



## Long Term Plan – Religious Education

	End of KS1	End of Lower KS2	End of Upper KS2
<b>Religions covered:</b>	Christianity, Judaism, Islam	Christianity, Hinduism, Judaism, Islam and Sikhism	Christianity, Hinduism, Judaism, Islam and Sikhism
<b>To understand beliefs and teachings</b>	<ul style="list-style-type: none"> <li>• Describe some of the different teachings of a religion.</li> <li>• Describe some of the main festivals celebrated by different religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Reference religious figures and use holy books to explain answers further.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are similar between some religions.</li> <li>• Explain how religious beliefs might shape the lives of individuals and communities.</li> </ul>
<b>To understand practices and lifestyles</b>	<ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, religious places and their practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some religious artefacts and explain how and what they are used for.</li> <li>• Describe some religious buildings and explain how they are used and who by.</li> <li>• Explain some of the religious practices of both a priest or religious leader and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>
<b>To understand how beliefs are conveyed</b>	<ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that religious symbols may be used in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul>
<b>To reflect</b>	<ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences to that of religious figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence their own attitudes and actions.</li> <li>• Give some reasons why they think religious figures may have acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish and express moods about their own individualities. Relate these to religious views or teachings.</li> <li>• Clarify their own ideas about the answers to decisive questions.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Ask questions about perplexing aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask pensive questions that have no universally agreed answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why their own responses to decisive questions may differ from those of others.</li> </ul>
<b>To understand values</b>	<ul style="list-style-type: none"> <li>• Identify how and why they have to make their own choices in life.</li> <li>• Explain how their actions affect others.</li> <li>• Show an understanding of the term 'morals'.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour and that some people have differing views to others.</li> <li>• Describe how some of the values held by communities or individuals affect their behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral quandaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a dissimilar view of what is right and wrong.</li> <li>• Show a mindfulness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain courteous of those with different values.</li> </ul>