

Upper Key Stage 2 RE long term plan – cycle 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<p align="center">Am I always right? <u>Core question – Norfolk Agreed Syllabus</u> Human/Social Sciences – Does religion bring peace, conflict or both? Is it possible for something to always be right or wrong?</p>	<p align="center">Why is Diwali celebrated by both Hindus and Sikhs? <u>Core question – Norfolk Agreed Syllabus</u> Human/Social Sciences - What does it mean to be part of a global religious/worldview community?</p>	<p align="center">What is prayer and meditation? <u>Core question – Norfolk Agreed Syllabus</u> Theology - How do _____ make sense of the world?</p>
<p>Can I decide if our school rules are fair? Can I live by the main rules of two religions represented in the local community? Can I describe the Five Precepts in Buddhism? Can I explain why there is conflict? Can I explain what Holocaust Memorial Day is? Can I say who has made a moral choice in a text from a religion represented in the local community?</p> <p><u>Challenge:</u> Can I say what I would stand up for and why?</p>	<p>Can I find out what celebrations the children in my class take part in each year? Can I remember what I learnt about Diwali from Key Stage 1? Can I know what the origins of Hinduism and Sikhism are? Can I know why and how Diwali is celebrated by both religions? Can I re-tell a story linked to Diwali?</p> <p><u>Challenge:</u> Can I say why it is important for communities to come together for celebrations?</p>	<p>Can I explain why Buddhists meditate? Can I describe the prayer rituals in Christianity, Islam and Judaism? Can I recognise which prayers are associated with occasions for two different religions? Can I recognise some key prayers from major religions, and their significance? Can I write a prayer or poem linked to my life and beliefs?</p> <p><u>Challenge:</u> Can I describe what prayer or meditation means to me?</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 do people believe happens after someone dies?</p> <p><u>Core question – Norfolk Agreed Syllabus</u></p> <p>Philosophy – Are angels real? Can people come back to life?</p>	<p>What do we believe in our locality?</p> <p><u>Core question – Norfolk Agreed Syllabus</u></p> <p>Human/Social Sciences – How do/have religious groups contribute to society and culture across the world?</p>	
<p>Can I find out what two religions represented in the community believe happens after someone dies?</p> <p>Can I find out how different religions celebrate the end of a person's life?</p> <p>Can I explain what different religions have in common?</p> <p>Can I explain what Humanists and Buddhists believe about death?</p> <p><u>Challenge:</u></p> <p>Can I say how I would want to be remembered?</p>	<p>Can I say what places of worship are down the road?</p> <p>Can I say which faiths are represented within 5km of our school and which are not?</p> <p>Can I explain what agnosticism and atheism mean?</p> <p>Can I explain what the census tells us for our area?</p> <p>Can I explain what the national picture is?</p> <p>Can I describe what people believe in a country we are studying?</p> <p><u>Challenge:</u></p> <p>What can I learn from others?</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
Know about and understand	
<p>Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life?</p> <p>Can they explain the meanings behind different beliefs and practices?</p>	<p>Can they describe different features of religions and worldviews?</p> <p>Can they make connections between different religions and world views?</p> <p>Can they explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life?</p> <p>Can they reflect on their ideas?</p>
<p>Can they retell and suggest meanings to some religious and moral stories?</p> <p>Can they explore and discuss sacred writings and sources of wisdom?</p> <p>Can they recognise the communities from which these stories come?</p>	<p>Can they describe and understand links between stories and other aspects of the communities they are investigating?</p> <p>Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?</p>
<p>Can they recognise some different symbols and actions which express a community's way of life?</p> <p>Can they appreciate some similarities between communities?</p>	<p>Can they explore and describe a range of beliefs, symbols and actions?</p> <p>Do they understand different ways of life and ways of expressing meaning?</p>
Express and communicate	
<p>Can they ask and respond to questions about what communities do?</p> <p>Can they ask and respond to questions about why communities do different things?</p> <p>Can they identify what difference belonging to a community might make?</p>	<p>Can they observe and understand varied examples of religions and worldviews?</p> <p>Can they explain, with reasons, their meanings and significance to individuals and communities?</p>

<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>