

Religious Education Overview of Long Term Planning



Current subject leader: Dan Ring

Year 1	<ul style="list-style-type: none"> • What does it mean to belong? - Generic 	<ul style="list-style-type: none"> • What does it mean to belong in Christianity? 	<ul style="list-style-type: none"> • Celebrations: Why do Christians give gifts at Christmas? 	<ul style="list-style-type: none"> • Beliefs and practice - Generic 	<ul style="list-style-type: none"> • How do Jewish people express their beliefs in practice? 	<ul style="list-style-type: none"> • What can we learn from visiting a church?
Year 2	<ul style="list-style-type: none"> • What is the Torah and why is it important to Jewish people? 	<ul style="list-style-type: none"> • Why did Jesus tell stories? 	<ul style="list-style-type: none"> • Celebrations - Generic 	<ul style="list-style-type: none"> • Visiting a place of worship - Generic 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Year 3	<ul style="list-style-type: none"> • What do signs and symbols mean in religion? 	<ul style="list-style-type: none"> • How and why do Hindus celebrate Divali? 	<ul style="list-style-type: none"> • What do we know about Jesus? 	<ul style="list-style-type: none"> • What is the Bible and why is it important for Christians? 	<ul style="list-style-type: none"> • What is faith and what difference does it make? 	<ul style="list-style-type: none"> •
Year 4	<ul style="list-style-type: none"> • How and why do Hindus worship at home and in the mandir? 	<ul style="list-style-type: none"> • Celebrations: Christmas journeys 	<ul style="list-style-type: none"> • Why is Easter important for Christians? 	<ul style="list-style-type: none"> • What religions are represented in our neighbourhood? 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Year 5	<ul style="list-style-type: none"> • Why is Muhammed important to Muslims? 	<ul style="list-style-type: none"> • How do Muslims express their beliefs through practices? 	<ul style="list-style-type: none"> • Where did the Christian Bible come from? 	<ul style="list-style-type: none"> • How do the beliefs of Christians influence their actions? 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Year 6	<ul style="list-style-type: none"> • Worship and community - Generic 	<ul style="list-style-type: none"> • Worship and community: what is the role of the mosque? 	<ul style="list-style-type: none"> • Why are sacred texts important? - Generic 	<ul style="list-style-type: none"> • What is the Qur'an and why is it important to Muslims? 	<ul style="list-style-type: none"> • What can we learn from Christian Religious buildings? 	<ul style="list-style-type: none"> • How do people express their faith through the arts?

Please ensure that the final unit in each year (1 to 6) is taught last of all.

National Expectations in Religious Education (RE and Assessment issues)

Because the RE curriculum is determined by the LEA and its' agreed syllabus (and not the National Curriculum) for **Assessment** reference is made to the QCA's 8 level scale of national expectations for RE.

This scale is non-statutory but Nottingham City LEA (and QCA) suggest we use it **as far as it is helpful in improving standards in RE**. It is not useful if the use of the scale adds another administrative and bureaucratic burden to the already almost impossible working life of the teacher. In general, this may mean that in RE we should assess less, but do it better!

Please also bear in mind that a lot of assessment in RE can be **discussion based**, as can be seen when reading through the national expectations for RE in each year group's areas. This also ties in very nicely with our own Whole School Key Skill Objective, i.e. *Communication*.

Expectations for RE are that pupils will work as follows:

Key Stage 1: *Levels 1-3, most achieving level 2 at the end of Key Stage 1.*

Key Stage 2: *Levels 2-5, most achieving level 4 at the end of Key Stage 2.*

Religious Education Overview of Long Term Planning

QCA Areas to be covered by the end of the year – Year 1

RE Year 1. Area 1: <i>What does it mean to belong?</i> - Generic	
<p style="text-align: center;">Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 1: Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words. <i>They identify aspects of their own experience and feelings, what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.</i></p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others’ experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p>	<p>Programme of Study Area</p> <p>Unit 1A: What does it mean to belong?</p> <ul style="list-style-type: none"> • What does it mean to belong? • A sign of belonging • How do children belong in a religion? • What is special about belonging? <p>Reference point: p16-27, <i>KS1 Teacher Book 2 – for Year 1</i>, Badger Religious Education Scheme (+ related posters from pack)</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 1. Area 2: *What does it mean to belong in Christianity?*

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 1: Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words. <i>They identify aspects of their own experience and feelings, what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.</i></p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p>	<p>Programme of Study Area</p> <p>Unit 1B: What does it mean to belong in Christianity?</p> <ul style="list-style-type: none"> • What does it mean to belong? • A sign of belonging • How do children belong in Christianity? • Why do Christians baptise? • Why do some Christians baptise adults? • What is special about belonging? <p>Reference point: p16-27, <i>KSI Teacher Book 2 – for Year 1</i>, Badger Religious Education Scheme (+ related posters from pack)</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication
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RE Year 1. Area 3: *Celebrations: Why do Christians give gifts at Christmas?*

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 1: Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words. <i>They identify aspects of their own experience and feelings, what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.</i></p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p>	<p>Programme of Study Area</p> <p>Unit 1C: Why do Christians give gifts at Christmas?</p> <ul style="list-style-type: none"> • What is a special gift? • Why do people give gifts at Christmas? • Invisible gifts • Why do Christians think Jesus is God's gift to the World? <p>Reference point: p28-37, <i>KSI Teacher Book 2 – for Year 1</i>, Badger Religious Education Scheme (+ related posters from pack)</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication
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RE Year 1. Area 4: *Beliefs and practice - Generic*

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 1: Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words. <i>They identify aspects of their own experience and feelings, what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.</i></p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p>	<p>Programme of Study Area</p> <p>Unit 1D: Beliefs and practice – Generic</p> <ul style="list-style-type: none"> • What is a holy day? • What is an artefact? • What is a festival? (1) • What is a festival? (2) • What is a leader? (1) • What is a leader? (2) <p>Reference point: p38-51, <i>KSI Teacher Book 2 – for Year 1</i>, Badger Religious Education Scheme (+ related posters from pack)</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 1. Area 5: *How do Jewish people express their beliefs in practice?*

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 1: Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words. <i>They identify aspects of their own experience and feelings, what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.</i></p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p>	<p>Programme of Study Area</p> <p>Unit 1E: How do Jewish people express their beliefs in practice?</p> <ul style="list-style-type: none"> • How does a Jewish child celebrate Shabbat? • What is a mezuzah? • How and why is Hanukkah celebrated? • What is the festival of Passover? • Why was Moses a leader? • What have we learned about Jewish beliefs and practices? <p>Reference point: p52-71, <i>KSI Teacher Book 2 – for Year 1</i>, Badger Religious Education Scheme (+ related posters from pack)</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 1. Area 6: *What can we learn from visiting a church?*

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 1: Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words. <i>They identify aspects of their own experience and feelings, what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.</i></p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p>	<p>Programme of Study Area</p> <p>Unit 1F: What can we learn from visiting a church?</p> <ul style="list-style-type: none"> • Preparing for the visit: What is a church? What is it for? • Visiting a church? • Follow-up to the visit: What makes a church special? <p>Reference point: p72-79, <i>KS1 Teacher Book 2 – for Year 1</i>, Badger Religious Education Scheme (+ related posters from pack)</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication
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QCA Areas to be covered by the end of the year – Year 2

RE Year 2. Area 1: What is the Torah and why is it important to Jewish people?	
<p>Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others’ experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 2A: What is the Torah and why is it important to Jewish people?</p> <ul style="list-style-type: none"> • What is the Torah? • How can books teach us how to live? • Making a Torah scroll • Preparing a visit to a synagogue • Visit to a synagogue • What have we learnt about the Torah? <p>Reference point: p4-23, <i>KS1 Teacher Book 3 – for Year 2</i>, Badger Religious Education Scheme (+ related posters from pack)</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 2. Area 2: *Why did Jesus tell stories?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. *They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.*

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Programme of Study Area

Unit 2B: Why did Jesus tell stories?

- What makes a good story?
- Jesus the storyteller
- Understanding the meaning of a story
- Making a book of stories that Jesus told
- Review of work in progress

Reference point:

p24-37, *KS1 Teacher Book 3 – for Year 2*, Badger Religious Education Scheme
(+ related posters from pack)

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 2. Area 3: Celebrations - Generic

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 2C: Celebrations – Generic</p> <ul style="list-style-type: none"> • Celebrations • What is a religious festival? • How is this festival celebrated in different parts of the World? • How do religious believers celebrate the meaning of a festival? • What have we learnt about the festival? <p>Reference point: p38-51, <i>KS1 Teacher Book 3 – for Year 2</i>, Badger Religious Education Scheme (+ related posters from pack)</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication
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RE Year 2. Area 4: *Visiting a place of worship*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. *They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.*

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Programme of Study Area

Unit 2D: Visiting a place of worship – Generic

- What is a place of worship for?
- What should we expect in a place of worship?
- The visit
- Follow-up to the visit

Reference point:

p52-63, *KS1 Teacher Book 3 – for Year 2*, Badger Religious Education Scheme
(+ related posters from pack)

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

QCA Areas to be covered by the end of the year – Year 3

RE Year 3. Area 1: <i>What do signs and symbols mean in religion?</i>	
<p>Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others’ experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 3A: What do signs and symbols mean in religion?</p> <ul style="list-style-type: none"> • What do these everyday signs and symbols mean? • How do symbols help us remember the past? • What do these examples of non-literal language mean? • How do symbols help believers to express or explore religious concepts, such as the concept of God? • How are religious symbols used in places of worship, such as a church? • What have we learnt about signs and symbols? <p>Reference point: p4-15, <i>KS2 Teacher Book 1 – for Year 3</i>, Badger Religious Education Scheme + p4-9, <i>Pupil Book 1</i>, Badger Religious Education Scheme</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 3. Area 2: *How and why do Hindus celebrate Divali?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. *They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.*

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Programme of Study Area

Unit 3B: How and why do Hindus celebrate Divali?

- Who were Rama and Sita?
- Why do Hindus have divas?
- How do Hindus prepare for Divali?
- How do Hindus see God?

Reference point:

p16-39, *KS2 Teacher Book 1 – for Year 3*, Badger Religious Education Scheme

+ p10-21, *Pupil Book 1*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 3. Area 3: What do we know about Jesus?

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. <i>They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.</i></p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 3C: What do we know about Jesus?</p> <ul style="list-style-type: none"> • What was Jesus like? • The face of Jesus • What sort of person was Jesus? • What did Jesus' enemies think of him? • How did Jesus describe himself? • So what was Jesus like? <p>Reference point: p40-57, <i>KS2 Teacher Book 1 – for Year 3</i>, Badger Religious Education Scheme + p22-31, <i>Pupil Book 1</i>, Badger Religious Education Scheme</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 3. Area 4: *What is the Bible and why is it important for Christians?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. *They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.*

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Programme of Study Area

Unit 3D: What is the Bible and why is it important for Christians?

- What is the difference between a favourite book and the Bible to a Christian?
- How do Christians use the Bible?
- What makes a book special?
- What is in the Bible?
- What different types of books are there in the library?
- What are the Old and New Testaments?

Reference point:

p58-71, *KS2 Teacher Book 1 – for Year 3*, Badger Religious Education Scheme

+ p32-39, *Pupil Book 1*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 3. Area 5: What is faith and what difference does it make?

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 2: Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. *They respond sensitively to others' experiences and feelings, including those with a faith, and to their values and concerns in relation to matters of right and wrong. They realise that some questions which cause people to wonder are difficult to answer.*

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Programme of Study Area

Unit 3E: What is faith and what difference does it make?

- What is faith?
- Where is faith?
- What difference does faith make?

Reference point:

p72-86, *KS2 Teacher Book 1 – for Year 3*, Badger Religious Education Scheme
+ p40-47, *Pupil Book 1*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

QCA Areas to be covered by the end of the year – Year 4

RE Year 4. Area 1: <i>How and why do Hindus worship at home and in the mandir?</i>	
<p>Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 4A: How and why do Hindus worship at home and in the mandir?</p> <ul style="list-style-type: none"> • What do Hindus teach their children about God? • One God who takes many forms? • What is a shrine and why is it important? • What are the main activities in an act of worship at home? • What happens in a mandir? • What have we learnt about worship in a Hindu family? <p>Reference point: p4-23, <i>KS2 Teacher Book 2 – for Year 4</i>, Badger Religious Education Scheme + p4-13, <i>Pupil Book 2</i>, Badger Religious Education Scheme</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 4. Area 2: <i>Celebrations: Christmas journeys</i>	
<p>Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 4B: Celebrations: Christmas journeys</p> <ul style="list-style-type: none"> • How far is it to Bethlehem? • Journey through time • The shepherds make a journey to Bethlehem • ‘Three kings from Persian lands afar’ • A dramatic escape <p>Reference point: p24-43, <i>KS2 Teacher Book 2 – for Year 4</i>, Badger Religious Education Scheme + p14-23, <i>Pupil Book 2</i>, Badger Religious Education Scheme</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 4. Area 3: Why is Easter important for Christians?

<p>Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 4C: Why is Easter important for Christians?</p> <ul style="list-style-type: none"> • What is Palm Sunday? • Special meals with Jesus • Why was Jesus disappointed in the disciples? • The Crucifixion • What happened next? • Further study <p>Reference point: p44-71, <i>KS2 Teacher Book 2 – for Year 4</i>, Badger Religious Education Scheme + p24-39, <i>Pupil Book 2</i>, Badger Religious Education Scheme</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 4. Area 4: What religions are represented in our neighbourhood?

<p>Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p>	<p>Programme of Study Area</p> <p>Unit 4D: What religions are represented in our neighbourhood?</p> <ul style="list-style-type: none"> • What evidence of religion is there in our neighbourhood? • How can people find out about religion in our neighbourhood? • What have we learnt so far? • What similarities and differences are there within and between religions in our neighbourhood? <p>Reference point: p72-87, <i>KS2 Teacher Book 2 – for Year 4</i>, Badger Religious Education Scheme + p40-47, <i>Pupil Book 2</i>, Badger Religious Education Scheme</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

QCA Areas to be covered by the end of the year – Year 5

RE Year 5. Area 1: Why is Muhammad important to Muslims?	
<p style="text-align: center;">Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. <i>They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.</i></p> <p>Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. <i>They ask questions and suggest answers from their own and others’ experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.</i></p>	<p>Programme of Study Area</p> <p>Unit 5A: Why is Muhammad important to Muslims?</p> <ul style="list-style-type: none"> • Muhammad: the night that changed his life • The revelation of the Qur’an to Muhammad • Stories about Muhammad • How do Muslims try to follow the example of Muhammad? <p>Reference point: p4-23, <i>KS2 Teacher Book 3 – for Year 5</i>, Badger Religious Education Scheme + p4-13, <i>Pupil Book 3</i>, Badger Religious Education Scheme</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 5. Area 2: *How do Muslims express their beliefs through practices?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. *They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.*

Programme of Study Area

Unit 5B: How do Muslims express their beliefs through practices?

- Introducing the Qur'an
- The Five Pillars of Islam
- Zakah (giving alms)
- Hajj
- Angels

Reference point:

p24-45, *KS2 Teacher Book 3 – for Year 5*, Badger Religious Education Scheme
+ p14-25, *Pupil Book 3*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 5. Area 3: *Where did the Christian Bible come from?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. *They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.*

Programme of Study Area

Unit 5C: Where did the Christian Bible come from?

- What do we know about the Bible?
- How did the Bible start?
- What is in the Bible?
- What kind of writing is in the Bible?
- How true is the Bible?

Reference point:

p46-71, *KS2 Teacher Book 3 – for Year 5*, Badger Religious Education Scheme
+ p26-37, *Pupil Book 3*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 5. Area 4: *How do the beliefs of Christians influence their actions?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 3: For the religions studied pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves. *They compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.*

Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. *They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.*

Programme of Study Area

Unit 5D: How do the beliefs of Christians influence their actions?

- How should I live?
- Who is my neighbour?
- How do Christians serve their neighbour?
- What does Jesus mean?
- Why should Christians forgive?
- What could this mean in practice?

Reference point:

p72-89, *KS2 Teacher Book 3 – for Year 5*, Badger Religious Education Scheme
+ p38-47, *Pupil Book 3*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

QCA Areas to be covered by the end of the year – Year 6

RE Year 6. Area 1: <i>Worship and community – Generic</i>	
<p style="text-align: center;">Outcomes & Assessment Judgement Based on QCA’s 8 level scale of national expectations for RE</p> <p>Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. <i>They ask questions and suggest answers from their own and others’ experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.</i></p> <p>Level 5: Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions and how they make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion. <i>They make informed responses to questions of identity and experience, meaning and purpose, and other people’s values and commitments (including religious ones) in the light of their learning.</i></p>	<p>Programme of Study Area</p> <p>Unit 6A: Worship and community – Generic</p> <ul style="list-style-type: none"> • How do different religions worship? What do they use in worship? • How do adherents of different religions talk to God? • What does it mean to be part of a community? • How does being part of a community with certain beliefs affect your actions? • How is faith expressed through worship? <p>Reference point: p4-25, <i>KS2 Teacher Book 4 – for Year 6</i>, Badger Religious Education Scheme + p4-13, <i>Pupil Book 4</i>, Badger Religious Education Scheme</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication

RE Year 6. Area 2: *Worship and community: what is the role of the mosque?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. *They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.*

Level 5: Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions and how they make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion. *They make informed responses to questions of identity and experience, meaning and purpose, and other people's values and commitments (including religious ones) in the light of their learning.*

Programme of Study Area

Unit 6B: *Worship and community: what is the role of the mosque?*

- What is a mosque and what is it for?
- What happens in a mosque and why?
- What does it mean to belong to a community?
- Preparing to visit the mosque
- Visit to the mosque
- Follow-up to mosque visit: what makes a place special?

Reference point:

p26-43, *KS2 Teacher Book 4 – for Year 6*, Badger Religious Education Scheme

+ p14-21, *Pupil Book 4*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 6. Area 3: *Why are sacred texts important?* - Generic

<p>Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE</p> <p>Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. <i>They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.</i></p> <p>Level 5: Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions and how they make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion. <i>They make informed responses to questions of identity and experience, meaning and purpose, and other people's values and commitments (including religious ones) in the light of their learning.</i></p>	<p>Programme of Study Area</p> <p>Unit 6C: Why are sacred texts important? – Generic</p> <ul style="list-style-type: none">• What are sacred texts?• How are sacred texts treated?• What are the main teachings of the text?• How is the text used in worship?• How are the texts relevant to believers? <p>Reference point: p44-57, <i>KS2 Teacher Book 4 – for Year 6</i>, Badger Religious Education Scheme + p22-27, <i>Pupil Book 4</i>, Badger Religious Education Scheme</p> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none">• Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication
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RE Year 6. Area 4: *What is the Qur'an and why is it important to Muslims?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. *They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.*

Level 5: Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions and how they make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion. *They make informed responses to questions of identity and experience, meaning and purpose, and other people's values and commitments (including religious ones) in the light of their learning.*

Programme of Study Area

Unit 6D: What is the Qur'an and why is it important to Muslims?

- What is the Qur'an?
- The Qur'an: what does it teach about God?
- The Qur'an: what does it teach about guidance?
- Studying the Qur'an
- What is the Qur'an and why is it important?

Reference point:

p58-71, *KS2 Teacher Book 4 – for Year 6*, Badger Religious Education Scheme
+ p28-33, *Pupil Book 4*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 6. Area 5: *What can we learn from Christian religious buildings?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. *They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.*

Level 5: Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions and how they make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion. *They make informed responses to questions of identity and experience, meaning and purpose, and other people's values and commitments (including religious ones) in the light of their learning.*

Programme of Study Area

Unit 6E: What can we learn from Christian religious buildings?

- What do we value?
- What do churches show about what Christians value?
- What can we learn from a visit to a Christian building?
- How can we deepen our understanding of the meaning of the place?
- How do buildings and objects relate to religious worship?
- How could we show what Christians value in a design for a religious building?

Reference point:

p72-89, *KS2 Teacher Book 4 – for Year 6*, Badger Religious Education Scheme

+ p34-41, *Pupil Book 4*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**

RE Year 6. Area 6: *How do people express their faith through the arts?*

Outcomes & Assessment Judgement Based on QCA's 8 level scale of national expectations for RE

Level 4: Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features within them, and making some comparisons between religions. They show understanding of what belonging to religions involves, and how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. *They ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures from the religions, puzzling aspects of life and moral and religious issues, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.*

Level 5: Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions and how they make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion. *They make informed responses to questions of identity and experience, meaning and purpose, and other people's values and commitments (including religious ones) in the light of their learning.*

Programme of Study Area

Unit 6F: How do people express their faith through the arts?

- How do we express our feelings?
- How might music be a way of expressing worship for believers?
- How can colour express religious feelings and ideas?
- How have artists expressed religious beliefs?
- How does Islamic art help Muslims to worship?
- How is faith expressed through drama?

Reference point:

p90-109, *KS2 Teacher Book 4 – for Year 6*, Badger Religious Education Scheme
+ p42-47, *Pupil Book 4*, Badger Religious Education Scheme

Key Skills to be delivered during the coverage above

- **Information and communication technology skills, Working with others, Improving own learning and performance, Problem solving and Communication**