

## RE Long term plan (two year cycle)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F1 Which stories are special and why?	F2 Which people are special and why?	F3 Which places are special and why?	F4 Which times are special and why?	F4 Where do we belong?	F6 What is special about our world?
Year 1/2 2021 -22	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times?	1.1 Who is a Christian and what do they believe?		1.5 What makes some places sacred? This could be an RE week or fit into a cross curricular unit of study.	
Year 1/2 2022-23	1.8 How should we care for others and the world, and why does it matter?	1.6 How and why do we celebrate special and sacred times? (different festival focus)	1.2 Who is a Muslim and what do they believe? or 1.3 Who is Jewish and what do they believe?		1.4 How can we learn from sacred books?	
Year 3/4 2021-2022	L2.8 What does it mean to be a Hindu in Britain today?		L2.1 What do different people believe about God? Christian focus and either or both Hindus and Muslims	L2.5 Why are festivals important to religious communities? Easter focus possibly an RE week	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today
Year 3/4 2022 -2023	L2.7 What does it mean to be a Christian in Britain today?		L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? Eid focus possibly an RE week	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Year 5/6 2021 -2022	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.4 If God is everywhere, why go to a place of worship? Possible RE week or fortnight with a focus on a visit to the church and the mandir	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		U2.6 What does it mean to be a Muslim in Britain today?	
Year 5/6 2022-2023	U2.1 Why do some people think God exists?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists?		U2.3 What do religions say to us when life gets hard?	

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**Believing – Know about and understand a range of religions and worldviews (religious beliefs; teachings; questions about meaning, purpose and truth).**

**Expressing – Express ideas and insights about the nature, significance and impact of religions and worldviews (religious and spiritual forms of expression; questions about identity and diversity).**

**Living – Gain and deploy the skills needed to engage seriously with religions and worldviews (religious practises and ways of living; questions about values and commitments).**

### Assessment of NY Syllabus units

North Yorkshire recommends that RE should be formatively assessed at the end of each unit and summative assessment should take place ideally once or twice a year, or at least at the end of each key stage. Each end of key stage assessment outcomes can be found in the syllabus (p21, 32 and 46). Assessment pro forma and an example are shown below:

#### Title of Unit

Unit outcomes	Working towards	Expected	Greater Depth
(Write 3 or more of the blue, orange and green learning outcomes here that you have taught/ wish children to achieve by the end of the unit. These learning outcomes are written clearly for each unit in NY syllabus)	(Write names/ initials of any children who meet <b>emerging</b> outcomes from NY syllabus)	(Write names/ initials of any children who meet <b>expected</b> outcomes from NY syllabus)	(Write names/ initials of any children who meet <b>exceeding</b> outcomes from NY syllabus)

#### L2.1 What do different people believe about God? (Believing strand)

Unit outcomes	Working towards	Expected	Greater Depth
<ul style="list-style-type: none"> <li>• Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> </ul>			

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<ul style="list-style-type: none"><li>• Identify how and say why it makes a difference in people's lives to believe in God (B3).</li><li>• Identify some similarities and differences between ideas about what God is like in different religions (B3).</li><li>• Discuss and present their own ideas about why there are many ideas about God. Express their own understanding through words/symbols/arts.</li></ul>			
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