



*Fairway Primary
School*

RE Long Term Planning

Member of staff responsible:	Jose Spence
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≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

BELIEVING

This concept teaches children about different religious beliefs and teachings. It asks questions about meaning, purpose and truth.

EXPRESSING

This concept teaches children about religious and spiritual forms of expression. It asks questions about identity and questions.

LIVING

This concept teaches children about religious practices and ways of living. It asks questions about values and commitments.

RESPECT

This concept is drawn from British Values. Mutual respect is at the heart of our values. Children should learn that their behaviours have an effect on their own rights and those of others.

TOLERANCE

This concept is drawn from British Values. Children should be aware of the diversity through our celebrations of different faiths and cultures. This concept teaches children to understand that different people have different beliefs from their own but that we need to tolerate these differences.

SUBJECT CONTENT

Aim:

The principle aim of RE is to engage pupils in a systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE Teachings and learning should enable pupils to:

A Know about and understand a range of religious and non-religious worldviews.

B Express ideas and insights about the nature, significance and impact of religious and non-religious world views.

C Gain and deploy the skills needed to engage seriously with religious and non-religious world views.

RE IN THE EARLY YEARS

The MSSTT Agreed Syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage at Fairway School. Planned teaching experiences support children's learning and development needs identified through holistic assessment. Teaching stems from children's own experience and religious or spiritual experiences that families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

NURSERY

AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
Belonging	F2 Which people are Special and why? (Believing)	How Will We Get There?	F2 Which people are Special and why? (Believing)	Into The Garden We Go!	F3 Which places are Special and why? (Expressing)
Search for a Hero	F3 Which times are Special and why? (Expressing)	Traditional Tales	F1 Which stories are Special and why? (Believing)	Where In the World?	F6 What is special about our world and why? (Living)

RECEPTION

AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
Marvellous ME	F2 Which people are Special and why? (Believing)	Antarctica	F2 Which people are Special and why? (Believing)	Wings and Living Things	F6 What is special about our world and why? (Living)
Dark Days and Cosy Nights	F3 Which times are Special and why? (Expressing)	Twisted Tales	F3 Which times are Special and why? (Expressing)	Amazing Adventures, Exotic Animals and Golden Sands	F5 Where do we belong? (Living)

YEAR 1

RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

CONCEPTS

RE BLOCK 1 WHO IS A CHRISTIAN & WHAT DO THEY BELIEVE?	RE BLOCK 2 WHO IS A MUSLIM & WHAT DO THEY BELIEVE?	RE BLOCK 3 WHO IS JEWISH & WHAT DO THEY BELIEVE?
Believing Respect Tolerance	Believing Respect Tolerance	Believing Respect Tolerance

RE CURRICULUM OBJECTIVES

RE BLOCK 1 WHO IS A CHRISTIAN & WHAT DO THEY BELIEVE?	RE BLOCK 2 WHO IS A MUSLIM & WHAT DO THEY BELIEVE?	RE BLOCK 3 WHO IS JEWISH & WHAT DO THEY BELIEVE?
<u>S1: WHO IS A CHRISTIAN & WHAT DO THEY BELIEVE?</u> - Describe what they think about what Christians believe and think is important. <u>S2: WHAT DO CHRISTIANS BELIEVE ABOUT GOD?</u> - Talk about some ways that Christians describe God and Jesus. - Talk about why God is important for Christian people. <u>S3: WHAT DOES THE BIBLE TEACH US ABOUT GOD?</u> - Retell stories that shows what Christians think about God. - Talk about why God and Jesus are important for Christian people. <u>S4: WHY IS JESUS IMPORTANT TO CHRISTIANS?</u> - Retell stories told by Jesus and about Jesus in words, drama and pictures. - Make links between what Jesus taught and what Christians believe and do. <u>S5: WHY DO CHRISTIANS PRAY?</u> - Give reasons why Christians pray and describe what Christians pray about. - Make links between what Jesus taught and what Christians believe and do.	<u>S1: WHAT DO PEOPLE THINK ABOUT GOD?</u> - Identify some ways a Muslim might describe God - Think about what matters to Muslims and link to what matters to them individually. <u>S2: WHO WAS THE PROPHET MUHAMMAD AND WHY IS HE IMPORTANT TO MUSLIMS?</u> - Retell stories about the Prophet Muhammad. - Talk about why Muslims try to follow his teachings and have great respect for him. . <u>S3: WHAT IS A MOSQUE AND WHAT HAPPENS AT A MOSQUE?</u> - Recognise and describe significance of particular objects and place to Muslims. - Use the right words to describe some things that are important to Islam. <u>S4: WHAT CAN WE LEARN FROM MUSLIM HOLY WORDS?</u> - To recognise how important the Qur'an is to Muslims. <u>S5: WHAT HAPPENS AT THE CELEBRATION OF EID-UL-FITR AND WHY?</u> - Talk about some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.	<u>S1: WHAT IS PRECIOUS TO US? WHAT IS PRECIOUS TO JEWISH PEOPLE?</u> - Talk about how many people have objects in their home that are 'precious' to them and these can be linked to religion. - To recognise that objects can be found in may Jewish homes. <u>S2: WHAT DOES A MEZUZAH REMIND JEWISH PEOPLE ABOUT?</u> - Talk about why a mezuzah is put onto the door posts of houses. - Look at what words inside a mezuzah mean. - That Jewish people believe in one God. <u>S3: HOW AND WHY DO JEWISH PEOPLE CELEBRATE SHABBAT?</u> - Talk about why Jewish people celebrate Shabbat. - Explore how Jewish people welcome Shabbat on a Friday night. - Explore how Jewish people both rest and pray at Shabbat. <u>S4: WHAT DOES THE STORY OF CHANUKAH (HANUKKAH) MAKE US THINK ABOUT? HOW DO JEWISH PEOPLE THINK ABOUT MIRACLES AT CHANUKAH?</u> - Retell the story of Chanukah. - Explore Jewish practices at Chanukah.

YEAR 2

RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using drama. C2. Find out about and respond with ideas to examples of co-operation between people who are different e.g. charity. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

CONCEPTS

RE BLOCK 1 WHAT CAN WE LEARN FROM SACRED BOOKS?	RE BLOCK 2 WHAT MAKES SOME PLACES SACRED?	RE BLOCK 3 HOW AND WHY DO WE CELEBRATE SPECIAL AND SACRED TIMES?
Believing Respect Tolerance	Expressing Respect Tolerance	Expressing Respect Tolerance

RE CURRICULUM OBJECTIVES

RE BLOCK 1 WHAT CAN WE LEARN FROM SACRED BOOKS?	RE BLOCK 2 WHAT MAKES SOME PLACES SACRED?	RE BLOCK 3 HOW AND WHY DO WE CELEBRATE SPECIAL AND SACRED TIMES?
<u>S1: WHAT STORIES ARE SPECIAL TO US? WHAT IS A HOLY BOOK?</u> - Know that some books are holy and what this means. - Know that there are many versions of the Bible published and reasons for this. <u>S2: WHAT DID JESUS TEACH ABOUT GOD IN A STORY?</u> - Explore stories that Jesus told and the meanings behind these. <u>S3: HOW ARE HOLY BOOKS TREATED?</u> - Know that holy books are treated in special ways. - To know how religions, treat their holy books to show that are holy. <u>S4: WHAT STORY IS SPECIAL FOR JEWISH PEOPLE IN THE TORAH?</u> - To look at the story of Moses from the Torah. - To know that there are similarities and differences between the Bible and the Torah. <u>S5: WHAT STORY DO MUSLIMS TELL ABOUT THE PROPHET MUHAMMAD?</u> - To look at a story about the Prophet Muhammad. To explore meanings behind Islamic stories.	<u>S1: WHERE DO I FEEL SAFE? WHERE IS A SCARED PLACE FOR BELIEVERS TO GO?</u> - Look at places that the children feel safe. - Explore more about places of worship. - Think about why places of worship are holy or scared for believers. - Look at similarities and differences between place of worship. <u>S2: WHICH PLACE OF WORSHIP IS SCARED FOR CHRISTIANS?</u> - Explore why a church is important to Christians. - Explore whether religious artefacts are important to believers. <u>S3: WHICH PLACE OF WORSHIP IS SCARED FOR JEWISH PEOPLE?</u> - Explore the synagogue and its key areas. - Explore why a synagogue is important to Jews. - Look at similarities between churches and synagogues. <u>S4: WHICH PLACE OF WORSHIP IS IMPORTANT TO MUSLIM?</u> - Explore the mosque and its features. - Explore why a mosque is important to Muslims.	<u>S1: WHAT DO YOU CELEBRATE AND WHY?</u> - Explore and identify a special time that a celebration takes place and describe its importance. - Know what celebration means. - Look for difference and similarities between festivals. <u>S2: HOW DO CHRISTIANS CELEBRATE EASTER?</u> - Describe what three symbols tell us about the Easter story. - Explore some ways Christians celebrate Easter. - Explore different services during holy week. <u>S3: WHY DO JEWISH PEOPLE TELL THE STORY OF PASSOVER (PESACH) EVERY YEAR?</u> - Explore the items on the seder plate and their meaning. - Consider how these foods help people remember the festival. - Explore similarities and differences between Easter and Pesach. <u>S4: WHAT DO MUSLIMS CELEBRATE AT EID-UL-FITR?</u> - Explore what happens and what is being celebrated at Eid-ul-Fitr. - Think about what happens during Ramadan. - Explore similarities and differences between Eid-ul-Fitr, Easter and Pesach.

YEAR 3

RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

ONCEPTS

RE BLOCK 1 WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD?	RE BLOCK 2 WHY IS THE BIBLE SO IMPORTANT FOR CHRISTIANS TODAY?	RE BLOCK 3 WHY DO PEOPLE PRAY?
Believing Respect Tolerance	Believing Respect Tolerance	Expressing Respect Tolerance

RE CURRICULUM OBJECTIVES

RE BLOCK 1 WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD?	RE BLOCK 2 WHY IS THE BIBLE SO IMPORTANT FOR CHRISTIANS TODAY?	RE BLOCK 3 WHY DO PEOPLE PRAY?
<u>S1: SEEING IS BELIEVING – IS IT? WHAT DO I THINK ABOUT BELIVING IN GOD?</u> - Describe some things cannot be seen but some people believe in them. - Explore the different ideas about God. <u>S2: WHAT DO CHRISTIANS BELIEVE ABOUT GOD? GOD AS LOVE, FATHER, LIGHT, CREATOR, TRINITY, LISTENER TO PRAYERS.</u> - Explore what Christians mean when they say 'the Father, the Son, the Holy Spirit. <u>S3: WHAT DO MUSLIMS BELIEVE ABOUT ALLAH?</u> - Explore the meaning of Shahadah; the Muslims statement of faith in one God. - Explore the simple Muslim beliefs about God based on 12 of the 99 Names of Allah. - Explore the teachings of the Qur'an and how Muslims use this to guide their daily life. <u>S4: HOW DO HINDU PEOPLE SHOW WHAT THEY BELIEVE ABOUT GODS AND GODESSES?</u> - Explore the symbolism of Hindu murtis. - Explore why statues are used in worship. - Explore why three of the gods are especially important. <u>S5: WHAT DIFFERENCE DOES IT MAKE TO LIFE IF YOU BELIEVE THERE IS NO GOD?</u> - Find out more about being a non-religious person. - Explore the reasons as to why some people are non-religious. Look at links between non-religious and religious ideas.	<u>S1: THE BIBLE IS A BIG BOOK. HOW IS IT PUT TOGETHER? WHY IS IT SO POPULAR?</u> - Explore how the Bible is divided into books. - Consider what Christians get out of reading the holy book. <u>S2: WHAT DOES THE BIBLE TEACH CHRISTIAN PEOPLE ABOUT GOD, LIFE, THE UNIVERSE AND EVERYTHING?</u> - Describe the 'big story' of the Bible simply. - Explore more about the ways Christians think of God and see the world. - Explore similarities and differences between their own ideas and ideas about God and some Christian ideas. <u>S3: HOW CAN THE BIBLE HELP PEOPLE IF THEY ARE TEMPTED TO DO THE WRONG THINGS?</u> - Read the story of Adam and Eve and think about the meaning of temptation. - Explore why some people find doing bad things so attractive and what we can do to become good people. - Consider own experiences of being tempted. <u>S4: WHAT ARE THE MAIN WAYS CHRISTIANS USE THE BIBLE? WHICH ONES EXPLAIN WHY IT IS SO POPULAR?</u> - Explore how Christians use the Bible in their everyday life. (Parables from Luke 15) Explore the reasons why some people use the Bible for guidance, comfort and strength. What do non-Christians use.	<u>S1: WHAT IS PRAYER? IS PRAYER HELPFUL?</u> - Explore how and why people in different religions pray or meditate. - Explore the idea that prayer as talking to God. - Explore different types of prayer and about reasons why some people pray every day, but others, not at all. <u>S2: WHAT HAPPENS IN ISLAMIC PRAYER? WHAT DOES THIS SHOW US ABOUT MUSLIMS BELIEFS AND WAYS OF LIFE?</u> - Explore the practice of prayer as a Pillar of Islam. - Consider why Muslims find benefits in praying five times a day. <u>S3: HOW AND WHY DO CHRISTIANS LIKE TO PRAY?</u> - Explore the different ways Christians pray. - Explore about Christian beliefs and God and prayer. <u>S4: HOW DO HINDUS PRAY AND WORSHIP AT HOME AND IN THE MANDIR?</u> - Explore the Hindu practices of prayer and worship. - Explore how Hindus express the meanings of Hindu prayer and worship in artefacts visually and in Mandirs. <u>S5: REFLECTION WHAT MORE CAN WE DISCOVER? DOES REFLECTION MATTER TO ME?</u> - Look for similarities and differences between religious prayers and spiritual ways of reflecting or meditating. Explore reasons for engaging in reflective activities.

YEAR 4

RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

CONCEPTS

RE BLOCK 1 WHY IS JESUS INSPIRING TO SOME PEOPLE?	RE BLOCK 2 WHY DO SOME PEOPLE THINK THAT LIFE IS A JOURNEY AND WHAT SIGNIFICANT EXPERIENCES MARK THIS?	RE BLOCK 3 WHAT DOES IT MEAN TO BE A HINDU IN BRITAIN TODAY?
Believing Respect Tolerance	Expressing Respect Tolerance	Living Respect Tolerance

RE CURRICULUM OBJECTIVES

RE BLOCK 1 WHY IS JESUS INSPIRING TO SOME PEOPLE?	RE BLOCK 2 WHY DO SOME PEOPLE THINK THAT LIFE IS A JOURNEY AND WHAT SIGNIFICANT EXPERIENCES MARK THIS?	RE BLOCK 4 WHAT DOES IT MEAN TO BE A HINDU IN BRITAIN TODAY?
<u>S1: WAS JESUS INSPIRING BECAUSE OF HIS ACTIONS?</u> - Read the story of feeding the 5000 one of Jesus' miracles. - Link the story and the way Jesus inspired people. - Understand what is inspiring to Christians about a miracle story of Jesus. Consider what it means 'being inspired by someone.' <u>S2: WHAT DID JESUS TEACH? WAS HE A GOOD TEACHER? WAS HE AN INSPIRING TEACHER?</u> - Retell some of stories of Jesus and suggest what it means for Christians. - Explore the meanings of the parables. (The Two Builders & The Unforgiving Servant) - Consider what the impact that believing in Jesus will have on a Christian's life. <u>S3: DID JESUS' TEACHINGS INSPIRE PEOPLE? HOW AND WHY?</u> - Make own links between Jesus' teachings and Christian beliefs. - Explore what makes them happy, recognising their own values and the values of others. <u>S4: WHY DO CHRISTIANS CALL THE DAY JESUS DIED 'GOOD FRIDAY' AND THE FOLLOWING SUNDAY HIS RESURRECTION DAY?</u> - Explore some events of Holy week. - Look at what happened to Jesus in the last week of his life. <u>S5: IS JESUS STILL IMPORTANT TODAY? WHY? WHO TO? HOW DOES IT SHOW?</u> - Consider why Jesus is important to Christians today. - Explore the impact that believing in Jesus will have on a Christian life.	<u>S1: WHAT DOES A JOURNEY MEAN TO US?</u> - Explore how some people see life as a journey. - Consider how the use of journey as a metaphor for life. - Think about how rituals are used to mark important life events. <u>S2: WHAT IS THE SIGNIFICANCE OF BAPTISM TO CHRISTIANS?</u> - Explore the importance and significance to Christians of different forms of baptism, infant and believers baptism. - Think about reasons why some Christians baptise babies at birth and others have believer's baptism. <u>S3: HOW DO JEWISH PEOPLE MARK BECOMING AN ADULT?</u> - Explore what happens at a Jewish Bar or Bat Mitzvah ceremony. - Know why these ceremonies are significant to those of the Jewish faith. <u>S4/5: WHAT CEREMONIES DO HINDUS MARK IN THE JOURNEY OF LIFE?</u> - Explore Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. - Know the significance of the Hindu sacred thread ceremony.	<u>S1/2: HOW DO HINDUS SHOW THEIR FAITH? FAITH IN WHAT?</u> - Explore Hindu beliefs about God. - Explore how Hindus worship God. - Look at similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child. <u>S3: A HINDU LIFE; WHAT IS IMPORTANT?</u> - Explore two of the four aims in Hindu life; Dharma and Moksha. - Look for similarities and differences between duty for Hindu children and for themselves. <u>S4: WHY IS MAHATMA GANDHI A HINDU HERO?</u> - Explore the Hindu belief in Karma. - Explore reasons why Gandhi behaved in the way he did and how this shows Hindu beliefs. - Explore some key events in the life of Gandhi. <u>S45: WHAT IS IT LIKE TO BE A HINDU IN BRITAIN TODAY?</u> - Explore examples of where the life of a Hindu can be seen in Britain.

YEAR 5

RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong, and express their own ideas clearly in response.

CONCEPTS

RE BLOCK 1 WHY DO SOME PEOPLE BELIEVE GOD EXISTS?	RE BLOCK 2 IF GOD IS EVERYWHERE, WHY GO TO A PLACE OF WORSHIP?	RE BLOCK 3 WHAT DOES IT MEAN TO BE A MUSLIM IN BRITAIN TODAY?
Believing Respect Tolerance	Expressing Respect Tolerance	Living Respect Tolerance

RE CURRICULUM OBJECTIVES

RE BLOCK 1 WHY DO SOME PEOPLE BELIEVE GOD EXISTS?	RE BLOCK 2 IF GOD IS EVERYWHERE, WHY GO TO A PLACE OF WORSHIP?	RE BLOCK 3 WHAT DOES IT MEAN TO BE A MUSLIM IN BRITAIN TODAY?
<u>S1: HOW MAY PEOPLE BELIEVE IN GOD?</u> - Find information about the religious make up of the world as well as Offerton. - Explore reasons why some people believe in God, some people do not believe in God and some people have not decided. - Know meaning of terms: theism, atheism and agnosticism. <u>S2: IS GOD REAL? WHAT DO CHRISTIANS THINK?</u> - Describe the God of Christianity using technical words. - Discuss some of the differences between people's ideas of what God is like and whether God exists. <u>S3: HOW DO WE KNOW WHAT IS TRUE? WHY DO PEOPLE BELIEVE OR NOT BELIEVE IN GOD?</u> - Explore how facts and opinions come about and how they are interpreted. - Have an understanding of the difference between a fact, belief and opinion. <u>S4: WHAT DO CHRISTIANS BELIEVE ABOUT HOW THE WORLD BEGAN? DO THEY ALL SHARE THE SAME IDEA?</u> - Understand why the natural world is seen by many Christians as evidence for belief in God. - Express and explain similarities and difference between varied Christian beliefs about how the world began.	<u>S1: WHAT IS A PLACE OF WORSHIP? WHAT IS IT FOR?</u> - Explore what places of worship are for. - Explore the most important function of a place of worship. <u>S2: WHAT IS A CHRISTIAN PLACE OF WORSHIP? WHAT IS IT FOR?</u> - Explore the differences within Anglican and Baptist churches. - Explore the links between Christian beliefs and features of these places of worship. <u>S3: WHAT IS A HINDU PLACE OF WORSHIP? WHAT IS IT FOR?</u> - Explore the key features of a Hindu place of worship at home and worship in a mandir. - Explore the links between Hindu beliefs and features of these places of worship. <u>S4: WHAT IS A JEWISH PLACE OF WORSHIP? WHAT IS IT FOR?</u> - Explore the key features of a Jewish synagogue. - Explore the links between Jewish beliefs and features of these places of worship. <u>S5: ARE PEOPLE MORE IMPORTANT THAN THE PLACE?</u> - Explore how Christians embody Jesus in there actions. - Explore how different aspects of worship: silence, nature and being together, help Christians connect to God.	<u>S1: WHAT HELPS YOU THROUGH THE JOURNEY OF LIFE? WHAT HELPS MUSLIMS THROUGH THE JOURNEY OF LIFE?</u> - Explore what people might need to support them through the Journey of Life. - Describe the five pillars of Islam. <u>S2: WHAT IS THE KEY BELIEF OF MUSLIMS? HOW DOES THIS AFFECT THEIR LIFE?</u> - Describe using the right words the key beliefs of Muslims and explain how it affects their life. - Explore reasons why Muslims fin it important to hear the Shahadah regularly. <u>S3: WHY DOES PRAYER MATTER TO MUSLIMS?</u> - Explore how and why Muslim people pray. - Explore similarities and differences between prayer in Islam and prayer in Christianity. <u>S4: HOW IS CHARITY IMPORTANT TO MUSLIMS? HOW IS CHARITY IMPROTANT TO YOU?</u> - Explore the pillar of Zakah and explain who money is given to and why. - Explore simple reasons for the importance of generosity. <u>S5: WHY DO MUSLIMS FAST?</u> - Explore the reasons for the practice of fasting in Islam. - Explore what happens at the festival of Eid-ul-Fitr. <u>S6: WHY DO MUSLIMS WANT TO GO ON PILGRIMAGE?</u> - Explore what happens on pilgrimage to Mecca and at the celebration of Eid -ul-Adha - Explore the similarities and differences between pilgrimage to Mecca in Islam and pilgrimage in another religion.

YEAR 6

RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

CONCEPTS

RE BLOCK 1 WHAT MATTERS MOST TO CHRISTIANS AND HUMANISTS?	RE BLOCK 2 HOW AND WHY SHOULD RELIGIOUS COMMUNITIES DO MORE TO CARE FOR THE EARTH?
Living Respect Tolerance	Living Respect Tolerance

RE CURRICULUM OBJECTIVES

RE BLOCK 1 WHAT MATTERS MOST TO CHRISTIANS AND HUMANISTS?	RE BLOCK 2 HOW AND WHY SHOULD RELIGIOUS COMMUNITIES DO MORE TO CARE FOR THE EARTH?
<u>S1: DO RULES MATTER? WHY? WHAT IS A CODE FOR LIVING?</u> • Explore how religions offer values to their followers, to help them to live their 'best lives'. • Explore a code of living and to consider a code for themselves to live by. <u>S2: WHO IS A HUMANIST? WHAT CODES DO NON-RELIGIOUS PEOPLE USE?</u> • Understand that some people are religious but many in the UK are non-religious. • Explore that non-religious people can have codes for living that don't refer to a god. • Understand that Humanists are one group of non-religious people in the UK. <u>S3: WHAT CAN WE LEARN FROM DISCUSSION AND DRAMA ABOUT GOOD AND BAD, RIGHT AND WRONG?</u> • Look at dilemmas, noticing and reacting to difficult cases of right and wrong, good and bad. • Use drama as a way of exploring what it means to our values into practice. <u>S4: WHAT CODES FOR LIVING DO CHRISTIANS TRY TO FOLLOW?</u> • Explore the Christian values such as love and forgiveness. • Think about the idea that values show in what people do. • Explore the impact of our actions on making people happy or unhappy. <u>S5: WHAT CAN WE LEARN FROM A VALUES GAME? CAN WE CREATE A CODE FOR LIVING THAT WOULD HELP THE WORLD?</u> • Explore the values that matter to religious and non-religious people taking into account that some values are shared and some are distinctive. • Explore how thinking about our joint values can make a community happier.	<u>S1: DOES THE EARTH BELONG TO GOD? OR TO HUMANITY? OR TO EVERY LIVING THINGS?</u> • Explore a rich knowledge of issues about greener religious practice and questions about climate justice. • Consider how humans affect the environment and how justice for all can be achieved. <u>S2/3: WHAT DO DIFFERENT RELIGIONS THINK AND DO ABOUT CARING FOR THE EARTH AND WORKING TO IMPROVE THE ENVIRONMENT?</u> • Explore how effective different religions can be in contributing to protecting the earth. explore reasons for their own ideas about what they have learned in relation to climate and faith. <u>S4: WHAT HAVE WE BEEN LEARNING ABOUT THE DIFFERENT WAYS TO MAKE RELIGIONS 'GREENER'?</u> • Develop knowledge of what four religions teach about the natural worlds and human responsibility. • Express own views on how people must respond to the climate crisis.