Marshlands Primary School Religion & Worldviews Long Term Plan 26-27

RE lenses	Philosophy- big questions	Social Science- the impact on human life	Theology- the study of religion

	Autumn	Spring	Summer
Foundation 1 **Foundation 2**	Early Years will be getting the children ready and prepared for Religion and Worldviews in a number of ways through continuous provision, stand-alone lessons if appropriate and using the multi-disciplinary approach which is always evident in EYFS.		
Year 1	**1.1 Belonging:** **Who Belongs?**	**1.2 Worship:** **Why Worship?**	**1.3 What a Wonderful World:** **Why is the world special?**
	Why are symbols and artefacts important to some people? • Reflect on what is special to themselves and others. • Identify precious things for people of faith. How does a person of faith live their life? *Christianity/Islam* • Explain how a person shows religion in their life. • Talk about the lives of children from two different faith communities. What are the religious rituals and ceremonies connected with important times in life? • Say why religious people celebrate an important life event. • Think about what matters most in a religious ceremony. • Say why people of faith make promises.	How and why do people of faith worship? • Describe different ways people may worship. • Recognise aspects of worship more common to more than one faith. • Reflect on the important of worship in the life of a believer. How is a place of worship used? *Church, Synagogue, Mandir* • Name the parts of two places of worship for different faiths. • Describe how the building and its artefacts are used. What makes a holy book special? • Recognise and name the holy books of different faiths. • Retell a story from two different faiths and say what they mean for the believer.	Why are creation stories important to faith members? *Christianity/Humanism* • Recall some creation stories from different traditions. • Identify similarities and differences between creation stories. • Talk about the meaning of two different creation stories. How do different faiths say the world should be cared for? • Say why the world is a special place for faith members. • Talk about ways that everyone can play their part in caring for the world.
Year 2	**2.1 Lead us not into temptation: Right or wrong?**	**2.2 Believing: What is true?**	**2.3 Questions, Questions: What are the big questions?**
	How do people decide what is right and wrong? • Talk about how people make choices. What do faith stories say about the value of each individual? *Good Samaritan/The Garden of Eden/Jesus' temptations* • Retell faith stories about the value of each individual. What are the special rules and values that religious people follow? *The Lord's Prayer/Golden Rule* Make link between religious rules and values for living	What do people of faith believe? *Christianity/Islam* • Name some beliefs of two different faiths • Recognise beliefs that are the same for different faiths What are the different ways in which people of faith express their beliefs? • Describe how religious people may express their beliefs in action • Consider a prayer or text that expresses belief- *religious and contemporary.*	What are life's big questions? *Just so stories* • Understand that some questions have no simple answers. • Ask and talk about Big Questions and suggest some answers. • Know that religions may offer different answers to the same question. Who is god to people of faith? • Identify names for god in different faiths. • Express what believers say god is like.
Year 3	**3.1 Remembering** **Why remember?**	**3.2 Founders of Faith** **Who, what and when?**	**3.3 Sacred Places** **What is sacred?**
	What is the significance of religious festivals and rituals? *Rosh Hashanah/Mawlid al-Nabi/Harvest/* • Identify the stories celebrated at festivals. • Explain the meaning behind the celebration of festivals/rituals of different faiths.	How do the lives of faith founders influence believers? *Jesus' parables* • Identify key events in the lives of faith founders and their impact on those around them.	What makes a place sacred? *Christianity* • Show understanding of what is sacred for believers in religious places.

		• Explain the relevance of different faith founders for their followers today. What do key religious figures teach? *Hindu deities* • Explain the significance of the key teachings of faith founders for faith members. • Describe the teachings of key religious figures, identifying some similarities and differences. • Reflect on the teachings of key religious figures and how these teachings impact on society.	• Describe the uses of sacred places, symbols and artefacts by believers and the community. • Explain how activities at local places of worship create a sense of community.
	What is the value of participating in a religious festival or ritual? *Remembrance Day/ Dia de los Muertos* • Compare the experience of participating in a religious festival/celebration around the world. • Reflect on the impact celebrations/rituals have on the community.		Which religious rituals show identity and belonging for different traditions? *Hinduism/Islam/Humanism* • Suggest how the milestone of life give a sense of identity and belonging for faith members. How do people express their beliefs? • Identify symbols and artefacts which are important for at least two different faiths. • Explain how artefacts and symbols express the beliefs of faith members. • Recognise different forms of religious and spiritual expression.
Year 4	**4.1 Communities** **Where is religion?**	**4.2 People who inspire us** **What makes a saint?**	**4.3 Our World** **Who cares?**
	How do religious values provide rules for living? *Christianity/Islam* • Give examples of beliefs and values from different faiths. • Describe the impact of religious beliefs, values and rules on the life of a believer.	How is commitment demonstrated in the lives and work of significant people of faith? • Explain why significant people of faith acted according to their commitments. • Explain how people are inspired by actions of significant people of faith. *Saints/Gurus* What motivates faith believers to get involved in different causes? • Explain the values that motivate people of faith to respond to a cause. • Give reasons why people may choose to make sacrifices to improve the lives of others.	What is an ultimate question? • Identify what makes some questions ultimate. • Offer answers to an ultimate question from different faith perspectives. How did the universe begin? *Religious/non-religious viewpoints + stories* • Compare different beliefs about how the universe began making reference to sacred texts. Why is it important to look after the Earth? *Environmental charities* • Compare religious teachings to see how faith members should care for the Earth. • Show understanding of stewardship and suggest actions everyone can take.
			Who is god? • Explain how people of different faiths describe what god is like. • Identify what different sacred writings say about the attributes of god.
Year 5	**5.1 Expressions** **How is beliefs expressed?**	**5.2 Faith in Action** **What are the challenges?**	**5.3 Pilgrimage** **Why pilgrimage?**
	How do believers worship? • Describe some different ways people communicate with their god. • Consider the meaning of different forms of religious worship and how they are expressions of belief. How do people express their beliefs? • Identify symbols and artefacts which are important for at least two different faiths. • Explain how artefacts and symbols express the beliefs of faith members.	What do key religious figures teach? *Christianity/Islam/Buddhism* • Explain the significance of the key teachings of faith founders for faith members. • Describe the teachings of key religious figures, identifying some similarities and differences. • Reflect on the teachings of key religious figures and how these teachings impact on society. How do the lives of faith founders influence believers? *Faith charities* • Identify key events in the lives of faith founders and their impact on those around them.	What is the value of participating in a religious festival or ritual? • Compare the experience of participating in a religious festival or celebration around the world. • Reflect and share how religious celebrations and rituals have an impact on the community.
			Why do people of faith make a pilgrimage? • Compare key places of pilgrimage and identify why a faith member might go there.

	• Recognise different forms of religious and spiritual expression.	• Explain the relevance of different faith founders for their followers today.	• Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. • Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.
Year 6	**6.2 Living a Faith** **What is identity?**	**6.1 Justice & Freedom** **Is it fair?**	**6.3 Hopes & Visions** **What is life about?**
	Which religious rituals show identity and belonging for different traditions? *Siddhartha Gautama to Buddha* • Suggest how the milestones of life give a sense of identity and belonging for faith members. What is the value of participating in a religious festival or ritual? *Bar Mitzvah/ Buddhist boys to monk* • Compare the experience of participating in a religious festival or celebration around the world. • Reflect and share how religious celebrations and rituals have an impact on the community.	What is the meaning of justice and freedom? *Christianity/Judaism/Humanism* • Explain what freedom means to people of faith. • Show understanding of the beliefs and feelings of faith members who have experienced injustice. • Explain their hopes and dreams for a just world. Why should people be good? • Identify the responses of different religions to ethical questions.	What is an ultimate question? *Christianity/Humanism* • Identify what makes some questions ultimate. • Offer answers to an ultimate question from different faith perspectives.
		What do religions teach about forgiveness and reconciliation? *Religious/non-religious viewpoints* • Identify the impact of a religious teaching such as forgiveness on a believer's actions. • Describe the ways in which people of faith have demonstrated forgiveness and reconciliation. • Identify the impact that reconciliation has on community harmony.	Who is god? • Explain how people of different faiths describe what god is like. • Identify what different sacred writings say about the attributes of god.