

Botley School

RE Long Term Plan 2021 – 2025

In every unit, there should be a comparison running throughout to Christianity and Islam.

Key: Figures refer to units in Oxfordshire Diocesan Scheme of Work eg 3.4 is Year 3, unit 4

Link to RE Audio glossary Book: https://read.bookcreator.com/h16fUMXsAIMWcXSB3wJ2v5ZxUrk1/MWYfS_MZR6S8NNIdGPcxUQ

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Is Everyone Special?	What do we Celebrate?	What is a special place?	Should we celebrate Easter?	What can we learn from Stories?	How Should People Care for the World?
Opportunities for Learning about Celebrations and PSED	Harvest Eid Learning about ourselves and others Belonging to our families, school, groups etc.	Diwali (could be in Term 1) Bonfire Night Remembrance Sunday Christmas / Advent Children in Need Making comparisons between my celebrations and those others take part in	Chinese New Year International Food Day Shrove Tuesday Where I live and how others live	Easter Mother's Day Comic Relief / Sports Relief	St George's Day Eid Father's Day	Making comparisons between our lives and those of other people Thinking about how we can make our world a better place
2023 Agreed Syllabus	<p>Communication and Language: Using stories, persona dolls, show and tell to explore how different religions are lived out in the home and their impact on family and home life.</p> <p>Literacy: Responding to stories, re-telling stories, from different religions and cultures, exploring different ways of life.</p> <p>Understanding the World: Learning about some key people from the religions through story – e.g., Jesus, Muhammad (pbuh), Moses, Guru Nanak, Buddha. Important people in the communities – e.g., Vicar, Rabbi, Imam Families in the UK, in India, and how religious celebrations are similar and different.</p> <p>Expressive Arts and Design: Using art to express what is important to them and to others. Using music, drama and art to retell stories.</p> <p>ELGs:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 					

	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
Nursery 3-4 years	<ul style="list-style-type: none"> Enjoy listening to a stories linked to festivals and religions Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Respond to what they have heard, expressing their thoughts and feelings. Develop their sense of responsibility and membership of a community.
Reception 4-5 years	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Use new religious vocabulary in different contexts. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Talk about members of their immediate family and community - Name and describe people who are familiar to them. Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Christianity Islam Judaism	Is Everyone Special?	Should we celebrate Harvest or Christmas?	Who should you follow?	How should Easter be celebrated? (How does the church celebrate Easter?)	Should everyone follow Jesus?	Can stories change people?
Links to diocesan Medium Term planning	1.1	1.2	2.1	2.4	1.4	2.5

<p>2023 Agreed Syllabus core questions</p>	<p>CQ1. What does it mean to be me? (Who I am). I wonder, what makes me, me? Who am I important to? What do religions say about what people are like and what they should be like? What do you think the perfect person would be like? Is it possible to be perfect?</p>	<p>CQ8. Why do we celebrate important occasions? (Special occasions) What important times do I celebrate with my family and friends and why? What beliefs and feelings are expressed on these occasions? What makes a good celebration? How do some religious people celebrate their important occasions? What beliefs and feelings are expressed on these occasions? I wonder why we all have special occasions and why they are important to us?</p>	<p>CQ3: What makes some people so important? (Important people). I wonder, who is most important to me and why? Who are the really important people in the religions and what makes them so important? Who are the important people in the different religious communities and what do they do? How can other people influence us? How do important people influence the way we behave?</p>	<p>CQ8. Why do we celebrate important occasions? (Special occasions) What important times do I celebrate with my family and friends and why? What beliefs and feelings are expressed on these occasions? What makes a good celebration? How do some religious people celebrate their important occasions? What beliefs and feelings are expressed on these occasions? I wonder why we all have special occasions and why they are important to us?</p>	<p>CQ2. How important are the groups people belong to? (Belonging). What groups do I belong to and how do they make me feel? What does belonging to a group mean to the group members; why is belonging to the group important to them? What do they gain from this? What does belonging to a religion mean to religious people; why is belonging to the religion important to them? What do they gain from this? How do people show they belong to a religion? I wonder, how do the groups we belong to make a difference to who we are?</p>	<p>CQ6: What makes some stories so important to different people? (Sacred books). What stories are special to you? What makes them special? What stories are important to some religious people and why? What message or teaching might these stories have for religious people? Are all stories true in the same way? I wonder, what can we learn from stories? How might they influence how we behave?</p>
<p>Year 1 Core Formative Assessment</p>	<p>1/ Recognise some religious symbols 2/ Talk about how symbols make them feel 3/ Talk about something that is</p>	<p>1/From a selection, recognise artefacts associated with a religion or religious story 2/Recognise how festivals are</p>	<p>1/ Talk about what makes someone a leader 2/Recognise that Jesus was a leader and others followed him</p>	<p>1/ Recognise how festivals are celebrated in different cultures and religions</p>	<p>1/ Talk about some interesting or puzzling questions 2/Recognise that Jesus was a leader and others followed him</p>	<p>1/ Sequence religious stories eg, Creation, Christmas, Easter 2/ Recognise how a story is significant and talk about</p>

	good (The World) and why their actions are important to it. 3/Recognise how belonging to a religion impacts on family life	celebrated in different cultures and religions 3/ Recognise the celebration is a human instinct		2/ Recognise the celebration is a human instinct		whether it has meaning for them 3/ Recognise and recall Christian stories and those of other religions
Agreed Syllabus KS1 Summative Assessment	<ul style="list-style-type: none"> • Pupils can retell stories from different religions and traditions and explain what they think it teaches people. • They recognise some religious phenomena and can say what religion these are from and say something about their meaning. They can recognise that religions share things in common and have real differences. • They can talk about what is important to themselves and others and give a reason why. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions. 					
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Christianity Islam Judaism	How should you spend the weekend?	Are some stories more important than others?	Do we need shared special places?	Is it important to celebrate New Year?	How should people care for the world? (Does creation help understand God?)	Do religious symbols mean the same to everyone?
Links to diocesan Medium Term planning	2.6	1.5	1.6	2.3	1.3	2.2
2023 Agreed Syllabus core questions	CQ2. How important are the groups people belong to? (Belonging). What groups do I belong to and how do they make me feel? What does belonging to a group mean to the group members;	CQ6: What makes some stories so important to different people? (Sacred books). What stories are special to you? What makes them special? What stories are important to some	CQ4. Why are some places so important? (Important places). Do you have a special place that means a lot to you? How do you feel when you are in your special place? Which buildings in our local	CQ8. Why do we celebrate important occasions? (Special occasions) What important times do I celebrate with my family and friends and why? What beliefs and feelings are expressed on	CQ7. Why is it important to look after our world? (The natural world). What do you find 'wonder-ful' in the natural world? Why? Is it important to protect it for your children and their	CQ5. What makes some things sacred to some groups of people? (Special things). Do you have a special object? What makes it special? How does it make you feel?

	<p>why is belonging to the group important to them? What do they gain from this? What does belonging to a religion mean to religious people; why is belonging to the religion important to them? What do they gain from this? How do people show they belong to a religion? I wonder, how do the groups we belong to make a difference to who we are?</p>	<p>religious people and why? What message or teaching might these stories have for religious people? Are all stories true in the same way? I wonder, what can we learn from stories? How might they influence how we behave?</p>	<p>area are important – what makes them important? What buildings are important in some religions? Why? What happens there? What are the main features of these places of worship? I wonder, what do people gain from being together in a shared important place?</p>	<p>these occasions? What makes a good celebration? How do some religious people celebrate their important occasions? What beliefs and feelings are expressed on these occasions? I wonder why we all have special occasions and why they are important to us?</p>	<p>children? How can we do this? What do religious stories say about how the world began? What do creation stories teach some religious people about looking after the world? How do the religions celebrate and show thanks for the world? What other explanations are there for how the world began? I wonder, how should we live together to look after each other and animals?</p>	<p>What objects are Important or sacred in the religions and why? How do religious people use them and treat them? What beliefs are expressed in the objects? What is it about special things that makes them so important to people? I wonder, why is it important to show respect and care for things that are important to people?</p>
<p>Year 2 Core Formative Assessment</p>	<p>1/ Talk about their own views 2/ Show awareness of similarities between Christian and Islamic customs and festivals</p>	<p>1/ Sequence the main events of a religious story in order E.g, Easter, Christmas, Creation 2/ Retell a Christian or Islamic story recognise the importance to believers 3/ Use a biblical/religious story as a basis for their own story on a given theme or value.</p>	<p>1/ Make up good questions to ask a Rabbi or a Vicar 2/ Identify Jewish and Christian Symbols from a range 3/ Identify and talk about symbolic clothing</p>	<p>1/ Gather and select from pieces of information about a religious festival 2/ Suggest meanings for foods and practices during festivals 3/ Suggest which aspects of the Easter Story are most important to the church or Christians</p>	<p>1/ Ask questions about thoughts that puzzle them 2/ Talk about their own views</p>	<p>1/ Identify Islamic and Christian Symbols from a range 2/ Identify and talk about symbolic clothing</p>

Agreed Syllabus KS1 Summative Assessment	<ul style="list-style-type: none"> • Pupils can retell stories from different religions and traditions and explain what they think it teaches people. • They recognise some religious phenomena and can say what religion these are from and say something about their meaning. They can recognise that religions share things in common and have real differences. • They can talk about what is important to themselves and others and give a reason why. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions.
---	--

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Christianity Islam Judaism	How do we know that someone is Christian?	Is light a good Symbol?	Is a child free to choose how to live?	Does Easter make sense without Passover?	What authority figures inspire religious believers?	Can made up stories tell the truth?
Links to diocesan Medium Term planning	3.1	3.2	3.3	3.4	3.5	3.6
2023 Agreed Syllabus core questions	CQ1. How and why do people worship? (Worship) What is most important to me in my life? (Things, people, ideas, feelings, beliefs) How do I express my feelings and	CQ4. How do religions express their beliefs about God? (Symbolism) What does our school badge or motto say about us? What is important to me and how	CQ3. What holds communities together? (Religion in the community) What is it like to belong to our class? Our school? What responsibilities do	CQ6. What do our celebrations show about what we think is important in life? (Festivals) What things do we celebrate? Why? How do we celebrate? How do celebrations show what is important in our lives?	CQ4. How do religions express their beliefs about God? (Symbolism) What does our school badge or motto say about us? What is important to me and how can I express my	CQ5. Why are sacred texts and holy books so important? (Sacred Texts) What is your favourite book or story? What are books for and how do we use them? How do stories help us understand how we should behave/live our lives? What is a sacred text? What sacred texts are important in the

	<p>beliefs about what I think is important in my life? What do religious people do in their worship? Why do they do this? Why are beliefs and attitudes important? How does worship express different beliefs about God, humans and the world? What do believers gain from worshipping on their own (privately) and with other people (in the home or place of worship)? How does worship influence their lives? How do we show what is most important in our lives and how might this influence how we live and affect other people?</p>	<p>can I express my deeply held feelings and beliefs? What is the difference between a sign and a symbol? What symbols are important to you? What do some religions believe about God? How do they express these beliefs through art, language, rituals and symbols? How do symbols and language express deep ideas, beliefs and feelings?</p>	<p>different people in the school have? How can belonging to a religion influence the lives of the faith communities? How do religious communities live out their beliefs and actions in the wider world? What beliefs do the different religions share in common and how are they different? What does it mean to be a Christian, a Hindu or a Muslim? Is religion important in the community? Why/why not? How does being part of a community influence people's actions, choices and behaviour? How can different people and groups live together in communities</p>	<p>Why do we usually celebrate with other people and not just on our own? What are some of the main festivals in the religions? How do festivals express important beliefs and events in each religion? What value do religious festivals have in the lives of individuals and communities? What are the similarities and differences between secular and religious celebrations? What makes something worth celebrating? What can we learn from this about what people think is really important in life?</p>	<p>deeply held feelings and beliefs? What is the difference between a sign and a symbol? What symbols are important to you? What do some religions believe about God? How do they express these beliefs through art, language, rituals and symbols? How do symbols and language express deep ideas, beliefs and feelings?</p>	<p>religions? How did they come into existence? What beliefs about God are expressed in the sacred texts? What do different sacred texts say about what it means to be a person? What rules for living are found in different sacred texts? How might religious people interpret their sacred texts differently? How might non-religious people interpret sacred texts? How do they know what their rules for living are? Do people need to believe in God in order to be good?</p>
--	---	--	---	--	---	---

			(local, national, global)?			
Yr 3 Core Formative Assessment	1/ Give reasons why Christians take communion. 2/ Identify and match the symbols of the Eucharist to key Christian beliefs 3/ Begin to ask important questions about prayer and worship	1/ Suggest meanings for symbols 2/ suggest 2 reasons why a symbol is a 'good' symbol for its festival	1/ Respond sensitively to the rules and customs followed by others, saying why those rules matter to them 2/ Ask questions and suggest answers about why people choose to follow rules and duties.	1/ Describe 3 things that Christians believe and how they link to the Easter Story, including communion 2/ Retell stories from the New Testament, including the story of the Last Supper, suggesting the meaning the story has for Christians.	1/ Retell a story that shows the authority of Jesus, suggesting how a Christian might understand the story 2/ Compare a given idea about God to another given example from another religion	1/ Make a link between the way a parable or religious story is used in religious teaching and the impact it has on a child belonging to the faith
Agreed Syllabus LKS2 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave. • They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people. • They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied. • They recognise who and what inspires themselves and others and say something about how this affects their behaviour. • They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas. 					
Year 4 Christianity Islam Hinduism	Do Murtis help Hindus understand God?	Does the Christian narrative need Mary?	Is a holy journey necessary for believers?	Should believers give things up?	Did Jesus really do miracles?	Does Prayer change things?
Links to diocesan Medium Term planning	4.1	4.2	4.3	4.4	4.5	4.6

<p>2023 Agreed Syllabus core questions</p>	<p>CQ4. How do religions express their beliefs about God? (Symbolism) What does our school badge or motto say about us? What is important to me and how can I express my deeply held feelings and beliefs? What is the difference between a sign and a symbol? What symbols are important to you? What do some religions believe about God? How do they express these beliefs through art, language, rituals and symbols? How do symbols and language express deep ideas, beliefs and feelings?</p>	<p>CQ5. Why are sacred texts and holy books so important? (Sacred Texts) What is your favourite book or story? What are books for and how do we use them? How do stories help us understand how we should behave/live our lives? What is a sacred text? What sacred texts are important in the religions? How did they come into existence? What beliefs about God are expressed in the sacred texts? What do different sacred texts say about what it means to be a person? What rules for living are found in different sacred texts?</p>	<p>CQ3. What holds communities together? (Religion in the community) What is it like to belong to our class? Our school? What responsibilities do different people in the school have? How can belonging to a religion influence the lives of the faith communities? How do religious communities live out their beliefs and actions in the wider world? What beliefs do the different religions share in common and how are they different? What does it mean to be a Christian, a Hindu or a Muslim? Is religion important in the community? Why/why not?</p>	<p>CQ6. What do our celebrations show about what we think is important in life? (Festivals) What things do we celebrate? Why? How do we celebrate? How do celebrations show what is important in our lives? Why do we usually celebrate with other people and not just on our own? What are some of the main festivals in the religions? How do festivals express important beliefs and events in each religion? What value do religious festivals have in the lives of individuals and communities? What are the similarities and differences between secular and religious celebrations? What makes something worth celebrating?</p>	<p>CQ5. Why are sacred texts and holy books so important? (Sacred Texts) What is your favourite book or story? What are books for and how do we use them? How do stories help us understand how we should behave/live our lives? What is a sacred text? What sacred texts are important in the religions? How did they come into existence? What beliefs about God are expressed in the sacred texts? What do different sacred texts say about what it means to be a person? What rules for living are found in different sacred texts?</p>	<p>CQ2. Are places of worship really needed? (Religious buildings) What different kinds of buildings are there in the local communities? What are they for? How do the features of these buildings help them to fulfil their purpose? What are the places of worship in the religions called and how are they used? What features are found in the different places of worship and what are they used for? What role do places of worship play in the lives of the individuals and faith communities? How do these places help believers feel closer to God and understand life better? What are the differences between private and collective worship? How might believers benefit from each? Do they need to have a public place of worship? Why is it important for people to have public buildings in the community? Why not just have homes? How important is it for people to have somewhere to go to be on their own? Why?</p>
---	---	--	--	---	---	---

		<p>How might religious people interpret their sacred texts differently? How might non-religious people interpret sacred texts? How do they know what their rules for living are? Do people need to believe in God in order to be good?</p>	<p>How does being part of a community influence people's actions, choices and behaviour? How can different people and groups live together in communities (local, national, global)?</p>	<p>What can we learn from this about what people think is really important in life?</p>	<p>How might religious people interpret their sacred texts differently? How might non-religious people interpret sacred texts? How do they know what their rules for living are? Do people need to believe in God in order to be good?</p>	
Yr 4 assessment	<p>1/ Show how signs or symbols can communicate important beliefs 2/ Describe what members of other religions might learn from symbols</p>	<p>1/ Describe some of the things Christians learn about Mary from the New Testament 2/ Describe what believers might learn from religious stories.</p>	<p>1/ Describe some of the rules/guidance used by believers of other religions and how these might be applied to working with others. 2/ Use appropriate examples to support their ideas or opinions.</p>	<p>1/ Describe links between the Christmas and Easter stories and key beliefs about Jesus (incarnation & Resurrection/salvation) 2/ Describe the importance of Christian Prayer and commemoration (communion and Lent)</p>	<p>1/ Ask important questions about miracles 2/ Describe some of the things Christians learn about Jesus from the New Testament 3/ Describe what believers might learn from religious stories.</p>	<p>1/ Describe some of the different ways that Christians express their beliefs by belonging to a church/congregation/community 2/ Ask important questions about prayer, worship, pilgrimage and miracles</p>
Agreed Syllabus LKS2 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave. • They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people. • They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied. • They recognise who and what inspires themselves and others and say something about how this affects their behaviour. 					

	<ul style="list-style-type: none"> They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.
--	--

UKS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Christianity Islam Sikhism Hinduism	Do believers need a sacred text?	Does God Communicate with man?	Do sacred places and communities help followers lead better lives?	Was the death of Jesus a worthwhile sacrifice?	Are you inspired?	What's best for our World? Does religion help people decide?
Links to diocesan Medium Term planning	5.1 Islam + 5.1 Sikhism	5.2	5.3 Islam + 5.3 Sikhism	5.4	5.5	5.6
2023 Agreed Syllabus core questions	CQ3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). How am I similar to and different from other people around me? Why can't we all be the same? Does it matter that people have views, beliefs and religions that differ from my own? Why? What is a 'worldview' and where do we get	CQ1. Why do religions and non-religious groups celebrate important moments in life? (Rites of Passage). What might the key milestones be in my life and why are they important? What/who do I have a commitment to and how do I show this? What rites of passage do people observe in religious and non-religious traditions? What beliefs about life and commitment	CQ2. Why is pilgrimage important to some religious communities? (Pilgrimage). What is the most important or meaningful journey that I have been on? What happened? What was memorable about it? What influence has it had on me? What is pilgrimage and why do people choose to go on pilgrimage?	CQ6. What do the religions and other worldviews suggest about how people should live their lives? (Ethics). Who and what influences how I live my life? How important is my behaviour? What is my personal code of conduct? What are my most important values in life? What do the different religious and non-religious	CQ4. How did the religions and other worldviews begin? (Founders and Prophets / Roots). What does it mean to admire someone? What sort of people do I admire? What qualities do we look for in leaders? What are the origins of the religions and why are the 'founders' so significant? How do devotees show their devotion to these figures?	CQ5. How do our beliefs influence the way we treat the world? (Creation and environment). What do I think caused the universe? Does the universe have a purpose or is it just there? What do different religions, non-religious groups and scientific views say about how the universe and life came about? How do religious /non-religious beliefs

	<p>our worldview from? What different views, beliefs and traditions are there within religions and non-religious groups? What can we learn about the different beliefs within the religions from their worship, prayer and ritual? What holds communities together? How might differences enhance the life of a community?</p>	<p>are expressed in the rites of passage? Why do many people want to involve others in important moments in their lives? What can we learn about our own values and commitments from the values, commitments and attitudes of others? What benefits and challenges can commitment bring to our lives?</p>	<p>What happens on different pilgrimages and how do they influence the pilgrims? What challenges can the pilgrims face and how do they overcome these? What value does pilgrimage have in the lives of believers? How might pilgrims be different after having completed their pilgrimage? How does going on pilgrimage not only express beliefs, but also strengthen them for the pilgrims and even their communities? Is there a purpose to life and how can we find out? What helps give meaning and purpose to life?</p>	<p>teachings say about how we should live our lives? Do they have anything in common? How do different religious and non-religious groups decide what is right and wrong? How relevant or helpful in modern life are religious teachings about how we should live? How can humans live well together?</p>	<p>How do the lives, teachings and example of the key religious figures in the different religions influence individuals and faith communities today? Are these figures good roles models for us today? Why? Who are some of the key figures in the development of Humanism? What were their key ideas? How important is it for us to have good role models to base our lives on?</p>	<p>and scientific teachings influence people's treatment of the world? Do people have a responsibility to care for the world? Why, and what is this? If you were to create a new world, what would it look like? What would you leave out and why? How important is human life? Why? Is human life more important than all other life? Why/Why not? How can humanity work together to improve the natural world? What is stopping us?</p>
<p>Year 5 Core Assessment</p>	<p>1/Compare different views of sacred space, sacred texts or sacred people with reference to 2 given faiths 2/ Use appropriate examples to support</p>	<p>1/ Describe and show the ways that Christians understand God 2/ Know the different ways Christians believe that God communicates with</p>	<p>1/Describe and give reasons for the key features of a religious building with reference to holy texts where appropriate</p>	<p>1/ Explain how a Christian understanding of the resurrection might influence the way Christians respond to death</p>	<p>1/ Describe similarities or differences about what believers might learn from two given religious stories</p>	<p>1/ Suggest answers a Christian might give to the questions about how the authority of Jesus is lived out in the Church</p>

	their ideas and opinions 3/ Ask important questions about prayer, worship, pilgrimage and miracles and suggest answers with reference to different religions	them and the difference it makes to their lives. 3/ Compare symbols and words to show understanding of the similarities and differences between Christian views of God and the views of other religions	2/ Recognise and explain the religious significance behind a range of dress codes and how they demonstrate commitment to a religious belief	2/ Devise 4 questions to ask about why people choose to believe in resurrection, heaven, life after death and suggest answers that people from different religions might give.	2/ Describe the impact of faith on the lives of believers	2/ Describe and link religious teaching with moral choices such as charity work
Agreed Syllabus UKS2 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities. • They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs. • They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures. • They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities. • They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples 					
Year 6 Christianity Islam Judaism Sikhism Hinduism	Does it matter what people believe about creation?	Is 'God Made Man' a good way to understand the Christmas story?	Do Clothes express beliefs?	Is the resurrection important to Christians?	Can we know what God is like?	Are Saints encouraging role models?
Links to diocesan Medium Term planning	6.6	6.2	6.3	6.4	6.5	6.1
2023 Agreed Syllabus core questions	CQ5. How do our beliefs influence the way we treat the world? (Creation and environment).	CQ4. How did the religions and other worldviews begin? (Founders and Prophets / Roots).	CQ3. Why don't all members of a religious or non-religious community believe and live in	CQ1. Why do religions and non-religious groups celebrate important	CQ4. How did the religions and other worldviews begin? (Founders and Prophets / Roots).	CQ6. What do the religions and other worldviews suggest about how people

	<p>What do I think caused the universe? Does the universe have a purpose or is it just there? What do different religions, non-religious groups and scientific views say about how the universe and life came about? How do religious /non-religious beliefs and scientific teachings influence people's treatment of the world? Do people have a responsibility to care for the world? Why, and what is this? If you were to create a new world, what would it look like? What would you leave out and why? How important is human life? Why? Is human life more important than all other life? Why/Why not? How can humanity work together to improve the natural</p>	<p>What does it mean to admire someone? What sort of people do I admire? What qualities do we look for in leaders? What are the origins of the religions and why are the 'founders' so significant? How do devotees show their devotion to these figures? How do the lives, teachings and example of the key religious figures in the different religions influence individuals and faith communities today? Are these figures good roles models for us today? Why? Who are some of the key figures in the development of Humanism? What were their key ideas? How important is it for us to have good role models to base our lives on?</p>	<p>the same ways? (Diversity). How am I similar to and different from other people around me? Why can't we all be the same? Does it matter that people have views, beliefs and religions that differ from my own? Why? What is a 'worldview' and where do we get our worldview from? What different views, beliefs and traditions are there within religions and non-religious groups? What can we learn about the different beliefs within the religions from their worship, prayer and ritual? What holds communities together? How might differences enhance the life of a community?</p>	<p>moments in life? (Rites of Passage). What might the key milestones be in my life and why are they important? What/who do I have a commitment to and how do I show this? What rites of passage do people observe in religious and non-religious traditions? What beliefs about life and commitment are expressed in the rites of passage? Why do many people want to involve others in important moments in their lives? What can we learn about our own values and commitments from the values, commitments and attitudes of others? What benefits and challenges can commitment bring to our lives?</p>	<p>What does it mean to admire someone? What sort of people do I admire? What qualities do we look for in leaders? What are the origins of the religions and why are the 'founders' so significant? How do devotees show their devotion to these figures? How do the lives, teachings and example of the key religious figures in the different religions influence individuals and faith communities today? Are these figures good roles models for us today? Why? Who are some of the key figures in the development of Humanism? What were their key ideas? How important is it for us to have good role models to base our lives on?</p>	<p>should live their lives? (Ethics). Who and what influences how I live my life? How important is my behaviour? What is my personal code of conduct? What are my most important values in life? What do the different religious and non-religious teachings say about how we should live our lives? Do they have anything in common? How do different religious and non-religious groups decide what is right and wrong? How relevant or helpful in modern life are religious teachings about how we should live? How can humans live well together?</p>
--	---	--	---	--	--	--

	world? What is stopping us?					
Year 6 Core Assessment	<p>1/ Describe and explain the different views of sacred space, sacred text and sacred people with reference to 2 faiths</p> <p>2/ Use appropriate examples to support their ideas and opinions</p> <p>3/ Ask important questions about religious experience and revelations and moral choices referring to the faiths studied and suggest answers with reference to different religious texts or resources.</p>	<p>1/ Describe how Christians express beliefs of Jesus as "God made Man" and Saviour in Art and Worship</p> <p>2/ Choose two religious stories from differing religions and demonstrate how believers may learn similar lessons</p>	<p>1/ Describe and compare how important aspects of other religious beliefs are reflected in the buildings and practices of a community</p> <p>2/ Describe and compare different ways of demonstrating commitment to a tradition of religion and belief</p>	<p>1/ Describe and compare different ideas Christians may have about salvation and life after death</p> <p>2/ Describe and compare different ideas about life after death within other religions</p>	<p>1/ Describe and compare different Christian beliefs about how God might Communicate with Humans exploring concepts of sacred texts, revelation and the Holy Spirit</p> <p>2/ Describe and explain different ideas about human relationships with reference to 3 different faiths</p>	<p>1/ Choose two religious stories from differing religions and demonstrate how believers may learn similar lessons</p> <p>2/ Describe and explain different ideas about human relationships with reference to 3 different faiths</p>
Agreed Syllabus UKS2 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities. • They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs. • They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures. • They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities. • They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples 					