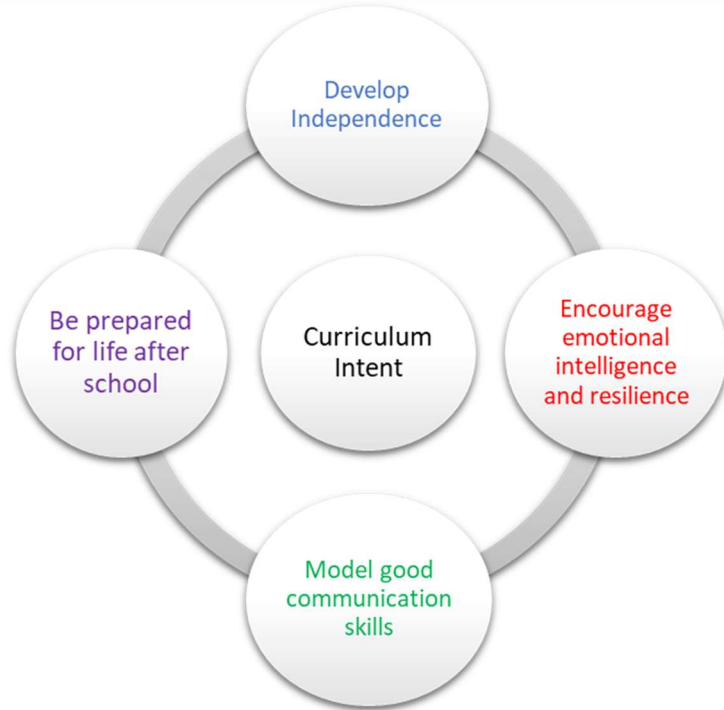


Key Stage 2 Year 4 & Year 5 RSE Long Term Plan



School Pedagogy:

Penkford School has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child's 'capacity to learn can change and be changed for the better as a result of what happens and what people do in the present' (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine's 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.

Key Stage 2 EE Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
Autumn 1	<p>Worship. At the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. What having worth means, and the link between worth and worship; 2. How different religions use music within worship; 3. What praying and prayer is, and how there are similarities and differences between praying in different religions; 4. How art can be an expression of worship; 5. How artefacts are used in different religions; 6. What religious freedom is and how it might feel to have religious freedom removed. 	<p>Prayer; singing; hymn; faith; God; freedom; art; music; respect; religion; scripture; holy; diversity; honour; expression; worship; religious artefact; inspiration; value</p>	<p><u>Taken from the Lancashire Agreed Syllabus.</u></p> <p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ol style="list-style-type: none"> 1. Shared Human Experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. 2. Living Religious Traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. 3. Beliefs and Values: pupils will identify and consider the beliefs and values within religious teachings from revered literature. 4. The Search for Personal Meaning pupils will consider the teaching, stories and treatment of 	<p>Literacy: Speaking and listening; understanding; reading; writing; story writing</p> <p>Numeracy: Tessellation; population</p> <p>History: Artefacts; historical empathy</p> <p>Geography/Citizenship: Communities; the world; technology</p> <p>PSE: self-confidence/awareness; managing feelings and behaviour; making relationships; empathy</p> <p>Art/design: exploring through media and materials; being imaginative</p> <p>Music: Religious music; hymns; singing</p> <p>MH: MH 1.4 Know how to recognise what others might be feeling</p>

Key Stage 2 EE Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
			<p>revered literature, asking questions of authority and meaning in their own lives.</p>	
Autumn 2	<p>The True Meaning of Christmas. At the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. What Christmas means to them and to Christians; 2. The importance of love at Christmas time in Christianity. 3. How God took human form and explain the importance of this vulnerability in modern situations. 4. The similarities and differences between Christian and secular Christmas cards. 5. The meaning of a popular Christmas carol. 6. About whether the true meaning of Christmas is lost. 	<p>Christmas; traditions; festivals; love; saviour; incarnation; Nativity; secular; reflect; carol; hymn; Jesus; foodbank; gift; card; refugee; commercialisation; materialistic; social media; compassion; paradox</p>	<p><i>Worship</i></p> <p><u>Taken from the Lancashire Agreed Syllabus.</u></p> <p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ol style="list-style-type: none"> 5. Shared Human Experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. 6. Living Religious Traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. 7. Beliefs and Values: pupils will identify and consider the beliefs and values within religious teachings from revered literature. 8. The Search for Personal Meaning pupils will 	<p>Literacy: Speaking and listening; understanding; reading; writing; story writing</p> <p>Numeracy: Tessellation; population</p> <p>History: Artefacts; historical empathy</p> <p>Geography/Citizenship: Communities; the world; technology</p> <p>PSE: self-confidence/awareness; managing feelings and behaviour; making relationships; empathy</p> <p>Art/design: exploring through media and materials; being imaginative</p> <p>Music: Religious music; hymns; singing</p> <p>MH: MH 1.1 Know about different feelings that humans can experience</p>

Key Stage 2 EE Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
			<p>consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.</p>	
<p>Spring 1</p>	<p>Peace. At the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. The meaning of the word 'peace'. 2. How different religions view peace. 3. The similarities and differences between each religion's view on peace. 4. How some religions use inner peace to find peace and can reflect on this technique. 5. How religions focus on community cohesion to bring about peace. 6. Key peace symbols. 	<p>Peace; ahisma; shalom; enlightened; jihad; salaam alaikum; cohesion; yoga; meditation; tai chi; prayer; mindfulness; actions; Fairtrade; East; West; inner peace; 5 k's</p>	<p><i>Worship; The True Meaning of Christmas</i></p> <p><u>Taken from the Lancashire Agreed Syllabus.</u></p> <p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ol style="list-style-type: none"> 1. Shared Human Experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. 2. Living Religious Traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. 3. Beliefs and Values: pupils will identify and consider the beliefs and values 	<p>Literacy: Speaking and listening; understanding; reading; writing; story writing</p> <p>Numeracy: Tessellation; population</p> <p>History: Artefacts; historical empathy</p> <p>Geography/Citizenship: Communities; the world; technology</p> <p>PSE: self-confidence/awareness; managing feelings and behaviour; making relationships; empathy</p> <p>Art/design: exploring through media and materials; being imaginative</p> <p>Music: Religious music; hymns; singing</p> <p>MH: MH 1.1 Know about different feelings that humans can experience</p>

Key Stage 2 EE Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
			<p>within religious teachings from revered literature.</p> <p>4. The Search for Personal Meaning pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.</p>	
Spring 2	<p>Forgiveness. At the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. The concept of forgiveness. 2. What Jews believe about forgiveness. 3. The significance of Yom Kippur for Jews. 4. What Buddhists believe about forgiveness. 5. Similarities and differences forgiveness in Buddhism and Judaism. 6. How to create and explain a symbol for forgiveness. 	<p>Meditation; teshuvah; Buddha; repentance; atonement; Yom kippur; confess; Buddhism; Judaism; synagogue; Torah; Jewish; The Ten Commandments; The Eightfold Path; Rosh Hashana; forgive; belief; peace</p>	<p><i>Worship; The True Meaning of Christmas; Peace</i></p> <p><u>Taken from the Lancashire Agreed Syllabus.</u></p> <p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ol style="list-style-type: none"> 1. Shared Human Experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. 2. Living Religious Traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global 	<p>Literacy: Speaking and listening; understanding; reading; writing; story writing</p> <p>Numeracy: Tessellation; population</p> <p>History: Artefacts; historical empathy</p> <p>Geography/Citizenship: Communities; the world; technology</p> <p>PSE: self-confidence/awareness; managing feelings and behaviour; making relationships; empathy</p> <p>Art/design: exploring through media and materials; being imaginative</p> <p>Music: Religious music; hymns; singing</p>

Key Stage 2 EE Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
			<p>religious life and community.</p> <p>3. Beliefs and Values: pupils will identify and consider the beliefs and values within religious teachings from revered literature.</p> <p>4. The Search for Personal Meaning pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.</p>	<p>MH: MH 1.8 Know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>MH 1.9 Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>
<p>Summer 1</p>	<p>Commitment. At the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. What commitment means and how it can be demonstrated in different ways; 2. How commitment is demonstrated in coming of age ceremonies; 3. Why people make sacrifice; 4. The importance of fasting in Islam; 5. How commitment is shown through marriage ceremonies; 6. How to reflect of way to show commitments. 	<p>Commitment; promise; sacrifice; religious; non-religious; coming of age; Bar Mitzvah; Bat Mitzvah; Holy Communion; voting; fasting; sawm; Ramadan; marriage; mandap; Purohit; ceremony; celebrate</p>	<p><i>Worship; The True Meaning of Christmas; Peace; Forgiveness</i></p> <p><u>Taken from the Lancashire Agreed Syllabus.</u></p> <p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ol style="list-style-type: none"> 1. Shared Human Experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. 	<p>Literacy: Speaking and listening; understanding; reading; writing; story writing</p> <p>Numeracy: Tessellation; population</p> <p>History: Artefacts; historical empathy</p> <p>Geography/Citizenship: Communities; the world; technology</p> <p>PSE: self-confidence/awareness; managing feelings and behaviour; making relationships; empathy</p>

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			<p>2. Living Religious Traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community.</p> <p>3. Beliefs and Values: pupils will identify and consider the beliefs and values within religious teachings from revered literature.</p> <p>4. The Search for Personal Meaning pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.</p>	<p>Art/design: exploring through media and materials; being imaginative</p> <p>Music: Religious music; hymns; singing</p>
<p>Summer 2</p>	<p>People of Faith. At the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. The story of Malala Yousafzai's life. 2. The Dalai Lama's beliefs. 3. Rabbi Jonathan Sacks' beliefs. 4. How Fauja Singh's faith helped him. 5. What inspiration means. 	<p>Islam; Muslim; Fauja Singh; Christianity; Qur'an; Judaism; Bear Grylls; Dalai Lama; beliefs; Sikhism; inspiration; Buddhism; Hindu; Rabbi Jonathan Sachs; Malala Yousafzai</p>	<p><i>Worship; The True Meaning of Christmas; Peace; Forgiveness; Commitment</i></p> <p><u>Taken from the Lancashire Agreed Syllabus.</u></p>	<p>Literacy: Speaking and listening; understanding; reading; writing; story writing</p> <p>Numeracy: Tessellation; population</p> <p>History: Artefacts; historical empathy</p>

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	6. The role of beliefs in my life.		<p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ol style="list-style-type: none"> 1. Shared Human Experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. 2. Living Religious Traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. 3. Beliefs and Values: pupils will identify and consider the beliefs and values within religious teachings from revered literature. 4. The Search for Personal Meaning pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives. 	<p>Geography/Citizenship: Communities; the world; technology</p> <p>PSE: self-confidence/awareness; managing feelings and behaviour; making relationships; empathy</p> <p>Art/design: exploring through media and materials; being imaginative</p> <p>Music: Religious music; hymns; singing</p> <p>CDI: C2.8 recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly</p> <p>MH: MH 1.5 Recognise that not everyone feels the same at the same time, or feels the same about the same things. MH 1.10 Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>