



Long Term Plan of Content Coverage for Religious Education

Subject Intent: Our RE Curriculum demonstrates the commitment we have to providing a breadth of experience and learning around the most prominent world religions. Children learn from and about the key concepts underpinning religion and in so doing come to a deeper understanding of the world and their place within it. They learn about Christianity and the ethos that underpins our practices as a Church School. They develop also their knowledge, understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures both locally and globally. Through exploration and enquiry, children are encouraged to ask questions about the world and reflect on their own beliefs, values and experiences.

Big Ideas: Explore, Enquire, Respect

Years 1 and 2							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Christianity Belonging	Judaism Belonging	Christianity Stories and Books	Christianity Prayer and Worship	Christianity Celebrations	Judaism Prayer and Worship	
Cycle A	<p>Why is belonging to God and the church family important to Christians?</p> <ul style="list-style-type: none"> 	<p>Why is learning to do good deeds so important to Jewish people?</p>	<p>What did Jesus teach about God in his parables?</p>	<p>Why do Christians pray to God and worship him?</p>	<p>How does celebrating Pentecost remind Christians that God is with them always?</p>	<p>Why do Jewish families say so many prayers and blessings?</p>	
	<p>Year 1</p> <ul style="list-style-type: none"> Remember a faith story and know who it is special to. (beliefs, teaching and sources) Use the right names for things that people might do in a religion. (practices and ways of life) Recognise and talk about religious art, symbols and words. (forms of expression) Talk about things that happen to themselves, their friends or families. (identify, diversity and belonging) Talk about things they can learn in stories, including religious stories. (meaning, purpose and truth) Talk about what is important to themselves and to other people. (values and commitments) <p>Year 2</p> <ul style="list-style-type: none"> Tell a faith story and say why it might be important to a believer. (beliefs, teaching and sources) Talk about some things different religious people do that are similar. (practices and ways of life) Say what some religious symbols stand for and what some religious art or music are about. (forms of expression) Ask about what happens to others, including religious people, with respect for their feelings. (identify, diversity and belonging) Talk about some things in stories, including religious stories, that make people ask questions. (meaning, purpose and truth) 						

		<ul style="list-style-type: none"> • Talk about what is important to others including religious believers, with respect for their feelings. (values and commitments)
SMSC and FBV Connections	<p>Spiritual Development</p> <ul style="list-style-type: none"> • Show their ability to reflect their own beliefs (religious or otherwise) and perspective on life. • Show knowledge of, and respect for, different people’s faiths, feelings and values. <p>Cultural Development</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Demonstrate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. 	

Years 1 and 2

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Area of Learning	Judaism Believing	Christianity Believing	Islam Believing	Christianity Symbols & Artefacts	Christianity Leaders & Teachers	Judaism Leaders & Teachers
Cycle B		Why do Jewish families talk about repentance at New Year?	Why was Jesus given the name ‘saviour’?	How do some Muslims show Allah is compassionate and merciful?	What are the best symbols of Jesus’ death and resurrection at Easter?	Why do Christians trust Jesus and follow him?	Why is the Torah such a joy for the Jewish community?
		<p>Year 1</p> <ul style="list-style-type: none"> • Remember a faith story and know who it is special to. (beliefs, teaching and sources) • Use the right names for things that people might do in a religion. (practices and ways of life) • Recognise and talk about religious art, symbols and words. (forms of expression) • Talk about things that happen to themselves, their friends or families. (identify, diversity and belonging) • Talk about things they can learn in stories, including religious stories. (meaning, purpose and truth) • Talk about what is important to themselves and to other people. (values and commitments) <p>Year 2</p> <ul style="list-style-type: none"> • Tell a faith story and say why it might be important to a believer. (beliefs, teaching and sources) • Talk about some things different religious people do that are similar. (practices and ways of life) 					

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		<ul style="list-style-type: none"> • Say what some religious symbols stand for and what some religious art or music are about. (forms of expression) • Ask about what happens to others, including religious people, with respect for their feelings. (identify, diversity and belonging) • Talk about some things in stories, including religious stories, that make people ask questions. (meaning, purpose and truth) • Talk about what is important to others including religious believers, with respect for their feelings. (values and commitments)
	<p>SMSC and FBV Connections</p>	<p>Spiritual Development</p> <ul style="list-style-type: none"> • Show their ability to reflect their own beliefs (religious or otherwise) and perspective on life. • Show knowledge of, and respect for, different people’s faiths, feelings and values. <p>Cultural Development</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Demonstrate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

Years 3 and 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Christianity Inspirational People	Islam Inspirational People	Christianity	Sikhism Religion, Family and Community	Christianity Religion and the Individual	Hinduism Religion and the Individual
	How does believing Jesus is 'saviour' inspire Christians to save and serve others?	Why do Muslims call Muhammad the 'Seal of the Prophets'?	How do the 'Heroes of Faith' encourage Christians today?	How do Sikhs put their beliefs about equality into practice?	How do Christians show reconciliation with God and other people?	Why does a Hindu want to collect good Karma?
Cycle A	<p>Year 3</p> <ul style="list-style-type: none"> Describe what a believer might learn from a religious story. (beliefs, teachings and sources) Describe some similar things religious people do e.g. pray, but that they do differently. (practices and ways of life) Use religious words to describe some of the different ways people show their beliefs. (forms of expression) Recognise some of the things which influence themselves e.g. family, friends, faith. (identity, diversity and belonging) Ask good ('big') questions about life and communicate some of their ideas or answers. (meaning, purpose and truth) Link things that are important to themselves with the way they think and behave. (values and commitments) <p>Year 4</p> <ul style="list-style-type: none"> Describe what believers might learn from a religious story about God or life. (beliefs, teachings and sources) Describe some things religious people do as part of their faith that are the same and some that are different. (practices and ways of life) Describe some of the different way people show their beliefs using religious words, symbols or art. (forms of expression) Compare some things that influence them with those that influence other people, including religious believers. (identity, diversity, belonging) Ask important questions about life and compare ideas with those of other people, including religious believers. (meaning, purpose and truth) Link things that are important to themselves, and others, with the way people think and behave. (values and commitments) 					
	SMSC and FBV Connections	<p>Spiritual Development</p> <ul style="list-style-type: none"> Show their ability to reflect their own beliefs (religious or otherwise) and perspective on life. Show knowledge of, and respect for, different people's faiths, feelings and values. <p>Cultural Development</p> <ul style="list-style-type: none"> Demonstrate the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. Demonstrate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. 				

Years 3 and 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Christianity Religion, Family and Community	Christianity Beliefs in Action in the World	Judaism Symbols and Religious Expression	Christianity Symbols and Religious Expression	Christianity	Islam Religion and the Individual
Cycle B	Why do Christians believe they are on a mission?	What do Christians mean when they talk about the Kingdom of God?	What symbol and stories help Jewish people remember their covenant with God?	Why is the cross more than a symbol of sacrifice?	Why do Christians call themselves the 'Body of Christ'?	How does a Muslim show their submission and obedience to Allah?
	<p>Year 3</p> <ul style="list-style-type: none"> Describe what a believer might learn from a religious story. (beliefs, teachings and sources) Describe some similar things religious people do e.g. pray, but that they do differently. (practices and ways of life) Use religious words to describe some of the different ways people show their beliefs. (forms of expression) Recognise some of the things which influence themselves e.g. family, friends, faith. (identity, diversity and belonging) Ask good ('big') questions about life and communicate some of their ideas or answers. (meaning, purpose and truth) Link things that are important to themselves with the way they think and behave. (values and commitments) <p>Year 4</p> <ul style="list-style-type: none"> Describe what believers might learn from a religious story about God or life. (beliefs, teachings and sources) Describe some things religious people do as part of their faith that are the same and some that are different. (practices and ways of life) Describe some of the different way people show their beliefs using religious words, symbols or art. (forms of expression) Compare some things that influence them with those that influence other people, including religious believers. (identity, diversity, belonging) Ask important questions about life and compare ideas with those of other people, including religious believers. (meaning, purpose and truth) Link things that are important to themselves, and others, with the way people think and behave. (values and commitments) 					
	SMSC and FBV Connections	<p>Spiritual Development</p> <ul style="list-style-type: none"> Show their ability to reflect their own beliefs (religious or otherwise) and perspective on life. Show knowledge of, and respect for, different people's faiths, feelings and values. <p>Cultural Development</p> <ul style="list-style-type: none"> Demonstrate the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. Demonstrate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. 				

Years 5 and 6

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Christianity Beliefs and Questions	Sikhism Teachings and Authority	Christianity Journey of Life and Death	Christianity Trinity	Buddhism Symbols and Religious Expression	Christianity Pilgrim	
	How do Christians show their belief that Jesus is God incarnate?	How does the teaching of the Gurus move Sikhs from dark to light?	Should believing in the resurrection change how Christians view life and death?	How do Christians try to capture the mystery of God as Trinity?	How did Buddha teach his followers to find enlightenment?	How do Christians think being a pilgrim is a good analogy for life itself?	
Cycle A	<p>Year 5</p> <ul style="list-style-type: none"> • Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). (beliefs, teachings and sources) • Use the right religious words to describe practices and experiences which may be involved in belonging to different religious groups. (practices and ways of life) • Explain how believers have expressed their religious beliefs (ideas, feelings, etc.) in a range of styles and words, and suggest reasons for this. (forms of expression) • Ask questions about groups people (choose to) belong to, and suggest answers which refer to people who have inspired and influenced themselves and others. (identity, diversity and belonging) • Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group. (meaning, purpose and truth) • Ask questions about moral decisions and others make as a result of their values and commitments, including some based on religious beliefs. (values and commitments) <p>Year 6</p> <ul style="list-style-type: none"> • Make links between the beliefs (teachings, sources etc.) of different religious groups and explain how they are connected to believers' lives. (beliefs, teachings and sources) • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide range of religious vocabulary. (practices and ways of life) • Express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and explain what they are trying to convey. (forms of expression) • Ask questions about the diversity of groups people belong to, and suggest answers which refer to people's heritage, background, choices or beliefs. (identity, diversity and belonging) 						

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		<ul style="list-style-type: none">• Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews. (meaning, purpose and truth)• Suggest what might happen as a result of different moral decisions, including those made with reference to religious and non-religious beliefs/ values. (values and commitments)
SMSC and FBV Connections		<p>Spiritual Development</p> <ul style="list-style-type: none">• Show their ability to reflect their own beliefs (religious or otherwise) and perspective on life.• Show knowledge of, and respect for, different people's faiths, feelings and values. <p>Cultural Development</p> <ul style="list-style-type: none">• Demonstrate the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.• Demonstrate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

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Area of Learning	Christianity Teachings and Authority	Hinduism Teachings and Authority	Christianity Wisdom	Humanism Journey of Life and Death	Christianity Worship, Pilgrimage and Sacred Places	Islam Beliefs and Questions	
	Why is the Gospel such good news to Christians?	What spiritual pathways to Moksha are written about in Hindu scriptures?	When Christians need real wisdom where do they look for it?	Why do Humanists say that happiness is the goal of life?	What is the greatest significance of Eucharist for Christians?	How does tawhid create a sense of belonging to the Muslim community?	
Cycle B	<p>Year 5</p> <ul style="list-style-type: none"> • Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). (beliefs, teachings and sources) • Use the right religious words to describe practices and experiences which may be involved in belonging to different religious groups. (practices and ways of life) • Explain how believers have expressed their religious beliefs (ideas, feelings, etc.) in a range of styles and words, and suggest reasons for this. (forms of expression) • Ask questions about groups people (choose to) belong to, and suggest answers which refer to people who have inspired and influenced themselves and others. (identity, diversity and belonging) • Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group. (meaning, purpose and truth) <p>Ask questions about moral decisions and others make as a result of their values and commitments, including some based on religious beliefs. (values and commitments)</p> <p>Year 6</p> <ul style="list-style-type: none"> • Make links between the beliefs (teachings, sources etc.) of different religious groups and explain how they are connected to believers' lives. (beliefs, teachings and sources) • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide range of religious vocabulary. (practices and ways of life) • Express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and explain what they are trying to convey. (forms of expression) • Ask questions about the diversity of groups people belong to, and suggest answers which refer to people's heritage, background, choices or beliefs. (identity, diversity and belonging) 						

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