



## **Our Vision**

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian Values and compassionate support. Through shared values we create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

## **Our Intent**

We aim to provide a high-quality sequential Religious Education (RE) programme, teaching a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in our school is the study of Christianity as a living and diverse faith, focused on the teachings of Jesus and the Church. As an inclusive community, our school also provides sequenced learning about a range of religions and worldviews, fostering respect for others and encouraging all to live well together. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. **Curiosity** is a key part of all learning at Partney so during R.E. lessons and beyond, we encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

## **Our implementation**

At Partney, we use programmes of study for R.E. recommended to us by the Lincolnshire Diocesan Board of Education. They are 'Understanding Christianity' and the 'Lincolnshire Agreed Syllabus for R.E'. Children start their Religious Education on-entry to Reception where they learn about different religions through stories and activities.

### ***Our Values:***

***Compassion - Curiosity - Courage***

The Long Term Plan is as follows: (EYFS and KS1 Updated Year 2020 – 2021)

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>LAS Unit 1</b> Myself	<b>LAS Unit 3/4</b> Special people to me	<b>LAS Unit 11</b> Our Special Books	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	Creation UC F1(core)	<b>LAS Unit 7</b> Our beautiful world
<b>Class 1 Years 1 &amp; 2</b>	God UC 1.1 (core) What do Christians believe God is like?	Creation UC 1.2 (core) Who do Christians believe made the world?	<b>LAS Compulsory</b> God – Islam	<b>LAS Compulsory</b> Community - Islam	LAS Additional Places of worship (including Christianity)	

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>LAS Unit 1</b> Myself	<b>LAS Unit 3/4</b> Special people to me	<b>LAS Unit 11</b> Our Special Books	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	Creation UC F1(core)	<b>LAS Unit 7</b> Our beautiful world
<b>Class 1 Years 1 &amp; 2</b>	Thankfulness (including Christianity) Harvest in Christianity	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?	Sukkot in Judaism, Holi in Hinduism... LAS Additional	Salvation UC 1.5 (core) What does Easter matter to Christians?	<b>LAS Compulsory</b> Being Human- Islam	<b>LAS Compulsory</b> Life Journey - Islam

**LAS = Lincolnshire Agreed Syllabus – Compulsory unit**

**LAS = Lincolnshire Agreed Syllabus – Additional unit**

**UC = Understanding Christianity resource**

RE Long Term plan KS2

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 2</b> <b>Years 3 &amp; 4</b>	<b>LAS Compulsory</b> God – Hinduism/Islam  Opportunity for Visit to Mosque/Temple		God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?		Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	LAS Additional Big Questions (including Christianity)  How do we know? What does it mean to live a good life?
<b>Class 3</b> <b>Years 5 &amp; 6</b>	<b>LAS Compulsory</b> Being Human – Hinduism/Islam  The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.  Opportunity for Visit to Mosque/Temple		Salvation UC 2b.7 (core) What difference does the resurrection make to Christians? How do Christians behave/act because of their beliefs about Jesus and the resurrection?	Incarnation UC 2b.4 (core) Was Jesus the Messiah? Was Jesus who He said He was? Did the Resurrection happen? Does it matter if it didn't?	LAS Additional Expressing Beliefs through the Arts (including Christianity) <b>Expressing belief through the arts</b> <i>At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</i> Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies. Reasons why some people may not use pictorial representation to express belief (e.g. Muslims) Spirited Arts competition run by NATRE	

**RE Long Term plan KS2**

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 2</b> <b>Years 3 &amp; 4</b>	<p>LAS Additional Big Questions (including Christianity)</p> <p>Why do we celebrate?</p>	<p><b>LAS Compulsory</b> Community – Hinduism/Islam</p> <p>Worship and celebration; ways in which worship and celebration engage with/affect the natural world (not just festivals but impact: what happens if X million pilgrims travel to Mecca?/effect on Ganges every 12 years of Kumbh Mela?). Beliefs about creation and natural world.</p>		<p>Creation UC 2a.1 (core) What do Christians learn from the creation story?</p>	<p>LAS Additional Pilgrimage (including Christianity)</p> <p>Environmental impact of Christianity</p>	
<b>Class 3</b> <b>Years 5 &amp; 6</b>	<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p> <p>Is God what Christians claim He is? Evidence? Critical Thinking</p>	<p>LAS Additional Unit designed by school (including Christianity)</p> <p>e.g. Do you have to believe in God to be good? Opportunity to study Humanism/atheism and explore issues of social justice.</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p>Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p>	<p><b>LAS Compulsory</b> Life Journey – Hinduism/Islam</p> <p>Rites of passage, including other religions: Bar/Bat Mitzvah in Judaism, confirmation in Christianity; having looked at how we know whether religious claims are true or not, this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not?</p>	

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**LAS = Lincolnshire Agreed Syllabus – Additional unit UC =**

Understanding Christianity resource

BLUE – possible areas of study for these units.

Aim: to deliver LAS units through the structure of Making Sense of the Text, Understanding the Impact, Making Connections (Believing, Living, Thinking)