

Religious education lessons should reinforce messages of tolerance and respect for others.

Children should have the opportunity to visit places of worship that are important to different faiths. Schools can actively promote diversity through celebrations of different faiths and cultures.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Christianity Belonging	Christianity Belonging	Christianity Belonging	Christianity Belonging	Christianity Belonging	Christianity Belonging
Autumn 2	Christianity Celebrating Birthdays: (Jesus' Birthday) Christmas Story	Judaism and Christianity Light as a Symbol: (Hanukkah/Advent)	Christianity Journeys End: Nativity journey	Christianity Holy: Mary Mother of God	Christianity Faith: The Annunciation (Angel Gabriel)	Christianity Prophecy: (The Story of the Magi)	Christianity Interpretation: (The Two Birth Narratives – Matthew & Luke)
Spring 1	Christianity Storytelling: (Jesus the Storyteller)	Christianity Change: (People Jesus Met)	Judaism Remembering: (Passover)	Hinduism Good-Evil: Holi (Festival –paint)	Judaism Identity Purim	Islam Umma (Community): Introduction to Islam	(C/J/I) Wisdom: Sacred Texts
Spring 2	Christianity Celebrating New Life: (Symbols of New Life) Easter Story	Christianity Sad and Happy: (Key events of Holy Week)	Welcoming: (Palm Sunday) Belief: Easter Authority: The Life of Jesus	Christianity Ritual: Paschal Candle	Symbol: The Cross	Suffering or Sacrifice: Easter Story	Christianity Resurrection: (The Empty Cross/Tomb/Easter Day)
Summer 1	Hinduism Remembering: (Someone Special) Janmashtami (Krishna's birthday)	Judaism Belonging: Belonging in Judaism	God: (Ideas about God) – Focus On Hinduism	Christianity Creation: Creation stories	Christianity Ritual: Food ritual	World View or Meaning of Life (Creation to present)	Islam & Christianity Power: (cross-curricular WW1)
Summer 2			Creation: Special Food	Hinduism Protection: RakshaBandhan	Judaism Responsibility: Bar Mitzvah Bat Mitzvah	Islam Rites of Passage: The Journey of Life.	Christianity Imagery: Jesus through art

The expectation of the Agreed Syllabus is that at the end of Key Stage 1 pupils will be able to:

<p style="text-align: center;">AT1- Knowledge and Understanding With reference to the statutory Key Content specified by this syllabus:</p>	<p style="text-align: center;">AT2- Reflection and Response With reference to the statutory Key Content specified by this syllabus:</p>
Recall and name different beliefs and practices, including festivals, worship and rituals	Suggest meanings behind different beliefs and practices
Retell some religious and moral stories from sacred writings, recognising the traditions from which they come	Suggest meanings of some religious and moral stories
Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life	Appreciate some similarities between faith communities
Identify what difference belonging to a faith community might make	Ask and respond to questions about what individuals and faith communities do, and why
Observe and recount different ways of expressing identity and belonging to faith groups, including wearing clothing and symbols and taking part in acts of worship	Respond sensitively to expressions of belonging to faith groups
Pupils present ideas about two different religions using key words for each faith studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief	Notice and respond sensitively to some similarities between different religions and worldviews
Consider responses to big questions from different religious traditions and worldviews	Express their own ideas and opinions using words, music, art or poetry
Give examples of co-operation from different religious traditions	Respond with ideas to examples of co-operation from different religious traditions
Identify how different religions answer questions of right and wrong	Express their ideas and opinions in response to questions of right and wrong

The expectation of the Agreed Syllabus is that at the end of Key Stage 2 pupils will be able to:

<p style="text-align: center;">AT1 – Knowledge and Understanding With reference to the statutory Key Content specified by this syllabus:</p>	<p style="text-align: center;">AT2 – Reflection and Response With reference to the statutory Key Content specified by this syllabus:</p>
Describe and make connections between different features of religions, including celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage	Reflect on the significance for faith members of participating in celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage
Describe and show understanding of links between stories, beliefs and practices of faith communities	Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities
Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship	Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship
Show understanding of how beliefs, practices and forms of expression influence individuals and communities	Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities
Show understanding of the challenges of commitment to a community of faith	Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives
Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places	Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places
Present their own and others' views to challenging questions about belonging, meaning, purpose and truth	Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry
Identify ways in which diverse communities can live together for the wellbeing of all	Respond thoughtfully to ideas about community, values and respect
Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

The *Living Difference III* age-related expectations (AREs)

End of Year 1

Communicate	Children can talk about their own responses to their experiences of the concepts explored.
Apply	They can identify how their responses relate to events in their own lives.
Enquire	They can identify and talk about key concepts explored that are common to all people.
Contextualise	They can recognise that the concept is expressed in the way of life of the people studied.
Evaluate	They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.

End of Year 2

Communicate	Children can describe in simple terms their responses to their experiences of the concepts studied.
Apply	They can identify simple examples of how their responses relate to their own lives and those of others.
Enquire	They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions.
Contextualise	They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.
Evaluate	They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

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End of Year 4

Communicate	Children can describe their own responses to the human experience of the concepts studied.
Apply	They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire	They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life.
Contextualise	They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
Evaluate	They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

End of Year 6

Communicate	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children and young people can explain key concepts that are common to all people as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied
Contextualise	They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

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