



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

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 3				Jewish Celebrations.	Sikh Rites of Passage.	What is the Bible?
Year 4				Why is Easter important	Islamic Rites of passage	Identity and belonging



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