

Sample School Long Term Plan for RE

<u>Year Group</u>	<u>Content</u>	<u>Skills</u>
<u>Year 1</u> <u>Autumn Term</u> <u>Exploring families</u>	I am special Belonging Christmas - Good News!	AT1: recount outlines of some religious stories recognise some religious symbols and words AT": identify aspects of own experience and feelings, in religious material studied
<u>Year 1</u> <u>Spring Term</u> <u>Exploring Churches</u>	Thinking about places which are special to us Learning about churches and synagogues Visit to Truro Cathedral Spring Story of Tattybogle to explore feelings Easter - Changing Moods	AT1: recount outlines of some religious stories recognise features of religious life and practice recognise some religious symbols and words AT2: identify things they find interesting or puzzling, in religious materials studied
<u>Year 1</u> <u>Summer Term</u> <u>Exploring the World</u>	Exploring our response to nature Looking at a psalm and a prayer praising God The story of Creation -asking big questions. The story of Noah - promises.	AT1: recount outlines of some religious stories recognise some religious symbols and words AT2: identify aspects of own experience and feelings, in religious material studied identify what is of value and concern to themselves, in religious material studied
<u>Year 2</u> <u>Autumn Term</u> <u>Leaders and teachers</u>	Recount a range of religious stories and talk about their meanings. Name and explore a range of celebrations (Harvest Festival and Christmas), worship and rituals and talk about them. Religious leaders within Christianity and Judaism. Christmas - Christmas Lights	AT 1: Explain what Harvest, Christmas and Hannukah celebrate. Talk about Church and Jewish leaders. AT 2: Reflect and consider religious and spiritual feelings, experiences and concepts such as worship, wonder and praise. Ask and respond imaginatively to puzzling questions. Recognise that leaders make a difference to individuals. Begin to think about what difference religion makes to people.
<u>Year 2</u> <u>Spring Term</u> <u>Symbols and journeys</u>	To know there are places of religious significance. Know that a symbol is something which has a special meaning, or that stands for something	AT 1: Suggest meanings for religious symbols.

	<p>else. Begin to use a range of religious words. To know how Cornwall is shaped by its religious traditions.</p> <p>Easter- Symbols of Easter</p>	<p>AT 2: Reflect on what places are special to them and others. Consider the feelings associated with places of spiritual and religious significance. Reflect on their own feelings.</p>
<p><u>Year 2</u> <u>Summer Term</u> <u>Special books</u></p>	<p>Understand that religious books are special for many people. Experience a variety of stories about people, their words, beliefs and practices and why these are significant.</p>	<p>AT1: To explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>AT 2: Recognise that religious teachings and ideas are linked to religious books. Reflect on the feelings and actions of others. Think about their reactions to special texts.</p>
<p><u>Year 3</u> <u>Autumn Term</u> <u>Who was Jesus?</u></p>	<p>To have an understanding about Jesus and his life. To understand that Jesus was a real and significant person in history. To have a clear understanding about what Jesus means to them personally and what he means to Christians.</p> <p>Christmas- Christmas is coming</p>	<p>AT1: To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>AT2: Reflect on what it means to belong to a faith community, communicating their own and others' responses. Discuss their own and others' views of religious truth and belief, expressing their own ideas. Reflect on sources of inspiration in their own and others' lives.</p>
<p><u>Year 3</u> <u>Spring Term</u> <u>Saints</u></p>	<p>Using the Curriculum Kernewek resources the Children will learn about how Christianity came to Cornwall, including the translation of the Bible and The Lord's Prayer into Cornish. They will focus on the stories of St Petroc and St Michael and will understand why stained glass windows are created, creating one to explain something about themselves.</p> <p>Easter- The Servant King</p>	<p>AT1: To identify the key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present. Describe how people seek to communicate with God and how this informs the language of prayer.</p> <p>AT2: Reflect on the impact of living in Cornwall and how this helps to form their own and others' view of the world and the place of religion within it.</p>
<p><u>Year 3</u> <u>Summer Term</u> <u>What is it like to be a Hindu?</u></p>	<p>The Chn will To learn about what it is like to be Hindu. They will develop a greater understanding of Hindu beliefs and their places of worship. They will discuss the questions: Why do religions have special customs, symbols and buildings as</p>	<p>AT1: To use religious words and phrases to identify some features of religion and its importance for some people. To show awareness of similarities in religions. To suggest meanings for religious symbols.</p> <p>AT2: They recognise their own values and those of others.</p>

	places of worship? And also look at what do Christians and Hindus have in common.	
<u>Year 4</u> <u>Autumn Term</u> <u>Prayers and Places</u>	Sikhism: Beliefs and values, Gurdwara,, Practices The Gurus Christianity: Special places to worship Understand how candles are used in Christian worship. Understand what prayer is. The prayer book rebellion of 1549 Celtic Prayers Christmas - The Christmas Message	AT 1: Describe some religious beliefs and teachings of religions studied, and their importance. Describe how some features of religions studied are used or exemplified in festivals and practices. Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. AT 2: Compare aspects of their own experiences and those of others, identifying what influences their lives. Make links between values and commitments, including religious ones, and their own attitudes or behaviour
<u>Year 4</u> <u>Spring Term</u> <u>Doorway to God</u>	Know what Christians and other faiths believe about God. Know what the Trinity is Ask Big questions - Who is God? Easter - Betrayal and Forgiveness	AT1: Ask important questions about life... Describe ways people think about God Use religious words to describe some of the different ways people show their beliefs. AT2: Compare some of the things that influence me with those that influence other people Link things that are important to me and other people with the way I think and behave.
<u>Year 4</u> <u>Summer Term</u> <u>Spirituality and The Bible</u>	The relevance of Celtic spirituality to Cornwall. Know that the bible contains different types of writing and explore these. Know how the bible is used.	AT1: make links between religious symbols, language and stories and the beliefs or ideas that underlie them describe how some features of religions studied are used or exemplified in festivals and practices AT2: compare aspects of their own experiences and those of others, identifying what influences their lives
<u>Year 5</u> <u>Autumn Term</u> <u>What is it like to be a Jew?</u>	Judaism: Jewish way of life Its origins Jewish festivals and customs An in depth focus on the synagogue	AT 1: Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve

	<p>Key historical Jewish figures Christmas - Journeying</p>	<p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language AT 2: Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p>
<p><u>Year 5</u> <u>Spring Term</u> <u>The Early Church</u></p>	<p>The ascension and Pentecost. The missionary work of Paul The birth and spread of Christianity What a missionary is and the skills needed for it. Who St Paul was and how he so influential in the life of the Early Church. What a Martyr is Early sign of Christianity on Cornwall Easter- Changing for the better</p>	<p>AT 1: Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language AT 2: Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p>
<p><u>Year 5</u> <u>Summer Term</u> <u>The World Wide Church</u></p>	<p><u>Methodism</u> The roots of Methodism Types of worship Christening and believers baptism Various denominations of Christianity and how they worship.</p>	<p>AT 1: show understanding of the ways of belonging to religions and what these involve show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language AT 2: ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p>

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<u>Year 6</u> <u>Autumn Term</u> <u>Faith</u>	Pupils will develop their own understanding of the word 'faith' and the difference it makes in lives: both positive and negative. Pupils will compare and contrast the beliefs of Christians and Muslims. Pupils will explore the meaning of incarnation and why the Christmas story is central to Christian belief. Christmas- The Mystery of Christmas	AT1: describe how some features of religions studied are used or exemplified in festivals and practices show understanding of the ways of belonging to religions and what these involve explain how selected features of religious life and practice make a difference to the lives of individuals and communities AT2: compare their own and other people's ideas about questions that are difficult to answer ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied make informed responses to questions of meaning and purpose in the light of their learning
<u>Year 6</u> <u>Spring Term</u> <u>Journeys</u>	Have an opinion about why believers often mark important times in their lives with a religious ceremony or a journey and know about Christian and Muslim beliefs about death. They will have had the opportunity to question believers about their spiritual journey to God. Understand that a journey can be spiritual and the different ways that believers make a spiritual journey. Know about Christian and Muslim pilgrimage. Easter - Crucifixion - The bridge between heaven and earth	AT1: describe some religious beliefs and teachings of religions studied, and their importance describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities AT2: compare aspects of their own experiences and those of others, identifying what influences their lives ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers make informed responses to questions of identity and experience in the light of their learning

<p><u>Year 6</u> <u>Summer Term</u> <u>Choices</u></p>	<p>Explore some of the choices, attitudes and actions that help build good relationships, and identify positive ways to face life's challenges. Have opportunities to explore their own feelings and values as well as considering those of others. Pupils will look at the Pentecost and its importance as a festival in the Christian year. They will also consider the life and impact of St Paul and his writing. Sowing the seeds of life-long learning and growing God's kingdom. What have you learnt at The Bishops' that will help you in your next stage of education and beyond. Design The Leavers' Service.</p>	<p>AT1: make links between religious symbols, language and stories and the beliefs or ideas that underlie them show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language explain how some forms of religious expression are used differently by individuals and communities AT2: make links between values and commitments, including religious ones, and their own attitudes or behaviour ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>
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