
- Create suitable designs that fit the success criteria and their own design criteria.
- Create a functioning torch with a switch according to their design criteria.

## Computing

- Photo editing

## Art:

- Art and Design skills. print, sculpture, painting.

## Music:

- Wider Opportunities
- Rock and Roll: origin, features and walking bass line.

## PE:

- Gymnastics

## RE: Christianity God

**KQ: How and why might Christians use the Bible?**

- Why do people have different views about right and wrong?
- What types of writing does the Bible contain?
- How do Christians use the Bible and follow the teachings within it?
- What sources of authority might Christians look to when making moral decisions?

## French: Me and my family

To describe myself using 'j'ai'

To use adjectives in sentences with je suis

To say who is in my family

To speak in sentences using il est and elle est with an adjective

To complete a short assessment

To learn about Christmas traditions in France

To learn a French Christmas carol

## PSHE Jigsaw Celebrating Difference

**KQ: Where do my views about people come from and are they accurate?**

- Can you understand that, sometimes, we make assumptions based on what people look like?
- Do you understand what influences me to make assumptions based on how people look?
- Do you know ways to spot bullying and what should you do even if you are not sure?
- Can you identify what is special about yourself and value the ways in which you are unique?



## Year 2

RE

### Christianity God

The Creation story is in the Old Testament of the Bible (Christian Holy book).

God made the world and all things in it in 6 days and on the 7<sup>th</sup> day he rested.

At Harvest Christians thank God for all the food grown.

### Christianity Jesus

Jesus is given lots of different names. Messiah, light of the world, Christ, Saviour, Son of God.

Christians use light in celebrations.

At Christmas they make Christingles.

### Hinduism

Hindus believe there is one God called Braham who can be seen in many ways (deities). Some of their names are Shiva, Vishnu, Lakshmi, Durga, Rama, Sita, Hanuman.

Hindus worship at home and in a Mandir (temple).

In worship a puja tray is used.

### Islam

Shahada is the Islamic declaration of faith  
Muslims can pray at home facing Mecca in the East or in a mosque. They pray 5 times a day, use a prayer mat, they wash (wadu) before praying

### Christianity Church

A Community is a group of people living or working together. They have a shared interest, belief, value. Belonging to a community is important. Logos and symbols can represent their values. Longton school follow the care grow shine values.

2 Christianity symbols are the cross and candles.

### Judaism

The Jewish holy day is the Sabbath (Shabbat). Friday night till Saturday night.

On these days they rest and dont work.

The sabbath is for worshipping and thanking God but also other people in their lives.

## Year 6

RE

### Hindu Dharma

Life consists of many journeys.

The belief that the soul, upon death of the body, comes back to earth in another body or form.

Karma-life is a cycle of birth, death and rebirth, with our actions in this life, our "karma", effecting our future incarnations. Kindness leads to good karma, whilst selfishness leads to bad karma. The soul may be reincarnated thousands of times.

### 4 Ashramas

- ~~Brahmacarya~~ Brahmacarya - student;
- Grihastha - householder;
- Vanaprastha - retired;
- Samsara - reincarnate.

### Christianity – God

#### Rites of passage

Baptism is a ceremony that symbolises a commitment to living a life as a Christian. Jesus was baptised in the New Testament by John the Baptist. Holy water is put on baptised people by a church leader as a

# Prior learning

## Communicating Geographically

| Prior Learning   | In Year 2   | Later learning: Children do not need to be taught this year.   | Key Vocabulary   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>They can talk about the features of their own immediate environment from observation and stories.</li> <li>Draw information from a simple map.</li> <li>Describe what they can see, hear, feel outside.</li> <li>Should use basic Geographical vocabulary to describe physical features of the school, grounds and surrounding environment</li> <li>Should be able to use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Should be able to draw simple picture maps (e.g. school grounds)</li> </ul> | <ul style="list-style-type: none"> <li>Accurately use basic geographical vocabulary to describe physical and human features of places.</li> <li>Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far)</li> <li>Devise a simple map, including basic symbols in a key.</li> </ul> | <p><b>In Year 3 pupils will be taught to:</b><br/>Describe and understand key aspects of physical geography including volcanoes and earthquakes and mountains. Describe and understand key aspects of the human geography of volcanoes, earthquakes and mountains. To use the eight points of a compass, symbols and keys to communicate knowledge of the UK and the wider world.</p> <p><b>In Year 4 pupils will be taught to:</b><br/>Describe and understand key aspects of the human geography including settlements and land use. To use the eight points of a compass, four figure grid references, symbols and keys to communicate knowledge of the UK and the wider world.</p> <p><b>In Year 5 pupils will be taught to:</b><br/>Describe and understand key aspects of the human geography including settlements, land use, economic activity including trade links. Physical geography including the water cycle. To observe, measure and record human and physical features of a local area, sketch maps.</p> <p><b>In Year 6 pupils will be taught to:</b><br/>Describe and understand key aspects of the human geography including distribution of natural resources including energy, food, minerals, and water supplies Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. To use the eight points of a compass and four figured grid references, symbols and keys (OS maps) To create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</p> | <p>town, village, river, mountain</p> <p>compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p> |



# SEND Adaptations

Photos of examples of work from SEND and non SEND.

Support from AT

Questioning

Pre-tutoring for some pupils in important geographical vocabulary, concepts and/or processes "

'Scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill (eg accurate measurement, working with 'specialist' equipment),

Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing)

Record verbally – AT acts as scribe

Record more visually

Work in pairs/groups

On going observations and questioning during lessons help teachers to understand children's knowledge and understanding and help to address any misconceptions. Live marking also enables teachers to quickly spot any misconceptions and key questions can then be asked and further information given to aid understanding.

Our Foundation tracker allows staff to see children 's (and the class as a whole) previous achievements and to note any gaps. We also have a transition meeting at the end of the year where gaps can be highlighted, the tracker is also monitored by the subject lead and conversations had as necessary.





# SMSC in RE

**I**  
We ensure that RE supports learners to understand how they can contribute positively to the lives of those living and working in the locality of the school, and to society more widely. We use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. They explore how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and how they can use this to influence their own lives and decisions as a member of their own communities.

**tual**  
The RE curriculum, allows learners the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. We ensure that our RE curriculum provides learners with a sense of enjoyment and fascination in learning about themselves, others and the world around them. We encourage learners to use of imagination and creativity in their learning by planning RE lessons that will stimulate their interests and challenge their thinking. We ensure all lessons allow learners to reflect on their experiences. .

## Moral

- In RE, we support learners' moral development by providing opportunities to discuss and develop further understanding of the consequences of their behaviour and actions. We spark interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

## Cultural

- Through RE, we develop learner's understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. We promote the importance of positive self-identity. We teach the children to appreciate the role of belief and tradition in identity and culture and develop empathy towards others and show respect for different cultures. We teach the children to show acceptance that we are all part of the human race and foster a curiosity to learn about and enjoy other cultures as well as their own. They can learn how religions and beliefs contribute to cultural identity and practices. The children will explore the damaging effects of prejudice, discrimination, gender and racial stereotyping.

At Longton Primary, we aim to develop SMSC through RE by:

|                  |   |
|------------------|---|
| <b>Spiritual</b> | The RE curriculum, allows learners the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. We ensure that our RE curriculum provides learners with a sense of enjoyment and fascination in learning about themselves, others and the world around them. We encourage learners to use of imagination and creativity in their learning by planning RE lessons that will stimulate their interests and challenge their thinking. We ensure all lessons allow learners to reflect on their experiences.   |
| <b>Moral</b>     | In RE, we support learners' moral development by providing opportunities to discuss and develop further understanding of the consequences of their behaviour and actions. We spark interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.  |
| <b>Social</b>    | We ensure that RE supports learners to understand how they can contribute positively to the lives of those living and working in the locality of the school, and to society more widely. We use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. They explore how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and how they can use this to influence their own lives and decisions as a member of their own communities.  |
| <b>Cultural</b>  | Through RE, we develop learner's understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. We promote the importance of positive self-identity. We teach the children to appreciate the role of belief and tradition in identity and culture and develop empathy towards others and show respect for different cultures. We teach the children to show acceptance that we are all part of the human race and foster a curiosity to learn about and enjoy other cultures as well as their own. They can learn how religions and beliefs contribute to cultural identity and practices. The children will explore the damaging effects of prejudice, discrimination, gender and racial stereotyping. |



# FBV in RE

## Individual Liberty

In RE, learners consider questions about identity and belonging. Religion is a good case study of the balance between individual liberty and the greater good. RE, develops further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures.

## Rule of Law

- Within RE, we support learners to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. In RE, learners examine different codes for living and consider the value of the rule of law where all people are equal before the law.

# I REALLY DO MATTER

## Democracy

- At Longton Primary, we ensure that RE lessons are underpinned by values of democracy where all learners are aware that they have an equal right to be heard and democracy is modelled by the teacher and expected of every learner. RE lessons offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate.

## Mutual Respect and Tolerance

RE can challenge learners to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs. We provide learners with meaningful learning experiences that mean they are able to learn about different religions and beliefs within our school and wider community. Our RE curriculum allows learners to foster mutual respect for others by providing learners with opportunities to learn about the views and beliefs of others. Learners will identify similarities and draw comparisons between different faiths. Through learning about faith practices and investigating what they mean for the individuals, learners are encouraged to develop mutual respect and tolerance, but also to develop critical thinking skills enabling them to question and discuss beliefs. They are also enabled, through their knowledge, to challenge ideas about religion and spot intolerance when they see it amongst their community and in the media.

At Longton Primary, we aim to develop British Values through RE by:

|   |   |
|---|---|
| <b>Democracy</b>  | At Longton Primary, we ensure that RE lessons are underpinned by values of democracy where all learners are aware that they have an equal right to be heard and democracy is modelled by the teacher and expected of every learner. RE lessons offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate.  |
| <b>Rule of Law</b>  | Within RE, we support learners to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. In RE, learners examine different codes for living and consider the value of the rule of law where all people are equal before the law.  |
| <b>Individual Liberty</b>                                   | In RE, learners consider questions about identity and belonging. Religion is a good case study of the balance between individual liberty and the greater good. RE develops further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures.   |
| <b>Tolerance of those with different Faiths and Beliefs</b> | RE can challenge learners to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs. We provide learners with meaningful learning experiences that mean they are able to learn about different religions and beliefs within our school and wider community.  |
| <b>Mutual Respect</b>                                       | Our RE curriculum allows learners to foster mutual respect for others by providing learners with opportunities to learn about the views and beliefs of others. Learners will identify similarities and draw comparisons between different faiths. Through learning about faith practices and investigating what they mean for the individuals, learners are encouraged to develop mutual respect and tolerance, but also to develop critical thinking skills enabling them to question and discuss beliefs. They are also enabled, through their knowledge, to challenge ideas about religion and spot intolerance when they see it amongst their community and in the media. |



# Stretching those that can

Photos of examples of work from more able. List of what adaptations can be made.

- Establishing prior knowledge, understanding and developing the skills of pupils;
- Variable and flexible grouping of children;
- Differentiation by both task and outcome;
- Individual target setting;
- Encouraging all children to become independent learners;
- Setting unaided tasks which involve making choices about their work and self-evaluation;
- Planning high quality tasks for enrichment with extension materials that relate to the subject always available; and
- Ensuring extension tasks are identified in lesson plans.







# Assessment for the leader

EYFS

|                                      |            | AREA OF LEARNING |      |       |      |      |                |         |             |             |             |
|--------------------------------------|------------|------------------|------|-------|------|------|----------------|---------|-------------|-------------|-------------|
|                                      |            | LITERACY         |      |       |      |      |                |         |             |             |             |
| Current assessment: Analysis summary |            | All pupils       | Boys | Girls | DIS  | SEND | High attainers | EAL     | Autumn born | Spring born | Summer born |
| Monitoring                           | Tally      | 10               | 4    | 6     | 2    | 0    | 0              | 0       | 2           | 2           | 7           |
|                                      | Percentage | 33%              | 31%  | 35%   | 100% | 0%   | #DIV/0!        | #DIV/0! | 22%         | 40%         | 44%         |
| On track (inc. Aiming high)          | Tally      | 20               | 9    | 11    | 0    | 1    | 0              | 0       | 7           | 3           | 9           |
|                                      | Percentage | 67%              | 69%  | 65%   | 0%   | 100% | #DIV/0!        | #DIV/0! | 78%         | 60%         | 56%         |

In Literacy 67% of the class are on track, the number of girls and boys is broadly in line. Both of the DAPS children are in the monitoring category. The SEND child is on track, more summer born children are in the monitoring category.

|                                      |            | AREA OF LEARNING        |      |       |     |      |                |         |             |             |             |
|--------------------------------------|------------|-------------------------|------|-------|-----|------|----------------|---------|-------------|-------------|-------------|
|                                      |            | UNDERSTANDING THE WORLD |      |       |     |      |                |         |             |             |             |
| Current assessment: Analysis summary |            | All pupils              | Boys | Girls | DIS | SEND | High attainers | EAL     | Autumn born | Spring born | Summer born |
| Monitoring                           | Tally      | 3                       | 0    | 3     | 1   | 0    | 0              | 0       | 0           | 0           | 3           |
|                                      | Percentage | 10%                     | 0%   | 18%   | 50% | 0%   | #DIV/0!        | #DIV/0! | 0%          | 0%          | 19%         |
| On track (inc. Aiming high)          | Tally      | 27                      | 13   | 14    | 1   | 1    | 0              | 0       | 9           | 5           | 13          |
|                                      | Percentage | 90%                     | 100% | 82%   | 50% | 100% | #DIV/0!        | #DIV/0! | 100%        | 100%        | 81%         |

In this area 90% of the class are on track. Girls and boys are broadly in line. 1 DAPS child is on track and the SEND child is on track.





# End of year data

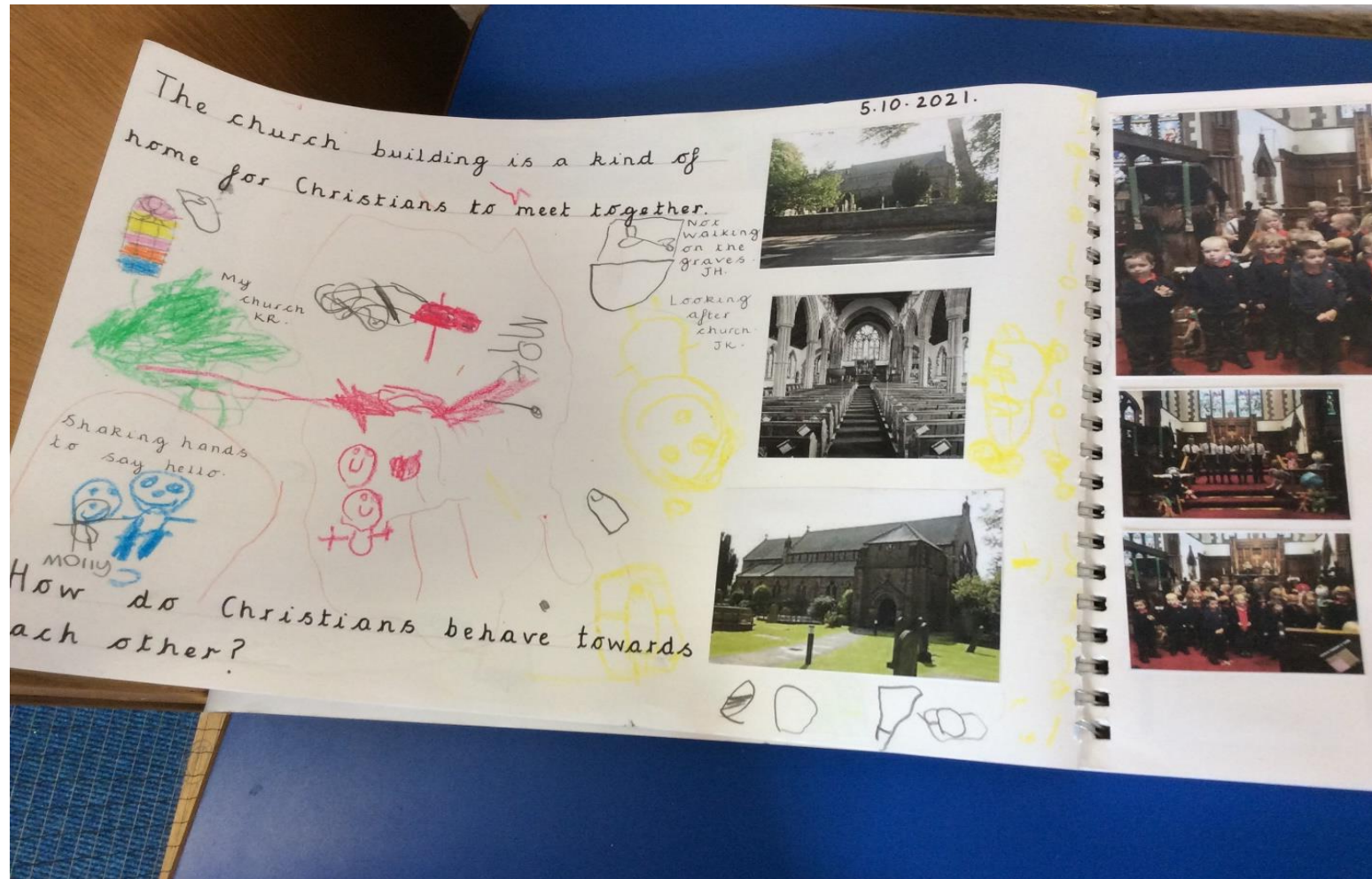
RE data 23/24

|        | E | D  | S  | GDS |
|--------|---|----|----|-----|
| Year 1 |   | 4  | 21 | 5   |
| Year 2 | 4 | 4  | 19 | 4   |
| Year 3 |   | 6  | 24 |     |
| Year 4 |   | 7  | 24 |     |
| Year 5 |   | 11 | 18 |     |
| Year 6 | 3 | 5  | 16 | 4   |
|        |   |    |    |     |



# Photos of Subject in Action

EYFS









# Photos of Subject in Action

Floor books

