



Manor Primary – RE Long Term Plan Cycle 2

	AUTUMN		SPRING		SUMMER	
Robins	<p>Special Places and Festivals</p> <p>Identify and ask questions about customs associated with particular religious communities 1.4b</p>	<p>The Birth of Jesus</p> <p>Explore stories about the lives and teachings of key religious figures. 1.1b</p>	<p>Relationships, promises and church wedding celebrations</p> <p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p>	<p>Easter Celebrations</p> <p>Find out about ways in which sacred texts are regarded, read and handled by believers 1.1c</p>	<p>Caring for Creation</p> <p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world 1.5a</p>	<p>Helping Others</p> <p>Hear and respond to stories about belonging and relating to religious communities 1.4a</p>
Swans	<p>Caring for the natural world</p> <p>Explore stories from religious traditions and find out about attitudes to the natural world 1.6c</p>	<p>Valuing new life</p> <p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</p>	<p>Worship and ceremonies</p> <p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p>	<p>Belonging to a group</p> <p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c</p>	<p>Storytelling through sacred writings</p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c</p>	<p>Showing kindness and goodness</p> <p>Listen and respond to stories highlighting the morals and values of believers in practice 1.6a</p>
Owls	<p>Environment: Harvest</p> <p>Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour 2.6d</p>	<p>Landmarks in life</p> <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</p>	<p>Commitment: Lent</p> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c</p>	<p>Study of a chosen religion</p> <p>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</p>	<p>Thinking about God</p> <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d</p>	<p>Features and patterns of worship</p> <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b</p>

Penguins	<p align="center">Commitment</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b</p>	<p align="center">Words of wisdom</p> <p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b</p>	<p align="center">Taking part</p> <p>Find out about the activities of a local religious community and make links with key religious teachings 2.4b</p>	<p align="center">Belief in action</p> <p>Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d</p>	<p align="center">The importance of hope</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a</p>	<p align="center">Justice: rich and poor</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c</p>



Swans – RE Long Term Plan

	AUTUMN		SPRING		SUMMER	
Swans	To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> stories from religious traditions and <i>find out about</i> attitudes to the natural world	To support the learners to become religiously literate, this unit will provide opportunities to: <i>Engage with</i> religious beliefs and ideas expressed through story, symbol and other visual forms of expression	To support the learners to become religiously literate, this unit will provide opportunities to: Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies	To support the learners to become religiously literate, this unit will provide opportunities to: Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.	To support the learners to become religiously literate, this unit will provide opportunities to: Explore a range of stories and extracts from sacred writings and talk about the meaning they have for believers	To support the learners to become religiously literate, this unit will provide opportunities to: Reflect and respond to stories highlighting the morals and values of believers in practice - Sikhism
	<p>EXPLORE Learners should be able to link faith stories about the natural world with beliefs, attitudes and action</p> <p>ENGAGE Learners should be able to identify important teachings from faith stories and demonstrate how these might impact on the lives of believers</p> <p>REFLECT Learners should be able to identify personal responses to the natural world showing how ideas about right and wrong can influence behaviour</p>	<p>EXPLORE Learners should be able to identify stories symbols, and other visual forms of expression of significance to faith communities and describe how they are used.</p> <p>ENGAGE Learners should be able to link stories, symbols and other visual forms of expression to faith communities making clear links with important beliefs</p> <p>REFLECT Learners should be able to identify what they value and show how they might express this symbolically</p>	<p>EXPLORE Learners should be able to identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers</p> <p>ENGAGE Learners should be able to link actions, gestures and rituals to faith stories and beliefs</p> <p>REFLECT Learners should be able to identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them</p>	<p>EXPLORE Learners should be able to identify faith groups that people might belong to and to suggest what difference that might make to the lives of believers</p> <p>ENGAGE Learners should be able to recall activities around belonging to faith communities and explore what this might say to a believer</p> <p>REFLECT Learners should be able to identify groups that they themselves belong to, to say how they show they belong, and what difference this makes to their lives</p>	<p>EXPLORE Learners should be able to recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live</p> <p>ENGAGE Learners should be able to identify the important ideas from these stories and suggest what impact they might have on the life of a believe</p> <p>REFLECT Learners should be able to identify important ideas from stories with meaning and explain how different people might respond</p>	<p>EXPLORE Learners should be able to identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community</p> <p>ENGAGE Learners should be able to identify important examples from faith stories and link these to the way believers might behave</p> <p>REFLECT Learners should be able to identify people they believe to be good examples and suggest how these people might influence their own attitudes and behaviour</p>

Owls - RE Long Term Plan

	AUTUMN		SPRING		SUMMER	
	To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> religious stories and teachings about the environment and <i>identify</i> their impact on behaviour	To support the learners to become religiously literate, this unit will provide opportunities to: <i>Investigate</i> the importance for believers of ceremonies in which special moment in the lifecycle are marked	To support the learners to become religiously literate, this unit will provide opportunities to: Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives	To support the learners to become religiously literate, this unit will provide opportunities to: Research some key events in the development of a religious tradition and explain the impact on believers today	To support the learners to become religiously literate, this unit will provide opportunities to: Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice	To support the learners to become religiously literate, this unit will provide opportunities to: Identify the main features and patterns of an act of worship and talk about the importance of worship for believers
Owls	<p>EXPLORE Learners should be able to link stories, beliefs and practices and explain their impact on believers and communities</p> <p>ENGAGE Learners should be able to explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment/ natural world</p> <p>REFLECT Learners should be able to link their own values and actions and consider the consequences of their actions for the environment/natural world</p>	<p>EXPLORE Learners should be able to identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life</p> <p>ENGAGE Learners should be able to link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part</p> <p>REFLECT Learners should be able to share ideas and experiences of ceremonies important to them and suggest what these might say about their personal beliefs and values</p>	<p>EXPLORE Learners should be able to identify important beliefs and values of faith communities and explain the impact of these on the behaviour of believers</p> <p>ENGAGE Learners should be able to ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives</p> <p>REFLECT Learners should be able to share ideas about right and wrong and talk about the challenge of their own commitments</p>	<p>EXPLORE Learners should Be able to identify some of the main features of a chosen religious lifestyle.</p> <p>ENGAGE Be able to explain the meaning of key actions and symbols to a follower in the chosen religion.</p> <p>REFLECT Be able to talk about things in their lifestyle which are important to them and which they would like to pass on as a tradition to others</p>	<p>EXPLORE Learners should be able to identify names and attributes used to describe God, link these with beliefs and explain how this might be different within and between faiths</p> <p>ENGAGE Learners should be able to make links between belief about God, the practices of believers and the choices they make in life</p> <p>REFLECT Learners should be able to identify the names and attributes they would want for themselves and to show how they might live up to this reputation</p>	<p>EXPLORE Learners should be able to identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths</p> <p>ENGAGE Learners should be able to identify symbolic actions that are part of worship and show how these might strengthen the faith of a believer</p> <p>REFLECT Learners should be able to talk about their own experience of gatherings make the link between values, interests and commitments to groups</p>

Penguins – RE Long Term Plan

	AUTUMN		SPRING		SUMMER	
Penguins	<p>To support the learners to become religiously literate, this unit will provide opportunities to: <i>Investigate</i> ceremonies associated with joining or belonging to a faith community and <i>talk about</i> the meaning of commitment</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> the meaning of stories drawn from religious sources and <i>reflect on</i> the significance of key words, phrase or expressions</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Find out about the activities of a local religious community and make links with key religious teachings</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Make links between beliefs and action and reflect on how this might have local, national and international impact</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Investigate stories about God’s relationship with people and suggest how, for some people, this helps them to make sense of life</p>
	<p>EXPLORE Learners should be able to describe what happens at a ceremony associated with joining or belonging to a faith community and explain why people might choose to join</p> <p>ENGAGE Learners should be able to explain the meaning of a joining ceremony for believers and explain the impact of commitment on their future lives</p> <p>REFLECT Learners should be able to talk about personal values and commitments and the impact that these have on their own lives and the lives of people around them.</p>	<p>EXPLORE Learners should be able to make links between words, phrases and stories of importance to faith communities and say how these reflect the ideas of believers</p> <p>ENGAGE Learners should be able to link words, phrases and stories with important beliefs and say what impact these might have on the lives of believers</p> <p>REFLECT Learners should be able to use words, phrases and stories to explore their personal values and explain what influences them</p>	<p>EXPLORE Find out about the activities of a local religious community and make links with key religious teachings</p> <p>ENGAGE Learners should be able to identify ways in which religious teachings are reflected in the activities of a faith community and explain what this might mean for a believer</p> <p>REFLECT Learners should be able to identify community activities from their own experience and link these with their own values and attitudes</p>	<p>EXPLORE Learners should be able to give examples of believers who acted on their faith and explain the impact of those actions</p> <p>ENGAGE Learners should be able to make the connection between stories, beliefs and actions and explain the wider impact on believers and communities</p> <p>REFLECT Learners should be able to share ideas about their own values and commitments and show how their actions might have a wider impact</p>	<p>EXPLORE Learners should be able to identify puzzling questions and suggest what impact seeking answers and making choices might have</p> <p>ENGAGE Learners should be able to identify questions of particular significance to faith communities and explain the impact on believers of answers found in the sources of faith traditions</p> <p>REFLECT Learners should be able to identify their own puzzling questions and share ideas about the choices they make and the impact this might have on their lives</p>	<p>EXPLORE Learners should be able to show their understanding of the issues of justice, fairness and poverty that faith based charities address.</p> <p>ENGAGE Learners should be able to link belief about God and the impact of these beliefs on the way believers make sense of life and act</p> <p>REFLECT Learners should be able to share experiences of ways people tackle life’s challenges and how this might have helped them to make sense of life</p>