



Long Term Plan for RE 2020-2021



(Agreed Syllabus Bedford Borough, Central Bedfordshire and Luton 2018 – 2023)

	Autumn	Spring	Summer
FS	Being special: where do we belong? Learned from at least 2 religions. Why is Christmas special to Christians?	Why is Easter special for Christians? Pancake Day	Which stories are specially valued and why? Learned from at least 2 religions.
Year 1	What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times?	What makes some places significant? What makes some places sacred to believers? Why does Easter matter to Christians?	Who is a Muslim. What do they believe and how do they live?
Year 2	How and why do we celebrate significant times? What makes some celebrations sacred to believers? What can we learn from sacred books and stories?	How do we show we care for others? Why does it matter? How do we show we care for Earth and why does it matter?	Who is an inspiring person? What stories inspire Christians, Muslims and/or Jewish people? What is the 'good news' Christians believe Jesus brings?
Year 3	Where, how and why do people worship? (Muslims, Jews and Christians) Why do some people think life is like a journey? How do people mark the significant events of life? (Christians, Hindus, Muslims and non-religious people)	What is the 'Trinity' and why is it important for Christians? What kind of world did Jesus want?	Why do Christians call the day Jesus died Good Friday? How do festivals and family life show what matters to Jewish people?
Year 4	How is faith expressed in Sikh communities and traditions? How is faith expressed in Hindu communities and traditions?	How do festivals and worship show what matters to Muslims? For Christians what was the impact of Pentecost?	What are the deeper meanings of festivals? How and why do people try to make the world a better place?

Outcomes for the end of each milestone (linked to Classroom Monitor)

Element	End of Foundation Stage	Year 1	Year 2	Year 3	Year Four
Element 1: Making Sense of Beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation	I can recognise and re-tell religious stories	I can identify some core beliefs of concepts studied.	I can identify some core beliefs and concepts studied and give a simple description of what they mean	I can identify the core beliefs and concepts studied.	I can identify and describe the core beliefs and concepts studied
	I can talk about some religious stories	I understand how stories show what people believe (e.g. the meaning behind a festival).	I can give examples of how stories show what people believe (e.g. the meaning behind a festival)	I am beginning to make clear links between texts/sources of wisdom and authority and the core concepts studied.	I can make clear links between texts/sources of wisdom and authority and the core concepts studied
	I can recognise some religious words	I understand a simple account of what stories and other texts mean to believers.	I can give clear, simple accounts of what stories and other texts mean to believers	I can offer suggestions about what texts/sources of wisdom and authority can mean to believers.	I can offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers
	I can identify sacred text				
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning	I can talk about places of worship and events	I can recall how people use stories, texts and teachings to guide their beliefs and actions.	I can give examples of how people use stories, texts and teachings to guide their beliefs and actions	I can make simple links between stories, teachings and concepts studied and how people live, individually and in communities.	I can make links between stories, teachings and concepts studied and how people live, individually and in communities
	I can recall simple processes in traditions and festivals	I can recall ways in which believers put their beliefs into practice.	I can give examples of ways in which believers put their beliefs into practice	I am beginning to describe how people show their beliefs in how they	I can describe how people show their beliefs in how they worship and in the ways they live

				worship and in the ways they live.	
	I can recognise some symbols recognise that some religious people have places which have special meaning for them			I can identify some differences in how people put their beliefs into practice.	I can identify some differences in how people put their beliefs into practice
Element 3: Making Connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections	I can talk about things they find interesting, puzzling or wonderful	I can think and talk about whether the ideas I have been studying have something to say to me	I can think, talk and ask questions about whether the ideas I have been studying have something to say to me	I am beginning to raise questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.	I can raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
	I can talk about their own experiences and feelings about the world	I can give a reason for the views I have and begin to make connections.	I can give a good reason for the views I have and the connections I make	I am beginning to make some links between beliefs and practices studied and life in the world today, expressing some ideas of my own.	I can make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
	I can talk about people who are special to me			I am beginning to give reasons for the views I have and the connections I make.	I can give good reasons for the views they have and the connections they make
	I get to know and use appropriate words to talk about their thoughts and feelings for example, when visiting a church				