



## Religious Education Long Term Plan

Key Stage 1																			
Salford Agreed Syllabus	RE teaching and learning should enable pupils to...																		
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<b>End of key stage outcomes</b> RE should enable pupils to:																			
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	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Cycle 4</b>															
<b>Year 1</b>	1.1 Who is a Christian and what do they believe?	1.2 Who is a Muslim and what do they believe?	1.5 What makes some places sacred?	1.7 What does it mean to belong to a faith community?															
<b>Year 2</b>	1.3 Who is Jewish and what do they believe?	Who is a Sikh and what do they believe? (Inspiring RE)	1.4 What can we learn from sacred books?	1.8 How should we care for others and the world, and why does it matter?															



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### Key Stage 2

Salford Agreed Syllabus

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
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#### End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C3. 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.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<b>Year 3</b>	L2.7 What does it mean to be a Christian?	L2.2 Why is the Bible so important for Christians today?	L2.1 What do different people believe about God?	L2.4 Why do people pray?
<b>Year 4</b>	L2.8 What does it mean to be a Hindu in Britain today?	L2.10 How do family life and festivals show what matters to Jewish people?	L2.5a How do people from religious and non-religious communities celebrate key festivals?	L2.6 Why do some people think that life is a journey and what significant experience mark this?
<b>Year 5</b>	U2.6 What does it mean to be a Muslim in Britain today?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	U2.4 If God is everywhere why go to a place of worship?	U2.1 Why do some people believe God exists?
<b>Year 6</b>	U2.7 What matters most to Christians and Humanists?	U2.10 Green religion? How and why should religious communities do more to care for the Earth?	U2.3 What do religions say to us when life gets hard?	U2.9 What can be done to reduce racism? Can religion help?

We Learn, We Respect, We Succeed!



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