



UPPER 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

RE is taught in units using Plan Bee. Plan Bee provides units of work for teachers to use as guidance and to support them with their planning. By the end of year 6 children will have learned about a range of religious groups that are present in the UK, Christians, Muslims, Hindus, Buddhists, Sikhs and Jewish people as well as non-religious world views.



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 5	Stories of Hinduism	Belief in our community	Buddhist worship and beliefs			
Year 6	What is a church	Sikh worship and community	What happens when we die?			



Learning Skill	YEAR 5	YEAR 6
Thinking about religion and belief	<ul style="list-style-type: none"> ● Explain connections between questions, beliefs, values and practices in different belief systems ● Recognise and explain the impact of beliefs and ultimate questions on individuals and communities ● Explain how and why differences in belief are expressed 	<ul style="list-style-type: none"> ● Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems ● Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world ● Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> ● Suggest lines of enquiry to address questions raised by the study of religions and beliefs ● Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence ● Recognise and explain diversity within religious expression, using appropriate concepts 	<ul style="list-style-type: none"> ● Identify the influences on, and distinguish between, different viewpoints within religions and beliefs ● Interpret religions and beliefs from different perspectives ● Interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (What people believe)	<ul style="list-style-type: none"> ● Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> ● 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
Practices and lifestyles (What people do)	<ul style="list-style-type: none"> ● Explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> ● Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities
Expression and language (How people express themselves)	<ul style="list-style-type: none"> ● Explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> ● Compare the different ways in which people of faith communities express their faith
Identity and experience (Making sense of who we are)	<ul style="list-style-type: none"> ● Make informed responses to questions of identity and experience in the light of their learning 	<ul style="list-style-type: none"> ● Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
Meaning and purpose (Making sense of life)	<ul style="list-style-type: none"> ● Make informed responses to questions of meaning and purpose in the light of their learning 	<ul style="list-style-type: none"> ● Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
Values and commitments (Making sense of right and wrong)	<ul style="list-style-type: none"> ● Make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> ● 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