



## *The Emmaus Federation - Religious Education : Long term plan*

The Lincolnshire Syllabus states that:

At Key Stage 1, pupils are entitled to a minimum of 36 hours of RE per year. Pupils should explore Christianity and at least one other principal religion. They should also cover two units on Celebration.

At Key Stage 2, pupils are entitled to a minimum of 45 hours of RE per year. Pupils should learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally.

There is now more emphasis in both Key Stage 1 and 2 on learning through concepts and enquiry. In Foundation Stage, the use of stories will be a key element in all of the RE topics. Schemes of work are in the Lincolnshire Agreed Syllabus, and ways of developing enquiry are included in Appendix 4 of the syllabus.

The Lincolnshire Syllabus has two aims. They are that pupils should:

- Learn about religion and explore human experience (AT1)
- Learn from religion and respond to human experience (AT2)

There are four concepts that are used as a framework for the understanding of religions within the syllabus. They provide a structure for teachers' understanding. In the programmes of study the 4 concepts are used to frame questions for each age group. These four concepts are:

- Celebration
- Religious belief and lifestyle
- The sacred
- Authority

They should be referred to, demonstrated and built upon at each key stage.

Levels

**Key Stage One:** Pupils will typically be working from levels one to three. The expectation is that most pupils will be achieving at level two at the end of key stage one.

**Key Stage Two:** Pupils will typically be working from levels two to five. The expectation is that most pupils will be achieving at level four at the end of key stage two.

The Emmaus Federation uses:

- An enquiry-based approach
- The 4-step enquiry

The key questions for the enquiry is an AT2 impersonal question, needing an answer that weighs up evidence and reaches a conclusion based on this. This means the children should use their subject knowledge and apply it to the enquiry question, rather than the knowledge being an end in itself. For example, ***why does saying sorry and forgiving others matter? Thinking of a Hindu value such as harmlessness, how would school change if everyone lived by these values? What makes a leader work following?*** There are also key questions for AT personal questions, which requires person reflection by the child, eg. ***Talk about how a piece of music can make you feel excited or joyful, and how singing together makes you feel; how do you find stillness and rest? What are your beliefs about God, life after death or human values, following your study of 2 religions?***

The four steps are:

*Engagement, Investigation, Evaluation and Expression.*

These steps allow for an enquiry-based learning experience that lends itself to independent work, small and whole group work and a wide range of exciting teaching and learning opportunities. The Emmaus federation embraces the need to challenge and extend children individually whilst encouraging skills of reflection and enquiry.

Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather inform and develop skills with which evaluation can take place.