



RE Long term plan – Essex Agreed Syllabus

Flourish and Shine in all that we do

“Those who are wise will shine like the brightness of heavens” Daniel 12:3

Intent

We use the Essex Agreed Syllabus 2019 for the teaching of RE at our school. Our RE curriculum is set within the broader intent of the whole school curriculum. High-quality RE will support pupils’ religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.

Through the use of the Essex Syllabus, we aim to:

- know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/ social science lenses.
- express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- gain and deploy skills rooted in theology, philosophy and the human/ social sciences engaging critically with religious and non-religious worldviews.

In the Essex Agreed Syllabus, RE is rooted in three key disciplines. These are theology, philosophy and the human/ social sciences:

Theology	Philosophy	Human/ Social Sciences
We have called this thinking through believing . It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious world views.	We have called this thinking through thinking . It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.	We have called this thinking through living . It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/ social science lens. Pupils will explore questions and answers raised in relation to the impact religions and worldviews have on people and their lives.

By adopting the three disciplines, children will become religiously literate and this will effectively prepare pupils for their studies in Key Stage 3 and beyond. In addition, children will become well-informed and hold balanced views because they will have had the opportunity to gain a real breadth of understanding and use a range of different methods to validate knowledge across the disciplines.

Implementation

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Children are encouraged to use their understanding of religion to contribute to the wider religious community in the school including leading and planning assemblies, charitable and cultural activities.

Implementation

Our curriculum is under regular review and will be reactive to the world around us and the needs of our school and local context.

The Essex Syllabus document provides details of core knowledge. This should be used alongside the suggested core questions for each disciplinary lens. The core knowledge has been kept to a minimum to allow teachers to consider their own context and to ensure depth of understanding of key concepts, beliefs and practices. The core knowledge is rooted in the object of investigation for each disciplinary lens.

In the Early Years Foundation Stage, children will study Christianity and one other religion, religious belief or world view. At Terling CE School, our EYFS pupils learn about Hinduism in addition to their studies of Christianity. Pupils begin to explore religion and world views in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their sense in exploring religious beliefs, practices and forms of expression.

Taylor's	1	2	3	4	5	6
Visits: 1. Local church Visitors: Leaders from different faiths to visit school to lead assembly and visit classes.	What is this religious story about? * How do Christians celebrate Harvest? How do Hindus celebrate the festival of Diwali? Stories of Adam and Eve, Noah, Diwali, Nativity	What is right? Wrong? Good? Link to School Christian Values and behavior	Why do Christians put a cross in an Easter garden? *	What ceremonies and festivals have you taken part in? Why/ how do Hindus celebrate Holi? Why/ how do Muslims celebrate the festival of Eid?	What happens in a church? Include special people at church	There are only 5 units so there is flexibility in how long the units last.
	Multi-faith – Christian and Hindu focus	Multi-faith	Christianity Focus	Multi-faith Focus	Christianity Focus	
	Theology	Philosophy	Theology	Human/ Social Sciences	Human/ Social Sciences	

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In Key Stage 1, children will embark on an in-depth investigation of Christianity and Hinduism. They will also touch on one other principal religion, Judaism. This provides foundations for KS2.

Years 1 and 2

Sandypits	1	2	3	4	5	6
Cycle 1 Visits: 1. Local church. 2. Cathedral 3. Hindu temple Visitors: Leaders from different faiths to visit school to lead assembly and visit classes.	What is God? Why do people have different views about the idea of God? <i>- include Judaism, Christianity and Hinduism</i>	Why does Christmas matter to Christians? *	What is right and what is wrong? <i>- Love God/your neighbor -Good Samaritan - include Judaism, Christianity and Hinduism</i>	What might Hindu people learn from the story of Rama and Sita?	What does it mean to belong to the Hindu Community? <i>- Hindu artefacts: images or murtis of gods and goddesses, an OM symbol, lamps and candles used in worship - festival of Raksha Bandhan (August)</i>	There are only 5 units so there is flexibility in how long the units last.
	Multi-faith	Christianity Focus	Multi-faith	Hindu Focus	Hindu Focus	
	Philosophy	Human/ Social Sciences	Philosophy	Theology	Human/ Social Sciences	
Cycle 2 Visits: 1. Local church. 2. Cathedral 3. Local Synagogue Visitors: Leaders from different faiths to visit school to lead assembly and visit classes	How did the universe come to be? <i>- Harvest</i>	How do festivals bring people together? <i>- Christmas - Diwali - Hannukah - Hindu festivals - Birthdays</i>	Why does Easter matter to Christians? *	What do my senses tell me about the world of religion and belief?	Why are symbols and artefacts important to some people? <i>- Judaism</i>	There are only 5 units so there is flexibility in how long the units last.
	Christianity Focus	Multi-faith Focus	Christianity Focus	Multi-faith Focus	Judaism Focus	
	Philosophy	Human/ Social Sciences	Theology	Philosophy	Human/ Social Sciences	

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Across Key Stage 2, children will embark on an in-depth investigation of Christianity and two other principal religions. In lower KS2, that will be Islam and in upper KS2 that will be Buddhism. They will also touch on two other religions, Judaism in lower KS2 and Hinduism in upper KS2.

Years 3 and 4

Leylands	1	2	3	4	5	6
Cycle 1 Visits: 1. Local church. 2. Cathedral 3. Local Mosque Visitors: Leaders from different faiths to visit school to lead assembly and visit classes.	What do Christians learn from the creation story? *	What does it mean to be part of a global Christian community? -Christmas around the world -Use picturing Christianity	How do people respond to issues of poverty and justice? (ethical) - charities -refugees -secular/ humanist responses - what does Christianity/ Judaism. Islam, say about giving to the poor?	How do Muslims talk about God?	What does it mean to be a Muslim?	There are only 5 units so there is flexibility in how long the units last.
	Christianity Focus	Christianity Focus	Multi-faith - main Focus Judaism	Islam Focus	Islam Focus	
	Theology	Human/ Social Sciences	Philosophy	Theology	Human/ Social Sciences	
Cycle 2 Visits: 1. Local church. 2. Cathedral 3. Synagogue Visitors: Leaders from different faiths to visit school to lead assembly and visit classes.	What is the Bible and how do people interpret it? - include Judaism and the Torah	How do/have religious groups contribute to society and culture? - focus on global contribution of Christians (link to Black History month) art, music, architecture - local study Laws / rules - e.g. royal wedding - public events e.g. hymns at football matches - children choose someone to research and present	Why do Christians call the day Jesus dies "Good Friday" ? *	What do we mean by 'truth'? - link to school values	What difference does being a Muslim make to daily life?	There are only 5 units so there is flexibility in how long the units last.
	Christianity Focus	Multi-faith - main focus Judaism	Christianity Focus	Multi-faith Focus	Islam Focus	
	Theology	Human/ Social Sciences	Theology	Philosophy	Human/ Social Sciences	

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Years 5 and 6

Across Key Stage 2, children will embark on an in-depth investigation of Christianity and two other principal religions. In lower KS2, that will be Islam and in upper KS2 that will be Buddhism. They will also touch on two other religions, Judaism in lower KS2 and Hinduism in upper KS2.

Fardings	1	2	3	4	5	6
Cycle 1 Visits: 1. Local church. 2. Cathedral 3. Buddhist temple Visitors: Leaders from different faiths to visit school to lead assembly and visit classes.	What difference does being a Buddhist make to daily life?	Was Jesus the Messiah? *	Creation and science: Conflicting or Complimentary? *	Is being happy the greatest purpose in life? - Humanism - Christianity - Buddhism - Philosophy e.g. hedonism Understandinghumanism.or g.uk	Does religion bring peace, conflict or both? - Christianity, Buddhism, Islam - current and/or historical perspectives - ensure balance between peace and conflict	There are only 5 units so there is flexibility in how long the units last.
	Buddhism Focus	Christianity Focus	Christianity Focus	Multi Faith Focus	Multi Faith Focus	
	Human/ Social Sciences	Theology	Theology	Philosophy	Human/ Social Sciences	
Cycle 2 Visits: 1. Local church. 2. Cathedral 3. Hindu Temple Visitors: Leaders from different faiths to visit school to lead assembly and visit classes.	Are angels real?	What can be done to reduce racism? Can religion help?	What difference does the resurrection mean for children	How do beliefs shape identity for Buddhists?	How has belief in Hinduism impacted on music and art through history?	There are only 5 units so there is flexibility in how long the units last.
	Multi Faith Focus	Multi faith focus	Christianity Focus	Buddhism Focus	Hindu Focus	
	Philosophy	Theology	Theology	Human/ Social Sciences	Human/ Social Sciences	
			Philosophy include 'Can people come back to life?'			

Impact

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Pupil progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. In other words, are pupils becoming more religiously literate? Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout the Essex Agreed Syllabus.

Progress is monitored on our Terling Tracker against Key Performance Indicators for each year group.

Participation of children will be visible throughout the school with planning and participating in religious activities.

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Expected outcomes (AREs) against Threshold Concepts (skills) – Theology

Threshold Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text	Show awareness of different sources of authority ¹ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
How beliefs change over time			Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews
How beliefs shape the way believers see the world and each other	Give an example of how _____ ² use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

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Expected outcomes (AREs) against Threshold Concepts (skills) – Philosophy

Threshold Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Nature of knowledge, meaning and existence	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
How and whether things make sense	<p>Give a simple reason using the word 'because' when talking about religion and belief</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p>
Issues of right and wrong, good and bad	<p>Using religious and belief stories to talk about how beliefs impact on how people behave</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>

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Expected outcomes (AREs) against Threshold Concepts (skills) – Social Sciences

Threshold Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

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Appendix

Resources

Some ‘Big Questions’ included in our long term planning are supported by resources as follows:

**Understanding Christianity*

- Creation
- Christmas
- Why do Christians put a cross in an Easter garden?
- Why does Christmas matter to Christians?
- Why does Easter matter to Christians?
- How do people respond to issues of poverty and justice?
- What do Christians learn from the creation story?
- Why do Christians call the day Jesus dies “Good Friday”?
- Was Jesus the Messiah?
- Creation and science: conflicting or complimentary?

Anti-racist religious education

- www.anti-racist-re.org.uk
- www.natre.org.uk/anti-racist-re
- Resources are saved on the school google drive

Are Angels real?

- Resources are saved on the school google drive