



RE: LONG TERM PLAN SIMPLE OVERVIEW

Autumn One

EYFS

Which people are special and why?

Year One

Caring for others

Year Two

Special and sacred times: Ramadan

Year Three

Religious festivals and significant experiences

Year Four

Jesus and inspiration

Year Five

What would Jesus do?

Year Six

Expressing beliefs

Spring One

EYFS

Which places are special and why?

Year One

Sacred books

Year Two

Christians and what they believe

Year Three

Importance of the Bible

Year Four

Hinduism in Britain

Year Five

Existence of God

Year Six

Islam in Britain

Summer One

EYFS

What is special about our world?

Year One

Sacred places

Year Two

Muslims and what they believe

Year Three

Why do people pray?

Year Four

Christianity in Britain

Year Five

When life gets hard

Year Six

Christians and Humanists

Autumn One

EYFS

What stories are special and why?

Year One

Caring for others

Year Two

Special and sacred times: Christmas

Year Three

Religious festivals and significant experiences

Year Four

Right and wrong

Year Five

What would Jesus do?

Year Six

Places of worship

Spring Two

EYFS

Which times are special and why?

Year One

Sacred books

Year Two

Christians and what they believe

Year Three

Experience Easter

Year Four

Hinduism in Britain

Year Five

Ahimsa, Grace and Ummah

Year Six

Islam in Britain

Summer Two

EYFS

Where do we belong?

Year One

Sacred places

Year Two

Muslims and what they believe

Year Three

Differing beliefs

Year Four

Christianity in Britain

Year Five

When life gets hard

Year Six

Christians and Humanists



RE: LONG TERM PLAN 2023/2024 CYCLE

Autumn One

EYFS

Which people are special and why?

Year One

Caring for others

Year Two

Special and sacred times: Ramadan

Year Three

Religious festivals and significant experiences

Year Four

Religious festivals and significant experiences

UKS2

When life gets hard

Spring One

EYFS

Which places are special and why?

Year One

Sacred books

Year Two

Christians and what they believe

Year Three

Importance of the Bible

Year Four

Hinduism in Britain

UKS2

Ahimsa, Grace and Ummah

Summer One

EYFS

What is special about our world?

Year One

Sacred places

Year Two

Muslims and what they believe

Year Three

Why do people pray?

Year Four

Hinduism in Britain

UKS2

Christians and Humanists

Autumn Two

EYFS

What stories are special and why?

Year One

Caring for others

Year Two

Special and sacred times: Christmas

Year Three

Religious festivals and significant experiences

Year Four

Religious festivals and significant experiences

UKS2

When life gets hard

Spring Two

EYFS

Which times are special and why?

Year One

Sacred books

Year Two

Christians and what they believe

Year Three

Experience Easter

Year Four

Right & wrong

UKS2

Existence of God

Summer Two

EYFS

Where do we belong?

Year One

Sacred places

Year Two

Muslims and what they believe

Year Three

Differing beliefs

Year Four

Hinduism in Britain

UKS2

Christians and Humanists



RE: PROGRESSION OF SKILLS

Know About & Understand

EYFS

- Know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1

Beliefs & Practices: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

Stories: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.

Symbols & Actions: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

LKS2

Beliefs & Practices: Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.

Stories: Recall, name and discuss a wider range of stories, sacred writings and sources of wisdom

Symbols & Actions: Recognise, discuss and compare a wider range of symbols and actions to understand different ways of life

UKS2

Beliefs & Practices: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.

Stories: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Symbols & Actions: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Express & Communicate

EYFS

- Talk about events in their own lives and the lives of family members.

KS1

Significance: Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.

Identity & Belonging: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Similarities & Differences: Notice and respond sensitively to some similarities between different religions and world views.

LKS2

Significance: Discuss varied examples of religions and world views and begin to explain their meanings and significance to individuals and communities.

Identity & Belonging: Begin to understand the challenges of commitment to a community of faith or belief, and discuss the benefits it can offer.

Similarities & Differences: Compare and contrast similarities and differences between different religions and world views.

UKS2

Significance: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Identity & Belonging: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and their own lives.

Similarities & Differences: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.

Gain & Deploy Skills

EYFS

- Show sensitivity to others' needs and feelings.

KS1

Expressing Views: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

Co-operation: Find out about and respond with ideas to examples of co-operation between people who are different.

Ethics: Find out about questions of right and wrong and begin to express their ideas and opinions in response.

LKS2

Expressing Views: Discuss questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.

Co-operation: Discuss examples about ways in which diverse communities live together for the well-being of all.

Ethics: Begin to discuss ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, expressing their ideas and opinions in response.

UKS2

Expressing Views: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.

Co-operation: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Ethics: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



RE: LONG TERM PLAN - EYFS

Which people are special and why?

Week 1 - To talk about who is special to you and why?

Week 2 - Why are some people special?

Week 3 - What story do Sikhs tell about a special person?

Week 4 - What is a good friend like and how can you show that you are a good friend?

Week 5 - What can a Christian learn from actions in a story?

Week 7 - What stories shows Jesus being a good friend and caring for others?

Which places are special and why?

Week 1 - Where is special to me and why?

Week 2 - Where is a special place for Christians to go?

Week 3 - What makes a Church special?

Week 4 - Where is a special place for Muslims to go? -mosque

Week 5 - What makes a Mosque special?

Week 6 - What is important in a Church and Mosque? Similarities and differences.

Week 7- What is needed to make a truly special place of your own?

What is special about our world?

Week 1 - What do you like in nature?

Week 2 - Why do some people say the world is special

Week 3 - What stories of creation do Christians tell?

Week 4 - How can we tell the Christian story of Creation?

Week 5 - What stories of creation do Muslims tell?

Week 6 - How does Muhammed show Muslims how to behave in the kitten story?

Week 7 - What do people say about how we should look after our animals? Is our world very good?

What stories are special and why?

Week 1 - What's your favourite story and why?

Week 2 - Do you know any Bible stories?

Week 3 - What stories are special to Christians?

Week 4 - What stories do you know that are special to Christians?
Comparison of story from last week.

Week 5 - What stories do you know that are special to Muslims? What is the holy book for Muslims?

Week 6 - What are the similarities and differences between people's stories from different religions?

Which times are special and why?

Week 1 - What special times have you had?

Week 2—What happens at Sukkot?

Week 3 - What story do Hindu people remember at Diwali??

Week 4 - Look deeper into Christmas celebration.

Week 5 - What can we say about Diwali, Sukkot and Christmas?

Week 6 - Easter story

Where do we belong?

Week 1 - What makes us feel special?

Week 2 - How do Christians know that children are special to God?

Week 3 - What groups do we belong to?

Week 4 - How do we show people they are welcome?

Week 5 - How is a baby welcomed into the Muslim religion?

Week 6 - How do Hindu brothers and sisters show their love to one another at festivals?



RE: LONG TERM PLAN -YEAR ONE

Caring for others

SKILLS

- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

KNOWLEDGE

- Recall stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37).
- Know that that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism.
- Recall stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area.

VOCABULARY

friendship, right and wrong, serving, supporting, care, beliefs

Sacred places

SKILLS

- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities
- Observe and recount different ways of expressing and identity and belonging, responding sensitively for themselves.
 - Notice and respond sensitively to some similarities between different religions and world views.

KNOWLEDGE

- Know that it is important to show respect for other people's precious or sacred belongings
- Recall some of the signs, symbols and artefacts of a Christian church e.g. altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit.
- Recall some of the signs, symbols and artefacts of a Jewish synagogue e.g. ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah.
- Recall some of the signs, symbols and artefacts of a Islamic mosque e.g. wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

VOCABULARY

holy, sacred, precious, belongings, signs, symbols, artefacts, church, synagogue, mosque

Sacred books

SKILLS

- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
- Notice and respond sensitively to some similarities between different religions and world views.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

KNOWLEDGE

- Know that some books are more than special – they are sacred or holy, meaning that people believe that they are from God.
- Know that the Bible is a sacred text for Christians and the Holy Qur'an is a sacred text for Muslims.
- Know that some stories occur in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.

VOCABULARY

parable, sacred, special, text, Bible, Holy Qur'an



RE: LONG TERM PLAN - YEAR TWO

Special & sacred times: Ramadan

SKILLS

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Observe and recount different ways of expressing and identity and belonging, responding sensitively for themselves.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.

KNOWLEDGE

- Know how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan) e.g. wearing new clothes, praying together, sharing food with family and friends, giving presents and money, visiting the mosque.

VOCABULARY

celebrate, fasting, festivals, significance

Special & sacred times: Christmas

SKILLS

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Observe and recount different ways of expressing and identity and belonging, responding sensitively for themselves.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.

KNOWLEDGE

- Know how Christians celebrate Easter e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day.

VOCABULARY

celebrate, sorrow, darkness, light, joy festivals, significance

Christians & what they believe

SKILLS

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

KNOWLEDGE

- Know some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving.
- Know some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.
- Know that Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly.

VOCABULARY

beliefs, all-powerful, loving, forgiving, kind, miracles, prayer, worship

Muslims & what they believe

SKILLS

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
- Discuss varied examples of religions and world views and begin to explain their meanings and significance to individuals and communities.
- Discuss examples about ways in which diverse communities live together for the well-being of all.

KNOWLEDGE

- Recognise the sound of the Muslim Call to Prayer.
- Explain one of the beliefs that Muslims hold about God e.g. tawhid. (believing in and understanding that there is only one God, and that God is unique and has no partners or equals).
- Recognise objects that are significant to Muslims e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf.

VOCABULARY

prayer, belief, unique, headscarf, Muslim, Islam



RE: LONG TERM PLAN - YEAR THREE

Religious festivals & significant experiences

SKILLS

- Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.
- Compare and contrast similarities and differences between different religions and world views. .

KNOWLEDGE

- Name festivals from different religions e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.
- Recognise the key elements of festival e.g. shared values, story, beliefs, hopes and commitments.
- Understand the deeper meaning of festivals e.g. Does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent).

VOCABULARY

festival, celebration, key elements, shared values, beliefs, hopes and commitments, deeper meaning

Importance of the Bible

SKILLS

- Recall, name and discuss a wider range of stories, sacred writings and sources of wisdom.
- Begin to understand the challenges of commitment to a community of faith or belief, and discuss the benefits it can offer.
- Discuss questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.

KNOWLEDGE

- Have a simple understanding of the Christian Bible – Old and New Testaments, divided into books, chapters and verses.
- Know that Christians think the Bible is still important because it tells them about how to live, and why they should follow God.
- Retell the story of Adam and Eve giving in to temptation.
- Give some examples of how Christians use the Bible – for everyday prayer and Bible reading in Bible study groups; read aloud in church, with people talking about the meaning.

VOCABULARY

bible, old/new testament, prayer, temptation, guidance, wisdom

Life is a journey

SKILLS

- Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.
- Recognise, discuss and compare a wider range of symbols and actions to understand different ways of life.
- Compare and contrast similarities and differences between different religions and world views.
- Discuss questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.

KNOWLEDGE

- Name some religious ceremonies that mark milestones e.g. in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism.
- Give examples of symbolism used in religious ceremonies e.g. Baptism/Christening (Christianity) - water is used to symbolize purification and rebirth; Bar/Bat Mitzvah (Judaism) - the tallit (prayer shawl) symbolizes the responsibilities and obligations of adulthood; Marriage (Various Religions) - the wedding ring is a common symbol in many religious ceremonies which represents the eternal bond between the couple and their commitment to one another; First Holy Communion (Christianity) - the bread and wine represent the body and blood of Christ.

VOCABULARY

metaphor, journey, ceremonies, milestones, confirmation, baptism, communion, confession, symbolism, belonging, belief

Why do people pray?

SKILLS

- Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them
- Compare and contrast similarities and differences between different religions and world views

KNOWLEDGE

- Know that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.
- Explain the impact of prayer: that it can enable people to feel calm, hopeful, inspired and close to God.
- Understand the idea that some people are spiritual but not religious and like to pray in their own way..
- Understand the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them.

VOCABULARY

prayer, belief, spiritual, calm, hopeful, inspired

Differing beliefs

SKILLS

- Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.
- Compare and contrast similarities and differences between different religions and world views.
- Discuss examples about ways in which diverse communities live together for the well-being of all.

KNOWLEDGE

- Know that Christians think of God as Trinity: Father, Son & Holy Spirit.
- Know that Muslims have 99 names for Allah for his different attributes.
- Know that Hindus believe in the 3 gods of Trimurti: Brahma, Vishnu and Shiva.

VOCABULARY

trust, faith, belief, experience, similarities, difference, influence, Trinity, Trimurti



RE: LONG TERM PLAN - YEAR FOUR

Jesus & inspiration

SKILLS

- Recall, name and discuss a wider range of stories, sacred writings and sources of wisdom.
- Begin to discuss ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, expressing their ideas and opinions in response.

KNOWLEDGE

- Give examples of what makes a good role model e.g. integrity, responsibility, empathy, positivity, humility
- Know why Christians call Good Friday 'good', referring to incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God)
- Give examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy)

VOCABULARY

role model, inspiration, integrity, responsibility, empathy, positivity, humility, love, fairness, service, sacrifice, joy, incarnation, resurrection

Right & wrong

SKILLS

- Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.
- Begin to understand the challenges of commitment to a community of faith or belief, and discuss the benefits it can offer.
- Begin to discuss ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, expressing their ideas and opinions in response.

KNOWLEDGE

- Know that religions have guides for living e.g. the Ten Commandments, the Two Commandments of Jesus, the golden rule for Humanists.
- Know that different religions that give examples of how to live 'a good life', e.g. Jewish teachings about being thankful - the Talmud teaches that Jews should say thank you 100 times a day!
- Know about the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr) and consider how their religious faith inspired and guided them in their lives.

VOCABULARY

love, forgiveness, honesty, kindness, generosity, service, temptation

Hinduism in Britain

SKILLS

- Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.
- Begin to understand the challenges of commitment to a community of faith or belief, and discuss the benefits it can offer.
- Discuss questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.

KNOWLEDGE

- Name some objects might you find in a Hindu's home e.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols.
- Name some kinds of things would Hindu families do during the week e.g. daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple.
- Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation.

- Name some things that Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography

VOCABULARY

shrine, deities, ceremony, temple, moral duty, liberation, faith, iconography

Christianity in Britain

SKILLS

- Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.
- Begin to understand the challenges of commitment to a community of faith or belief, and discuss the benefits it can offer.
- Discuss examples about ways in which diverse communities live together for the well-being of all.

KNOWLEDGE

- Name at least two ways that Christians might show their faith within homes and families (e.g. Bible, cross/crucifix, palm cross, grace before meals, prayers)
- Name at least two ways that Christians might show their faith within church communities (e.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups)
- Name at least two ways that Christians might show their faith within a local community (food banks, running crèches and toddler groups, supporting those in need, running courses, cake sales, visiting the sick)
- Name at least two ways in which Reverend Gallagher supports her local community
- Name at least two ways in which charities like Christian Aid help the global community (supporting work on nutrition, diseases such as malaria, child health, maternal health around the world)
- Use the campaigning work of Marcus Rashford on food poverty to explain why Christians and non-Christians work hard to help people

VOCABULARY

community, faith, support, campaign, worship



RE: LONG TERM PLAN - YEAR FIVE

What would Jesus do?

SKILLS

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

KNOWLEDGE

- Explain what Christians believe Jesus meant by showing LOVE for others, using the parable of the Lost Son
- Explain why Christians believe Jesus felt FORGIVENESS was so important, using the parable of the Two Debtors
- Explain why Christians believe we should treat each other with JUSTICE & FAIRNESS, using the parable of the Sheep and Goats
- Explain how Christians believe we should handle wealth and show GENEROSITY, using the parable of the Widow's Offering

VOCABULARY

parables, moral dilemmas, forgiveness, justice, generosity, wealth

Existence of God

SKILLS

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and their own lives
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.

KNOWLEDGE

- Know that, according to the 2021 census, 46% of people are Christian (decrease) 6.5% are Muslim (slight increase) and 37% stated 'no religion' (increase)
- Name some reasons why people do believe in God (e.g. family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator).
- Name some reasons why people do not believe in God (e.g. the existence of terrible suffering as a key reason, or that there is no need to use a Creator to explain the existence of the universe and life.).

VOCABULARY

census, affiliation, belief, existence, creation/creator, theist, agnostic, atheist

When life gets hard

SKILLS

- Describe and make connections between different features of the religions and world views they study. discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and their own lives.

KNOWLEDGE

- Understand that some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.
- Explain ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.
- Understand that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved; also know that some people believe that death is the end of life, and that there is no after-life.
- Understand some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism.

VOCABULARY

traditions, comfort, bereavement, suffering, judgement, salvation, karma

Ahimsa, Grace & Ummah

SKILLS

- Describe and make connections between different features of the religions and world views.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

KNOWLEDGE

- Know that for Hindus ahimsa is being harmless which means, for example, no violence, eating no meat and wearing no leather.
- Know that Gandhi practised ahimsa in the liberation of India.
- Know that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything.
- Know that for Muslims, the worldwide Muslim community is called the ummah, and being part of the Ummah is expressed, for example, in pilgrimage to Makkah and in shared welfare through zakat.

VOCABULARY

ahimsa, grace, ummah, harmless, forgiveness, community, concepts, impact



RE: LONG TERM PLAN - YEAR SIX

Expressing Beliefs

SKILLS

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

KNOWLEDGE

- Name some great examples of religious art and architecture (e.g. Taj Mahal in India, The Ardabil Carpet, The Last Supper, St Paul's Cathedral)
- Know that Christians and Muslims both place importance on being generous and charitable
- Know that Christian and Muslim ideas about art are different in certain ways (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art).

VOCABULARY

art, charity/(able), architecture, scripture, generous, representational, geometrical

Places of Worship

SKILLS

- Describe and make connections between different features of the religions and world views they study.
- Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.

KNOWLEDGE

- Know that a Christian place of worship is a church
- Know that a Jewish place of worship is a synagogue
- Know that a Hindu place of worship is a mandir/temple
- Give examples of how places of worship support believers in difficult times (e.g. the need to feel seen, to feel the presence, place to get together, place to learn, prayer, music)

VOCABULARY

worship, church, mandir, synagogue, shrine, deity, temple, community, presence

Christians & Humanists

SKILLS

- Describe and make connections between different features of the religions and world views.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

KNOWLEDGE

- Know that Christians believe humans are made in the image of God (Genesis 1:28) and are also sinful (the 'Fall' in Genesis 3)
- Understand how having a 'code for living' might help people to be good.
- Understand what a Humanist 'code for living' might look like e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you.
- Understand potential meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace.

Islam in Britain

SKILLS

- Describe and make connections between different features of the religions and world views they study.
- Understand the challenges of commitment to a community of faith or belief.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

KNOWLEDGE

- Know that Islam is the second largest religion in the UK with approximately 5% of the population.
- Recall and explain the five pillars of Islam (see vocabulary).
- Know that Muslims pray in mosques
- Recognise Islamic art from familiarity with its shape, pattern, colour and calligraphy.
- Know that the Qur'an is Islam's holy book

VOCABULARY

Islam, Muslim, Holy Qur'an, five pillars, shahada (faith), salat (prayer), zakat (donation), sawm (fasting), hajj (pilgrimage), mosque, Prophet Muhammad, census