



Intent & Long-Term Plan

Religious Education

At Co-op Academy Woodslee children are equipped with the right spiritual, moral, social and cultural tools in order to become global citizens of the future.

At Co-op Academy Woodslee, we follow the guidance of Lancashire SACRE to plan and teach our Religious Education curriculum. Underpinning our ambitious curriculum are three key strands:

- A. Investigate the beliefs and practices of religions and other world views, including beliefs, authority, worship and spirituality.
- B. Investigate how religions and other worldviews address questions of meaning, purpose and value.
- C. Investigate how religions and other worldviews influence morality, identity and diversity.

We use these strands to ensure a progression in knowledge through the curriculum.

The RE curriculum contributes well to our overarching vision of community, aspiration and ‘Who am I?’ pillars. It gives opportunities for children to develop their language, reading, writing and vocabulary skills. Children are taught RE specific vocabulary and curriculum links have been established between RE and our writing curriculum. We equip children with the ability to critique key teachings in RE, convey ideas and thoughts confidently, challenge, express and evaluate their and other’s perspectives by using evidence from a range of sources. They are given the opportunity to understand and apply the fundamental principles of religious education including reflection, analysis and evaluation of their beliefs, values and practices and the respect for the beliefs and values of others.

We have chosen our content carefully, to promote pupils' sense of identity and belonging to our Bromborough community and the wider world as a whole. We have also placed particular emphasis on linking RE strands to our Co-op Values and Ways of Being to promote pupils’ moral and spiritual development. The curriculum has been designed to ensure children leave the academy with a thorough understanding and appreciation of the diversity of the world’s major religions of Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. Our RE Curriculum aims to raise aspirations by learning about significant diverse religious leaders and the impact that one person can have to shape events. Career related learning is incorporated into our R.E. curriculum as children are introduced to potential career paths and acquire transferable skills such as critical thinking, the ability to interpret information, formulate questions and solve problems..

In RE, children are inspired to think deeply about big questions. The principal aim is to support pupils’ personal search for meaning by engaging into the question ‘Who Am I?’ therefore challenging and shaping their understanding of how to develop as good moral citizens and ‘Be Yourself Always’. Our curriculum is not designed to convert pupils or to urge a particular religion or religious belief. It promotes mutual respect and understanding, and is fair, balanced and open. As children move through the academy, they will build upon their knowledge of world religions and they’ll use evidence, make comparisons and draw conclusions. Our curriculum is supported and enhanced by working with local external organisations and initiatives and welcoming visitors to and visits outside of our academy. We have planned which religious festivals we will celebrate and observe across the whole academy.

In EYFS children are introduced to religious ideas and principles through concepts already familiar to them. They talk about celebrations and worship in their own lives and their families lives. Children learn about religious festivals throughout the whole curriculum ahead of them and the foundation stones of learning are built now. The concept of 'special' is introduced through reading special stories, talking about and visiting special places and meeting special people.

In Year 1 children build upon the concept of worship and learn about the ways that different religions worship God. Children specifically learn about Hindus' beliefs about God and they are introduced to the stories of notable religious leaders such as Jesus, Noah and Abraham. Through this work, they develop an understanding of trusting others. They focus on the Islamic creation story and the concept of belonging is also introduced as children discover how we show we belong to a community.

In Year 2 children learn about the concepts of devotion and worship, gratitude and prayer. Specifically, they discover how Hindus and Muslims worship. Throughout the winter months, children learn about different festivals of light, such as Hanukkah, Diwali and Christmas. Building upon prior learning in EYFS and year one, children develop their thinking of how and why they care for their Bromborough community locally and the planet as a whole. They learn about belonging to a community and unity. They briefly revisit the Islamic story of creation that they discovered last year and then stick new learning to it of the Old Testament's version of creation.

In year 3 children study in depth the prophet Muhammad, Jesus and Guru Nanak. They learn about discipleship and helping others- this is really important because 'Show You Care' is one of our Co-op values. Having learned what Hindus believe about God in year two, children now learn about the Hindu scriptures and about the special Hindu ceremony Raksha Bandhan. Since the festival is observed on the last day of the Hindu calendar, it typically falls in August, so children learn about it (literally translated as 'the bond of protection, obligation or care') just before they break up for the summer.

In Year 4 children continue to develop their knowledge about festivals. This time, they dig deeper than before into Diwali to discover what a Hindu might learn from the celebration. Learning about the Islamic festival of Ramadan has been planned to coincide with Eid al-Fitr in July. Having learned about Guru Nanak in year 3, children develop their understanding of Sikh beliefs and values, including the 5 K's, equality and the Gurdwara. As the Christian festival of Easter approaches, children think deeply about the theme of sacrifice and rebirth as they learn about Jesus in the wilderness and Lent. This prepares them for future learning about Holy week and the Eucharist in year 6. One of our pillars of our curriculum is community, thus children study parables to help to understand what it means to love your neighbour.

In Year 5 children think deeply about sin, temptation and morality through the Adam and Eve story and this strengthens children's understanding of restorative justice that is practiced in our academy. To enhance understanding of our value 'do what matters most', children learn about Jewish laws, the Torah and the Synagogue. The theme of 'Be Yourself Always' is unpicked through the strand of belief and how people decide what to believe.

In Year 6 children embark upon their final year in primary school before their journey continues to pastures new. This theme is sustained as children learn about religious rites of passage and ways that life's turning points are marked. The theme of journeys continues as they learn about the Hindu belief of

reincarnation and ‘what happens next’ and they also learn about the Hajj- the pilgrimage that Muslims make to the holy city of Mecca. Our curriculum pillar of community is so important, thus, children learn about community from the Islamic perspective-The Ummah.

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N.B. Be aware and mindful of pupils’ religious and cultural backgrounds - please be aware that Muslims are not permitted to draw / act out any parts of Allah’s (God’s) creation and so Muslim pupils need to be given the chance to respond to stories in ways that do not compromise their faith.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Religious Festivals
Autumn 1	Who do we look to for guidance and care?	Who do different people worship?	Worship: Why do Christians say that God is a father?	How and why do we care for our community and the planet? Creation, Harvest.	How and why have some people served God? e.g. Jesus, The Dalai Lama	Religious books: How might people be guided by wisdom, teachings and authority?	What guides the choices that I make about right and wrong? (values and Restorative Practice) Sin, Adam and Eve, temptation and morality.	Rites of Passage- Different ways ‘turning points’ are marked. E.g. baptisms, marriages, funerals, bar mitzvahs.	Rosh Hashanah- (Jewish New Year)
Autumn 2	How and why do I celebrate?	Celebrations e.g. Harvest, Christmas, Chinese New Year, Diwali.	Christmas- Why is Jesus special to Christians?	Festivals of Light: Hanukkah, Diwali, Christmas	Islam: Indepth study of the Prophet Muhammad	Hinduism- What might a Hindu learn through celebrating Diwali?	Islam- Why is the Qur’an important to Muslims? The Night of Power.	Hinduism- Journeys. Reincarnation, Karma, the 4 Ashrams.	Hanukkah (Jewish) Christmas (Christian)

Spring 1	Special stories and books	Which stories and books are special for different people and why?	Islam- The Creation story.	Hinudu- Devotion and worship	Show You Care- Discipleship, Helping Others	Sikhism- Beliefs and Values. The 5 K's, Equality, the Gurdwara.	Hinduism- What might Hindus learn from stories about Krishna? Krishna, Holi.	Islam- The Ummah, Hajj.	Martin Luther King Day Chinese New Year
Spring 2	Special Hindu stories	Special Islam stories	Judaism- Trusting other people Noah, Abraham, God's Promise.	Islam- Submission, gratitude, prayer.	Buddhism What can we learn from the life of people who started a religion?	Buddhism How do rules shape the lifestyle of a Buddhist?	Miracles and pilgrimage. What do we mean by a miracle?	Holy Week, The Eucharist.	Easter (Christian) Holi (Hindu) Ramadan (Islam)
Summer 1	What is special about our community?	What is special about our world? Islam, Christianity, Judaism.	Hinduism- What do Hindus believe about God?	Belonging and Unity- What unites communities? How do we show we belong? Worship, use of symbols, baptism, Buddhist monk's robes.	Sikhism- Guru Nanak, the 10 Gurus, Baisakhi	Islam- Ramadan, the 5 Pillars.	How do people decide what to believe? The Trinity, use of symbols.	Buddhism: How to live a good life. the Buddah, The 4 Noble Truths, The Eightfold Path.	Eid al-Fitr (end of Ramadan)
Summer 2	Our Special Places	Which places are special to different people and why? Islam, Hinduism, Christianity.	Belonging: How do we show we belong to a community? Worship, use of symbols, baptism,	Judaism- Moses, 10 Commandments, Shabbat.	Hinduism- Hindu scriptures, Raksha (the Ramayana). Bandhan	Community- Love your neighbour, parables, love for all.	Judaism- Laws, the Torah, The Synagogue.	Life is like a journey. Reflection on Salvation and forgiveness.	Raksha Bandhan (Hindu).

			Buddhist monk's robes.						
Career Related Learning Links	Careers related to caring for our word: medicine, nursing, education, social work	Careers related to looking after special places: Ecologist, landscape architect, nature conservation officer.	Careers related to helping others: Paramedic, 999 operator, personal trainer, flight attendant	Careers related to following rules: lawyer, solicitor, barrister, judge, investigator.	Careers related to looking after others: Charity worker, health care, optician, therapist, translator.	Careers related to people skills: Estate agent, equality officer, events coordinator, librarian, HR manager	Careers related to having patience: Carers, NHS, police officer, politician	Careers related to moving on: Travel agent, pilot, flight attendant, hotel manager, tour guide, executive chef	