

## **Kennington CE Academy RE Long Term Plan 2023-24**

### **Rationale:**

#### **Policy Statement for Religious Education**

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (Religious Education Statement of Entitlement February 2019)*

At Kennington CE Academy, our RE curriculum is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a Church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the child's own understanding of the world as part of their wider religious literacy. Using the Kent Agreed Syllabus, we learn about other religions and world views, fostering respect for them. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

### **Aims and objectives:**

As stated in the Church of England Religious Education Statement of Entitlement, our school aims for all children:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places (including how it challenges negative ideas such as inequality and racism).
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions and world views.

Learning activities provide fully for the needs of all children, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Children experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other children.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.
- Presentation of work that allows the children to develop and apply a wide range of skills such as art, music, drama or writing.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Year 3 Term 1	Year 3 Term 2	Year 3 Term 3	Year 3 Term 4	Year 3 Term 5	Year 3 Term 6
<b>Christianity: POG:</b> <b><u>What is it like to follow God?</u></b>  <b>Learning Objectives:</b> Children can make clear links between the story of Noah and the idea of covenant.  Children can make simple links between promises in	<b>Sikhi:</b> <b><u>What is important for Sikh people?</u></b>  <b>Learning Objectives:</b> Children can describe things that are important to Sikhs and show how these impact their lives and actions.	<b>Christianity: INCARNATION</b> <b><u>What is the Trinity?</u></b>  <b>Learning Objectives:</b> Children can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.	<b>Christianity: SALVATION</b> <b><u>Why do Christians call the day Jesus died 'Good Friday'?</u></b>  <b>Learning Objectives:</b> Children can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.	<b>Christianity: KOG</b> <b><u>When Jesus left, what was the impact of Pentecost?</u></b>  <b>Learning Objectives:</b> Children can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	<b>Sikhi:</b> <b><u>How do Sikh people worship and celebrate?</u></b>  <b>Learning Objectives:</b> Children can describe Sikh worship and suggest the significance of each part of it.  Children can make clear links between the teachings

<p>the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Children can make links between the story of Noah and how we live in school and the wider world.</p>	<p>Children can make suggestions about what Sikhs believe about God.</p> <p>Children can explain what the 5 K's are and why they are important to Khalsa Sikh's.</p> <p>Children can make clear links between the teachings of the Guru Granth Sahib and seva.</p> <p>Children can describe some of the same / different things Sikh's do which show equality in the Langar.</p>	<p>Children can offer suggestions about what texts about baptism and Trinity might mean and what they mean to some Christians today.</p> <p>Children can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Children can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Children can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean to themselves and Christians.</p> <p>Children can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Children can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Children can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>Children can offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Children can give examples of what Pentecost means to some Christians now.</p> <p>Children can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Children can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>of the Guru Granth Sahib and seva.</p> <p>Children can describe some of the same / different things Sikhs' do which show equality in the Langar.</p> <p>Children can explain what happens at Vaisakhi and why Sikhs' celebrate it.</p> <p>Children can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.</p> <p>Children can understand the term racism and how Sikh texts carry messages about racial justice.</p>
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Year 4 Term 1	Year 4 Term 2	Year 4 Term 3	Year 4 Term 4	Year 4 Term 5	Year 4 Term 6
<p><b><u>Christianity: CREATION</u></b> <b><u>What do Christians learn from the Creation story?</u></b></p> <p><b><u>Learning Objectives:</u></b> Children can place the concepts of God and</p>	<p><b><u>Christianity: INCARNATION</u></b> <b><u>What is the Trinity?</u></b></p> <p><b><u>Learning Objectives:</u></b> Children can identify John 1 as part of a 'Gospel', noting</p>	<p><b><u>Christianity: GOSPEL</u></b> <b><u>What kind of a world did Jesus want?</u></b></p> <p><b><u>Learning Objectives:</u></b> Children can identify parts of a 'Gospel', which tell the</p>	<p><b><u>Christianity: SALVATION</u></b> <b><u>Why do Christians call the day Jesus died 'Good Friday'?</u></b></p> <p><b><u>Learning Objectives:</u></b></p>	<p><b><u>Hindu Faith:</u></b> <b><u>What does it mean to be a Hindu in Britain today?</u></b></p> <p><b><u>Learning Objectives:</u></b> Children can describe some examples of what Hindus do to show their faith, and</p>	<p><b><u>Why do some people think that life is a journey and what significant experiences mark this?</u></b></p> <p><b><u>Learning Objectives:</u></b> Children can suggest why some people see life as a</p>

<p>Creation on a timeline of the Bible's 'Big Story'.</p> <p>Children can make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Children can describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Children can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>some differences between John and the other Gospels.</p> <p>Children can offer suggestions for what texts about God might mean.</p> <p>Children can give examples of what the texts studied mean to some Christians.</p> <p>Children can describe how Christians show their beliefs about God the Trinity in the way they live.</p> <p>Children can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p>story of the life and teaching of Jesus.</p> <p>Children can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Children can offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Children can make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Children can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Children can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p> <p>Children can identify the Golden and Silver Rules.</p>	<p>Children can offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Children can give examples of what the texts studied mean to some Christians.</p> <p>Children can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Children can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>Children can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p>make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Children can describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Children can describe how the life of Gandhi shows Hindu beliefs in action.</p> <p>Children can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Children can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>journey and identify some of the key milestones on this journey.</p> <p>Children can describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Children can suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Children can link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Children can identify similarities and differences between the ceremonies.</p> <p>Children understand what racism is and how it affects people's lives.</p> <p>Children can make links between the teaching of sacred texts that carry</p>
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		Children can consider a text from a religion which asks humans to give others the same love or rights or kindness they want for themselves.			messages about racial equality and what fairness means.
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Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
<b><u>Christianity: GOD</u></b> <b><u>What does it mean if God is loving and holy?</u></b>  <b><u>Learning Objectives:</u></b> Children can identify some different types of biblical texts, using technical terms accurately.  Children can explain connections between biblical texts and Christian ideas of God, using theological terms.  Children can make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.  Children can show how Christians put their beliefs into practice in worship.	<b><u>Christianity: INCARNATION</u></b> <b><u>Was Jesus the Messiah?</u></b>  <b><u>Learning Objectives:</u></b> Children can explain the place of Incarnation and Messiah within the 'big story' of the Bible.  Children can identify Gospel and prophecy texts, using technical terms.  Children can explain connections between biblical texts, Incarnation and Messiah, using theological terms.  Children can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.	<b><u>Christianity: POG</u></b> <b><u>How can following God bring freedom and justice?</u></b>  <b><u>Learning Objectives:</u></b> Children can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.  Children can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.  Children can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.  Children can identify ideas about freedom and justice	<b><u>Christianity: SALVATION</u></b> <b><u>What did Jesus do to save human beings?</u></b>  <b><u>Learning Objectives:</u></b> Children can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.  Children can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.  Children can suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.  Children can make clear connections between the Christian belief in Jesus'	<b><u>Islam: (Part 1)</u></b> <b><u>What does it mean to be Muslim in Britain today?</u></b>  <b><u>Learning Objectives:</u></b> Children can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.  Children can give examples of how each pillar might affect the life of a Muslim.  Children can make connections between the key functions of the mosque and the beliefs of Muslims.  Children can describe the forms of guidance a Muslim uses and compare them to forms of guidance they experience.	<b><u>Islam: (Part 2)</u></b> <b><u>What does it mean to be a Muslim in Britain today?</u></b>  <b><u>Learning Objectives:</u></b> Children can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.  Children can identify and explain connections between the key functions of the Mosque and the beliefs of Muslims.  Children can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.  Children can offer their views and ideas on the value

<p>Children can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Children can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Children can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Children can make links between the story of Peter and Cornelius and the issues of racism faced by our communities today.</p> <p>Children can suggest ideas of their own about how a community can be welcoming to people who are from other ethnic groups.</p>	<p>death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper.</p> <p>Children can show how Christians put their beliefs into practice.</p> <p>Children can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>Children can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>Children can answer the key question from different perspectives, including their own.</p> <p>Children can make links between the teaching of sacred texts that carry messages about racial equality and what fairness means.</p> <p>Children can understand what racism is and how it affects people's lives, such as refugees and migrants.</p>	<p>and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim.</p> <p>Children can describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Children can explain what different people think it means to be a Muslim.</p> <p>Children can answer the key question from different perspectives, including their own.</p> <p>Children can make links between the teaching of sacred texts that carry messages about racial equality and what fairness means.</p> <p>Children can understand what racism is and how it affects people's lives, such as refugees and migrants.</p>
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Year 6 Term 1	Year 6 Term 2	Year 6 Term 3	Year 6 Term 4	Year 6 Term 5	Year 6 Term 6
<p><b><u>Christianity: CREATION</u></b>  <b><u>Creation and science: conflicting or complementary?</u></b></p> <p><b><u>Learning Objectives:</u></b>  Children can outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Children can identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Children can, taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Children can make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Children can show understanding of why many Christians find science and faith go together.</p>	<p><b><u>Christianity: GOSPEL</u></b>  <b><u>What would Jesus do?</u></b></p> <p><b><u>Learning Objectives:</u></b>  Children can identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Children can, taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Children can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Children can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their</p>	<p><b><u>Islam:</u></b>  <b><u>What does it mean to be a Muslim in Britain today?</u></b></p> <p><b><u>Learning Objectives:</u></b>  Children can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.</p> <p>Children can identify and explain connections between the key functions of the Mosque and the beliefs of Muslims.</p> <p>Children can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>Children can offer their views and ideas on the value and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim.</p> <p>Children can describe and reflect on the significance of the Holy Qur'an to Muslims.</p>	<p><b><u>Christianity: SALVATION</u></b>  <b><u>What difference does the resurrection make for Christians?</u></b></p> <p><b><u>Learning Objectives:</u></b>  Children can outline the timeline of the 'big story' of the Bible, explaining the ideas of Incarnation and Salvation.</p> <p>Children can suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Children can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Children can make clear connections between Christian belief in the Resurrection and how</p>	<p><b><u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></b></p> <p><b><u>Learning Objectives:</u></b>  Children can understand, discuss and weigh up different reasons why some buildings are sacred.</p> <p>Children can notice, list and explain similarities and differences between different sacred buildings.</p> <p>Children can describe and make connections between examples of religious creativity in Muslim buildings</p> <p>Children can consider, discuss and weigh up different views about why religious art is important.</p> <p>Children can suggest reasons, quoting religious sources, why Muslims consider charity and generosity important.</p> <p>Children can apply ideas about generosity from</p>	<p><b><u>Christianity: KOG</u></b>  <b><u>What kind of king is Jesus?</u></b></p> <p><b><u>Learning Objectives:</u></b>  Children can explain connections between biblical texts and the concepts of the Kingdom of God.</p> <p>Children can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Children can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>Children can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering</p>

<p>Children can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Children can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p>own community in the world today, offering insights of their own.</p> <p>Children can describe at least two examples of racism, describing what is unfair or unjust in each case.</p> <p>Children can discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism.</p>	<p>Children can explain what different people think it means to be a Muslim.</p> <p>Children can answer the key question from different perspectives, including their own.</p> <p>Children can make links between the teaching of sacred texts that carry messages about racial equality and what fairness means.</p> <p>Children can understand what racism is and how it affects people's lives, such as refugees and migrants.</p>	<p>Christians worship on Good Friday and Easter Sunday.</p> <p>Children can show how Christians put their beliefs into practice in different ways.</p> <p>Children can explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Children can offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems.</p>	<p>scriptures, Muslim and Christian, to the title question.</p> <p>Children can suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</p> <p>Children can explain links between different cases of racism using key words including 'stereotype' and 'prejudice' and how it affects people's lives, such as refugees and migrants.</p> <p>Children can describe links between religious teaching and practice and the struggle to reduce racism, giving examples.</p>	<p>insights about whether or not the world could or should learn from Christian ideas.</p>
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