



RELIGIOUS EDUCATION

LONG TERM PLAN

KSI	Cycle 1	Cycle 2
Autumn 1	Living (1.8): How should we care for others and the world, and why does it matter?	Living (1.7): What does it mean to belong to a faith community?
Autumn 2	Believing (1.2): Who is a Muslim and what do they believe?	Expressing (1.6): Christmas - How and why do we celebrate special and sacred times?
Spring 1		Believing (1.1): Who is a Christian and what do they believe?
Spring 2	Expressing (1.6): Ramadan - How and why do we celebrate special and sacred times?	Expressing (1.5): What makes some places sacred?
Summer 1	Believing (1.4): What can we learn from sacred books?	
Summer 2		

LKS2	Cycle 1	Cycle 2
Autumn 1	Living (L2.8): What does it mean to be a Hindu in Britain today?	Living (L2.7): What does it mean to be a Christian in Britain today?
Autumn 2		
Spring 1	Living (L2.9): What can we learn from religions about deciding what is right and wrong?	Believing (L2.2): Why is the Bible so important for Christians today?
Spring 2	Believing (L2.3): Why is Jesus inspiring to some people?	Expressing (L2.5): Easter - Why are festivals important to religious communities?
Summer 1	Expressing (L2.5): Eid - Why are festivals important to religious communities?	Expressing (L2.4): Why do people pray?
Summer 2	Expressing (L2.6): Why do some people think that life is like a journey and what significant experiences mark this?	Believing (L2.1): What do different people believe about God?

UKS2	Cycle 1	Cycle 2
Autumn 1	Believing (U2.1): Why do some people think God exists?	Expressing (U2.5): Is it better to express your beliefs in arts and architecture or in charity and generosity?
Autumn 2	Living (U2.8): What difference does it make to believe in ahimsa, grace and Ummah?	Expressing (U2.4): If God is everywhere, why go to a place of worship?
Spring 1	Living (U2.7): What matters most to Christians and Humanists?	Believing (U2.2): What would Jesus do?
Spring 2		
Summer 1	Believing (U2.3): What do religions say to us when life gets hard?	Living (U2.6): What does it mean to be a Muslim in Britain?
Summer 2		



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WHOLE SCHOOL ENRICHMENT MAP

Term	Cycle 1	Cycle 2
Autumn 1	LKS2: Hinduism visitor	
Autumn 2		LKS2: Christianity. Wakefield Cathedral. trip UKS2: Places of Worship - Sikh Gurdwara & Muslim Mosque
Spring 1	KSI: Islam. - Nabilah Karim from Leeds Grand Mosque	KSI: Christianity - Reverend Gallagher workshops
Spring 2	UKS2: Visitor from Humanists UK	
Summer 1	UKS2: Reverend Gallagher - When Life Gets Hard workshop	
Summer 2		UKS2: Islam - Nabilah Karim from Leeds Grand Mosque



RELIGIOUS EDUCATION

Year	Know About & Understand
EYFS	<i>Know about similarities and differences between themselves and others, and among families, communities and traditions.</i>
KSI	<p>Beliefs & Practices: <i>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.</i></p> <p>Stories: <i>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</i></p> <p>Symbols & Actions: <i>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</i></p>
LKS2	<p>Beliefs & Practices: <i>Describe different beliefs, practices and features of different rituals, and begin to compare and contrast the meanings behind them.</i></p> <p>Stories: <i>Recall, name and discuss a wider range of stories, sacred writings and sources of wisdom</i></p> <p>Symbols & Actions: <i>Recognise, discuss and compare a wider range of symbols and actions to understand different ways of life.</i></p>
UKS2	<p>Beliefs & Practices: <i>Describe and make connections between different features of the religions and world views they study. discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</i></p> <p>Stories: <i>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.</i></p> <p>Symbols & Actions: <i>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</i></p>



RELIGIOUS EDUCATION

Year	<i>Express & Communicate</i>
EYFS	<i>Talk about events in their own lives and the lives of family members.</i>
KSI	<p><i>Significance: Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</i></p> <p><i>Identity & Belonging: Observe and recount different ways of expressing and identity and belonging, responding sensitively for themselves.</i></p> <p><i>Similarities & Differences: Notice and respond sensitively to some similarities between different religions and world views.</i></p>
LKS2	<p><i>Significance: Discuss varied examples of religions and world views and begin to explain their meanings and significance to individuals and communities.</i></p> <p><i>Identity & Belonging: Begin to understand the challenges of commitment to a community of faith or belief, and discuss the benefits it can offer.</i></p> <p><i>Similarities & Differences: Compare and contrast similarities and differences between different religions and world views.</i></p>
UKS2	<p><i>Significance: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</i></p> <p><i>Identity & Belonging: 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 their own lives.</i></p> <p><i>Similarities & Differences: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.</i></p>



RELIGIOUS EDUCATION

Year	Gain & Deploy Skills
EYFS	<i>Show sensitivity to others' needs and feelings.</i>
KSI	<p><i>Expressing Views: 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.</i></p> <p><i>Co-operation: Find out about and respond with ideas to examples of co-operation between people who are different.</i></p> <p><i>Ethics: Find out about questions of right and wrong and begin to express their ideas and opinions in response.</i></p>
LKS2	<p><i>Expressing Views: Discuss questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.</i></p> <p><i>Co-operation: Discuss examples about ways in which diverse communities live together for the well-being of all.</i></p> <p><i>Ethics: Begin to discuss ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, expressing their ideas and opinions in response.</i></p>
UKS2	<p><i>Expressing Views: 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.</i></p> <p><i>Co-operation: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</i></p> <p><i>Ethics: 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.</i></p>