



LONG TERM PLANNING

Key Stage 2 RE

Religious education (RE) is a statutory requirement for all schools but it is not part of the national curriculum. The agreed syllabus for RE in Northamptonshire is called 'Growing Together' and is the responsibility of the local authority.

Aims of Religious Education

The overall aims of Religious Education in the curriculum are to enable learners to become :

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Importance of RE:

Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection, empathy and spiritual development. It enhances pupils' awareness and understanding of religious traditions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.



Key Concepts and Processes:

Concepts

These underpin the teaching of Religious Education. Pupils need to understand these concepts in order to deepen and broaden their knowledge, understanding and skills. The following concepts are addressed through the programmes of study for each key stage:

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing meaning
- Identity and belonging
- Meaning, purpose and truth
- Values and commitments

Processes-

The skills and processes required in the teaching of Religious Education can be categorised under two attainment targets:-

Attainment Target 1: Learning about religion

This includes enquiry into, and investigation of, the nature of religion, beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual traditions and how they relate to one another as well as the study of the nature and characteristics of religion.

Attainment Target 2: Learning from religion

This is concerned with developing pupils' reflection and response to their own and others' experiences in the light of their learning about religious traditions. It develops pupils' skills of application, interpretation and evaluation of what they learn about religious traditions. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.



Pupils should be taught:

	Autumn		Spring	Summer	
Year 3	Jesus	The Church Year - Christmas	The Church Year - Easter	Light and Dark	Values
Year 4	Hinduism			Peace	
Year 5	Stories Of Faith		Islam	Actions and Beliefs in the World	
Year 6	Sikhism in Britain today	Words of Wisdom	Religions in our Community	How the world was created and its relevance today	

Year 3

These are the outcomes expected for each unit in year 3:

- To understand how and how and why Jesus is inspirational to Christians.
- To consider the meaning of Christmas for Christians.
- To explore the meaning of Easter to members of the Christian faith.
- To identify values in human life and to think about values with special reference to Christianity and Humanism.
- To explore the symbolism of Light and Dark in celebrations, rituals and worship.

Year 4

These are the outcomes expected for each unit in year 4:

- To learn what is important to Hindus today; relating this to the origins of the Hindu faith and how Hindus express their faith.
- To explore how and why peace might be important in people's lives and how some people might pursue or promote peace in different ways.



Year 5

These are the outcomes expected for each unit in year 5:

- To learn about the work of two major faith - based charities and develop an understanding of the impact of religion in the world.
- To focus on some of the ancient stories from the Bible, Koran and Torah and to reflect on the deeper meanings contained within them.
- To learn what is important to Muslims today; relating this to the origins of the Muslim faith and how Muslims express their faith.

Year 6

These are the outcomes expected for each unit in year 6:

- To learn what is important to Sikhs in Britain today; relating this to the origins of the Sikh faith and how Sikhs express their faith.
- To make links between the religious ideas and teachings of Christianity, Islam and Sikhism and their own experiences and ideas.
- To learn about the different beliefs and lifestyles in the local community.
- To explore the question about how the world was created and consider the teachings of number of religions and their beliefs.