



*A place to think and grow*

RE

# Long Term Plan

November 2015

	Autumn	Spring	Summer
Foundation	Special Occasions Our Family	Managing Feelings and Behaviours Self Confidence and Self Control Chinese New Year	Rules - Right and Wrong Cultures and the beliefs of others
Year 1  Islam in depth	<b>Belonging together</b> Christian/Sikh 5Ks, cross, church gurdwara  <b>Special Places</b> Christian/Sikh Gurdwara and Church	<b>People in stories</b> Christian/Muslim Jesus and Muhammad  <b>Special Books</b> Christian/Jewish Bible and Torah	<b>Creation</b> Christian/Jewish Creation stories, Harvest and Shabbat  <b>A time to feast</b> Christian/Muslim Easter and Eid ul Fitr
Year 2  Hinduism in depth	<b>Senses in worship</b> Christian/Hindu Puja visit church and Mandir  <b>Shining lights</b> Christian/Hindu Divali and Christmas	<b>Nobody's fault</b> Christian/Muslim Disaster and charity.  <b>Growing and changing</b> Christian/Muslim Death and Easter	<b>Meeting people</b> Christian/Buddhist Monks and Christian Leaders  <b>Living well</b> Christian/Buddhist Moral teaching
Year 3  Judaism in depth	<b>Making choices</b> Christian/Jewish Rules <b>Giving thanks</b> Christian/Jewish Thanksgiving	<b>Working together</b> Christian and Sikh Gurdwara  <b>Remembering</b> (Christian - Easter)	<b>Showing the way</b> Christian/Muslim Religious leaders  <b>Caring for others</b> Salvation Army Uniforms Christian and Sikh -

<p>Year 4</p> <p>Hinduism in depth</p>	<p><b>Ways of telling</b> Christian/Hindu Symbols and expression through art</p> <p><b>People worth celebrating</b> Christian/Hindu Jesus and Rama</p>	<p><b>Follow my leader</b> Christian/Buddhist Jesus and Buddha</p> <p><b>A fair world</b> Christian/Hindu Charities</p>	<p><b>The Sound of silence</b> Christian/Buddhist Questions and mediation <b>Living like a saint</b> Christian/Sikh Gurus and Saints</p>
<p>Year 5</p> <p>Islam in depth</p>	<p><b>Talking about God</b> Christian/Muslim Ways of describing God.</p> <p><b>Words of Wisdom</b> Christian/Muslim Bible and Qur'an</p>	<p><b>Journeys</b> Christian/Muslim Pilgrimage and Hajj</p> <p><b>Ways of worship</b> Christian/Sikh Worship, prayer and praise</p>	<p><b>Believing and belonging</b> Christian/Sikh</p> <p><b>Beginnings</b> Christian/Sikh Baisakhi and Pentecost</p>
<p>Year 6</p> <p>Judaism in depth</p>	<p><b>Keeping the Rules</b> Christian/Buddhist Ten commandments and 5 Precepts</p> <p><b>Showing belief</b> Christian/Hindu Expressing belief in art and symbol</p>	<p><b>Speaking for yourself</b> Christian/Jewish Confirmation, Bar/Bat Mitzvah <b>Freedom</b> Christian/Jewish Easter and Pesach</p>	<p><b>Caring for the Earth</b> Christian/Hindu Creation and the environment <b>Death and Change</b> Christian/Buddhist Death and beliefs</p>

**Key Skills to be taught.**

**In KS1:**

**2.1 Learning *about* religion.**

**Pupils should be taught to:**

2.1a	<b>Importance/Impact of Religion &amp; Religious Diversity</b>	Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate
2.1b	<b>Specialist Vocabulary</b>	Identify and suggest meanings for religious symbols and begin to use a range of religious words
2.1c	<b>Beliefs and Practices</b>	Name and explore a range of celebrations, worship and rituals in religion
2.1d	<b>Sources</b>	Explore a range of religious stories and sacred writings and talk about their meanings
2.1e	<b>Religious/Spiritual Expression</b>	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning and communicate their responses

**2.2 Learning *from* religion:**

**Pupils should be able to:**

2.2a	<b>Reflection on Feelings, Experiences and Values</b>	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2b	<b>Reflection on Belonging</b>	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
2.2c	<b>Reflection on what Individuals and Communities value</b>	Identify what matters to them and others, including those with religious commitments, and communicate their responses
2.2d	<b>Responses to Ethical and Philosophical Issues</b>	(i) Ask and respond imaginatively to puzzling questions, communicating their ideas (ii) Reflect on how spiritual and moral values relate to their own behaviour
2.2e	<b>Respect</b>	Recognise that there are different responses

In KS2:

**2.1 Learning *about* religion**

Pupils should be taught to:

2.1a	<b>Importance/Impact of Religion &amp; Religious Diversity</b>	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
2.1b	<b>Specialist Vocabulary</b>	use specialist vocabulary in communicating their knowledge and understanding
2.1c	<b>Beliefs and Practices</b>	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	<b>Sources</b>	use and interpret information about religions from a range of sources and understand why they are important in religion
2.1e	<b>Religious/Spiritual Expression</b>	interpret a range of forms of religious expression and understand why they are important in religion
2.1f	<b>Ultimate &amp; Ethical Questions</b>	describe and begin to understand religious and other responses to ultimate and ethical questions

**2.2 Learning *from* religion**

Pupils should be able to:

2.2a	<b>Reflection on Feelings, Experiences and Values</b>	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2b	<b>Reflection on Belonging</b>	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
2.2c	<b>Reflection on what Individuals and Communities Value</b>	Reflect on the importance of religion and other world views for individuals and communities

2.2d	<b>Responses to Ethical and Philosophical Issues</b>	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives
2.2e	<b>Respect</b>	Accept that other people have different views

NB

This long term plan is what we follow from Warwickshire SACRE guidelines. A new plan is being written to be available from Sept 2016!