

Lower Key Stage 2 RE long term plan – cycle 1

Autumn 1	Autumn 2	Spring 1
<p align="center">What are the rules?</p> <p><u>Core question – Norfolk Agreed Syllabus</u> Philosophy – How do people make moral decisions?</p>	<p align="center">How is Christmas celebrated in other countries?</p> <p><u>Core question – Norfolk Agreed Syllabus</u> Human/Social Sciences – What can we learn from different members/expressions of the _____ tradition?</p>	<p align="center">What is Judaism?</p> <p><u>Core question – Norfolk Agreed Syllabus</u> Theology – Where do religious beliefs come from? What do _____ believe about God?</p>
<p>Can I say why rules are important?</p> <p>Can I say what the rules are for two religions represented in our community?</p> <p>Can I re-tell the story of Moses and the ten commandments?</p> <p>Can I re-tell a story from another religion about rules or guidance on how to live with and how to respond to others?</p> <p>Can I explain what moral values are?</p> <p><u>Challenge:</u> Can I compile my own list of moral rules?</p>	<p>Can I explain why Christians celebrate Christmas?</p> <p>Can I say what the four themes of Advent are?</p> <p>Can I say how Christmas is celebrated in Mexico and what happens 9 days before Christmas?</p> <p>Can I say how Christmas is celebrated in Poland and why a twelve course meal is eaten?</p> <p>Can I say how Christmas is celebrated in Norway?</p> <p><u>Challenge:</u> Can I say what the similarities and differences are between Christmas celebrations and traditions around the world?</p>	<p>Can I describe what the Torah is?</p> <p>Can I explain who Abraham, Moses and David were?</p> <p>Can I explain what the Jewish 'covenant with God' is?</p> <p>Can I explain what the 'Magen David' is?</p> <p>Can I explain what happens in a synagogue?</p> <p>Can I explain why Shabbat is so important?</p> <p>Can I explain what Bar Mitzvah and Bat Mitzvah is?</p> <p><u>Challenge:</u> Can I explain what beliefs Jews and Christians have in common?</p>
<p><u>Skills</u> Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>	<p><u>Skills</u> Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>	<p><u>Skills</u> Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>

<u>Spring 2</u>	<u>Summer 1</u> <u>Summer 2</u>	
<p>Why did Jesus tell stories? <u>Core question – Norfolk Agreed Syllabus</u> Theology – Where do religious beliefs come from? What is the Bible and how do people interpret it?</p>	<p>What is so special about places? <u>Core question – Norfolk Agreed Syllabus</u> Human/Social Sciences – How do/have religious groups contributed to society and culture in the local area.</p>	
<p>Can I learn from stories? Can I make a timeline of the life of Jesus? Can I learn from The Lost Coin; The House built on rock and the house built on sand; The Mustard Seed; The Widow's Mite or The Sower? Can I describe how Christians use these stories to help them live their lives? Can I describe what I have learnt from these stories?</p> <p><u>Challenge:</u> Can I re-enact one of the stories Jesus told?</p>	<p>Can I explain what places are special to me and why? Can I explain what is special about Mount Hira to Muslims and The Mount of Olives to Jews and Christians? Can I describe the main features of a mosque, a church, a mandir and/or a gurdwara? Can I name places near our school that have religious significance?</p> <p><u>Challenge:</u> Can I explain what places of worship have in common and what are the differences?</p>	
<p><u>Skills</u> Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>	<p><u>Skills</u> Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>	<p><u>Skills</u> Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>

Learning Challenge Curriculum

R.E. assessment progression (by the end of each key stage)

Key stage 1	Key stage 2
Know about and understand	
Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? Can they explain the meanings behind different beliefs and practices?	Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life? Can they reflect on their ideas?
Can they retell and suggest meanings to some religious and moral stories? Can they explore and discuss sacred writings and sources of wisdom? Can they recognise the communities from which these stories come?	Can they describe and understand links between stories and other aspects of the communities they are investigating? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?
Can they recognise some different symbols and actions which express a community's way of life? Can they appreciate some similarities between communities?	Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning?
Express and communicate	
Can they ask and respond to questions about what communities do? Can they ask and respond to questions about why communities do different things?	Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities?

Can they identify what difference belonging to a community might make?	
<p>Can they observe and recount different ways of expressing identity and belonging?</p> <p>Can they respond sensitively for themselves?</p>	<p>Do they understand the challenges of commitment to a community of faith or belief?</p> <p>Can they suggest why belonging to a community may be valuable in the diverse communities being studied?</p> <p>Can they suggest why belonging to a community may be valuable in their own lives?</p>
Can they notice and respond sensitively to some similarities between different religions and worldviews?	<p>Can they observe and consider different dimensions of religion?</p> <p>Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>
Gain and deploy skills	
<p>Can they explore questions about belonging, meaning and truth?</p> <p>Can they express their own ideas and opinions in response using words, music, art or poetry?</p>	<p>Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?</p> <p>Can they represent other's views on the same?</p> <p>Can they apply their own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry?</p>
Can they find out about and respond with ideas to examples of co-operation between people who are different?	<p>Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all?</p> <p>Do they respond thoughtfully to ideas about community, values and respect?</p>
<p>Can they find out about questions of right and wrong?</p> <p>Can they begin to express their ideas and opinions in response?</p>	<p>Can they 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?</p> <p>Can they express their own ideas clearly in response?</p>