



### LOWER KS2 LONG TERM RE PLAN

#### Curriculum Intent

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills.

**Reflection** – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices **Empathy** – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow

- Seeing the world through the eyes of others, and seeing issues from their point of view **Investigation** – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion **Interpretation** – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language

- Suggesting meanings of religious texts **Evaluation** – this includes:

- Debating issues of religious significance with reference to evidence and argument **Analysis** – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions **Synthesis** – this includes:

- Linking significant features of religion together in a coherent pattern

- Connecting different aspects of life into a meaningful whole **Application** – this includes:

- Making the association between religion and individual, community, national and international life **Expression** – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media

#### Curriculum Implementation

Describe how we use Discovery RE, monitoring, etc.



**National Curriculum Expectations**

**A. Know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion or a worldview

**C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<b>Diwali</b> Does celebrating Diwali bring a sense of belonging? Hinduism	<b>Christmas</b> Has Christmas lost its true meaning? Christianity	<b>Jesus miracles</b> Could Jesus heal people? Were these miracles or some other explanation? Christianity			
Year 4				<b>Beliefs and practices</b> Judaism Passover How important is it for Jewish people to do what God has asked them to?	<b>8 fold path</b> Can the Buddha's teaching make the world a better place? Buddhism	<b>Buddhism</b> What is the best way for a Buddhist to lead a good life? Buddhism

Learning Skill	YEAR 3	Year 4
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<p><b>Thinking about religion and belief</b></p>	<ul style="list-style-type: none"> <li>• Make links between beliefs, stories and practices</li> <li>• Identify the impacts of beliefs and practices on people's lives</li> <li>• Identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on connections between questions, beliefs, values and practices</li> <li>• describe the impact of beliefs and practices on individuals, groups and communities</li> <li>• Describe similarities and differences within and between religions and beliefs</li> </ul>
<p><b>Enquiring, investigating and interpreting</b></p>	<ul style="list-style-type: none"> <li>• Investigate and connect features of religions and beliefs</li> <li>• Ask significant questions about religions and beliefs</li> <li>• Describe and suggest meanings for symbols and other forms of religious</li> <li>• Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Gather, select, and organise ideas about religion and belief</li> <li>• Suggest answers to some questions raised by the study of religions and beliefs</li> <li>• Suggest meanings for a range of forms of religious expression, using</li> <li>• Appropriate vocabulary</li> </ul>
<p><b>Beliefs and teachings</b> (What people believe)</p>	<ul style="list-style-type: none"> <li>• Describe some religious beliefs and teachings of religions studied, and their importance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>
<p><b>Practices and lifestyles</b> (What people do)</p>	<ul style="list-style-type: none"> <li>• Describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of the ways of belonging to religions and what these involve</li> </ul>
<p><b>Expression and language</b> (How people express themselves)</p>	<ul style="list-style-type: none"> <li>• Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> </ul>	<ul style="list-style-type: none"> <li>• Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> </ul>
<p><b>Identity and experience</b> (Making sense of who we are)</p>	<ul style="list-style-type: none"> <li>• Compare aspects of their own experiences and those of others, identifying what influences their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul>
<p><b>Meaning and purpose</b> (Making sense of life)</p>	<ul style="list-style-type: none"> <li>• Compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>
<p><b>Values and commitments</b> (Making sense of right and wrong)</p>	<ul style="list-style-type: none"> <li>• Make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>