



## Eardisley CE Primary School RE Long-Term Plan

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

**1. Make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
  - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

**2. Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

**3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.



## Foundation Stage RE

<b>Autumn 1</b>	<b>F1 Why is the word 'God' so important to Christians?</b>
<b>Autumn 2</b>	<b>F2 Why is Christmas special for Christians?</b>
<b>Spring 1</b>	<b>F4 Being special: where do we belong?</b>
<b>Spring 2</b>	<b>F3 Why is Easter special for Christians?</b>
<b>Summer 1</b>	<b>F5 Which places are special and why?</b>
<b>Summer 2</b>	<b>F6 Which stories are special and why?</b>



## Key Stage 1 RE: *Religions studied: Christianity, Judaism, Islam*

Term	First Half of Term	Second Half of Term
Autumn A	1.1. What do Christians believe God is like?	1.10 What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews
Spring A	1.8 What makes some places sacred to believers?	1.5 Why does Easter matter to Christians?
Summer A	1.7 Who is Jewish and how do they live? (Double unit)	1.7 Who is Jewish and how do they live? (Double unit)

Term	First Half of Term	Second Half of Term
Autumn B	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians? 1.10 What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews
Spring B	1.6 Who is a Muslim and how do they live? [Double unit]	1.6 Who is a Muslim and how do they live? [Double unit]
Summer B	1.9 How should we care for others and for the world, and why does it matter?	1.4 What is the 'good news' Christians believe Jesus brings?



**Lower Key Stage 2 RE:** *Religions studied: Christianity, Judaism, Islam, Hinduism*

<b>Term</b>	<b>First half of term</b>	<b>Second half of term</b>
<b>Autumn A</b>	How do festivals and worship show what matters to Muslims?	How and why do people try to make the world a better place? Christians, Muslims, non-religious
<b>Spring A</b>	Why do Christians call the day Jesus died 'Good Friday'?	What kind of world did Jesus want?
<b>Summer A</b>	What do Hindus believe God is like?	How do festivals and family life show what matters to Jewish people?

<b>Term</b>	<b>First half of term</b>	<b>Second half of term</b>
<b>Autumn B</b>	What do Christians learn from the Creation story?	What is it like for someone to follow God?
<b>Spring B</b>	What is the 'Trinity' and why is it important for Christians	What kind of world did Jesus want?
<b>Summer B</b>	What does it mean to be Hindu in Britain today?	How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious



**Upper Key Stage 2 RE: *Religions studied: Christianity, Judaism, Islam, Hinduism***

<b>Term</b>	<b>First half of term</b>	<b>Second half of term</b>
<b>Autumn A</b>	Creation and science: conflicting or complementary?	Why do Christians believe Jesus was the Messiah?
<b>Spring A</b>	Why is the Torah so important to Jewish people?	For Christians, what kind of king is Jesus?
<b>Summer A</b>	Why do some people believe in God and some people not? Christians, non-religious?	How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious

<b>Term</b>	<b>First half of term</b>	<b>Second half of term</b>
<b>Autumn B</b>	What does it mean if Christians believe God is holy and loving?	How do Christians decide how to live? 'What would Jesus do?' ?
<b>Spring B</b>	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?
<b>Summer B</b>	What does it mean to be a Muslim in Britain today?	What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied

