RE Long term Plan

Marston

Lincolnshire Agreed Syllabus

Reception	**Special and Sacred** – Which people, stories and events are special to me?	**Special and Sacred** -What do I know about Easter and Holi?	**Special and Sacred** – Why are some places and objects special or sacred?

Reception units have been designed to weave into Years 1 and 2 learning. Opportunities for shared input should be taken wherever possible, with Reception learners focusing upon accessing the learning set out under the above questions and Yrs 1 and 2 extended further, ensuring that they meet the learning objectives and outcomes set out in the plans. For Reception/Yr 1 classes, key themes such as special/sacred, stories, celebrations, etc. blend very well together. Termly planning Units are broken down into three terms per year. Some schools plan in this way while others prefer to break each term into two, i.e. Autumn 1, Spring 2, etc. Where there is more than one key learning question for a term it is entirely up to teachers how they organise the time.

KS1
Cycle A

Autumn **What do stories from religious traditions teach about God? (Yr 1 topic)** **What can we learn from other stories? (Year 1 topic)**	**Spring** **What do creation stories teach people about God and human nature? (Yr 1 topic)**	**Summer** **What are sacred texts and why do they matter? (Year 2 topic)**
Learning Objectives • how stories form part of beliefs and help people understand the world • what some narratives from sacred texts teach people about God and the way they should lead their lives. • why some stories are considered to be special and/or sacred • how stories can mean different things to different people • how different stories may contain 'truth' and what this means to different people	**Learning Objectives** • how stories form part of key religious beliefs, e.g. the origin of sin • what stories teach about God, e.g. Creator of the world • how stories can mean different things to different people • why people have different views about how the world began	**Learning Objectives** • what is meant by revelation • how sacred scriptures are different to other kinds of books • how sacred scriptures are used in worship and ceremonies to bring communities together • how and why people show respect for sacred scriptures
Learning outcomes Y1 • explain how stories form part of beliefs. • talk/write about stories from sacred texts which teach people about God and the way people should lead their lives • identify stories considered to be special and/or sacred • ask questions about the different meanings stories have, including what people mean by 'truth', e.g. 'Is it a true story?'	**Learning outcomes Y1** • explain how creation stories form part of religious beliefs such as how the world was created • explain what stories teach about God and people, e.g. God the Creator, Adam and Eve in the Garden of Eden • give reasons why people, including those with no religious beliefs, might have different explanations about how the world began	**Learning outcomes Y2** • explain how religious communities consider sacred scriptures and texts to be different from other types of books • identify and name key sacred scriptures and explain their origins • provide examples of the ways sacred scriptures are used in worship and ceremonies • explain the different ways Abrahamic religions view sacred texts compared to most Dharmic religions • recognise texts from different scriptures
Learning outcomes Y2 • explain why people believe different things, i.e. not just from stories, but other influences • find out about how non-religious people receive guidance about how to live their lives • compare the meaning of a story from an 'ordinary' book with one they consider to be sacred, e.g. a fairy tale or folk story with a story from a religious tradition • ask relevant questions to try to determine whether something is true or not	**Learning outcomes Y2** • describe similarities and differences in creation stories from different RWs and cultures • compare beliefs about how the world began from an Abrahamic and Dharmic point of view • generate hypotheses and questions about the Genesis creation story, e.g. what if Adam and Eve had obeyed God? • explain, in simple terms, what humanists believe about the origin of life	**Learning outcomes Y1** • name at least one book that has a special to them and explain why • re-tell a story from a sacred text and explain its meaning • identify and name a sacred scripture from one Abrahamic and one Dharmic tradition • describe similarities and differences between sacred texts in at least two religions, including the way they are treated and used by worshippers
Religions and Worldviews		
Compulsory Abrahamic religions: Christianity, Judaism **Additional suggestions:** Stories from other RWs with special meanings.	**Compulsory Abrahamic religions**: Christianity, Islam, Judaism **Non-religious worldview**: humanism **Additional suggestions:** Creation stories from other traditions and cultures.	**Compulsory**: Christianity Abrahamic religion: Islam Dharmic religion: Hinduism Reference may be made to other RWs as and when appropriate.

KS1 **Cycle B**		
Autumn **How are stories and celebrations linked? (Yr 1 topic)**	**Spring** **What do people learn from stories and festivals? (Yr 1 topic)**	**Summer** **What do we mean by religion and worldviews? (Yr 2 topic)** **What beliefs, values and practices are important in religions worldviews? (Yr 2 topic)**
Learning Objective • how stories of all kinds give communities a shared identity • the ways in which festivals and celebrations bring people together through a sense of belonging • how stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and incarnation • how stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah	**Learning Objectives** • how stories of all kinds give communities a shared identity, including how they celebrate festival times such as Easter and Passover • how stories relating to key festivals reflect religious beliefs and concepts, e.g. resurrection, freedom • how stories can bring meaning to the ideas of 'sacred' and 'holy' • how stories play a part in the observance of Easter and Passover	**Learning Objectives** what is meant by 'religion' and 'worldviews' • the distinctive beliefs of people from Abrahamic and Dharmic traditions • how RWs connect with each other • how diversity within religions can be seen through different groups
Learning outcomes Y1 provide examples of the different ways festivals such as Christmas and Hanukkah bring communities together to celebrate • explain how festivals reflect key stories, beliefs and concepts • give reasons why some stories are considered to be sacred • describe ways in which stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah	**Learning outcomes Y1** • describe how Easter and Passover bring communities together through the ways they observe and celebrate these events • explain how stories relating to key festivals reflect religious beliefs and concepts, e.g. how Jesus' Resurrection links to beliefs about life after death • give reasons why some stories are considered 'sacred' and 'holy' • explain how stories play a part in the observance of Easter and Passover, e.g. the events of Holy Week and Easter, the telling of the Exodus story during the Passover meal.	**Learning outcomes Y2** • explain the meaning of 'religion' and 'worldview' • distinguish between the key beliefs of people from Abrahamic and Dharmic traditions • make connections between beliefs within and between worldviews • identify areas of diversity within religions • summarise a non-religious view of the world
Learning outcomes Y2 • compare the ways in which two Christian groups (denominations) might celebrate Christmas, e.g. Roman Catholic and Salvation Army • re-tell the story behind Hanukkah, showing what it tells us about Jewish beliefs and values • interpret the meaning and significance of some key Christmas symbols and concepts, e.g. light, incarnation, peace	**Learning outcomes Y2** • explain the key concepts in the Easter and Passover narratives, e.g. forgiveness, redemption, salvation, freedom, slavery • make connections between the Christian narrative of creation and the Fall and Jesus' crucifixion and Resurrection • explain how the items of food on the Seder plate link to the account of Passover and why this has such significance for Jewish people • explain the similarities and differences between Lent and Ramadan	**Learning outcomes Y1** • identify and name at least one religion and find out about the key beliefs of the people who belong to it • explain why some people might not believe in a God or gods • give reasons why some people choose to belong to religious groups, e.g. sense of belonging, community, celebration • give examples of ways in which people might express their beliefs, e.g. clothes, food, celebration
Religions and worldviews		
Compulsory **Abrahamic religions**: Christianity, Judaism **Additional suggestions** Aspects of other RW, symbolism of light	**Compulsory** **Abrahamic religions**: Christianity, Islam, Judaism	**Compulsory** **Abrahamic religions**: Christianity, Islam **Dharmic religion**: Buddhism, Hinduism **Non-religious worldview**: humanism **Additional suggestions** Teach the above in some depth but refer to others as and when appropriate, e.g. Baha'i, Jainism.

Lower KS2 **Cycle A**		
Autumn **What does pilgrimage mean to individuals and communities?** **(Yr 3 topic)**	**Spring** **Which RWs communities can we find in our neighbourhood?** **(yr 3 topic)**	**Summer** **School Designed Unit**
Learning Objectives • how going on a pilgrimage gives people a sense of sense of belonging • how pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam • the meaning of actions and rituals which take place during pilgrimages • what kind of experiences people might have during pilgrimages • why the experience of pilgrimage may have different meaning for different people	**Learning Objectives** • what it means to be part of a community • which RWs are represented in the class, the school and Lincolnshire • what RWs contribute to the wider community. • how communities express their beliefs and values in everyday life and at special times • how to research historical events associated with communities, e.g. how communities change over time	**Learning Objectives**
Learning outcomes Y3 • explain why people go on pilgrimages • make connections between pilgrimage and key beliefs • describe and explain what people do when on a pilgrimage • ask relevant questions about peoples' experiences during pilgrimages.	**Learning outcomes Y3** • find out about the RWs that are represented in the class, the school and the wider community • provide examples of the contribution religious groups make to the wider community • carry out research into the history of local areas associated with different communities – how have these changed over time?	**Learning outcomes**
Learning outcomes Y4 • demonstrate how beliefs link to pilgrimages in different RWs • evaluate the importance of a non-religious pilgrimage or journey • compare and contrast the actions and rituals that take place in two different pilgrimages and explain their meaning • reflect upon the spiritual meaning that a pilgrimage might have for a person	**Learning outcomes Y4** • present an analysis of the RWs that are represented in the class, the school and Lincolnshire • research how these figures have changed over time and suggest reasons for this • explain why a person might belong to more than one RW community and what this might mean to them in everyday life • find out about a lesser known religious or worldview community in Lincolnshire	**Learning outcomes**
Religions and Worldviews		
Compulsory: Christianity **Abrahamic religion**: either Islam **Dharmic religion**: Hinduism It is not necessary to cover every example of pilgrimage for each RW. Teachers should choose whichever they consider most appropriate.	Religions and worldviews Depends on locality: no RW is compulsory. It is likely that a local church will be chosen. Try to achieve a balance of Abrahamic/Dharmic: this may include a virtual study	This is designated as a School Designed Unit (SDU). This will provide teachers with the opportunity to be creative and flexible in putting together a unit that meets the needs of their pupils. It might or might not be directly connected with what has been covered in the two previous terms. A planning template can be found in Appendix 3. For teachers who would prefer more direction, there 'ready-made' plans in the same Appendix.

Lowe KS2 **Cycle B**		
Autumn **How do people welcome new life into the world? (Yr 4 topic)** **How do people show their commitment to a religion? (Year 4 topic)**	**Spring** **How do people celebrate marriage? (Yr 4 topic)**	**Summer** **What do people believe about the afterlife? (Yr 4 topic)** **How is this expressed in funeral practices? (Yr 4 topic)**
Learning Objectives • how different ceremonies, clothing and symbols bring people together • how promises are connected to belief and people are helped to keep these by family and the community • the meaning of rituals and actions which characterise ceremonies • how the concepts of 'sacred' and 'holy' are key parts of religious ceremonies, e.g. promises made to or before God • how commitment ceremonies may have different meanings for different people, both between and within RWs	**Learning Objectives** • how marriage is linked to belonging • how promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community • the meaning of rituals and symbols which form part of marriage ceremonies • how the 'sacred' is a key part of wedding ceremonies, e.g. promises made to and before God – and how these link to other types of commitment ceremonies • how marriage may have different meanings for different people	**Learning Objectives** • how and why people come together for funeral ceremonies • what happens in funeral ceremonies and the meaning of certain rituals • how people interpret the meaning of death and the afterlife • what is meant by immortality
Learning outcomes Y4 • describe, in at least two RWs, a) the ways in which people welcome new life into the world and b) what happens during commitment ceremonies • explain the significance of clothing and symbols in a commitment ceremony and how this may contribute to a sense of belonging and identity • compare promises made during different ceremonies • explain the difference between religious and non-religious ceremonies	**Learning outcomes Y4** • explain why most religious traditions value marriage • give reasons why some people might not want to get married • compare at least two types of wedding ceremonies, including promises and actions • give reasons for the differences between religious and non- religious ceremonies • identify possible problems with making a promise that will last forever	**Learning outcomes Y4** • describe what happens during a funeral, including rituals • explain why some people might want to attend a funeral while others might not • compare and present arguments about the purpose of life and death • Interpret the meaning and significance of living forever
Learning outcomes Y3 • describe a birth ceremony from an Abrahamic and a Dharmic tradition and explain the symbolism involved • compare the promises made in two commitment ceremonies • explain why wearing special clothes and symbols may help to express and strengthen a person's beliefs • give examples of promises made to God during birth and commitment ceremonies	**Learning outcomes Y3** • describe common features of weddings and explain why marriage is seen as a joyful event • give examples of promises and vows made during a wedding • explain what happens during a humanist ceremony explain the meaning of symbolic objects in two religious ceremonies	**Learning outcomes Y3** • find out what texts and prayers are used in at least one type of religious funeral • explain what at least two religions or worldviews believe about life after death • reflect upon what it would be like to live forever
Religions and Worldviews		
Compulsory: Christianity **Abrahamic religion:** Islam **Dharmic religion**: Sikhi Other RWs should be covered where appropriate, e.g. humanist, Pagan ceremonies If schools are using the 'alternative' approach (see p.170) they should make their own choices about which RWs to cover.		

Upper KS2 **Cycle A**		
Autumn **Combine the following two topics: How do people express their beliefs through worship and caring for others? (Yr 5 topic)** **What do people believe about caring for the world and others? (Yr 6 topic)** **How do people use their senses to worship? (Yr 5 topic)**	**Spring** **How do people choose between right and wrong? (Yr 6 topic)**	**Summer** **Year 5: This is designated as a School Designed Unit (SDU). This will provide teachers with the opportunity to be creative and flexible in putting together a unit that meets the needs of their pupils. It might or might not be directly connected with what has been covered in the two previous terms.** **A planning template can be found in Appendix 3 along with suggested topics. For teachers who would prefer more direction, there are two 'ready-made' plans in the same Appendix.** **What is my worldview? (Yr 6 topic)**
Learning Objectives • how people express their faith through worship, both individual and collectively • how sensory and emotional responses form part of worship and religious experience • ways in which objects, symbols, words, music, art and literature give deeper meaning to worship • what people from different Abrahamic and different Dharmic traditions mean by prayer and meditation • how sacred texts encourage believers to express their faith by caring for others and how beliefs can be shown through actions • what RWs say about how people should treat each other and the planet and what they have in common	**Learning Objectives** • what influences people to decide what is good or bad, right or wrong • how this may be different for those with religious or non-religious beliefs • what is meant by relative and absolute morality	**Learning Objectives** • what is meant by a worldview • the difference between religion, worldviews and spirituality • how worldviews may change over time
Learning outcomes Y5 • give examples of actions that people might carry out when they worship, both as individuals and collectively • explain how certain symbols, objects and artefacts help people to worship • describe how people might use their senses during prayer and meditation • find out about how RWs locally help others	**Learning outcomes Y6** • present a balanced argument about a moral and ethical issue • identify and interpret sacred texts which set out moral guidelines for believers • interpret the meaning of relative and absolute morality	**Learning outcomes Y6** • distinguish between religion, worldviews and spirituality • explain what might influence a person's worldview and how this might change over time • consolidate previous learning and reflect upon their own personal worldview • express their worldview to others • empathise with the thoughts and beliefs of others
Learning outcomes Y6 • compare worship in two different religious traditions and between two different Christian denominations • describe how worship might be carried out in the home, e.g. in Hinduism • explain how certain symbols, objects and artefacts are used to help people worship both in the place of worship and the home • describe ways in which people might use their senses during prayer and meditation in both Abrahamic and Dharmic traditions • identify ways in which people from different RWs show care for others: provide examples, locally and nationally, e.g. charities, national projects and initiatives	**Learning outcomes Y5** • provide examples of moral/ethical issues and give responses • explain why the response to moral or ethical question may differ depending on a person's religion, worldview or circumstance	**Learning outcomes**
Religions and worldviews		
Compulsory **Autumn term**: Christianity **Abrahamic religion**: Islam **Dharmic religion**: Buddhism **Additional suggestions:** Refer to other RWs if and when appropriate, e.g. Baha'i, Jainism, Paganism.	**School Designed Unit**: choice of RWs will depend on the topic. No RW is compulsory. For Year 6 content, ensure a balance of Abrahamic and Dharmic religions + non-religious worldviews add philosophical viewpoints and a non-religious worldview.	

Upper KS2
Cycle B

Autumn **How do people know who or what to believe? (Yr 6 topic)** **What do people believe about the existence of God? (Yr 6 topic)**	**Spring** **What do people believe about good, evil and suffering? (Yr 6 topic)**	**Summer** **What do people believe about peace? (Yr 6 topic)** **What do we mean by religious and spiritual experiences? (Yr 5 topic)**
Learning Objectives • how different types of authority determine people's beliefs and actions and why some are more trustworthy than others • how values and beliefs are reflected in the lives of religious and non-religious inspirational people • how people make decisions about belief in God • what religious and philosophical thinkers say about the existence of God • how beliefs about the existence of God are open to interpretation	**Learning Objectives** • why belief in God might raise challenging questions in relation to suffering • how RWs respond to the issues of evil and suffering	**Learning Objectives** • what is meant by pacifism • how different RWs respond to the issue of peace and conflict and what beliefs they have in common • the influence of peace activists and religious leaders • what is meant by a religious or spiritual experience
Learning outcomes Y6 • give examples of influences on young people today and how these can make 'truth' difficult to define • summarise what some religious and philosophical thinkers say about the existence of God • explain how some beliefs about the existence of God are open to interpretation	**Learning outcomes Y5** • give reasons why people might hold religious beliefs, despite the issues of evil and suffering • compare the responses of at least two RWs to evil and suffering • explain what is meant by moral and natural evil	**Learning outcomes Y6** • find out and interpret what sacred scriptures say about peace • provide examples of key thinkers and activists who have influenced the peace narrative and summarise their message • describe the characteristics of a religious and/or spiritual experience
Learning outcomes Y5 • explain why people do not always know what to believe, e.g. on social media • give some reasons why a person might not believe in God • explain one argument which explains the existence of God	**Learning outcomes Y5** • provide examples of different types of suffering and explain how some RWs might respond to these • explain what RWs mean by good and evil • present a balanced argument about good and evil in the world today	**Learning outcomes Y5** • give examples of religious or spiritual experiences, e.g. miracles and suggest possible explanations or interpretations • ask relevant questions about religious experiences such as conversion, dreams and the 'unexplained'

Religions and Worldviews

Compulsory: Christianity
Abrahamic religion: Islam
Choice of at least one tradition from Buddhism, Hinduism or Sikhi
Humanism
Additional suggestions: Include philosophical viewpoints.