

RE - MEDIUM TERM PLANS KS2

Lower KS2		Upper KS2	
Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Exploring Worship Year 3 build on the work of Year 2</p> <p>Pupils reuse the work covered in Year 2 and consider the values of material things and of spiritual things, and think for themselves about what they value. Examples include Christianity, Buddhism, Islam and extends to the pupils' personal experiences.</p> <p style="text-align: center;">Exploring Sacred Stories Year 3 build on the work of Year 2</p> <p>Pupils revise the work covered in Year 2. They continue to question the meaning of stories and express their own insights imaginatively. The activities are chosen to engage pupils' imaginations, participation and response in the context of a particular story. As a next step it is hoped they will use their skills to explore other stories.</p> <p style="text-align: center;">Leaders and Followers</p> <p>This unit focuses on enabling pupils to:-</p> <ul style="list-style-type: none"> ▪ describe people and stories that influence the beliefs and values of some religious believers 	<p style="text-align: center;">Symbols of Faith - conveying meaning This work builds on the unit of the same name in Year 2</p> <p>Having revised the work covered in Year 2 pupils continue to develop their ability to develop their ideas about the meaning conveyed by symbols of faith.</p> <p>They explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures making observations as to the intended meaning they have for believers.</p> <p style="text-align: center;">Codes for Living</p> <ul style="list-style-type: none"> ▪ Children encounter religion and focus on the impact of religious beliefs and values for individuals and communities. ▪ Following a religion or belief involves commitment to a set of principles and beliefs. All religions and beliefs include codes for living (codes for good?) which act as guides and signposts for the choices and actions of individuals. ▪ We challenge children to: <ul style="list-style-type: none"> ○ understand how a person's religious commitment 	<p style="text-align: center;">Special People of Faith and Action and what inspires them This work builds on the unit of the same name in Year 2</p> <p>Having revised the work covered in Year 2 pupils continue to look at religious leaders, religious figures and people who put their belief into action.</p> <p>People who are in the media spotlight are included to show that religion and belief are important to people the children have heard of and admire. People in the local community who make a contribution to religious life and worship are also discussed; and those whose outward actions show inner beliefs.</p> <p>They can perhaps visit, be visited or contacted by email.</p> <p style="text-align: center;">Belonging</p> <p>This work builds on the unit of the same name in Year 1</p> <ul style="list-style-type: none"> ▪ Studying community in RE is essential, as questions can be raised about the nature of 	<p style="text-align: center;">Opening Up Values</p> <ul style="list-style-type: none"> ▪ Values development is at the heart of school life - it is central to the development of children, helping them to lead fulfilling lives, be happy and confident, responsible and willing to make a positive contribution to society. ▪ Values are the principles or convictions that act as a guide to our behaviour. They are concerned with beliefs about what is of fundamental worth, and these beliefs impact on actions. This is at the heart of religious education. ▪ RE activities help children to make the link between what we believe and how we behave. Many values originate in the wisdom of the faith traditions and in the teaching of key religious figures. Reflective exploration of these provide a great opportunity for the spiritual and moral development of children, helping them learn about and learn from religion. A key outcome is that children should be able to consider their own beliefs and values and those of others in the light of their learning in religious education.

<ul style="list-style-type: none"> ▪ identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. ▪ recognise that religious teachings make a difference to individuals, families and communities ▪ reflect on the sources of inspiration in their own and others lives. 	<p>affects their views, actions and morals</p> <ul style="list-style-type: none"> ○ reflect on their own beliefs and values and how these influence their own moral decision making. ○ identify the challenges and benefits of having guiding principles in life. <ul style="list-style-type: none"> ▪ At the heart of a commitment is a promise - this is the starting point for learning. Pupils build on this understanding to explore some religious codes for living, reflecting on their impact and value as 'guides' and 'signposts' for living today. ▪ Thinking about moral decision making ▪ Exploring, reflecting, applying and evaluating the insights of religious 'codes for good'. ▪ Reflecting on the meaning of 'commitment' for themselves. 	<p>community and it enables us to take a glimpse of what it is for a person to be involved in a particular community, what that might mean to their life.</p> <ul style="list-style-type: none"> ▪ We look at specific communities. We use interviews with young people to enable pupils to hear the views of those who are part of a religious community. Communities often share a commitment to making the world better and work from charities such as Christian Aid and Islamic Relief give teachers strategies and resources to do this. ▪ religious symbols and clothes from faiths 	<p style="text-align: center;">Faith through the Arts</p> <ul style="list-style-type: none"> ▪ For generations, faith and spiritual insight has been conveyed through the arts. Great works of art are visible ways of communicating the invisible. Creative talent expressed in art can inspire and move, and often connects us to something deeper - something spiritual, importantly benefiting the student's understanding and personal development. They are encouraged to develop creativity and imagination while enjoying RE.
---	---	--	---