



# The Bishop Harvey Goodwin School RE Long Term Plan

| Know about and understand/ Making sense of the text/ Understanding impact/ Making connections/ Express and communicate/ Gain and deploy skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                              |                                                                                        |
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| <b>EYFS</b><br><b>EYFS Development Matters</b><br><b>Statements</b><br>Talk about members of their immediate family and community.<br>Name and describe people who are familiar to them.<br>Understand that some places are special to members of their community.<br>Recognise that people have different beliefs and celebrate times in different ways.<br><b>Early Learning Goals</b><br>Talk about the lives of people around them and their roles in society.<br>Know some similarities and differences between religious and cultural communities in their country, drawing on their experiences of what has been read in class. |                                                                                                                                                              | <b>End Key Stage One</b><br><b>Beliefs, Teachings and Sources</b><br>I can recognise how a Bible story links with a Christian concept e.g. incarnation, gospel or salvation.<br>I can tell a religious or moral story and suggest the meaning.<br>I can explore and discuss sacred writings and recognise the religions they are sacred to.<br><b>Practices and Ways of Life</b><br>I can name some of the practices, festivals and worship rituals for different religious people, in order to find out the meaning behind them.<br>I can give three examples of how Christians put their beliefs into practise in church worship.<br>I notice and respond sensitively to some similarities between religions and worldviews.<br><b>Forms of Expression</b><br>I can recognise some symbols and actions special to a religious way of life and appreciate some similarities between communities.<br><b>Identity and Belonging</b><br>I can observe and recount ways that religious groups show identity and belonging.<br>I can identify what difference belonging to a community might make.<br><b>Meaning Purpose and Truth</b><br>I can express my own ideas and opinions, responding creatively to questions I have explored.<br>I can give clear, simple accounts of what the texts mean to Christians.<br>I can think, talk and question whether the text has something to say to me.<br><b>Values and Commitment</b><br>I can find out and give ideas about how people, who are different, can cooperate.<br>I can begin to express my ideas and opinions in response to questions of right and wrong. | <b>End Key Stage Two</b><br><b>Beliefs, Teachings and Sources</b><br>I can outline the timeline of the 'big story' of the Bible and explain the place of the core concepts within it.<br>I can identify at least five different types of biblical texts, using technical terms accurately.<br>I can make links between religious stories and show how the beliefs and teachings that arise are connected to believer's lives.<br><b>Practices and Ways of Life</b><br>I can describe and make connections between a range of features of religions and worldviews (worship, celebrations, pilgrimages, rituals).<br>I can show how Christians put their beliefs into practice in different ways; for example, in different denominations.<br><b>Forms of Expression</b><br>I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and worldviews.<br><b>Identity and Belonging</b><br>I can explain my own and others' views about who we are and where we belong.<br>I can understand some challenges of belonging to a faith community.<br><b>Meaning, Purpose and Truth</b><br>I can discuss and present different views about the meaning and purpose of life, related to the search for truth and express my own ideas in creative forms.<br>In context, I can suggest meanings for biblical texts studied and compare my ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.<br><b>Values and Commitment</b><br>I can discuss and apply my own and other's ideas about ethical questions, including what is just and fair and express my own ideas clearly.<br>I can consider and apply ideas about how diverse communities can live together, for the well-being of all, responding thoughtfully to ideas about community, values and respect.<br>I can weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of my own. |                                                                                                                              |                                                                                        |
| Cycle A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EYFS / Year One<br>KS1: RE EYFS: UTW                                                                                                                         | Year Two / Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year Three / Four                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year Five                                                                                                                    | Year Six                                                                               |
| <b>Autumn</b><br><i>Who am I ?</i><br><i>How should we act and be ?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What do special stories from the bible teach us about Jesus?<br>What are we Thankful for?<br>HARVEST<br>Why does Christmas Matter to Christians? INCARNATION | What do Christians learn from the creation story?<br>CREATION/ Harvest<br>Why does Christmas matter to Christians?<br>(Digging Deeper) INCARNATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | What do Christians and Muslims understand about the need for thankfulness in their lives?<br>Why is light a key feature in the Christmas story?<br>INCARNATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How do different religious believers demonstrate humility and trust in their lives?<br>Was Jesus the Messiah?<br>INCARNATION | How do Christians demonstrate justice in their lives?<br>Was Jesus the Messiah? GOSPEL |

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| <b>Spring</b><br><i>What do we want and need to succeed?</i> | What is a special place?<br>Why is baptism important to Christians?<br>Why does Easter matter to Christians? SALVATION                   | Why and how do different faiths use prayer?<br>Why do Christians call the day Jesus died Good Friday? (Core Learning) SALVATION | What did Jesus teach people about the Kingdom of God? GOSPEL/KINGDOM<br>Why do Christians call the day Jesus died Good Friday? (Digging Deeper) SALVATION | Why are places of worship important for different religious believers? Focus on Buddhism<br>What did Jesus do to save human beings? SALVATION | What does it mean to be a Muslim in British society today?<br>What difference does the resurrection make for Christians? INCARNATION                            |
| <b>Summer</b><br><i>How can we get along together ?</i>      | What does prayer mean for Christians and for other faiths? GOSPEL<br>How do we look after and appreciate the natural world? GOD/CREATION | What do old testament stories teach Christians about God? PEOPLE OF GOD<br><br>Who was Buddha?                                  | What do stories from Islam teach Muslims about how to live their lives?<br><br>How do Christians love their neighbours? GOSPEL                            | Why is the Holy Spirit important to Christians?<br><br>What do Christians and others believe and do about wealth and poverty in the world?    | What do different faiths teach about care and respect for others?<br>What are some different ways in which religion and science look at Creation? CREATION/FALL |