



## Religious Education Long Term Plan and Progression Map.

*In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be Safe, Smile & Succeed. Quality RE certainly contributes to children being successful people who can participate positively in society.*

**“RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.”**

Earlier units are systematic, looking at a religion in depth. Later they become thematic drawing on themes from religions. The minimum requirement is to study Christians, Muslims, Hindus and Jewish people at Key Stage Two. Going beyond this is encouraged especially if you have children in your class of another religion.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	F5: Where do we belong?	F4 Which times are special and why?	F6. What is special about our world?	F2 Which people are special and why?	F3 Which places are special and why?	F1 What stories are special and why?
	Christians, Hindus, Muslims	Christians, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	Christians, Hindus and Muslims
<b>Year 1</b>	1.1 Who is a Christian and what do they believe? (part 1)	1.6 How and why do we celebrate special and sacred times? (Part 1)	1.2 Who is a Muslim and what do they believe? (part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred? <i>This could be an RE week or fit into a cross curricular unit of study.</i>	
	Christians	Christians, Muslims or Jewish people	Muslims	Christians, Muslims, Jewish people	Christians, Muslims and/or Jewish people	
<b>Year 2</b>	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times? (Part 2)	1.2 Who is a Muslim and what do they believe? (part 2)	1.1 Who is a Christian and what do they believe? (part 2)	1.4 How can we learn from sacred books?	1.8 How should we care for others and the world, and why does it matter?
	Jewish people	Christians, Muslims or Jewish people	Muslims	Christians	Christians, Muslims and Jewish people	Christians and Jewish people

<b>Year 3</b>	L2.7 What does it mean to be a Christian in Britain today? (part 1)	L2.8 What does it mean to be a Hindu in Britain today? (part 1)	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities? <i>Easter focus possibly an RE week</i>	L2.1 What do different people believe about God?	L2.4 Why do people pray?
	Christians	Hindus	Christians	Christians and Hindus	Hindus, Christians, Muslims & Humanists	Christians, Hindus & Muslims
<b>Year 4</b>	L2.8 What does it mean to be a Hindu in Britain today? (part 2)	L2.7 What does it mean to be a Christian in Britain today? (Part 2)	L2.5 Why are festivals important to religious communities? <i>Eid focus possibly an RE week</i>	L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
	Hindus	Christians	Jewish people & Muslims	Christians	Christians, Jewish people, non-religious people (Humanist)	Christians, Hindus and/or Jewish people
<b>Year 5</b>	U2.1 Why do some people think God exists?	U2.6 What does it mean to be a Muslim in Britain today? (part 1)	U2.7 What matters most to Christians and Humanists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship? <i>Possible RE week or fortnight with a focus on a visit to the church and the mandir</i>	
	Christians, non-religious (Humanists)	Muslims	Christians and nonreligious (Humanists)	Christians	Christians, Hindus and Jewish people	
<b>Year 6</b>	U2.6 What does it mean to be a Muslim in Britain today? (part 2)	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Please note this unit allows for some whole class or project work that recalls past study</i>	U2.3 What do religions say to us when life gets hard? <i>Please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc</i>		
	Muslims	Christians, Muslims and Hindus	Christians, Muslims and non-religious (Humanists)	Christians, Hindus and non-religious responses		