



## UPPER KS2 LONG TERM RE PLAN 2020-2021

### Curriculum Intent

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills.

#### Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

#### Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

#### Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

#### Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

#### Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

#### Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

#### Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

#### Application – this includes:

- Making the association between religion and individual, community, national and international life

#### Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media

### Curriculum Implementation

**National Curriculum Expectations****A. Know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion or a worldview

**C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

YEAR 5	TERM 1	TERM 2	TERM 3
	Belief into action  How far would a Sikh go for their religion?  Sikhism	Christmas  Is the Christmas story true?  Christianity	Hindu Beliefs  How can Brahman be in everything and everywhere?  Hinduism

YEAR 6	Term 1	Term 2	Terms 3
	Beliefs and practices  What is the best way for a Muslim to show commitment to God?  Islam	Beliefs and meaning  Is anything ever eternal?  Christianity	Beliefs and moral values  Does a belief in life after death help Muslims lead a good life?  Islam



Learning Skill	YEAR 5	YEAR 6
<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>Explain how and why differences in belief are expressed</li> </ul>	<ul style="list-style-type: none"> <li>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</li> </ul>
<b>Enquiring, investigating and interpreting</b>	<ul style="list-style-type: none"> <li>Suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>Recognise and explain diversity within religious expression, using appropriate concepts</li> </ul>	<ul style="list-style-type: none"> <li>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>Interpret religions and beliefs from different perspectives</li> <li>Interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>
<b>Beliefs and teachings</b> (What people believe)	<ul style="list-style-type: none"> <li>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary</li> </ul>
<b>Practices and lifestyles</b> (What people do)	<ul style="list-style-type: none"> <li>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities</li> </ul>
<b>Expression and language</b> (How people express themselves)	<ul style="list-style-type: none"> <li>Explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>Compare the different ways in which people of faith communities express their faith</li> </ul>
<b>Identity and experience</b> (Making sense of who we are)	<ul style="list-style-type: none"> <li>Make informed responses to questions of identity and experience in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul>
<b>Meaning and purpose</b> (Making sense of life)	<ul style="list-style-type: none"> <li>Make informed responses to questions of meaning and purpose in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul>
<b>Values and commitments</b> (Making sense of right and wrong)	<ul style="list-style-type: none"> <li>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply</li> </ul>