



Religious Education Long Term Plan – Objectives Covered

	Autumn 1 What Does it Mean to Belong?	Autumn 2 Sharing Special Times Together	Spring 1 Why, How and Where do People Worship?	Spring 2 Who is Special?	Summer 1 What Makes a Book Special?	Summer 2 Who Cares for the World? Environmental Responsibilities.
	Hinduism, Sikhism Christianity, Islam Buddhism, Judaism	Judaism, Christianity, Islam	Christian, Islam, Judaism	Christian, Judaism, Sikhism, Hinduism, Islam	Hinduism, Christian, Islam, Judaism, Sikhism	Christianity, Islam, Hinduism Judaism
Year 1	Talk about my experiences of belonging	Name and explain the Jewish festival of Sukkot.	Reflect on and talk about places that are special to me	Talk about people who are special to me and explain why	Talk about books and stories that are special to me and explain why	I can talk about and retell stories about how some people believe the world began.
	Identify religious symbols Give examples of how people show they belong to a religion. Reflect on the way their families welcome babies – Christian Reflect on the way their families welcome babies - Muslim	Name and explain the Jewish festival of Sukkot. How and why people celebrate. Name and explore a range of worship styles Retell the story of the birth of Jesus and say why Jesus is important to Christians. Reflect and talk about feelings about gifts and giving.	Talk about worship in a Christian home Compare worship in a Christian and Muslim home. Talk about some of the things that are found in a church and/or other religious buildings Explain why some people go to a special building to worship God	Recognise some people who lead religious communities Recognise some people who lead religious communities-Rabbi Explain why some religious people wear special clothes Identify Jesus as special to Christians and explain why Identify Moses as special to Jews and explain why	Tell a Christian story and say some of the things that people believe about it. Tell a Hindu story and say some of the things that people believe about it. Show that I understand things that are the same for different religious people, e.g. that Christians and Muslims both have holy books.	I can talk about and retell stories about how some people believe the world began saying what is different and what is the same - Christian - Muslim & Buddhist - Hindu - Humanist Know why many people think humans have a responsibility to care for the world.



Religious Education Long Term Plan – Objectives Covered

	Autumn 1 Religious teachers: What do we know about Jesus? Christianity, Buddhism, Islam, Sikhism, Judaism	Autumn 2 Celebrations: Light and Darkness Hinduism,	Spring 1 Special places Hinduism, Christianity	Spring 2 Why do we care for others? Islam, Christianity	Summer 1 Why do stories matter? Stories in Christianity and other faiths Christianity, Judaism	Summer 2 Who am I? Where do I fit in? What is my place in the world? Islam
Year 2	<p>I have thought about stories about my own life</p> <p>I can tell stories about Jesus and stories that Jesus told -The lost Sheep -The Mustard Seed</p> <p>I have listened to stories about other religious leaders -The Buddha</p> <p>I have listened to stories about other religious leaders – Muhammad and the Ants</p>	<p>I know some stories about light and darkness</p> <p>I can talk about light and darkness and how they make me feel</p> <p>I can explain how some religious people use light to celebrate special occasions – Fireworks</p> <p>I can explain how some religious people use light to celebrate special occasions – Diwali</p> <p>I can explain how some religious people use light to celebrate special occasions – Hannukah</p> <p>I can explain how some religious people use light to celebrate special occasions - Advent</p>	<p>What makes our school and our town special places to us?</p> <p>Talk about places that are special to me.</p> <p>Describe and name some of the special things I have seen in the church and explain what they are used for.</p> <p>Recognise places, locally, nationally and internationally, are special places for Christians</p> <p>Where, and why, do Christians travel to these special places?</p> <p>How do Hindus worship in a Mandir?</p> <p>Describe and name some of the special things I have seen in the Mandir and explain what they are used for.</p>	<p>Talk about what it means to treat people fairly</p> <p>Tell some religious stories about caring for others and treating them fairly - Islam 5 Pillars</p> <p>Tell some religious stories about caring for others and treating them fairly – The Three Best Friends</p> <p>Tell some religious stories about caring for others and treating them fairly – The Good Samaritan</p> <p>Think about ways our school can help people in need.</p>	<p>Identify the characteristics of stories</p> <p>Tell some religious stories and explain what they mean Suggest possible meanings for a story – Joseph and His Brothers</p> <p>Suggest possible meanings for a story - The Ugly Duckling</p> <p>Understand that some stories, including stories told by Jesus are used as a way of teaching people about God and how people should behave</p>	<p>Ask puzzling questions and explore possible answers.</p> <p>Identify and Explore questions about identity and my place in the world.</p> <p>Recognise some questions are difficult to answer.</p> <p>Recognise that religions may have different answers to the meaning of life.</p> <p>Ask puzzling questions and explore possible answers – Nigerian Loafers</p> <p>Ask puzzling questions and explore possible answers. – Man Saves Kittens</p>



Religious Education Long Term Plan – Objectives Covered

	Autumn 1 Beliefs in action in the world: People of Faith Christianity, Islam	Autumn 2 How do family life and festivals show what matters to Jewish People? Judaism	Spring 1 How important can a book be? Christianity, Judaism	Spring 2 What does it mean? Signs and symbols Christianity, Islam	Summer 1 What makes a story religious? Christianity, Hinduism	Summer 2 Three people who changed the world Christianity, Islam, Buddhism
Year 3	<p>I can explore the nature of faith.</p> <p>I know about people of faith in Christianity.</p> <p>I know how Jesus is a model for Christians</p> <p>I know about inspirational people in other religious</p> <p>I know about inspirational people in secular traditions</p> <p>I can reflect on who or what I find inspiring</p>		<p>Talk about my feelings about books and how they can be special to some people.</p> <p>Describe how different believers use and treat their holy books</p> <p>Compare how Christian and Jewish believers use and treat their holy books.</p> <p>Tell the story of Pesach (Passover) from the Torah and explain what Jewish people believe about them.</p> <p>Tell the story of Easter from the Bible and explain what Christians believe about them.</p> <p>Tell some stories from different holy books and explain what some people believe about them.</p>	<p>Use some religious words to explain what symbols are and what they stand for in different religions</p> <p>Explain how actions can be symbolic and give examples of ways in which religious people show their beliefs through actions</p> <p>Tell a religious story and explain how it is symbolic</p> <p>Talk about some of the things I find puzzling in religious stories</p>	<p>Identify the characteristics of stories</p> <p>Suggest possible meanings for stories</p> <p>Learn that religious stories often have a teaching purpose</p>	<p>Know the stories of Jesus as a key religious leader.</p> <p>Identify the inspirational qualities of Jesus.</p> <p>Know the stories of Muhammad as a key religious leader.</p> <p>Identify the inspirational qualities of Muhammad.</p> <p>Know the stories of The Buddha as a key religious leader</p> <p>Identify the inspirational qualities of The Buddha.</p> <p>Reflect on own experiences of who and what inspires and motivates you.</p>



Religious Education Long Term Plan – Objectives Covered

	Autumn 1 What is worship?	Autumn 2 Where are we going? Journeys	Spring 1 What makes a book holy?	Spring 2 What's right and what's wrong?	Summer 1 What it Means to be a Hindu in Britain Today	Summer 2 RE-on-Sea: Looking for Religion in our Community
	Christianity, Judaism, Sikhism, Hinduism	Judaism, Islam, Christianity	Christianity, Islam	Christianity, Judaism	Hinduism	Christianity, Judaism, Islam, Sikhism, Buddhism, Hinduism
Year 4	<p>I can explain what is meant by worship using some religious words.</p> <p>I can describe some differences in the ways people worship and give reasons for these differences</p> <ul style="list-style-type: none"> – Christian – Jewish – Sikh – Hindu 	<p>I can explain why pilgrimages are important to believers - Refugees</p> <p>I can explain why pilgrimages are important to believers</p> <ul style="list-style-type: none"> – Exodus of Egypt – Lourdes – Haji – Wailing Wall <p>I can reflect on my own experience of the journey of life</p> <p>I can talk about the journeys in the Christmas story from the perspectives of some of the people involved.</p>	<p>Talk about how and why the Bible can be sacred/holy for believers</p> <p>Explain the meaning of 'sacred' and 'holy'</p> <p>Talk about the importance of the Qur'an for Muslims</p> <p>Compare the beliefs of Christians and Muslims about their sacred books</p> <p>Reflect on how words and books are important in my life</p> <p>Identify some key stories and teachings from the Qur'an</p>	<p>Explain what is meant by making moral choices</p> <p>Ask questions about the moral choices people make and what might happen as a result of their decisions</p> <p>Give examples of some religious teachings which guide the way believers live and make choices</p> <p>Reflect on what guides me in making moral choices – The Golden Rule</p> <p>Reflect on what guides me in making moral choices – A world without rules</p>	<p>Understand how and what Hindus do to show their faith</p> <p>Explore Hindu ideas about the four aims of life.</p> <p>Explore Hindu ideas of karma</p> <p>Explore what Hindus do to show their tradition within their faith communities.</p> <p>Understand how Hindus make a difference in the worldwide community.</p>	<p>Explore the question 'who are we and where do we belong?'</p> <p>Use a range of research and inquiry skills to investigate the significance of religion in the local community</p> <p>Identify how religious families and communities practice their faith and the contribution this makes to local life</p> <p>Reflect on ways of celebrating the diversity in the local community</p> <ul style="list-style-type: none"> – Respecting religious homes - Community harmony - Us and Them



Religious Education Long Term Plan – Objectives Covered

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Religion and the individual: What does it mean to have faith? <i>Main 6 religions</i>	Experiences of God: Revelation- exploring the concept of God in the religions studied Christianity, Judaism, Islam, Sikhism, Buddhism	Religious expression: spiritual values Christianity, Buddhism	Follow the leader? Religious authority and leadership Christianity, Sikhism, Hinduism	The journey of life and death Christianity, Judaism, Hinduism, Sikhism	Who owns the world? Religion and the environment Christianity, Buddhism, Judaism
Year 5	Explain what is meant by 'faith' Explain some of the reasons why people belong to religions – Questions for people of Faith – Guest speaker I can describe and explain ways in which religious people express their faith I can give my own views about what it means to belong to a religion	I can tell some stories which show that religious people believe that God has been revealed to humans in different ways at different times. I can ask questions about the stories and say what I find interesting and what puzzles me I can tell some stories which show that religious people believe that God has been revealed to humans in different ways at different times – The Night of Power – 5Ks I can identify some similarities and some differences between the stories in different religions I can explain why Christians believe that God revealed Himself through Jesus – to Humans – to the Characters of the Christmas story	Learn that spirituality has a range of meanings. Explore spiritual symbolism in Buddhism What artefacts form part of a Buddhist shrine and what do they signify? Explore spiritual symbolism in Christianity Explore spiritual symbolism in Buddhism Reflect on my own values and evaluate the importance of spiritual values in the world today	Explain the impact Jesus' example and teachings might have on Christians today Explain the impact Jesus' example and teachings might have on Christians today Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live – The Unforgiving Servant Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today	Identify key events in the journey of life Describe how initiation is celebrated in Judaism and Christianity Describe how these events are celebrated in Hinduism and Sikhism Identify similarities and differences in the ways people practice their religions Reflect on important stages in my own life and how they are celebrated	Show understanding of some creation stories from different religions and why believers claim that the world is sacred - How did the world start? - Is everything in creation balanced? Raise some questions and explore answers relating to responsibility for the environment - Our relationship with the natural world - Two men at sea in a boat Raise some questions and explore answers relating to responsibility for the environment Use a variety of media to create and express visions of the world



Religious Education Long Term Plan – Objectives Covered

	Autumn 1 Are There More Questions Than Answers?	Autumn 2 Beliefs in Action in the World	Spring 1 Beliefs in Action in the World: Human Rights	Spring 2 Beliefs in Action in the World: Human Rights	Summer 1 How is Faith Expressed Through the Arts?	Summer 2 How is Faith Expressed Through the Arts?
		Christianity, Judaism, Islam, Sikhism, Buddhism, Hinduism	Christianity, Islam, Hinduism, Humanism,	Christianity, Baha’i, Jainism		Christianity, Islam, Buddhism
Year 6	<p>Ask questions about the meaning and purpose of life and suggest answers that might be given by members of different religious groups or individuals.</p> <p>Analyse and classify different types of questions.</p> <p>Compare and talk about the different answers given by religious and non-religious people to these questions – Discussion – Guest speaker</p> <p>Explain why some questions are difficult to answer and why some questions may have different answers</p>	<p>Learn about how and why Christian belief influences the way people treat others</p> <p>Learn about how and why Muslim belief influences the way people treat others</p> <p>Learn about how and why Hindu belief influences the way people treat others</p> <p>Learn about how and why Humanist belief influences the way people treat others</p> <p>Reflect on whether and how people should care for those in need – There but for the grace of God... - Charity - Homelessness</p>	<p>Explain what human rights are</p> <p>Reflect on and identify the human rights I think are most important and can explain why.</p> <p>Give examples of people who have been influenced by their religious beliefs to work for human rights – Jainism – Baha’i</p>	<p>Give examples of people who have been influenced by their religious beliefs to work for human rights - Dalai Lama - John Sentamu - Rosa Parks - Martin Luther King – Gandhi - Remember the Titans</p>	<p>Show understanding of how the creative and expressive arts can be used to express insights into faith and spirituality – Drama and Dance – Music</p> <p>Locate and describe how colour is used to express religious feelings and ideas.</p> <p>Identify the importance of art and artefacts in religion</p> <p>Can drama be used to reinforce teaching of religious stories?</p>	<p>Show understanding of how the creative and expressive arts can be used to express insights into faith and spirituality - <i>Why have faith groups used music to help their believers?</i> - Buddhist and Islamic art</p> <p>Interpret and explain how symbolism is used in art</p> <p>Express and communicate their own and others’ insights through the creative and expressive arts</p>