



Subject: RE

Long Term Plan Including Key Knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Which stories are special and why?</p> <ul style="list-style-type: none"> * talk about some religious stories * recognise some religious words, e.g. about God * identify some of their own feelings in the stories they hear * identify a sacred text e.g. Bible, Qur'an * talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do * talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked 	<p>Which people are special and why?</p> <ul style="list-style-type: none"> * talk about people who are special to them * identify some of the qualities of a good friend * reflect on the question 'Am I a good friend?' * recall and talk about stories of Jesus as a friend to others 	<p>Which places are special and why?</p> <ul style="list-style-type: none"> * be aware that some religious people have places which have special meaning for them * talk about the things that are special and valued in a place of worship * identify some significant features of sacred places * recognise a place of worship 	<p>Which times are special and why?</p> <ul style="list-style-type: none"> * give examples of special occasions and suggest features of a good celebration * say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith 	<p>Where do we belong?</p> <ul style="list-style-type: none"> * re-tell religious stories making connections with personal experiences * share and record occasions when things have happened in their lives that made them feel special * recall simply what happens at a traditional Christian infant baptism and dedication * recall simply what happens when a baby is welcomed into a religion other than Christianity 	<p>What is special about our world?</p> <ul style="list-style-type: none"> * re-tell stories, talking about what they say about the world, God, human beings * think about the wonders of the natural world, expressing ideas and feelings * express ideas about how to look after animals and plants * talk about what people do to mess up the world and what they do to look after it
Year 1	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> * Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers * Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean 		<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> * Identify some ways Christians celebrate sacred times and some ways a festival is celebrated in another religion * Re-tell stories connected with Christian festivals and a festival in another religion and say why these are important to believers 		<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> * Talk about some simple ideas about Christian beliefs about God and Jesus * Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means 	<p>What makes some places sacred?</p> <ul style="list-style-type: none"> * Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).
Year 2	<p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> * Re-tell Bible stories and stories from another faith about caring for others and the world 	<p>How and why do we celebrate special and sacred times? (different festival focus)</p> <ul style="list-style-type: none"> * Identify some ways Christians celebrate sacred times and some ways a festival is celebrated in another religion 	<p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> * Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah * Re-tell a story about the life of the Prophet Muhammad 	<p>Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> * Talk about how the mezuzah in the home reminds Jewish people about God * Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about 	<p>How can we learn from sacred books?</p> <ul style="list-style-type: none"> * Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories 	<p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> * Re-tell Bible stories and stories from another faith about caring for others and the world

		* Re-tell stories connected with Christian festivals and a festival in another religion and say why these are important to believers	* Recognise some objects used by Muslims and suggest why they are important	God, suggesting what it means		
Year 3	What does it mean to be a Christian in Britain today? * Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings * Describe some ways in which Christian express their faith through hymns and modern worship songs	What do different people believe about God? * Describe some of the ways in which Christians Hindus and/or Muslims describe God	Why are festivals important to religious communities? * Make connections between stories, symbols and beliefs with what happens in at least two festivals * Identify similarities and differences in the way festivals are celebrated within and between religions	Why do people pray? * Describe the practice of prayer in the religions studied * Make connections between what people believe about prayer and what they do when they pray	Why is the Bible so important for Christians today? * Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation * Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression	
Year 4	What does it mean to be a Hindu in Britain today? * Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life * Describe some ways in which Hindus express their faith through puja, aarti and bhajans	What can we learn from religions about deciding what is right and wrong? * Make connections between stories of temptation and why people can find it difficult to be good	Why is Jesus inspiring to some people? * Make connections between some of Jesus' teachings and the way Christians live today * Describe how Christians celebrate Holy Week and Easter Sunday * Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter	Why are festivals important to religious communities? * Make connections between stories, symbols and beliefs with what happens in at least two festivals * Identify similarities and differences in the way festivals are celebrated within and between religions	Why do some people think that life is like a journey and what significant experiences mark this? * Suggest why some people see life as a journey and identify some of the key milestones on this journey * Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean	
Year 5	Why do some people think God exists? * Outline clearly a Christian understanding of what God is like, using examples and evidence	If God is everywhere, why go to a place of worship? * Make connections between how believers feel about places of worship in different traditions	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) * Outline Jesus' teaching on how his followers should live	What does it mean to be a Muslim in Britain today? * Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. * Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. * Make connections between the key functions of the mosque and the beliefs of Muslims		

<p>Year 6</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? * Describe and make connections between examples of religious creativity (buildings and art)</p>	<p>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? * Make connections between beliefs and behaviour in different religions * Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</p>	<p>What matters most to Christians and Humanists? * Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p>	<p>What do religions say to us when life gets hard? * Outline Christian, Hindu and/or non-religious beliefs about life after death</p>
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