

## **R.E. Long Term Plan – Updated August 2023**

### **Progression Targets (statutory)**

There are two progression targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

#### **PT1 – Knowledge and understanding of religion and worldviews**

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

#### **PT2 – Responding to religion and worldviews**

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.

## R.E. Long Term Plan – Updated August 2023



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|-------------|---|---------------------------|--------------------------------|--|-------------------------------|-----------------------|
| <b>EYFS</b> | <p><b>What to teach</b> - Early years should follow the EYFS framework. They should begin introducing Christianity and a range of other religions and world views.</p> <p><b>Approach</b> – Experiential and enquiry approach. Focusing on themselves, those around them and their communities. Introducing different festivals and special places.</p> <p><b>Entitlement</b> - Minimum 30hrs in a school year. Teacher-led activities.</p>   |                           |                                |  |                               |                       |
|             | <p align="center"><b>Christianity and religious beliefs represented in the class,<br/>school and local community.</b></p>   |                           |                                |  |                               |                       |
|             | Autumn 1a<br>All about me   | Autumn 1b<br>Celebrations | Spring 2a<br>Winter Adventures | Spring 2b<br>Not all Superhero's wear<br>Capes | Summer 3a<br>Skip into Spring | Summer 3b<br>Journeys |
|             | <p align="center"><b>Curriculum Aims &amp; Assessment Criteria</b></p>  |                           |                                |  |                               |                       |
|             | <p>Religion and Worldview (RWV) in Early Years should allow exploration of the world and respond to children's natural curiosity about things around them. Teaching RE to 3 – 5-year-old pupils requires a multisensory approach, providing opportunities for pupils to learn and understand about themselves, others (personal and social development) and the world (knowledge and understanding of the world) and to develop pupils' abilities to express themselves (communication, language and literacy, creative development). Wherever possible, the RWV curriculum should match coverage of the Prime Areas in the EYFS. Through knowledge, skills and understanding, pupils should develop positive attitudes towards other people and their right to hold different beliefs.</p> <p>Teaching should enable pupils to begin: a. to identify their own uniqueness and that of others; b. to appreciate the differences and similarities, they encounter in others;</p> <p align="center">The use of story is essential to begin to understand what faith and belief means.</p> |                           |                                |  |                               |                       |

## R.E. Long Term Plan – Updated August 2023



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|---|---|-----------------------------|--|--|---|--|---|
| Year 1  | <b>What to teach –</b> Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths. Christianity and at least two or more of the other major religions and world views that may be reflected in your school community and relevant to the experience of the pupils.<br><b>Approach –</b> Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions It is suggested the first unit is 'People and the World Around Us' and schools should then continue with an experiential and enquiry approach. Starting with family, neighbourhood, and special times. Concentrating on the similarities of religions.<br><b>Entitlement -</b> Minimum of 36hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does. |                             |  |  |   |  |   |
|   | <b>Curriculum Aims &amp; Assessment Criteria</b>  | <b>Autumn 1a</b>            | <b>Autumn 1b</b>                                     | <b>Spring 2a</b>   | <b>Spring 2b</b>  | <b>Summer 3a</b>   | <b>Summer 3b</b>  |
|   |   | <b>The Christian Family</b> | <b>Celebrations</b><br>Focus on the Christmas story. | <b>The Family in Islam</b><br>How does being a Muslim make a difference to a family? | <b>What makes a place special?</b><br>What makes places special for Christians / Muslims. | <b>Books and stories</b><br>Special books to me.<br>Introduce stories from Buddhist & Hindu religions. | <b>Questions about God</b><br>Link to Christianity / Judaism. |
|   | <u>Knowledge and understanding of religion and worldviews</u><br>Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews.   | <b>The Christian Family</b> | <b>Celebrations</b>                                  | <b>The Family in Islam</b>   | <b>What makes a place special?</b>  |  | <b>Questions about God</b>                                    |
| <u>Knowledge and understanding of religion and worldviews</u><br>Encounter a variety of religious and moral stories |   | <b>Celebrations</b>         |  |  | <b>Books and stories</b>  | <b>Questions about God</b>   |   |

## R.E. Long Term Plan – Updated August 2023



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|  | from Christianity, one other religion and worldviews.   |                             |                     |                            |                                    |                          |                            |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b><br>Show how individuals and faith communities celebrate life events.                               |                             | <b>Celebrations</b> |                            | <b>What makes a place special?</b> |                          |                            |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b><br>Begin to name the different beliefs and practices of Christianity, at least one other religion. | <b>The Christian Family</b> |                     | <b>The Family in Islam</b> |                                    |                          | <b>Questions about God</b> |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Begin to talk about and find meanings behind different beliefs and practices using the correct vocabulary.     | <b>The Christian Family</b> | <b>Celebrations</b> | <b>The Family in Islam</b> | <b>What makes a place special?</b> | <b>Books and stories</b> | <b>Questions about God</b> |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Begin to suggest meanings of some religious and moral stories.   | <b>The Christian Family</b> |                     | <b>The Family in Islam</b> |                                    | <b>Books and stories</b> |                            |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Ask or respond to questions about how individuals and faith communities live.                                  | <b>The Christian Family</b> |                     | <b>The Family in Islam</b> |                                    |                          | <b>Questions about God</b> |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Express their own ideas creatively.  | <b>The Christian Family</b> | <b>Celebrations</b> | <b>The Family in Islam</b> | <b>What makes a place special?</b> | <b>Books and stories</b> | <b>Questions about God</b> |

## R.E. Long Term Plan – Updated August 2023



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| Year<br>2 | <b>What to teach –</b> Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths. Christianity and at least two or more of the other major religions and world views that may be reflected in your school community and relevant to the experience of the pupils.<br><b>Approach –</b> Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions It is suggested the first unit is 'People and the World Around Us' and schools should then continue with an experiential and enquiry approach. Starting with family, neighbourhood, and special times. Concentrating on the similarities of religions.<br><b>Entitlement -</b> Minimum of 36hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does. |  |  |  |  |   |  |
|           | <b>Curriculum Aims &amp; Assessment Criteria</b>  | <b>Autumn 1a</b>   | <b>Autumn 1b</b>   | <b>Spring 2a</b>   | <b>Spring 2b</b>   | <b>Summer 3a</b>  | <b>Summer 3b</b>   |
|           |   | <b>Celebrations</b><br>Introduce other religions:<br>Christian (harvest)<br>Jewish (Sukkot)<br>Hindu (Diwali)<br>Sikh (Diwali) | <b>Christmas</b><br>How does Bushmead celebrate Christmas?<br>Why are presents given at Christmas time?<br>Introduce advent and the meaning. | <b>Books and stories</b><br>Introduce stories from Islamic & Jewish religions. | <b>Who is Jesus?</b><br>Easter Story.<br><br>Use this as an opportunity to plot a timeline of Jesus' life. | <b>Places of worship</b><br>Visit a Church and a Mosque | <b>Special Times</b><br>Maghi Sikh festival<br>Mahayana Buddhist new year<br>Saints - Christianity |
|           | <b><u>Knowledge and understanding of religion and worldviews</u></b> Name the different beliefs and practices of  | <b>Celebrations</b>  | <b>Christmas</b>   |  | <b>Who is Jesus?</b>   | <b>Places of worship</b>                                | <b>Special Times</b>   |

## R.E. Long Term Plan – Updated August 2023



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|--|--|--------------|-----------|-------------------|---------------|-------------------|---------------|
|  | Christianity and at least one other religion and begin to look for similarities between religions.   |              |           |                   |               |                   |               |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Retell some of the religious and moral stories from the bible and at least one other religious text or special books. | Celebrations | Christmas | Books and stories | Who is Jesus? |                   |               |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Begin to understand what it looks like to be a person of faith.   |              |           | Books and stories | Who is Jesus? | Places of worship |               |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.                 | Celebrations | Christmas |                   | Who is Jesus? | Places of worship | Special Times |
|  | <b><u>Responding to religion &amp; worldviews</u></b> Talk about and find meanings behind different beliefs and practices.   | Celebrations | Christmas | Books and stories |               | Places of worship | Special Times |
|  | <b><u>Responding to religion &amp; worldviews</u></b> Suggest meanings of some religious and moral stories.  | Celebrations | Christmas |                   |               |                   |               |

## R.E. Long Term Plan – Updated August 2023



|  |  |              |           |                   |               |                   |               |
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|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Ask and respond to questions about what individuals and faith communities do.                             | Celebrations | Christmas | Books and stories |               | Places of worship | Special Times |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Express their own ideas, opinions and talk about their work creatively using a range of different medium. | Celebrations | Christmas | Books and stories | Who is Jesus? | Places of worship | Special Times |

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|-----------|--|--|--|--|---|--|--|
| Year<br>3 | <b>What to teach –</b> Christianity, five other world religions, humanism, and an acknowledgement of other world views.  |  |  |  |   |  |  |
|           | <b>Approach –</b> Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities, and differences within and between religions, humanism, and other world views. This should be a mixture of studying religions and other world views separately, conjunctively and through thematic approach. |  |  |  |   |  |  |
|           | <b>Entitlement -</b> Minimum of 45hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does.  |  |  |  |   |  |  |
|           |  | <b>Special Times</b><br>Islam –<br>Ramadan<br>Christianity -<br>Saints | <b>How is Christmas celebrated around the world?</b> | <b>Family life &amp; what is important to Jewish people?</b> | <b>How do people pray?</b><br>Look at Jews, Muslims, Christians and other such as Quakers to compare. | <b>How can we make a difference in our world today?</b><br>Children in Need. -<br>Red Cross, 5 Pillars.<br>Red Crescent<br>(Islam) Christian Aid | <b>Sacred Writings</b><br>Look at Torah (Judaism) and Bible (Christianity) What are the similarities between them? |
|           |  |  |  |  |   |  |  |
|           | <b>Curriculum Aims &amp; Assessment Criteria</b>   | <b>Autumn 1a</b>   | <b>Autumn 1b</b>                                     | <b>Spring 2a</b>   | <b>Spring 2b</b>  | <b>Summer 3a</b>   | <b>Summer 3b</b>   |
|           | <b><u>Knowledge and understanding of religion and worldviews</u></b> Recall the different beliefs and practices of the religions   | <b>Special Times</b>   | <b>How is Christmas celebrated around the world?</b> | <b>Family life &amp; what is important to Jewish people?</b> | <b>How do people pray?</b>  | <b>How can we make a difference in our world today?</b>  | <b>Sacred Writings</b>   |



## R.E. Long Term Plan – Updated August 2023

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|--|---|---------------|---|---|---------------------|--|-----------------|
|  | studied at KS1 and at least one new religion or worldview.  |               |   |   |                     |  |                 |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Recount some religious and moral stories from at least three different sources of authority. |               | How is Christmas celebrated around the world? | Family life & what is important to Jewish people? |                     |  | Sacred Writings |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Begin to understand that diversity exists within and between religions and worldviews.       | Special Times | How is Christmas celebrated around the world? | Family life & what is important to Jewish people? | How do people pray? |  | Sacred Writings |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Use key words and vocabulary related all religions studied so far.                           | Special Times | How is Christmas celebrated around the world? | Family life & what is important to Jewish people? | How do people pray? | How can we make a difference in our world today? | Sacred Writings |
|  | <b><u>Responding to religion &amp; worldviews</u></b> Suggest and consider the impact of different beliefs and practices.   |               | How is Christmas celebrated around the world? |   |                     |  | Sacred Writings |
|  | <b><u>Responding to religion &amp; worldviews</u></b> Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.       | Special Times |   |   | How do people pray? | How can we make a difference in our world today? |                 |
|  | <b><u>Responding to religion &amp; worldviews</u></b> Ask and respond to questions about how individuals and faith communities live and why.                      | Special Times | How is Christmas celebrated around the world? | Family life & what is important to Jewish people? | How do people pray? | How can we make a difference in our world today? | Sacred Writings |

## R.E. Long Term Plan – Updated August 2023



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|  | <b>Responding to religion &amp; worldviews</b><br>Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions. | <b>Special Times</b> |  | <b>Family life &amp; what is important to Jewish people?</b> | <b>How do people pray?</b> | <b>How can we make a difference in our world today?</b> |  |
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| <b>Year 4</b> | <p><b>What to teach –</b> Christianity, five other world religions, humanism, and an acknowledgement of other world views.</p> <p><b>Approach –</b> Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities, and differences within and between religions, humanism, and other world views. This should be a mixture of studying religions and other world views separately, conjunctively and through thematic approach.</p> <p><b>Entitlement -</b> Minimum of 45hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does.</p> |                         |   |   |  |  |   |
|               |   | <b>Sikhs in Britain</b> | <b>Different places of Christian worship.</b><br>Look at Quakers, cathedral, Pentecostal, Salvation Army, Baptist - What kind of place of worship would you have? | <b>Commitment and Belonging</b><br>Debate similarities and differences. | <b>The Easter Story</b><br>Use this as an opportunity to recap (Yr 2) a timeline of Jesus' life. | <b>Good and Evil</b><br>What makes a good person or a bad person? What do the 7 key religions say? Image of person with good on one side/evil on the other, discuss. | <b>Peace</b><br>Use Islamic prayer example. Cover across all 7 key religions. |
|               | <b>Curriculum Aims &amp; Assessment Criteria</b>  | <b>Autumn 1a</b>        | <b>Autumn 1b</b>  | <b>Spring 2a</b>  | <b>Spring 2b</b>   | <b>Summer 3a</b>   | <b>Summer 3b</b>  |

## R.E. Long Term Plan – Updated August 2023

|  |  |                  |  |                          |                  |               |       |
|--|--|------------------|--|--------------------------|------------------|---------------|-------|
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.      | Sikhs in Britain | Different places of Christian worship. | Commitment and Belonging | The Easter Story |               | Peace |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Begin to compare the similarities of at least three different religious texts or stories.                                     | Sikhs in Britain |  | Commitment and Belonging |                  |               | Peace |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b><br>To begin to understand the diversity of belief in different religions, nationally and globally.                            |                  | Different places of Christian worship. | Commitment and Belonging |                  |               | Peace |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews. | Sikhs in Britain | Different places of Christian worship. | Commitment and Belonging | The Easter Story | Good and Evil | Peace |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Respond to meanings behind different beliefs and practices using the correct vocabulary.  | Sikhs in Britain | Different places of Christian worship. | Commitment and Belonging |                  |               | Peace |

## R.E. Long Term Plan – Updated August 2023

|  |  |                  |  |                          |                  |               |       |
|--|--|------------------|--|--------------------------|------------------|---------------|-------|
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. |                  |  | Commitment and Belonging | The Easter Story | Good and Evil | Peace |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Express an informed view on the impact of diversity of faith and belief in our world.                                     | Sikhs in Britain | Different places of Christian worship. | Commitment and Belonging |                  |               | Peace |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Begin to articulate and communicate connections between their own ideas and others.                                       | Sikhs in Britain |  | Commitment and Belonging | The Easter Story | Good and Evil | Peace |

## R.E. Long Term Plan – Updated August 2023



|  |  |  |                                  |  |   |  |                       |
|--|--|--|----------------------------------|--|---|--|-----------------------|
| Year 5   | <b>What to teach</b> – Christianity, five other world religions, humanism, and an acknowledgement of other world views.<br><b>Approach</b> – Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities, and differences within and between religions, humanism, and other world views. This should be a mixture of studying religions and other world views separately, conjunctively and through thematic approach.<br><b>Entitlement</b> - Minimum of 45hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does. |  |                                  |  |   |  |                       |
|  |  | <b>Words of wisdom</b><br>Touching upon all key religions – e.g. Looking at Gospels (stories of Jesus) and stories of Guru Nanak (Sikh) and Islamic stories. What do these stories tell us? What does it mean to live as a ....? | <b>Who's world is it?</b>        | <b>Art and Music in religion</b><br>Exploring religious music and art from across all key religions and how this makes you feel? E.g. Crosses in Ecuador created on death to tell a person's life story. Islamic art –no people, how are they portrayed instead? | <b>Is Easter the festival of new life or sacrifice?</b><br>Use this as an opportunity to re-cap (Yr2 & Yr4) the timeline of Jesus' life.<br><br>Go through the Easter story. Focus on temptation in the story. Why do we have Easter Eggs? How do they fit in with the story? What do they think is the real meaning of Easter? | <b>What does it mean to be a person of faith today?</b><br>Focus on Christianity & Buddhism. | <b>What is Islam?</b> |
|  |  |  |                                  |  |   |  |                       |
|  | <b>Curriculum Aims &amp; Assessment Criteria</b>   | <b>Autumn 1a</b>   | <b>Autumn 1b</b>                 | <b>Spring 2a</b>   | <b>Spring 2b</b>  | <b>Summer 3a</b>   | <b>Summer 3b</b>      |
| <b><u>Knowledge and understanding of religion and worldviews</u></b> Begin to make connections between the different beliefs and practices of religions and worldviews studied so far. |  | <b>Who's world is it?</b>  | <b>Art and Music in religion</b> |  | <b>What does it mean to be a person of faith today?</b>   | <b>What is Islam?</b>  |                       |

## R.E. Long Term Plan – Updated August 2023

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|--|--|-----------------|--------------------|---------------------------|--|--|----------------|
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.  | Words of wisdom |                    | Art and Music in religion | Is Easter the festival of new life or sacrifice? | What does it mean to be a person of faith today? | What is Islam? |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code. | Words of wisdom | Who's world is it? | Art and Music in religion |  | What does it mean to be a person of faith today? | What is Islam? |
|  | <b><u>Knowledge and understanding of religion and worldviews</u></b> Articulate simple responses to ethical questions from the range of different religions and world views studied so far.  | Words of wisdom | Who's world is it? | Art and Music in religion | Is Easter the festival of new life or sacrifice? | What does it mean to be a person of faith today? | What is Islam? |
|  | <b><u>Responding to religion &amp; worldviews</u></b> Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices using the correct vocabulary.  |                 | Who's world is it? | Art and Music in religion | Is Easter the festival of new life or sacrifice? | What does it mean to be a person of faith today? | What is Islam? |
|  | <b><u>Responding to religion &amp; worldviews</u></b> Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.  | Words of wisdom |                    | Art and Music in religion | Is Easter the festival of new life or sacrifice? |  | What is Islam? |

## R.E. Long Term Plan – Updated August 2023



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|--|---|-----------------|--------------------|---------------------------|--|--|----------------|
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Express an informed view on the impact of diversity of faith and belief in our world relate this to own lives.                     |                 | Who's world is it? | Art and Music in religion |  | What does it mean to be a person of faith today? | What is Islam? |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response. | Words of wisdom | Who's world is it? | Art and Music in religion | Is Easter the festival of new life or sacrifice? | What does it mean to be a person of faith today? | What is Islam? |

## R.E. Long Term Plan – Updated August 2023



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|-----------|---|---|--|--|---|--|--|
| Year<br>6 | <b>What to teach –</b> Christianity, five other world religions, humanism, and an acknowledgement of other world views.<br><b>Approach –</b> Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities, and differences within and between religions, humanism, and other world views.<br>This should be a mixture of studying religions and other world views separately, conjunctively and through thematic approach.<br><b>Entitlement -</b> Minimum of 45hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does. |   |  |  |   |  |  |
|           |   | <b>What is Buddhism?</b><br>8 paths, Siddhartha, stories about Siddhartha, Buddhism around the world. Thoughts ~ could I be a Buddhist? | <b>Stories of Faith</b><br>Gospels, what do they tell us?<br>Why are they different? | <b>What does it mean to be a Christian?</b><br>Own ideas and thoughts Impact of Christianity Revisit ~ Different denominations within the Christian faith, what differences do these make? | <b>What happens when we die?</b>            | <b>People of Faith, courage and commitment</b><br>Use examples of real living examples from different faiths e.g. Bear Grylls, Mo Farrah |  |
|           | <b>Curriculum Aims &amp; Assessment Criteria</b>  | <b>Autumn 1a</b>  | <b>Autumn 1b</b>   | <b>Spring 2a</b>   | <b>Spring 2b</b>                            | <b>Summer 3a</b>   | <b>Summer 3b</b>                               |
|           | <b><u>Knowledge and understanding of religion and worldviews</u></b><br>Make connections between different beliefs and practices of all religions and worldviews studied.   | <b>What is Buddhism?</b>  |  | <b>Stories of Faith</b>  | <b>What does it mean to be a Christian?</b> | <b>What happens when we die?</b>   | <b>People of Faith, courage and commitment</b> |



## R.E. Long Term Plan – Updated August 2023



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|--|---|-------------------|------------------|--------------------------------------|---------------------------|---|
|  | <p><b><u>Learning about religion and belief</u></b><br/>Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.</p>                                       | What is Buddhism? | Stories of Faith | What does it mean to be a Christian? | What happens when we die? | People of Faith, courage and commitment |
|  | <p><b><u>Learning about religion and belief</u></b><br/>Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code.</p> | What is Buddhism? | Stories of Faith | What does it mean to be a Christian? | What happens when we die? | People of Faith, courage and commitment |
|  | <p><b><u>Learning about religion and belief</u></b><br/>Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.</p>  | What is Buddhism? | Stories of Faith | What does it mean to be a Christian? | What happens when we die? | People of Faith, courage and commitment |

## R.E. Long Term Plan – Updated August 2023

|  |  |                   |                  |                                      |                           |   |
|--|--|-------------------|------------------|--------------------------------------|---------------------------|---|
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.                                   | What is Buddhism? | Stories of Faith | What does it mean to be a Christian? | What happens when we die? |   |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.  | What is Buddhism? | Stories of Faith | What does it mean to be a Christian? |                           |   |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others. | What is Buddhism? |                  | What does it mean to be a Christian? |                           | People of Faith, courage and commitment |
|  | <b><u>Responding to religion &amp; worldviews</u></b><br>Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.                  | What is Buddhism? | Stories of Faith | What does it mean to be a Christian? | What happens when we die? | People of Faith, courage and commitment |