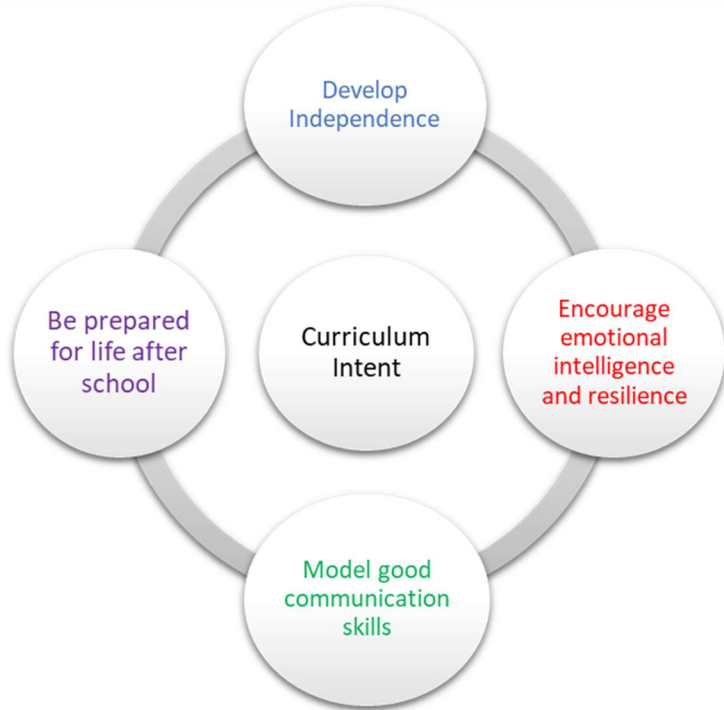


Key Stage 2 Year 6 RSE Long Term Plan



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.

KS2NN/AB RE Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
Autumn 1	<p>Humanism. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. What a world view is; 2. The key ideas of influential Humanist speakers; 3. How to explore the ideas of Humanist speakers; 4. How to create a poster explaining Humanist beliefs to others; 5. How to create a symbol to represent a value; 6. How to consider scenarios then decide how a Humanist might respond. 	<p>World view; humanism; atheist; rationality; influential; values; beliefs; ethical; symbol; dilemma; decisions; naturalist; feminist; scriptures; agnostic; culture; afterlife;</p>	<p><u>Taken from the Lancashire Agreed Syllabus.</u> 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: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. 2. Living Religious Traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. 3. Beliefs and Values: identify and consider the beliefs and values that underpin a religious life at its different stages. 4. The Search for Personal Meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them. 	<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 1.5 Recognise that not everyone feels the same at the same time, or feels the same about the same things</p>

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Autumn 2	<p>The True Meaning of Christmas. By 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>Humanism</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: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. 2. Living Religious Traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. 3. Beliefs and Values: identify and consider the beliefs and values that underpin a religious life at its different stages. 4. The Search for Personal Meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and 	<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>

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Spring 1	<p>Crucifixion. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. Key events in Holy Week and begin to question them. 2. The terms 'free will' and 'determinism' and can relate these terms to the crucifixion. 3. How to question if Jesus' life was part of a plan and I can relate these thoughts to my own life. 4. Events in Holy Week and analyse them to justify a line of argument. 5. The term 'atonement' and relate it to commitments in my life. 6. The experience of Jesus and the idea of a life plan to my own life and choices I make. 	<p>Crucifixion; Easter; tomb; stone; disciple; Last Supper; free will; determinism; guilty; destiny; evidence; atonement; sacrifice; choice; Judas; Jesus</p>	<p>the beliefs and values that may influence them.</p> <p><i>Humanism; 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: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. 2. Living Religious Traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. 3. Beliefs and Values: identify and consider the beliefs and values that underpin a religious life at its different stages. 4. The Search for Personal Meaning: in the light of what they have learned from religious lives reflect 	<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 1.10 Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>

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			<p>on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.</p>	
Spring 2	<p>Hinduism. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. Who founded Hinduism and where. 2. The main beliefs in Hinduism. 3. Which places are special to Hindus. 4. Some special Hindu festivals. 5. That Hindus have multiple holy books. 6. The meanings of Hindu symbols. 	<p>Hinduism; Aarti; Brahma; deity; Diwali; Durga; Holi; Krishna; Lakshmi; Mandir; Murti; Navaratri; Padma; Pandit; Rama; Sita; India; diva lamp; Aum/Om</p>	<p><i>Humanism; The True Meaning of Christmas; The Crucifixion</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: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. 2. Living Religious Traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. 3. Beliefs and Values: identify and consider the beliefs and values that underpin a religious life at its different stages. 	<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>

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			<p>4. The Search for Personal Meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.</p>	
<p>Summer 1</p>	<p>Sikhism. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. Who founded Sikhism and where. 2. The main beliefs in Sikhism. 3. What makes the Gurdwara a special place. 4. Some special Sikh festivals. 5. What the Sikh holy book is and how it is used. 6. The meanings of Sikh symbols. 	<p>Gurus; Guru Nanak; Takht; Gurdwara; Manji Sahib; Sikhism; Chaur; Vaisakhi; Ik Onkar; Nishan Sahib; Khanda; kirpan; kacheri; kara; kangha; kesh; Bandi Chhor Divas; Kaur; Singh</p>	<p><i>Humanism; The True Meaning of Christmas; The Crucifixion; Hinduism</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: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. 2. Living Religious Traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. 3. Beliefs and Values: identify and consider the beliefs and 	<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>

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			<p>values that underpin a religious life at its different stages.</p> <p>4. The Search for Personal Meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.</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. 6. The role of beliefs in my life. 	<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>Humanism; The True Meaning of Christmas; The Crucifixion; Hinduism; Sikhism</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: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. 2. Living Religious Traditions: identify and question how religious traditions support the journey of life and 	<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>

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			<p>celebrate or mark life's milestones.</p> <p>3. Beliefs and Values: identify and consider the beliefs and values that underpin a religious life at its different stages.</p> <p>4. The Search for Personal Meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.</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.</p> <p>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>