Long Term Overview for Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	**God's Creation** Why is the word 'God' so important to Christians?	**Incarnation** Why do Christians perform a Nativity at Christmas? **Old Testament Stories** Which stories are special and why?	**New Testament Stories** Which stories are special and why?	**Salvation** Why do Christians' put a cross in the Easter Garden?	**World Faith Stories** Which stories are special and why?	**World Faith Stories** Which stories are special and why?
	ELG: People, culture and communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Year 1	**God** What do Christians believe God is like?	**Incarnation** Why does Christmas matter to Christians? *(Core/digging deeper)*	**Gospel** What is the good news that Jesus brings? *(Core/digging deeper)*	**Salvation** Why does Easter matter to Christians? (*Core)*	**Judaism** Who is Jewish and what do they believe (Part 1)	**Judaism** Who is Jewish and what do they believe (Part 2)
Year 2	**Creation** Who made the world?	**Universal** How should we care for the world and why does it matter?	**Humanism** What is Humanism?	**Salvation** Why does Easter matter to Christians? (Digging deeper)	**Islam** Who is a Muslim and what do they believe? (Part 1)	**Islam** Who is a Muslim and what do they believe? (Part 2)
Year 3	**People of God** What is it like to follow God?	**Incarnation** What is the Trinity? (Core)	**Sikhi** What is important for Sikh people?	**Sikhi** How do Sikh people worship and celebrate?	**Kingdom of God:** When Jesus left, what was the	**Humanism** What is Humanism?

					impact of Pentecost?	
Year 4	**Creation** What do Christians learn from the creation story?	**Incarnation** What is the Trinity? (Digging deeper)	**Gospel** What kind of world did Jesus want?	**SALVATION** Why do Christians call the day Jesus died 'Good Friday'? (Core/Digging deeper	**Hindu Dharma** What does it mean to be a Hindu in Britain today? (Part 1)	**Hindu Dharma** What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	**God** What does it mean if God is loving and Holy?	**Incarnation** Was Jesus the Messiah? (Core)	**People of God** How can following God bring freedom and justice?	**Salvation** What did Jesus do to save human beings?	**Islam** What does it mean to be a Muslim in Britain today? (Part 1)	**Islam** What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	**Creation** Creation and science: conflicting or complementary ?	**Gospel** What would Jesus do?	**Humanism** What is Humanism?	**Judaism** What does it mean to be Jewish in Britain today?	**Universal** What can be done to reduce racism? Can religion help?	**Kingdom of God** What kind of King is Jesus?

Meeting our Vision and Values

Vision links: The vision for Religious Education (R.E) at Platt is deeply rooted in the school's Christian ethos and values. R.E is not just a subject but an integral part of the school's identity and mission. Here's an elaboration on the key elements of this vision:

1. Inspiration from Jesus: The vision draws inspiration from the teachings and life of Jesus Christ. This inspiration serves as a moral compass, guiding pupils to lead virtuous lives and develop their unique talents and gifts.
2. Flourishing Through Opportunities: Platt Primary School aims to create an environment where pupils can flourish by embracing opportunities for personal growth and development. This includes both academic and character development.
3. Caring for Others and the World: The school promotes a sense of responsibility and care for others and the world. This reflects the Christian value of love and compassion for all people and the environment.
4. Learning with Enthusiasm, Hope, and Courage: The school fosters a positive and hopeful atmosphere for learning. Enthusiasm and courage are encouraged to face challenges and uncertainties with confidence.
5. Forgiveness: The principle of forgiveness, mirroring God's forgiveness, is emphasized. Pupils are taught the importance of forgiveness in building positive relationships and fostering a sense of empathy and understanding.

6. Inclusive and Informed Education: The vision emphasizes inclusivity, open-mindedness, and the incorporation of diverse perspectives. It seeks wisdom not only from Christian sources but also from contemporary educational insights and practices.

R.E at Platt C of E is not merely an academic subject but a holistic approach to education that combines faith, values, and practical wisdom. It aims to prepare pupils not only for academic success but also for a life characterised by compassion, empathy, and a sense of responsibility toward others and the world.

Care (compassion, friendship)	**Learn** (wisdom, koinonia)	**Forgive** (forgiveness, hope)
R.E at Platt embodies a holistic approach to education that goes beyond intellectual knowledge. It seeks to nurture the whole person by fostering spiritual growth, character development, and a sense of responsibility towards others and the natural world. This approach aligns with the school's broader vision of creating a supportive and compassionate community where pupils can flourish and embody the teachings of Jesus Christ.	Religious Education at Platt is characterized by its integration into the broader curriculum, its focus on skill and knowledge development, and its emphasis on fostering respect and religious literacy. It is designed to prepare pupils not only for academic success but also for a life where they can engage with others in a respectful and informed manner, regardless of their religious or cultural backgrounds.	Forgiveness is a transformative force that goes beyond mere absolution of wrongdoing. It is a catalyst for healing, reconciliation, and the cultivation of virtues that contribute to the well-being of individuals and society. By embracing forgiveness, individuals and communities can move from a place of pain and mistrust towards one of hope, compassion, and renewed purpose.

Intent

Religious Education (R.E) at Platt is clearly focused on the holistic development and growth of the pupils, both academically and spiritually. It aims to provide pupils with a well-rounded education that includes a deep understanding of Christianity and exposure to diverse religions and worldviews. It also seeks to encourage critical thinking, self-exploration, and an appreciation for the cultural and historical significance of religion. Ultimately, R.E strives to empower pupils to grow, learn, and engage with the complex questions and experiences of human existence.

Implementation

The school follows the Rochester Diocesan R.E overview, which provides a structured curriculum that covers various aspects of religious education. This framework may include content related to Christianity, as well as other major world religions.

Understanding Christianity is a core component of the curriculum. This approach aims to help pupils develop a deep understanding of Christian beliefs and concepts through critical engagement with biblical texts. It provides a structured and theologically rich foundation for exploring the Christian faith.
The curriculum includes a focus on all six major world religions. This approach ensures that pupils receive a well-rounded education in religious diversity, gaining insights into the beliefs, practices, and cultural contexts of different faiths.
To enrich the R.E lessons and provide pupils with first-hand experiences, pupils may have the opportunity to visit places of worship associated with different religions. This hands-on approach can deepen their understanding of religious practices and foster respect for diverse traditions.
The school ensures that all pupils receive their full entitlement for R.E as laid down in the Church of England Statement of Entitlement for R.E. This commitment reflects the school's dedication to meeting established educational standards and providing a comprehensive R.E curriculum.
We ensure all children can access R.E through a range of group and independent learning activities.

Every unit begins with sharing a knowledge organiser and discussing key vocabulary that will be explored during the unit of work. During lessons, teachers will utilise formative assessment strategies to ensure all pupils are on track to achieve the learning. Teachers make summative judgements on children's attainment in RE six times a year which is recorded on our tracking system.

Impact

Pupils will:

Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.

Identify at least five different types of biblical texts, using technical terms accurately.

Explain connections between biblical texts and the key concepts studied, using theological terms.

Following the contexts, suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Understanding the impact - pupils to connect the concepts and texts they've studied with the beliefs, worship practices, and behaviours of Christians.

Making connections - identify ideas that have arisen from their study of biblical texts and concepts. They should evaluate whether these ideas are helpful or inspiring. Additionally, they should discuss how these biblical ideas relate to contemporary issues, problems, and opportunities in their lives and the world.

Pupils will develop skills such as observing, questioning, discussing, evaluating, and reflecting. As with many parts of the curriculum, this helps children develop in to more

measured and enlightened individuals. Pupils' learning will be recorded through individual RE books as well as whole class RE 'big books' to record discussion notes, photographs, and role-play opportunities as part of their RE lessons. Sensitivity to others and a readiness to listen to other's viewpoints are encouraged.