

Long Term Plan – RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	How do festivals and worship show what matters to Muslims?	How do festivals and family life show what matters most to Sikhs? Trip to Gurdwara	What kind of world does Jesus want?	How and why do people try to make the world a better place?
Year 4	What is 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today? Trip to Mandir	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what is the impact of Pentecost?	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus is the Messiah?	Why is the Torah so important to Jewish people? Trip to Synagogue	How do Christians decide how to live?	What matters most to Humanists and Christians?
Year 6	Creation and science: conflicting or complementary?	Why do some people believe in God and some do not? Trip to Church	Why do Hindus try to be good?		For Christians, what kind of king is Jesus?	<i>How does faith help people when life gets hard?</i>

End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the unit outlines on pp.61-72.

End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 		<ul style="list-style-type: none"> consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the unit outlines on pp.75-86.