

Beaupoint First School Long-Term Plan: RE

| Intent | Implementation | Impact |
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| <p>The RE Curriculum at Beaupoint follows the Northumberland Agreed RE Syllabus. It is also enriched by the 'Religion and Worldviews' curriculum (<i>Kapow</i>) and aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● Know about, understand, and respect a range of religions and worldviews. ● Can express and explain their ideas about the nature, importance, and impact of religions and worldviews. ● Acquire important skills to be able to understand and engage with religions and worldviews. ● Can make sense of beliefs and worldviews, make connections, and understand the impact. <p>This will enable our pupils to develop effective enquiry skills and to become knowledgeable and respectful global citizens, who can engage positively in our ever-changing world.</p> | <p>Children in KS1 receive 36 (KS1) or 45 (KS2) hours of RE teaching per academic year. Our inclusive and enriched curriculum celebrates many faiths, beliefs, traditions, and cultures. Pupils can enjoy RE through:</p> <ul style="list-style-type: none"> ● Carefully planned sequences of lessons designed to develop knowledge, understanding, and respect of all faiths. ● The use of artefacts and resources. ● Visits to places of worship and places of religious significance. ● Visits from people of different faiths. ● Experience days and multi-faith celebrations in school. <p>Children will engage in a dynamic enquiry cycle to develop the skills to:</p> <ul style="list-style-type: none"> - Investigate - Interpret - Evaluate - Apply - Express - Question <p>Children will also build skills in relation to:</p> <ul style="list-style-type: none"> - Listening - Speaking - Problem Solving - Creativity - Planning - Adapting - Leadership - Teamwork | <p>Through a rich and thorough RE Curriculum children are able to:</p> <ul style="list-style-type: none"> ● Articulately describe, explain and analyse beliefs using relevant vocabulary. ● Recognise and celebrate diversity. ● Confidently ask and answer questions. ● Appreciate different ways of life and different ways of expressing meaning. ● Reasonably express themselves in a respectful, thoughtful way. ● Critically respond to ethical issues. ● Respond creatively to key religious concepts and worldviews about belonging, purpose, truth, and meaning. ● Understand differences and how different individuals and communities can live respectfully for the well-being of all. ● Articulate their own beliefs and values and those of others clearly. ● Reflect on their way of living and what it means for themselves and others. <p>All children will have a deep and meaningful knowledge and understanding of religion and worldviews. They will have developed excellent critical thinking skills and will know how to make informed choices.</p> |

| Curriculum Objectives | | |
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| EYFS (Nursery & Reception) | KS1 (Year 1 & 2) | KS2 (Year 3 & 4) |
| <p>Links to ELGs through Specific Objectives</p> <p><i>Understanding the World</i></p> <ul style="list-style-type: none"> Make sense of their physical world and their community, e.g. visits to places of worship, or by meeting members of religious communities. Talk about the lives of people around them, understanding characters and events from stories. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. Listen to a broad selection of stories, non-fiction, rhymes, and poems to foster understanding of our culturally, socially, and ecologically diverse world. Extend their knowledge and familiarity with words that support understanding of religion and belief. Explore the natural world around them, making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe, and questioning. <p><i>Personal, Social & Emotional</i></p> <ul style="list-style-type: none"> Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others. Manage emotions and develop a positive | <ul style="list-style-type: none"> Identify and describe core beliefs and concepts studied, including festivals, worship, rituals, and ways of life to find out the meanings behind them. Notice and respond sensitively to some similarities between and within different religions and worldviews. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom, and recognising the traditions from which they come. Give examples of some different symbols and actions which express a community's way of life, appreciating some similarities and differences. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively themselves. Find out about and respond with ideas to examples of co-operation between people who are different. Notice and respond sensitively to some similarities between and within different religions and worldviews. Explore questions about belonging, meaning, and trust so that they can express their own ideas and opinions in response using words, | <ul style="list-style-type: none"> Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages, and the rituals that mark important points in life, to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Consider and apply ideas about ways in which diverse communities can live together |

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| <p>sense of self, understanding their own feelings and those of others, for example, through religious stories.</p> <ul style="list-style-type: none"> • Talk and think about simple values as they learn how to make good friendships, cooperate, and resolve conflicts peaceably. • Notice and respond to ideas about caring, sharing, and kindness from RE content. <p><i>Communication and Language</i></p> <ul style="list-style-type: none"> • Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews. • Engage actively with stories, non-fiction, rhymes, and poems from the RE field, taking opportunities to use and embed new words in a range of contexts. • Share their ideas via conversation, storytelling, and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate on thoughts in the RE field. • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs, and poems. | <ul style="list-style-type: none"> • music, art, or poetry. • Find out about questions of right and wrong and begin to express their ideas and opinions in response. | <p>for the well-being of all, responding thoughtfully to ideas about community, values, and respect.</p> <ul style="list-style-type: none"> • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews. • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose, and truth, applying ideas of their own in different forms. • Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. |
| <p>Big Questions</p> | | |
| <ul style="list-style-type: none"> • What is religion? • Why do worldviews change? • Why are we here? • How can worldviews be expressed? • How do worldviews affect our daily lives? | | |

- How can we live together in harmony if we have different worldviews?

| Programme of Study - Overview | | | |
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| | EYFS | KS1 | KS2 |
| Autumn 1A | Being special: Where do I belong? | Who do Christians say made the world? (Creation) 'How did the World begin?' (Kapow) | What do Christians learn from the Creation story? (Creation) |
| Autumn 2A | Why is Christmas special for Christians? (Incarnation) | Why does Christmas matter to Christians? (Incarnation) 'How do we know that new babies are special?' (Kapow) | What is the 'Trinity' and why is it important for Christians? 'Just how important are our beliefs?' (Kapow) |
| Spring 1A | Why is the word 'God' so important to Christians? (God) | Who is Muslim and how do they live? 'What is a Prophet?' (Kapow) | How do festivals and worship show what matters to Muslim people? 'Is scripture central to religion?' (Kapow) |
| Spring 2B | Why is Easter special to Christians? (Salvation) | Who is Muslim and how do they live? 'How do some people talk to God?' (Kapow) | How do festivals and family life show what matters to Jewish people? |
| Summer 1A | What times/ stories are special and why? | How should we care for the world and for others, and why does it matter? 'Why should we care for the world?' (Kapow) and 'Why should we care for others?' (Kapow) | What kind of world did Jesus want? (Gospel) 'Where do our morals come from?' (Kapow) |

| Programme of Study - Overview | | | |
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| | EYFS | KS1 | KS2 |
| Summer 2A | What places are special and why? | What makes some places sacred to believers? 'Where do some people talk to God?' (Kapow) | How and why do people mark the significant events of life? 'What makes us human?' (Kapow) 'Why is water symbolic?' (Kapow) 'Why is fire symbolic?' (Kapow) |
| Autumn 1B | Being special: Where do I belong? | What do Christians believe God is like? (God) 'What do some people believe God looks like?' (Kapow) | What is it like for someone to follow God? (People of God) 'Are all religions equal?' (Kapow) |
| Autumn 2B | Why is Christmas special for Christians? (Incarnation) | What is the 'Good News' Christians believe Jesus brings? (Gospel) 'What is God's job?' (Kapow) | What do Hindus believe God is like? |
| Spring 1B | Why is the word 'God' so important to Christians? (God) | What does it mean to belong to a faith community? 'How do we know some people have a special connection to God?' (Kapow) | What does it mean to be a Hindu in Britain today? |
| Spring 2B | Why is Easter special to Christians? (Salvation) | Why does Easter matter to Christians? (Salvation) 'Why do we need to give thanks?' (Kapow) | Why do Christians call the day Jesus died, 'Good Friday'? (Salvation) 'Does the language of scripture matter?' (Kapow) |
| Summer 1B | What times/ stories are special and why? | Who is Jewish and how do they live? | For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom) |

| Programme of Study - Overview | | | |
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| | EYFS | KS1 | KS2 |
| | | | of God) 'Why is the Bible the best-selling book of all time?' (Kapow) |
| Summer 2B | What places are special and why? | Who is Jewish and how do they live? 'What do candles mean to people?' (Kapow) | How and why do people try to make the world a better place? 'What happens if we do wrong?' (Kapow) |