



## LONG TERM PLANNING Key Stage 2 Religious Education

Religious Education (RE) is a statutory requirement for all schools but it is not part of the national curriculum. The agreed syllabus for RE in Northamptonshire was revised in 2018 and is the responsibility of the local authority.

### Aims

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

### **Attainment Target 1: Learning about religion and belief**

This includes enquiry into, and investigation of, the nature of religion, beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual traditions and how they relate to one another as well as the study of the nature and characteristics of religion.



**Attainment Target 2: Learning from religion and belief**

This is concerned with developing pupils' reflection and response to their own and others' experiences in the light of their learning about religious traditions. It develops pupils' skills of application, interpretation and evaluation of what they learn about religious traditions. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Pupils should be taught:

	<b>Autumn</b>		<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<b>Jesus</b> The Two Great Commandments	<b>The Christmas Story</b> Recap Christmas Story from Y2 Focus on: Shepherds/Kings visiting. Christmas Celebrations around the World.	<b>The Church Year: Easter</b> Focus on: Lent, Crucifixion & Rising from the dead.	<b>Buddhism</b> Place of Worship Signs and Symbols Stories told by and about Buddha Festivals
<b>Year 4</b>	<b>Hinduism</b> Place of Worship symbolism of selected murtis and their stories (Ganesha/Brahma/Vishnu) Explore the idea of Karma		<b>Christianity in Action</b> Baptism/Confirmation Parables and how these relate to how Christians live their lives: The Golden Rule (Luke 6:27-31) The Lost Sheep (Luke 15:4-7)	<b>Peace</b> Good vs Evil Look at what different religions say make good/bad people. Islamic prayer of peace.
<b>Year 5</b>	<b>Stories Of Faith</b> Gospels – what do they tell us? Why are the different? What are the messages given to us through the Gospels?		<b>Islam</b> Place of Worship Signs and Symbols Importance of prayer Islamic stories	<b>Commitment and Belonging</b> Look at this across different religions. Debate similarities and differences of what commitment and belonging means to each religion.
<b>Year 6</b>	<b>Sikhism</b> Place of Worship Signs and Symbols Festivals		<b>What happens when we die?</b> Look at what different beliefs and religions say: Hinduism/Buddhism/Christianity. Look at stories linked to it.	<b>Humanism</b> Beliefs and Meaning Celebrations Ethics



These are the outcomes expected for each unit in Year 3:

**AT1 - Learning about religion and belief**

Recall the different beliefs and practices of Christianity and at least one other religion.  
Retell some of the religious and moral stories from at least three different religious texts and books.  
Understand what it looks like to be a person of faith.  
Use key words and vocabulary related to Christianity and at least one other religion.

**AT2 - Learning from religion and belief**

Suggest and find meanings behind different beliefs and practices.  
Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.  
Ask and respond to questions about what individuals and faith communities do and why.  
Use a range of different medium to creatively express their own ideas, thoughts and opinions.  
Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.

These are the outcomes expected for each unit in Year 4:

**AT1 - Learning about religion and belief**

Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.  
Begin to compare the similarities of at least three different religious texts or stories.  
  
To begin to understand the diversity of belief in different religions, nationally and globally.  
Begin to compare directly different responses to ethical questions looking at a range of different religions.

**AT2 - Learning from religion and belief**

Respond to meanings behind different beliefs and practices.  
  
Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.  
Express views about why belonging to a faith community is valuable in their own lives.  
  
Begin to make connections between their own ideas and others.



These are the outcomes expected for each unit in Year 5:

**AT1 - Learning about religion and belief**

Begin to make connections between different belief and practices of all religions.

Begin to compare stories, beliefs and practices from different religions including differences and similarities.

To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.

Articulate and begin to apply the different responses to ethical questions from a range of different religions

**AT2 - Learning from religion and belief**

Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.

Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.

Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.

Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.

These are the outcomes expected for each unit in Year 6:

**AT1 - Learning about religion and belief**

Make connections between different belief and practices of all religions.

Make links and compare stories, beliefs and practices from different religions including differences and similarities.

To understand and evaluate the diversity of belief in different religions, nationally and globally.

Articulate and apply the different responses to ethical questions from a range of different religions

**AT2 - Learning from religion and belief**

To reflect and respond to the significance of meaning behind different beliefs and practices.

Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.

Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.

Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.