

Lower Key Stage 2 RE long term plan – cycle 2

Autumn 1	Autumn 2	Spring 1
<p>What does worship mean? <u>Core question – Norfolk Agreed Syllabus</u> Human/Social Sciences – How do people express commitment to a religion or worldview in different ways?</p>	<p>What do we mean by commitment? <u>Core question – Norfolk Agreed Syllabus</u> Human/Social Sciences – How do people express commitment to a religion or worldview in different ways?</p>	<p>That's not fair! Or is it? <u>Core question – Norfolk Agreed Syllabus</u> Philosophy – How do people respond to issues of poverty and justice? Can kindness/love change the world?</p>
<p>Can I say who I communicate with regularly and when I thank others? Can I say why people pray and what is the meaning of their actions? Can I say what the significant symbols in three religions represented in our community are and what part they play in worship ceremonies? Can I find out if religions represented in our community use music as part of worship and why?</p> <p><u>Challenge:</u> Can I say what worship means to me?</p>	<p>Can I say what clubs and groups I belong to and who leads them? Can I say why it is not always easy to stay committed to something? Can I say why people were so upset when Nelson Mandela died? Can I say who the Dali Lama is and why is he so important to Buddhists? Can I say who the Pope is and why is he so important to Catholics?</p> <p><u>Challenge:</u> Can I say what I am committed to?</p>	<p>Can I suggest how we could help others? Can I describe how Christian Aid, Islamic Relief and/or Oxfam began and why? Can I tell the story behind Comic/Sport Relief? Can I explain if you have to be religious to support these charities?</p> <p><u>Challenge:</u> Can we decide which charity appeal we could support?</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>What is pilgrimage? <u>Core question – Norfolk Agreed Syllabus</u> Theology – What do _____ believe about God? Human/Social Sciences – How do _____ express their religious beliefs?</p>	<p>What do people believe about God? <u>Core question – Norfolk Agreed Syllabus</u> Theology – What do _____ believe about God? How do _____ talk about God? Human/Social Sciences – How has belief in _____ impacted on music and art throughout history? Philosophy – What is the difference between believing and knowing?</p>	
<p>Can I explain which places are special to me and why? Can I explain when we go on journeys and why? Can I explain why Lourdes is special to many Christians? Can I explain what Hajj is and what it means to Muslims? Can I describe which places are special to another religion represented in the community?</p> <p><u>Challenge:</u> Can I write a diary about a journey of pilgrimage?</p>	<p>Can I explain why God is written with a capital 'G'? Can I say how God, or the gods are described in different religious books and texts? Can I say how God is portrayed in Christian art? Can I recognise the features of Islamic art and say how these reflect belief? Can I say what the Humanist view is?</p> <p><u>Challenge:</u> Can I say what I believe about God?</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 identify what difference belonging to a community might make?	Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities?

<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>
<p>Can they notice and respond sensitively to some similarities between different religions and worldviews?</p>	<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>
<p>Gain and deploy skills</p>	
<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>
<p>Can they find out about and respond with ideas to examples of co-operation between people who are different?</p>	<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>