




RW Long Term Curriculum Plan

Theology  **Philosophy**  **Social Sciences** 

RW Syllabus - East Riding Syllabus

RW at a Glance at Eastfield Primary School					
Autumn		Spring		Summer	
EYFS	<p>Religion and world views is included in several areas of the EYFS curriculum:</p> <p>Communication and Language: Listening and attention, Speaking</p> <p>Expressive arts and design: Being Imaginative</p> <p>PSED: Making relationships, Managing feelings and behaviour, Self-confidence and self-awareness</p> <p>Understanding the world: People and communities</p> <p>Areas for inclusion in Reception RW</p> <p>This unit builds on children’s understanding of themselves as ‘special’ people. Explore the child’s self-concept, enabling an appreciation of their uniqueness as a human being. Promote a positive attitude to children’s identity and use alongside work on naming ceremonies from any world faith. Children are introduced to the key festivals and special books, special people, places of worship, symbols and artefacts for Christianity and other religions studied KS1, plus any others relevant to children in the setting*. They have the opportunity to visit a local place of worship. Children are introduced to the concept of belief in a particular deity, the fact that the name for ‘god’ varies from religion to religion and, as relevant to the religions introduced, that some religions have particular rules about naming god.</p>				
	<p>Special Places</p> <p>Identify places special to children’s lives.</p> <p>Church, mandir, temple, synagogue, gurdwara, mosque.</p> <p>Cut-outs/pictures of places of worship and what happens there.</p> <p>Virtual/actual visits to community places of significance including, in school, memorials, plaques.</p> <p>Meeting people from different cultural communities either in school, their special place or virtually.</p>	<p>Special Times</p> <p>Christmas, Easter, Shrove Tuesday, Remembrance Day, Harvest, Diwali, Eid ul Fitr.</p> <p>Marking times special for the school or setting.</p> <p>Birthday and achievement assemblies.</p> <p>Festivals and celebrations, local and specific to faith and community groups across the world.</p> <p>Naming ceremonies and ways to mark special times of life (baptisms and weddings)</p> <p>Music associated with special times.</p>	<p>Special People</p> <p>People who are important to us at home, in school, in the community, what they do and the clothes they wear.</p> <p>Jesus, vicar, pandit (priest), Muhammed (pbuh) imam, Guru Nanak Ji</p> <p>Christian, Muslim, Hindu communities.</p>	<p>Special Books</p> <p>Bible, Ramayana (Rama and Sita)</p> <p>Qur’an, prayer books</p> <p>Stories from different faiths and cultures across the world.</p>	<p>Special Things</p> <p>Christingles, cross, candles (Christianity)</p> <p>Murti, diva lamps (Hindu)</p> <p>Star and crescent (Islam)</p> <p>Special things for worship.</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><u>Theology strand</u></p> </div> <div style="text-align: center;">  <p><u>Philosophy strand</u></p> </div> <div style="text-align: center;">  <p><u>Social Sciences strand</u></p> </div> </div>				

<p>Year1</p>	<p><u>Belonging (1:1)</u> <i>Who belongs?</i></p> <p>This unit builds on and extends children’s learning from the EYFS about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. Makes use of stories from sacred texts and think about what believers can learn from them.</p> <p>Christmas <i>Why is the Christmas story ‘good news’ for Christians?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across KS1. It may be useful to consider festivals of light from other faiths alongside Christmas.</p>	<p>Worship (1:2) <i>Why worship?</i></p> <p>This unit builds on children’s previous learning around ‘special’ places and objects in EYFS. Take opportunities to visit places of worship, either in real time or virtually; identify their key features; link to cross-curricular studies within the local community.</p> <p>Easter <i>How do Christians prepare to celebrate Easter?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter.</p>	<p>What a wonderful world(1:3) <i>Why is the world special?</i></p> <p>This unit builds on children’s previous learning around ‘special’ places in EYFS and provides opportunities for learning outside the classroom. Explore and appreciate the natural world; listen to Christian/Hinduism and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p>
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<p>Year 2</p>	<p>Lead us not into temptation (2:1) <i>Right or wrong?</i></p> <p>This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.</p> <p>Christmas <i>Why is the Christmas story ‘good news’ for Christians?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across KS1. It may be useful to consider festivals of light from other faiths alongside Christmas.</p>	<p>Believing (2:2) <i>What is true?</i></p> <p>This unit builds on children's learning in Unit 1:1 <i>Belonging</i>, taking a theological focus, about how beliefs are expressed. Introduce key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.</p> <p>Easter <i>How do Christians prepare to celebrate Easter?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter.</p>	<p>Questions, questions (2:3) <i>What are the big questions?</i></p> <p>This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them – questions of meaning, purpose and truth. Use strategies such as Philosophy, for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p>
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<p>Year 3</p>	<p>Remembering (3:1) <i>Why remember?</i></p> <p>This unit builds on work from Unit 1:2 Worship and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered.</p> <p>Christmas <i>What are the special symbols of the Christmas story?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It gives opportunity to explore and develop concepts of Incarnation, God and Gospel. The focus for Year 3 is on Mary, mother of Jesus and for Year 4 the focus is on the symbolism of light. It may be useful to consider festivals of light from other faiths alongside Christmas.</p>	<p>Founders of Faith(3:2) <i>Who, what and when?</i></p> <p>Investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammed (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Through a Theological lens consider some key beliefs and how faith members follow the teachings of those founders.</p> <p>Easter <i>What is the significance of the cross for Christians at Easter?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower KS2. It gives opportunity to explore and develop the concepts of Salvation and Gospel. The focus in Year 3 is on how Christians remember the events of Holy Week, and in Year 4 the different ways in which the cross conveys the importance and message of Easter. It may be useful to consider Spring festivals from other faiths alongside Easter.</p>	<p>Sacred Places (3:3) <i>What is sacred?</i></p> <p>Build on work in Unit 1:2 Worship and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community.</p>
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<p>Year 4</p>	<p>Communities (4:1) <i>Where is religion?</i></p> <p>This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society.</p> <p>Christmas <i>What are the special symbols of the Christmas story?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It gives opportunity to explore and develop concepts of Incarnation, God and Gospel. The focus for Year 3 is on Mary, mother of Jesus and for Year 4 the focus is on the symbolism of light. It may be useful to consider festivals of light from other faiths alongside Christmas.</p>	<p>People who inspire us (4:2) <i>What makes a saint?</i></p> <p>This unit explores the concept of commitment through a Social Sciences lens and provides opportunity to explore lives of peoples who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. There are opportunities to start with local saints and heroes, linking with aspects of history and citizenship.</p> <p>Easter <i>What is the significance of the cross for Christians at Easter?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower KS2. It gives opportunity to explore and develop the concepts of Salvation and Gospel. The focus in Year 3 is on how Christians remember the events of Holy Week, and in Year 4 the different ways in which the cross conveys the importance and message of Easter. It may be useful to consider Spring festivals from other faiths alongside Easter.</p>	<p>Our world (4:3) <i>Who cares?</i></p> <p>This unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth.</p>
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<p>Year 5</p>	<p>Expressions (5:1) <i>How is belief expressed?</i></p> <p>Through the lens of social science, pupils investigate religious expression in all its diversity, considering different ways of expressing belief through range of creative media and in their actions. They explore the meaning of symbols and activities expressing belief.</p> <p>Christmas <i>Is Christmas only for Christians?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across upper KS2. It continues to explore the concepts of Incarnation, God and Messiah. Revisit different gospel accounts of the nativity story and consider the different perspectives of the key characters. Check what the Old Testament prophecies say about the coming of the Messiah.</p>	<p>Faith in action (5:2) <i>What are the challenges?</i></p> <p>This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had – and continue to have – today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit.</p> <p>Easter <i>What is the message of Easter to the world for today?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across upper KS2. It continues to explore and develop the concepts of salvation and gospel. The focus for Year 5 is on the resurrection and for Year 6, the message of Easter today.</p>	<p>Pilgrimage (5:3) <i>Why pilgrimage?</i></p> <p>This is a standalone unit building on an understanding of ‘journey’ to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible, to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space.</p>
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<p>Year 6</p>	<p>Justice and Freedom (6:1) <i>Is it fair?</i></p> <p>This unit provides opportunities for pupils to use a Philosophical lens to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider, through the lens of Theology, what religions teach about forgiveness and how reconciliation may take place. This unit has strong links with citizenship, British values and personal and spiritual development.</p> <p>Christmas <i>Is Christmas only for Christians?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across upper KS2. It continues to explore the concepts of Incarnation, God and Messiah. Revisit different gospel accounts of the nativity story and consider the different perspectives of the key characters. Check what the Old Testament prophecies say about the coming of the Messiah.</p>	<p>Living a Faith (6:2) <i>What is identity?</i></p> <p>This unit takes a Social Science perspective to explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person’s identity. Consider the ways in which these milestones impact families and the wider community.</p> <p>Easter <i>What is the message of Easter to the world for today?</i></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across upper KS2. It continues to explore and develop the concepts of salvation and gospel. The focus for Year 5 is on the resurrection and for Year 6, the message of Easter today.</p>	<p>Hopes and visions (6:3) <i>What is life about?</i></p> <p>This unit provides opportunities for pupils to consider the significance and impact of some key teachings, and the ways in which they have shaped believers’ responses to ultimate questions. Philosophy for Children (P4C) strategies are helpful in enabling pupils to identify differences between ultimate and non-ultimate questions.</p>
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