

The threefold aim of RE

The threefold aim of RE elaborates on the principal aim and puts the purpose of the subject into action. The curriculum for RE aims to ensure that all pupils can do the following:

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| <p>1 Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none">• identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary• explain how and why these beliefs are understood in different ways, by individuals and within communities• recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation |
| <p>2 Understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none">• examine and explain how and why people express their beliefs in diverse ways• recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world• appreciate and appraise the significance of different ways of life and ways of expressing meaning |
| <p>3 Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <ul style="list-style-type: none">• evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses• challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response• discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding |

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE, and how they help pupils to achieve the threefold aims above.

RE long term plan 2018-19

Key:

F – foundation stage units

1 – KS1 units

L2 – lower KS2 units

U2 – upper KS2 units

Page number from the syllabus for key questions for each unit

Religious group/s children can learn about in each unit

| Year Group | Autumn 1 (7 weeks) | Autumn 2 (8 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (5 weeks) | Summer 2 (7 weeks + 2 days) |
|------------------------------------|---|--|---|---|---|--|
| Reception Page 23 | F4 Being special: where do we belong? Learn from at least two religions (Opportunity to encounter Christians, Hindus, Jews and Muslims as well as non-religious ways of living) | F2 Why is Christmas special for Christians? (Christians) | F1 Why is the word 'God' so important to Christians? (Christians) | F3 Why is Easter special for Christians? (Christians) | F5 Why places are specially valued and why? Learn from at least two religions (Opportunity to encounter Christians, Hindus, Jews and Muslims as well as non-religious ways of living) | F6 Which stories are specially valued and why? Learn from at least two religions (Opportunity to encounter Christians, Hindus, Jews and Muslims as well as non-religious ways of living) |

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| <p>Year 1 Page 33</p> | <p>1.1 What do Christians believe God is like? (Christians)</p> | <p>1.2 Why does Christmas matter to Christians? How and why do we celebrate special times? (Christians)</p> | <p>1.6 What makes some places significant? What makes some places sacred to believers? (Christian, Muslim and/or Jewish people)</p> | <p>1.5 Why does Easter matter to Christians? (Christians)</p> | <p>1.3 Who is Jewish? What do they believe and how do they live? (double unit) (Jewish faith)</p> | |
| <p>Year 2 Page 33</p> | <p>1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? (Christian, Muslim and/or Jewish people)</p> | <p>1.12 What is the 'good news' Christians believe Jesus brings? (Christians)</p> | <p>1.11 Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? (Christian, Muslim and/or Jewish people)</p> | <p>1.10 Why should we care for the earth? Why does it matter? (Christian, Muslim and/or Jewish people)</p> | <p>1.8 What can we learn from sacred books and stories? (Christian, Muslim and/or Jewish people)</p> | <p>1.9 How do we show we care for others? Why does it matter? (Christian, Muslim and/or Jewish people)</p> |
| <p>Year 3 Page 52</p> | <p>L2.6 How do festivals and family life show what matters to Jewish people? (Jews)</p> | <p>L2.7 How is faith expressed in Hindu communities and traditions? (Hindus)</p> | <p>L2.4 What kind of world did Jesus want? (Christians)</p> | <p>L2.3 What is the 'Trinity' and why is it important for Christians? (Christians)</p> | <p>L2.1 Where how and why do people worship? (Muslims, Jewish people, Christians)</p> | <p>L2.11 What are the deeper meanings of festivals? (Muslims, Jews, Hindus, Sikhs and non-religious celebrations)</p> |
| <p>Year 4 Page 52</p> | <p>L2.9 How do festivals and worship show what matters to Muslims? (Muslims)</p> | <p>L2.10 For Christians, what was the impact of Pentecost? (Christians)</p> | <p>L2.12 How and why do people try to make the world a better place? (Christians, Muslims, Sikhs non-religious)</p> | <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Christians)</p> | <p>L2.8 How is faith expressed in Sikh communities and traditions? (Sikhs)</p> | <p>L2.2 Why do some people think life is like a journey? How and why do people mark the significant events of life? (Christians, Hindus,</p> |

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| | | | people) | | | Muslims, non-religious people) |
| Year 5 Page 52 | U2.8 How is faith expressed in Islam? (Muslims) | U2.11 Why do some people believe in God and some people not? (Christians, Muslims and/or Jews and/or Hindus, non-religious people) | U2.2 Creation and science: conflicting or complementary? (Christians, non-religious people) | U2.5 How do Christians decide how to live? 'What would Jesus do?' (Christians) | U2.12 How does faith enable resilience? (Christians, Muslims and/or Jewish people and/or Hindus, non-religious people) | U2.10 What will make our community a more respectful place? (Religious and non-religious ideas) |
| Year 6 Page 52 | U2.9 Justice and poverty: why does faith make a difference? (Christians, Muslims, non-religious people) | U2.1 What does it mean if Christians believe God is holy and loving? (Christians) | U2.7 What helps Hindu people as they try to be good? (Hindus) | U2.6 What do Christians believe Jesus did to 'save' people? (Christians) | U2.4 How and why do some people inspire others? Examples from religions. (Hindus, Sikhs, Jews, Muslims) | U2.3 Values: what matters most to Humanists and Christians? (Christians and non-religious people, with opportunities to include other faiths studied) |