



## UPPER KS2 LONG TERM RE PLAN 2021-2022

### 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
<b>Year 5</b>	Belief into action How far would a Sikh go for their religion? Sikhism Prayer and worship	Christmas Is the Christmas story true? Christianity	What is the best way for a Hindu to show commitment to God? Hinduism Hindu Beliefs			
<b>Year 6</b>				Inspirational people	Hinduism	Islam

Learning Skill	YEAR 5	YEAR 6
<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>• Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>• Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>• Explain how and why differences in belief are expressed</li> </ul>	<ul style="list-style-type: none"> <li>• Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>• Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>• Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</li> </ul>



<p><b>Enquiring, investigating and interpreting</b></p>	<ul style="list-style-type: none"> <li>● Suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>● Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>● Recognise and explain diversity within religious expression, using appropriate concepts</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>● Interpret religions and beliefs from different perspectives</li> <li>● Interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>
<p><b>Beliefs and teachings</b> (What people believe)</p>	<ul style="list-style-type: none"> <li>● Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>● Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary</li> </ul>
<p><b>Practices and lifestyles</b> (What people do)</p>	<ul style="list-style-type: none"> <li>● Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>● Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities</li> </ul>
<p><b>Expression and language</b> (How people express themselves)</p>	<ul style="list-style-type: none"> <li>● Explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>● Compare the different ways in which people of faith communities express their faith</li> </ul>
<p><b>Identity and experience</b> (Making sense of who we are)</p>	<ul style="list-style-type: none"> <li>● Make informed responses to questions of identity and experience in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul>
<p><b>Meaning and purpose</b> (Making sense of life)</p>	<ul style="list-style-type: none"> <li>● Make informed responses to questions of meaning and purpose in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul>
<p><b>Values and commitments</b> (Making sense of right and wrong)</p>	<ul style="list-style-type: none"> <li>● Make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</li> </ul>