

Upper Key Stage 2 RE long term plan – cycle 1

| <b><u>Autumn 1</u></b>   | <b><u>Autumn 2</u></b>   | <b><u>Spring 1</u></b>  |
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| <p align="center"><b>How did it all start?</b><br/> <u>Core question – Norfolk Agreed Syllabus</u><br/> <b>Theology – Creation and science: conflicting or complementary?</b></p>  | <p align="center"><b>What can we learn from religious texts?</b><br/> <u>Core question – Norfolk Agreed Syllabus</u><br/> <b>Theology – One narrative, many beliefs. Why do people interpret things differently?</b></p>   | <p align="center"><b>What are the Five Pillars of Islam?</b><br/> <u>Core question – Norfolk Agreed Syllabus</u><br/> <b>Philosophy – How do beliefs shape identity for Muslims?</b></p>  |
| <p>Can I re-tell the creation as described in the Bible?<br/>           Can I find out if there is a conflict between the Bible story and scientific evidence for evolution?<br/>           Can I find out how another religion represented in our community believe the world and life began?<br/>           Can I find other creation stories from around the world and re-tell them?<br/>           Can I know what things religions and cultures have in common?</p> <p><u>Challenge:</u><br/>           Can I explain my belief of how the world began?</p> | <p>Can I say what I have learnt from books and texts that have helped us lead our lives?<br/>           Can I describe what the Shema is and why is it a source of wisdom?<br/>           Can I describe what the 1<sup>st</sup> Shurah teaches in The Quran?<br/>           Can I explain what 1 Corinthians 13 tells us about love?<br/>           Can I find out if prayer is common to all religions?</p> <p><u>Challenge:</u><br/>           Can I say what I have learnt from religious texts?</p> | <p>Can I say what we know about the Qu’ran and the Sunnah?<br/>           Can I re-tell the stories of Muhammad?<br/>           Can I explain what rules I follow in my life and why I follow them?<br/>           Can I describe what Shahada, Salat, Zakah, Sawmand and Hajj are?<br/>           Can I explain where is Makkah and why it is so important to Muslims?</p> <p><u>Challenge:</u><br/>           Can I explain how Muslims follow the Five Pillars of Islam?</p> |
| <p><u>Skills</u><br/>           Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>   | <p><u>Skills</u><br/>           Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>   | <p><u>Skills</u><br/>           Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>  |

| <u>Spring 2</u>   | <u>Summer 1</u><br><u>Summer 2</u>  |  |
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| <p><b>How do different religions celebrate marriage?</b></p> <p><u>Core question – Norfolk Agreed Syllabus</u></p> <p>Human/Social Sciences – What can we learn from different religions about the tradition of marriage?</p>   | <p><b>How can religious meaning be expressed through art?</b></p> <p><u>Core question – Norfolk Agreed Syllabus</u></p> <p>Human/Social Sciences – How has belief in _____ impacted on music and art through history?</p>   |  |
| <p>Can I describe what I celebrate?</p> <p>Can I say who is special to me and why?</p> <p>Can I explain how Christians celebrate marriage?</p> <p>Can I explain how Muslims celebrate marriage?</p> <p>Can I explain how Hindus celebrate marriage?</p> <p>Can I explain how Humanists celebrate marriage?</p> <p><u>Challenge:</u></p> <p>Can I explain what I believe about marriage?</p> | <p>Can I say which art work I like and why?</p> <p>Can I describe the key features of Islamic art?</p> <p>Can I describe what stories can be found in a church's stained glass windows?</p> <p>Can I name some of the 64 traditional Hindu arts?</p> <p>Can I explain how religion is expressed through art in our community?</p> <p><u>Challenge:</u></p> <p>Can I create a piece of art that is significant to me and my beliefs?</p> |  |
| <p><u>Skills</u></p> <p>Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>  | <p><u>Skills</u></p> <p>Reflection, Empathy, Investigation, Interpretation, Analysis, Expression</p>  | <p><u>Skills</u></p> <p>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  |
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| Know about and understand   |  |
| Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life?<br><br>Can they explain the meanings behind different beliefs and practices?                                | Can they describe different features of religions and worldviews?<br><br>Can they make connections between different religions and world views?<br><br>Can they explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life?<br><br>Can they reflect on their ideas? |
| Can they retell and suggest meanings to some religious and moral stories?<br><br>Can they explore and discuss sacred writings and sources of wisdom?<br><br>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?<br><br>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?<br><br>Can they appreciate some similarities between communities?  | Can they explore and describe a range of beliefs, symbols and actions?<br><br>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?<br><br>Can they ask and respond to questions about why communities do different things?  | Can they observe and understand varied examples of religions and worldviews?<br><br>Can they explain, with reasons, their meanings and significance to individuals and communities?  |

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| 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>  |