

RE – Long term planning

Pathway 1: The Nature of Religion and Belief (Religious studies)	Pathway 2: Expressing Belief (Spirituality)	Pathway 3: A Good Life (Ethics)
<p><i>Religions/worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments.</i></p>	<p><i>It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences.</i></p>	<p><i>Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews.</i></p>
<p>KS1 – Through investigating the Nature of Religion and Belief, pupils should learn that we are surrounded by distinctive things that are very important. Some of these are called ‘precious’, ‘sacred’ or ‘holy’.</p> <ul style="list-style-type: none"> • People belonging to the same religion/worldview may have different ‘holy’ or important things and express their beliefs in different ways. <p>KS2 - Through investigating the Nature of Religion and Belief, pupils should learn that:</p> <ul style="list-style-type: none"> • The terms ‘religion’ or ‘worldview’ represent an overall approach to life including beliefs, practices, values and identity. • Within each there is diversity in beliefs and practices. • There are reasons why some aspects have stayed the same and others have changed. 	<p>KS1 – Through investigating how Beliefs are Expressed, pupils should learn that people often give words different meanings when they are trying to express their priorities.</p> <ul style="list-style-type: none"> • Many people also use symbols to express these ideas. • We need to interpret these words and symbols to find their meaning. <p>KS2 - Through investigating how Beliefs are Expressed, pupils should learn that:</p> <ul style="list-style-type: none"> • People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement. • These creative forms of expression also play important roles in most religions and cultures. 	<p>KS1 – Through investigating what is meant by a Good Life, pupils will learn that:</p> <ul style="list-style-type: none"> • Most religions/worldviews tell stories from the lives of exemplary people as inspiration about qualities and characteristics of a good life. • They also teach about specific actions that are right and wrong and about good and bad attitudes. <p>KS2 - Through investigating what is meant by a Good Life, pupils will learn that:</p> <ul style="list-style-type: none"> • Most religions share stories of moral exemplars from the past and more recently, guiding followers on leading virtuous lives. • Religions/worldviews provide guidance for their followers on how to live a good life. • There are both differing opinions and agreement on what is meant by a ‘good life’ and what is right and wrong.

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Pathway 4: Personal Journey (Meaning & purpose)	Pathway 5: Influence and Authority (Community & society)	Pathway 6: The Big Picture (Philosophy)
<p><i>Human beings have deeply felt experiences, which they may refer to as being ‘religious’ or ‘spiritual’ or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people’s lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview.</i></p>	<p><i>Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative.</i></p>	<p><i>Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called ‘grand narratives’. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways.</i></p>
<p>KS1 – Through exploring what is meant by a Personal Journey, pupils will learn that:</p> <ul style="list-style-type: none"> • Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. • There are many stories about people’s experiences and encounters that have made them change their lives. <p>KS2 - Through exploring what is meant by a Personal Journey, pupils will learn that:</p> <ul style="list-style-type: none"> • Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above • They may see these as beyond or within the material world and may claim they have given new insights into life. 	<p>KS1 – Through studying Influence and Authority, pupils should learn that:</p> <ul style="list-style-type: none"> • There is evidence of the influence of religions/worldviews on our community all around us. • Religion does not influence everyone’s life in the same way. <p>KS2 - Through studying Influence and Authority, pupils should learn that:</p> <ul style="list-style-type: none"> • Communities worldwide are shaped by traditional beliefs from religions/worldviews. • Some are influenced by a single source and others by many. • In some communities, the influence of a religion/worldview is largely limited to its followers. 	<p>KS1 – Through considering the Big Picture, pupils should learn that:</p> <ul style="list-style-type: none"> • Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life. • Many of these stories are well-known as they have been handed down over generations. <p>KS2 - Through considering the Big Picture, pupils should learn that:</p> <ul style="list-style-type: none"> • People tell different stories to communicate important teachings and these stories often form part of longer narratives. • Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	E.1 Which places are special to members of our community?	E.4 Who belongs in my family and community?	E.5 How do people celebrate special times?	E.2 Why are some objects special?	E. 3 Who cares for me and how do I help others?	E.6 How do we understand and care for the world?
The Early Years Foundation Stage framework is organised across seven areas of learning rather than individual subject areas. The EYFS curriculum allows for flexible planning to respond to current interests and needs of the children in school, including learning about religious and cultural communities and the celebrations and places associated with them. Children in EYFS use all their senses to begin to learn about religion and worldviews through special people, books, times, places, and objects.						
Year 1	F1.12 How and why do we care for others? (Pathway 3)	C1.5 Why are festivals important in a community? (Pathway 5)	C1.6 Which books and stories are important? (Pathway 6)	F1.14 How do Bible stories show us that God keeps promises? (Pathway 6)	C1.1 What does it mean to belong to a community of belief? (Pathway 1)	
Religion/worldwide views included.	Christianity, Islam, Sikhi, Buddhism, non-religious approaches to life (eg Humanism/Atheism)	Christianity, Hindu Dharma, Judaism, non-religious approaches (Humanist, Atheist)	Christianity, Islam, and Sikhi.	Christianity	Christianity, Hindu Dharma, and Islam. (Jehovah's Witness?)	
Experiences		Visit to a church				
Year 2	C1.3 How can we make good choices? (Pathway 3)	F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)	C1.4 How and why do some people pray? (Pathway 4)	C1.2 How are symbols used to welcome new life? (Pathway 2)	F1.15 How do Hindu stories help believers live their lives? (Pathways 3 and 6)	
Religion/worldwide views included.	Christianity, Judaism, Islam and non-religious approaches.	Christianity, Judaism, Islam, and non-religious approaches	Christianity, Islam, Buddhism	Christianity, Islam, Sikhi, non-religious approaches including Humanism.	Hindu Dharma,	
Experiences			Visit to a mosque	Visit to a local church to see font etc		

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Year 3	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6)	FL2.12 How does the Bible help Christians to live a good life? (pathway 6)	FL2.11 How do creation stories help people understand the world? (Pathway 6)	CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)	CL2.2 How do different people express their spirituality? (Pathway 2)
Religion/worldwide views included.	Judaism	Christianity	Christianity, Judaism, Islam, Hindu Dharma, Sikhi, Buddhism, and non-religious approaches (Humanism/Atheism/Chinese)	Islam	Christianity, Judaism, Islam, Hindu Dharma, Sikhi, Buddhism, and non-religious approaches (Humanism/Atheism) Jehovah's Witness/Paganism
Experiences	Visit from a rabbi?				
Year 4	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5)	FL2.14 How are the stories of Holy week important to Christians? (Pathway 6)	CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)	FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)
Religion/worldwide views included.	Sikhi	Christianity, Judaism, Islam, Hindu Dharma, Paganism	Christianity	Jehovah's Witness, Christianity, Judaism, Islam, Hindu Dharma, Sikhi, Buddhism, and non-religious approaches (Humanism/Atheism)	Christianity, Islam, Judaism, non-religious approaches
Experiences			Visit from a vicar		
Year 5	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)	FU2.14 How do Buddhists live a meaningful life? (Pathways 1 and 4)	CU2.4 Why do some people go on pilgrimage? (pathway 4)	FU2.11 What is the significance of Easter, Ascension and Pentecost? (Pathway 6)	CU2.3 What values do people live by? (Pathway 3)

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Religion/worldwide views included.	Judaism	Buddhism	Christianity, Judaism, Islam, Hindu Dharma, Sikhi	Christianity	Christianity, Judaism, Islam, Hindu Dharma, Sikhi, Buddhism, and non-religious approaches (Humanism/Atheism)	
Experiences	Visit to a synagogue?		Online virtual tours of Golden temple, hajj, western wall.			
Year 6	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)	FU2.13 Why are rites of passage important? (Pathways 2 and 4)	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)	CU2.1 What do Hindu people believe about God (Pathway 1)	FU2.12 Should we forgive others? (Pathway 3)	
Religion/worldwide views included.	Sikhi	Christianity, Judaism, Hindu Dharma, Sikhi, and non-religious approaches (Humanism/Atheism)	Christianity	Hindu Dharma,	Christianity, Islam	
Experiences	Visit to Gurdwara		Visit to a church			
Celebrations/Events	Harvest festival – assembly with Vicar/Kidz club. Collection for the food bank.	Diwali Inter-faith week Hanukah Guru Nanak's birthday (Sikhi) Christmas – assembly with Vicar/Kidz club Nativity - Reception	Chinese New Year Ramadan	Holi Eid-Al Fitr (Y3 assembly) Easter Wesak (Buddhist festival)	Eid Al-Adha	World Humanist Day