

**Buildwas Academy - RE Long Term Plan**  
**Year 1 & 2 Two Year Rolling Programme**  
**Coverage, Objectives & Progression**



**Cycle A**

**Topic Title: What does it mean to belong to a faith community? 1.10**

**Prior learning link:** EYFS, specific Christian ideas (Units F1, F2 and F3), ideas about being special (Unit F4), special places (Unit F5) and special stories (Unit F6).

**Knowledge**

- I recognise that loving others is important in lots of communities.
- I can say simply what Jesus and one other religious leader taught about loving other people.

**Skills**

**Year 1**

**Thinking about religion and belief**

- recall features of religious, spiritual and moral stories and other forms of religious expression
- recognise and name features of religions and beliefs

**Enquiring, investigating and interpreting**

- identify what they find interesting and puzzling in life
- recognise symbols and other forms of religious expression

**Beliefs and Teachings**

. recount outlines of some religious stories

**Practices and Lifestyles**

. recognise features of religious life and practice

**Expression and Language**

. recognise some religious symbols and words

**Identity and Experience**

. identify aspects of own experience and feelings, in religious material studied

**Meaning and Purpose**

. identify things they find interesting or puzzling, in religious materials studied

**Values and Commitments**

. identify what is of value and concern to themselves, in religious material studied

**Year 2**

**Thinking about religion and belief**

- retell religious, spiritual and moral stories
- identify how religion and belief is expressed in different ways
- identify similarities and differences in features of religions and beliefs

**Enquiring, investigating and interpreting**

- recognise that some questions about life are difficult to answer
- ask questions about their own and others' feelings and experiences
- identify possible meanings for symbols and other forms of religious expression

**Beliefs and Teachings**

. retell religious stories and identify some religious beliefs and teachings

**Practices and Lifestyles**

. identify some religious practices, and know that some are characteristic of more than one religion

**Expression and Language**

. suggest meanings in religious symbols, language and stories

**Identity and Experience**

. respond sensitively to the experiences and feelings of others, including those with a faith

**Meaning and Purpose**

realise that some questions that cause people to wonder are difficult to answer

Autumn

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|               |   |  | <b>Values and Commitments</b><br>.respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.  |
|               | <b>Knowledge</b>  |  | <b>Skills</b>   |
| <b>Spring</b> | <b>Topic Title: Why does Easter matter to Christians? 1.5</b>   |  |   |
|               | <b>Prior learning link:</b> EYFS Why is Easter Special to Christians? (Unit F1) Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.( KS1 cycle B, unit 1.3) |  |   |
|               | <b>Knowledge</b>  | <b>Skills</b>  |   |
|               | <ul style="list-style-type: none"> <li>I can give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</li> </ul>  | <b>Year 1 Thinking about religion and belief</b> <ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and other forms of religious expression</li> </ul> | <b>Year 2 Thinking about religion and belief</b> <ul style="list-style-type: none"> <li>retell religious, spiritual and moral stories</li> <li>identify how religion and belief is expressed in different ways</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• I recognise that stories of Jesus' life come from the Gospels.</li> <li>• I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• recognise and name features of religions and beliefs</li> </ul> <p><b>Enquiring, investigating and interpreting</b></p> <ul style="list-style-type: none"> <li>• identify what they find interesting and puzzling in life</li> <li>• recognise symbols and other forms of religious expression</li> </ul> <p><b>Beliefs and Teachings</b></p> <ul style="list-style-type: none"> <li>. recount outlines of some religious stories</li> </ul> <p><b>Practices and Lifestyles</b></p> <ul style="list-style-type: none"> <li>. recognise features of religious life and practice</li> </ul> <p><b>Expression and Language</b></p> <ul style="list-style-type: none"> <li>. recognise some religious symbols and words</li> </ul> <p><b>Identity and Experience</b></p> <ul style="list-style-type: none"> <li>. identify aspects of own experience and feelings, in religious material studied</li> </ul> <p><b>Meaning and Purpose</b></p> <ul style="list-style-type: none"> <li>. identify things they find interesting or puzzling, in religious materials studied</li> </ul> <p><b>Values and Commitments</b></p> <ul style="list-style-type: none"> <li>. identify what is of value and concern to themselves, in religious material studied</li> </ul> | <ul style="list-style-type: none"> <li>• identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Enquiring, investigating and interpreting</b></p> <ul style="list-style-type: none"> <li>• recognise that some questions about life are difficult to answer</li> <li>• ask questions about their own and others' feelings and experiences</li> <li>• identify possible meanings for symbols and other forms of religious expression</li> </ul> <p><b>Beliefs and Teachings</b></p> <ul style="list-style-type: none"> <li>. retell religious stories and identify some religious beliefs and teachings</li> </ul> <p><b>Practices and Lifestyles</b></p> <ul style="list-style-type: none"> <li>. identify some religious practices, and know that some are characteristic of more than one religion</li> </ul> <p><b>Expression and Language</b></p> <ul style="list-style-type: none"> <li>. suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Identity and Experience</b></p> <ul style="list-style-type: none"> <li>. respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul> <p><b>Meaning and Purpose</b></p> <p>realise that some questions that cause people to wonder are difficult to answer</p> <p><b>Values and Commitments</b></p> <p>.respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p> |
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| <b>Summer</b>  | <b>Topic Title: How should we care for the world and why does it matter? (1.9)</b>  |   |  |
|  | <b>Prior learning link:</b> Throughout the unit, make connections with pupils' prior learning from earlier in the year: what have they learnt about God and creation already, and how does this affect how people behave? |   |  |
|  | <b>Knowledge</b>  | <b>Skills</b>   |  |
| <ul style="list-style-type: none"> <li>• I know stories and texts with messages about each person being unique and valuable</li> </ul> | <p><b>Year 1</b><br/><b>Thinking about religion and belief</b></p> <ul style="list-style-type: none"> <li>• recall features of religious, spiritual and moral stories and other forms of religious expression</li> </ul>  | <p><b>Year 2</b><br/><b>Thinking about religion and belief</b></p> <ul style="list-style-type: none"> <li>• retell religious, spiritual and moral stories</li> <li>• identify how religion and belief is expressed in different ways</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>I can give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>I know what Genesis 1 tells Christians and Jews about the natural world.</li> </ul> | <ul style="list-style-type: none"> <li>recognise and name features of religions and beliefs</li> </ul> <p><b>Enquiring, investigating and interpreting</b></p> <ul style="list-style-type: none"> <li>identify what they find interesting and puzzling in life</li> <li>recognise symbols and other forms of religious expression</li> </ul> <p><b>Beliefs and Teachings</b></p> <ul style="list-style-type: none"> <li>recount outlines of some religious stories</li> </ul> <p><b>Practices and Lifestyles</b></p> <ul style="list-style-type: none"> <li>recognise features of religious life and practice</li> </ul> <p><b>Expression and Language</b></p> <ul style="list-style-type: none"> <li>recognise some religious symbols and words</li> </ul> <p><b>Identity and Experience</b></p> <ul style="list-style-type: none"> <li>identify aspects of own experience and feelings, in religious material studied</li> </ul> <p><b>Meaning and Purpose</b></p> <ul style="list-style-type: none"> <li>identify things they find interesting or puzzling, in religious materials studied</li> </ul> <p><b>Values and Commitments</b></p> <ul style="list-style-type: none"> <li>identify what is of value and concern to themselves, in religious material studied</li> </ul> | <ul style="list-style-type: none"> <li>identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Enquiring, investigating and interpreting</b></p> <ul style="list-style-type: none"> <li>recognise that some questions about life are difficult to answer</li> <li>ask questions about their own and others' feelings and experiences</li> <li>identify possible meanings for symbols and other forms of religious expression</li> </ul> <p><b>Beliefs and Teachings</b></p> <ul style="list-style-type: none"> <li>retell religious stories and identify some religious beliefs and teachings</li> </ul> <p><b>Practices and Lifestyles</b></p> <ul style="list-style-type: none"> <li>identify some religious practices, and know that some are characteristic of more than one religion</li> </ul> <p><b>Expression and Language</b></p> <ul style="list-style-type: none"> <li>suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Identity and Experience</b></p> <ul style="list-style-type: none"> <li>respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul> <p><b>Meaning and Purpose</b></p> <ul style="list-style-type: none"> <li>realise that some questions that cause people to wonder are difficult to answer</li> </ul> <p><b>Values and Commitments</b></p> <ul style="list-style-type: none"> <li>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</li> </ul> |
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| <b>Cycle B</b> |  |               |
| <b>Autu</b>    | <b>Topic Title: Why does Christmas matter to Christians? (1.3)</b> |               |
|                | <b>Prior learning link:</b>  |               |
|                | <b>Knowledge</b>   | <b>Skills</b> |

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|        | <ul style="list-style-type: none"> <li>• I</li> <li>•</li> </ul>      | <ul style="list-style-type: none"> <li>•</li> </ul> |
| Spring | <b>Topic Title: Who is a Muslim and how do they live? (1.6)</b>       |   |
|        | Prior learning link:  |   |
|        | <b>Knowledge</b>  | <b>Skills</b>                                       |
|        | <ul style="list-style-type: none"> <li>• I</li> </ul>                 | <ul style="list-style-type: none"> <li>•</li> </ul> |
| Summer | <b>Topic Title: What makes some places sacred to believers? (1.8)</b> |   |
|        | Prior learning link:  |   |
|        | <b>Knowledge</b>  | <b>Skills</b>                                       |
|        | <ul style="list-style-type: none"> <li>• I</li> </ul>                 | <ul style="list-style-type: none"> <li>•</li> </ul> |