

RE long term plan

This plan follows the Derbyshire and Derby City Agreed Syllabus 2020-25.

Our decision about which order to study these questions is based on our overarching curriculum intent, how we can build knowledge and understanding for progress and how this learning will complement and build on other learning in the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.5 Why are festivals important to religious communities?		L2.9 What can we learn from religions about deciding what is right and wrong?		L2.7 What does it mean to be a Christian in Britain today?	L2.2 Why is the Bible so important for Christians today?
Religions Covered	Christians and Hindus/Jewish people/Muslims		Christians, Jewish people, non-religious people (Humanist)		Christians	Christians
Year 4	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	L2.8 What does it mean to be a Hindu in Britain today? (part 1)	L2.4 Why do people pray?	L2.3 Why is Jesus inspiring to some people?	L2.1 What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i>	
Religions Covered	Christians, Hindus and/or Jewish people	Hindus	Christians, Hindus or Muslims	Christians	Hindus, Christians, Muslims	
Year 5	U2.6 What does it mean to be a Muslim in Britain today?		U2.1 Why do some people think God exists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Please note this unit allows for some whole class or project work that recalls past study</i>	
Religions Covered	Muslims		Christians, non-religious (Humanists)	Christians	Christians, Muslims and non-religious (Humanists)	
Year 6	U2.4 If God is everywhere, why go to a place of worship?		U2.3 What do religions say to us when life gets hard?		U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?
Religions Covered	Christians, Hindus and Jewish people		Christians, Hindus and non-religious responses		Christians and non-religious (Humanists)	Christians, Muslims and Hindus (recap)

Assessment in Religious Education

Formative assessment is used to identify a child's progress in each aspect of Religious Education. It involves determining what each child has learned and what, therefore, should be the next stage of learning. Formative assessment is mostly carried out during the course of day to day teaching and through marking and feedback to pupils. There is no statutory assessment for Religious Education at the end of Key Stage Two.

At the end of each unit taught, objectives that have been covered are highlighted on the subject progression map. On the progression map, names are recorded of pupils not yet achieving the objects and any pupils having exceeded the objectives. The subject leader uses this information, alongside scrutiny of work and pupil interviews to complete feedback and action to share with year group teams. This review allows year groups to adapt future planning.

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes - RE should enable pupils to:		
A1. Describe and make connections between different features of the religions and 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.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	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.
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.	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.	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.
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.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	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.