Dunnington Primary School



Religious Education Long Term Plan

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School Values: We care, we believe, we succeed - TOGETHER!

Christian Vision:

'Encourage one another and build each other up' 1, Thessalonians 5: 11

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

- respect each other's beliefs
- care for each other and the environment
- connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

What does the DfE say about Religious Education?

Religious Education (RE) is an important and necessary part of all pupils' education. In RE, pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world. At Dunnington CofE Primary School, we incorporate two syllabuses into our RE provision. We follow both the statutory Coventry and Warwickshire Agreed Syllabus (CWAS) and also the Church of England Education Office's project, Understanding Christianity.

Understanding Christianity is designed to support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. The project aims to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

Coventry and Warwickshire Agreed Syllabus (CWAS)

The CWAS, released in 2024, takes a religion and worldviews approach. It starts with the particular (eg individual and communal worldviews) and moves towards the general (eg knowledge of recognisable familial traits from organised worldviews). It makes use of the immediate context and available resources. It has a large focus on the ways in which people live, the diversity of embodied religion and the hermeneutical nature of beliefs as interpreted and lived. The syllabus works within a broader understanding of 'worldview' as not just being about seeing but also about experiencing and living in a very bodily sense. Through engaging with the units of work, pupils will come to a realisation that worldviews, including religions, are not simply about how individuals and groups 'see' the world but are also embodied and involve real people making decisions about what to do with their bodies, the places and spaces they want to practise and engage in ritual, and the importance that artefacts and objects might hold within a worldview. We also regard worldviews as holding spiritual significance and that, for many, beliefs in the transcendent and something supernatural and beyond themselves are of utmost importance.

CWAS Syllabus Structure: The Seven Core Concepts

The syllabus is structured around seven core concepts, repeatedly encountered as part of a spiral curriculum where these concepts are revisited from the different angles provided by

a) case studies from a range of religions and worldviews,
b) different 'ways of knowing' about religion and worldviews through the methods and tools of disciplines of study,
c) the additional perspectives that come with age and maturity as pupils move through the education system.

These seven concepts are relevant to all worldviews, including individual, communal and organised worldviews:

- **Belonging and Believing:** How belonging and believing are complex ideas, are not necessarily synonymous and are expressed in diverse ways.
- **Wisdom and Guidance:** How beliefs and ideas are both shaped and expressed through text and art.
- **Personal Responsibility:** How ideas about right and wrong and death and beyond can shape the ways in which people live and respond.
- **Living Well:** How ideas and beliefs about what constitutes a good life shape the way in which people choose to 'live well'.
- **Authority and Power:** How people and texts may influence belief and lived expression in diverse ways.
- **Changes:** How time and space impact upon religion and worldviews.

• **Grand Narratives:** How history and world narratives have both impacted on and been shaped by religion and worldviews in both positive and problematic ways.

Each of the core concepts above is linked with specific disciplines so that the concept can be approached through nuanced and varied enquiry built around the different 'ways of knowing' about religion and worldviews. This might include the recognisable methods and tools associated with the main disciplines of study (e.g. theology, philosophy, and human and social sciences) but also engagement with the ongoing ancient conversation about humans, the transcendent and why that may or may not matter in the lived experience of individuals and communities. History has also been identified as a key discipline for this syllabus, as pupils examine the ways in which religion and history have entwined in our geographical area. This allows for study of 'worldviews of the past', engaging with the means by which previous generations 'knew' about their own worldviews, for example through stained glass windows or the passing on of stories and knowledge through the oral tradition and religious plays.

Intent:

Religious education is central to our curriculum at Dunnington C of E School as the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. The long term plan for religious education (RE) reflects the requirements of the National Curriculum for Key Stage 1 and 2 and the EYFS curriculum through the planning and teaching of 'Understanding the World'.

Through our RE curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation

We have chosen to teach the RE curriculum using the current Coventry and Warwickshire Agreed Syllabus (CWAS) and Understanding Christianity (UC) resources. Both of these resources have been developed in line with national guidance that states that the syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996).

Religious Education is generally taught on a weekly basis and is sometimes delivered as a whole-school RE day. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in them. Interactive, practical activities encourage children to discuss their ideas and extend their

understanding of difficult concepts and challenging questions. Where possible, we invite visitors from local religious communities into school and we visit places of worship to further enhance our learning. We have a strong partnership with our local church and whole school Collective Worship is led on a weekly basis by representatives from the church either, the local vicar, the 'Open the Book' team (bible story focus) or the Family Link Worker who also leads a lunchtime 'Leading Learners Christian Club' that pupils can volunteer to attend.

Impact

Over time, children develop an awareness of their own spirituality and an understanding of different societies, cultures and beliefs. They develop their own morals shaped by family life and our school learning community through the diversity of experiences it offers. This is evident in their written work as well as through class-based discussion and pupil voice outcomes. Impact is also further described in terms of knowledge and skills development on page 6 of this document.

RE - Long Term Planning Cycle at Dunnington CofE Primary School

Note: Each class completes their first lesson in Autumn 1, each year, as a CWAS 'Introduction to A Religion and Worldviews Approach to RE' session, to ensure a consistent view to learning. UC = Understanding Christianity; CWAS = Coventry and Warwickshire Agreed Syllabus.

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		UC: God/Creation Why is the word 'God' so important to Christians?	UC: Incarnation Why do Christians perform Nativity plays at Christmas?	CWAS: F1 How can people show they belong together?	UC: Salvation Why do Christians put a cross in an Easter Garden?	CWAS: F2 Who are the people in the sacred (special) stories and why might they be important today?	CWAS: F3 How do people know how to treat each other?
KS1 Year 1 and 2	**A**	UC: What do Christians believe God is like?	UC: Incarnation Why does Christmas matter to Christians?	CWAS: K1.3 How do people with similar religion and worldviews share and celebrate their beliefs?	CWAS: K1.2 Where do people turn for guidance in life?	UC: Gospel What is the good news Jesus brings?	CWAS: K1.1 How might your religion or worldview be seen in the choices you make?
	B	UC: Creation Who made the world?	CWAS: K1.4 Who is a Jesus? (1)	CWAS: K1.5 What is most important for different people?	UC: Salvation Why does Easter matter to Christians?	CWAS: Layover Unit - Christianity	CWAS: K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally?
LKS2 Year 3 and 4	**A**	CWAS L2.1 Why are nature and the seasons significant for religion and worldviews? CWAS: Layover Unit – Hinduism	UC: Creation What do Christians learn from the creation story?	UC: People of God What is it like to follow God?	CWAS: L2.6 Do you have to be part of a faith community to express an organised worldview?	UC: Incarnation What is the Trinity?	CWAS: L2.2 How are religion and worldviews shaped and expressed through art and architecture?
	B	CWAS: L2.5 What or who is 'God' and how is the divine understood in theistic worldviews? CWAS: Layover Unit – Judaism	UC: Gospel What kind of world did Jesus want? CWAS: L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and	CWAS: L2.4 How might your worldview lead you to do hard things for good reasons?	UC: Salvation Why do Christians call the day Jesus died 'Good Friday'?	UC: Kingdom of God When Jesus left, what was the impact of Pentecost?	CWAS: L2.7 How have religion and history entwined in this area?

			reconciliation and is that important?				
UKS2 Year 5 and 6	**A**	UC: God What does it mean if God is holy and loving?	UC: Kingdom of God What kind of king is Jesus? CWAS: Layover Unit – Buddhism	CWAS: U2.6 How might your worldview impact on the way you understand death and beyond?	UC: People of God How can following God bring freedom and justice? CWAS: U2.4 What might it mean to 'live well'?	CWAS: U2.5 How do beliefs and ideas about land shape the way human beings live?	CWAS: U2.7 What do organised worldviews have to tell us about what truth is and where it might be found?
	B	UC: Gospel What would Jesus do? CWAS: Layover Unit – Sikhism	CWAS: U2.3 Do religions change or do they stay the same?	UC: Incarnation Was Jesus the Messiah? CWAS: U2.1 Who is Jesus? (2)	UC: Salvation What did Jesus do to save human beings? UC: Salvation What difference does the resurrection make to Christians?	UC: Creation Creation and science – conflicting or complementary?	CWAS: U2.2 Why might ancient stories still be so important for some religion and worldviews today?

Skills progression in RE – To ensure the progression and development of appropriate skills when each religion is investigated and explored, skills are mapped across the whole school for each of the religions taught.

AIMS (from the agreed syllabus)			**End of Key Stage outcomes including skill progression**			
Begin to understand and value the differences of individuals and groups within their own immediate community. Develop their emerging moral and cultural awareness.			**EYFS**	**Use some subject specific vocabulary** **Use all their senses to explore beliefs, practices and forma of expression.** **Ask questions and reflect on their own feelings and experiences.** **Use curiosity and imagination to develop an appreciation of awe and wonder in the world.**		
A Know about and understand a range of religions and world views	B Express ideas and insights about the nature, significance and impact of religions and worldviews.	C Gain and deploy the skills needed to engage seriously with religions and world views.	**KEY STAGE 1**	A1. Recall and name different beliefs and practices including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. 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.	C1. Explore questions about belonging, meaning, and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
				A2. Retell and suggest meanings to some religions and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
				A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between religions and world views.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
			KEY STAGE 2	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. 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 including (e.g.) reasoning, music, art and poetry.
				A2. 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.	B2. 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 own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect
				A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and expressing meaning.	C3. 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.	C3. 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.