



Manor Primary – RE Long Term Plan Cycle 1

	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</p> <p>Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions 1.6b</p>	<p>Belonging</p> <p>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</p>	<p>Celebrations</p> <p>Explore the preparations for and find out about the celebration of festivals 1.2b</p>	<p>Families</p> <p>Listen to and ask questions about stories of individuals and their relationship with God 1.5b</p>	<p>Answers</p> <p>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</p>	<p>Worship</p> <p>Find out about how and when people worship and ask questions about why this is important to believers 1.2a</p>

Owls	<p>Exploring Living by Rules</p> <p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a</p>	<p>Religion in the Home</p> <p>Compare and contrast the practice of religion in the home in different religious communities 2.2a</p>	<p>Symbols of Worship</p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c</p>	<p>Sharing special food</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</p>	<p>The Beginning of the World</p> <p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d</p>	<p>Religious Leaders</p> <p>Explore into the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c</p>
Penguins	<p>Sacred writings: Hinduism</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings. 2.1b</p>	<p>Peace</p> <p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers 2.3a</p>	<p>Religious diversity: happiness</p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a</p>	<p>Easter: suffering and hardship</p> <p>Investigate and reflect upon a range of religious responses to suffering, hardship and death 2.5b</p>	<p>Wise words</p> <p>Explore the origins of sacred writings and consider their importance for believers today 2.1a</p>	<p>Values and beliefs</p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action. 2.2d</p>



Swans – RE Long Term Plan

	AUTUMN		SPRING		SUMMER	
Swans Overview	To support the learners to become religiously literate, this unit will provide opportunities to: Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions	To support the learners to become religiously literate, this unit will provide opportunities to: Find out about ceremonies in which special moments in the life cycle are marked	To support the learners to become religiously literate, this unit will provide opportunities to: Explore the preparations for and find out about the celebration of festivals	Listen to and ask questions about stories of individuals and their relationship with God	To support the learners to become religiously literate, this unit will provide opportunities to: Engage with stories and extracts from religious literature and talk about their meanings	To support the learners to become religiously literate, this unit will provide opportunities to: Find out about how and when people worship and ask questions about why this is important to believers

Swans Learning Objectives

<p>EXPLORE Learners should be able to identify ways in which faith communities respond to need and link this with their beliefs</p> <p>ENGAGE Learners should be able to identify the teachings of faith communities about caring for others and suggest how this might impact on behaviour</p> <p>REFLECT Learners should be able to identify who cares for them and who they care for and explain how and why people show they care in different ways</p>	<p>EXPLORE Learners should be able to identify and describe ceremonies which are special to faith communities and suggest why they are important to believers</p> <p>ENGAGE Learners should be able to link faith stories with beliefs, ceremonies and actions</p> <p>REFLECT Learners should be able to identify special ceremonies from their own experience and explore their own related feelings as well as those of others</p>	<p>EXPLORE Learners should be able to identify religious celebrations, talk about the way members of faith communities might prepare for them and suggest what and why believers celebrate</p> <p>ENGAGE Learners should be able to talk about some key beliefs of faith communities and say how these are expressed through celebrations</p> <p>REFLECT Learners should be able to talk about celebrations they have taken part in, explain how they prepared for these celebrations and say why the celebration might be important to them</p>	<p>EXPLORE Learners should be able to identify faith stories about believers and their relationship with God, making the link between faith and action</p> <p>ENGAGE Learners should be able to make connections between the behaviour and action of believers</p> <p>REFLECT Learners should be able to explore examples from their own experience and to consider the consequences of action</p>	<p>EXPLORE Learners should be able to identify stories from faith communities that have meanings for believers and link these to possible action</p> <p>ENGAGE Learners should be able to share ideas about the meaning of stories from faith communities and to suggest why these might be important to believers.</p> <p>REFLECT Learners should be able to identify and share stories which convey a meaning for them and to suggest what they might learn from the story or stories.</p>	<p>EXPLORE Learners should be able to identify when and where members of faith communities might meet together for worship and suggest reasons why it might be important to them</p> <p>ENGAGE Learners should be able to identify aspects of worship which have meaning for believers and say why these help to give believers a sense of belonging to a community</p> <p>REFLECT Learners should be able to draw on their own experience to identify opportunities to meet with others that are important to them, to say why and to suggest how the experience of others might be different</p>
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Owls - RE Long Term Plan

	AUTUMN		SPRING		SUMMER	
Owls Overview	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Compare and contrast the practice of religion in the home in different religious communities</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Compare and contrast the use of symbols, actions and gestures used in worship by different communities</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Investigate some features of key religious festivals and celebrations and identify similarities and differences</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Explore the meaning of a wide range of stories about the beginning of the world and reflect upon their importance for believers</p>	<p>To support the learners to become religiously literate, this unit will provide opportunities to: Explore the life of key religious figures and make links with teachings and practices of special significance to followers.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Owls Learning Objectives</p>	<p>EXPLORE Learners should be able to identify rules found in sacred writings and show how these influence the behaviour of believers</p> <p>ENGAGE Learners will show how these rules influence the behaviour of believers – individuals and communities</p> <p>REFLECT Learners should be able to identify rules that are important to them and make the link between personal values, rules and behaviour</p>	<p>EXPLORE Learners should be able to identify characteristics of believers’ homes and link this with belief and practice</p> <p>ENGAGE Learners should be able to identify important beliefs evident in a believers’ home and explain why it might be important to carry on these traditions</p> <p>REFLECT Learners should be able to identify attitudes and values that might influence their homes and suggest how they might demonstrate their own values at home.</p>	<p>EXPLORE Learners should be able to identify the use of symbols, actions and gestures in worship and explain how these might give believers a sense of identity and belonging</p> <p>ENGAGE Learners should be able to explain what beliefs are expressed through symbols, action and gestures, comparing and contrasting the ways in which they are used by different communities</p> <p>REFLECT Learners should be able to identify examples from their own experience and suggest how using symbols, actions and gestures might be used by themselves and others to express what is of value</p>	<p>EXPLORE Learners should be able to describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices</p> <p>ENGAGE Learners should be able to identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities</p> <p>REFLECT Learners should be able to identify traditions that are important to them and explain what this says about their identity and values</p>	<p>EXPLORE Learners should be able to identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today</p> <p>ENGAGE Learners should be able to identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision</p> <p>REFLECT Learners should be able to link ideas about the beginning of the world with attitudes and values and show the impact that this might have on individuals and communities</p>	<p>EXPLORE Learners should be able to identify what sets a religious leader apart and explain the importance of leaders for individuals and communities today</p> <p>ENGAGE Learners should be able to make the link between the teachings and practices of religious leaders and their relevance for individuals and communities today</p> <p>REFLECT Learners should be able to identify possible personal role models, explain the criteria for their choice and say what impact this might have on their own life</p>
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Penguins – RE Long Term Plan

	AUTUMN		SPRING		SUMMER	
Penguins Overview	To support the learners to become religiously literate, this unit will provide opportunities to: Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings	To support the learners to become religiously literate, this unit will provide opportunities to: Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers	To support the learners to become religiously literate, this unit will provide opportunities to: Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences	To support the learners to become religiously literate, this unit will provide opportunities to: Investigate and reflect on a range of religious responses to suffering, hardship and death	To support the learners to become religiously literate, this unit will provide opportunities to: Explore the origins of sacred writings and consider their importance for believers today	To support the learners to become religiously literate, this unit will provide opportunities to: Investigate the life of a person who has been inspired by their faith and make links between belief and action

<p>Penguins Learning Objectives</p>	<p>EXPLORE Learners should be able to distinguish different types of religious literature and say why different sacred writings are important to faith communities</p> <p>ENGAGE Learners should be able to identify teachings and source material from a range of sacred writings and explain how these might be used within faith communities</p> <p>REFLECT Learners should be able to identify literature relevant to them and to explain the impact this might have on their lives</p>	<p>EXPLORE Learners should be able to identify, compare and contrast a range of symbolism used in faith communities</p> <p>ENGAGE Learners should be able to identify beliefs expressed through the use of symbolism and explain why it might be important to believers</p> <p>REFLECT Learners should be able to identify ways in which they might express their own values symbolically and consider the consequences of showing commitment in this way</p>	<p>EXPLORE Pupils consider a fundamental question of life learning from other people's thoughts as well as their own experience.</p> <p>ENGAGE They learn about the difference between material and spiritual values and recognise that people with different religious or non-religious perspectives may come to similar conclusions, considering specific ideas from Buddhism and Humanism.</p> <p>REFLECT They explore the link between what we think or believe, how we act or behave and how happy we make ourselves and other people.</p>	<p>EXPLORE Learners should be able to identify responses to suffering, hardship and death from sacred writings and identify key religious beliefs</p> <p>ENGAGE Learners should be able to identify beliefs about suffering, hardship and death and suggest how these might support believers and faith communities</p> <p>REFLECT Learners should be able to share examples of unfairness from their own experience and to suggest what might help them to cope with suffering, hardship and death</p>	<p>EXPLORE Learners should be able to explain the origin and transmission of sacred writings and explain their importance for faith communities today</p> <p>ENGAGE Learners should be able to identify important teachings contained in sacred writings and show the impact they have on the lives of believers today</p> <p>REFLECT Learners should be able to identify writings which have had an impact on society in general and link these with their own and others' values, choices and behaviour</p>	<p>EXPLORE Learners should be able to link beliefs, sources and behaviour and identify the consequences of actions in the life of a person inspired by their faith</p> <p>ENGAGE Learners should be able to explain the significance and impact of the actions of a person who has been inspired by their faith</p> <p>Learners should be able to talk about the way their own values affect their actions and to explore the consequences</p>
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