

Buildwas Academy - RE Long Term Plan
Year 3 & 4 Two Year Rolling Programme
Coverage, Objectives & Progression



Cycle A

• **Topic Title: What do Christians learn from the creation story? L2.1**

- **Prior learning link: EYFS: Christians believe God made our wonderful world and so we should look after it.**
- **KS1 1.2 Who do Christians say made the world? [Creation]**

Knowledge

Skills

I know that Christians believe that:

• God the Creator cares for creation, including human beings.

• As human beings are part of God's good creation, they do best when they listen to God.

• The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).

Year 3

Thinking about religion and belief

- .make links between beliefs, stories and practices
- identify the impacts of beliefs and practices on people's lives
- identify similarities and differences between religions and beliefs

Enquiring, investigating and interpreting

- investigate and connect features of religions and beliefs
- ask significant questions about religions and beliefs
- describe and suggest meanings for symbols and other forms of religious expression

**Beliefs and teachings
(what people believe)**

- . describe some religious beliefs and teachings of religions studied, and their importance

**Practices and lifestyles
(what people do)**

- . describe how some features of religions studied are used or exemplified in festivals and practices

Expression and language

Year 4

Thinking about religion and belief

- comment on connections between questions, beliefs, values and practices
- describe the impact of beliefs and practices on individuals, groups and communities
- describe similarities and differences within and between religions and

Enquiring, investigating and interpreting

- gather, select, and organise ideas about religion and belief
- suggest answers to some questions raised by the study of religions and beliefs
- suggest meanings for a range of forms of religious expression, using appropriate vocabulary

**Beliefs and teachings
(what people believe)**

- . describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the

Autumn

• I recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

(how people express themselves)

. make links between religious symbols, language and stories and the beliefs or ideas that underlie them

Identity and experience

(making sense of who we are)

. compare aspects of their own experiences and those of others, identifying what influences their lives

Meaning and purpose

(making sense of life)

. compare their own and other people's ideas about questions that are difficult to answer

Values and commitments

(making sense of right and wrong)

make links between values and commitments, including religious ones, and their own attitudes or behaviour

religions making some comparisons between religions

Practices and lifestyles

(what people do)

. show understanding of the ways of belonging to religions and what these involve

Expression and language

(how people express themselves)

. show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language

Identity and experience

(making sense of who we are)

. ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers

Meaning and purpose

(making sense of life)

. ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied

Values and commitments

(making sense of right and wrong)

. ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues

Topic Title: What does it mean to be a Hindu in Britain today? L2.8

Prior learning link: EYFS thematic units (e.g. F4 Being special, F6 Special stories). What do Hindus believe God is like? (LKS2 unit L2.7)

| Knowledge | Skills | |
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| <ul style="list-style-type: none"> I can identify some Hindu deities and say how they help Hindus describe God. <ul style="list-style-type: none"> I can make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. <ul style="list-style-type: none"> I can identify some different ways in which Hindus worship. I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) | <p>Year 3</p> <p>Thinking about religion and belief</p> <ul style="list-style-type: none"> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other forms of religious expression <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> describe some religious beliefs and teachings of religions studied, and their importance <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> describe how some features of religions studied are used or exemplified in festivals and practices <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> make links between religious symbols, language and stories and the beliefs or ideas that underlie them <p>Identity and experience</p> | <p>Year 4</p> <p>Thinking about religion and belief</p> <ul style="list-style-type: none"> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression, using appropriate vocabulary <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> show understanding of the ways of belonging to religions and what these involve |

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| | <p>(making sense of who we are)</p> <ul style="list-style-type: none"> . compare aspects of their own experiences and those of others, identifying what influences their lives <p>Meaning and purpose (making sense of life)</p> <ul style="list-style-type: none"> . compare their own and other people's ideas about questions that are difficult to answer <p>Values and commitments (making sense of right and wrong)</p> <p>make links between values and commitments, including religious ones, and their own attitudes or behaviour</p> | <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> . show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language <p>Identity and experience (making sense of who we are)</p> <ul style="list-style-type: none"> . ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers <p>Meaning and purpose (making sense of life)</p> <ul style="list-style-type: none"> . ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied <p>Values and commitments (making sense of right and wrong)</p> <ul style="list-style-type: none"> . ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues |
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| Summer | Topic Title: How and why do people mark the significant events of life? L2.11 | |
| | Prior learning link: Infant baptism has been introduced in EYFS Unit F4 and KS1 units 1.8 and 1.10 . Christian and Jewish marriage was introduced in KS1 in Unit 1.10, | |
| | Knowledge | Skills |
| <ul style="list-style-type: none"> • I can identify some beliefs about love, commitment and promises in different | <p>Year 3 Thinking about religion and belief</p> <ul style="list-style-type: none"> .make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives | <p>Year 4 Thinking about religion and belief</p> <ul style="list-style-type: none"> •comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities |

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| <p>religious traditions and describe what they mean.</p> <ul style="list-style-type: none"> • I can describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • I can make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). • I can identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) • I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. • I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • I can give good reasons why I think ceremonies of commitment are or are not valuable today. | <ul style="list-style-type: none"> • identify similarities and differences between religions and beliefs <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> . describe some religious beliefs and teachings of religions studied, and their importance <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> . describe how some features of religions studied are used or exemplified in festivals and practices <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> . make links between religious symbols, language and stories and the beliefs or ideas that underlie them <p>Identity and experience (making sense of who we are)</p> <ul style="list-style-type: none"> . compare aspects of their own experiences and those of others, identifying what influences their lives <p>Meaning and purpose (making sense of life)</p> <ul style="list-style-type: none"> . compare their own and other people's ideas about questions that are difficult to answer | <ul style="list-style-type: none"> • describe similarities and differences within and between religions and <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> •gather, select, and organise ideas about religion and belief •suggest answers to some questions raised by the study of religions and beliefs •suggest meanings for a range of forms of religious expression, using appropriate vocabulary <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> .describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> . show understanding of the ways of belonging to religions and what these involve <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> . show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language <p>Identity and experience (making sense of who we are)</p> <ul style="list-style-type: none"> . ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers <p>Meaning and purpose (making sense of life)</p> |
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| | <p>Values and commitments (making sense of right and wrong) make links between values and commitments, including religious ones, and their own attitudes or behaviour</p> | <p>. ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p> <p>Values and commitments (making sense of right and wrong) . ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p> |
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Cycle B

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| Autumn | Topic Title: | | |
| | NC: | | |
| | Prior learning link: | | |
| | Knowledge | Skills | |
| <ul style="list-style-type: none"> • I • | <p>Year 3</p> <ul style="list-style-type: none"> • | <p>Year 4</p> <ul style="list-style-type: none"> • | |
| Spring | Topic Title: | | |
| | NC: | | |
| | Prior learning link: | | |
| | Knowledge | Skills | |
| <ul style="list-style-type: none"> • I | <p>Year 3</p> <ul style="list-style-type: none"> • | <p>Year 4</p> <ul style="list-style-type: none"> • | |
| Summer | Topic Title: | | |
| | NC: | | |
| | Prior learning link: | | |

| | Knowledge | Skills | |
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| | <ul style="list-style-type: none">I | Year 3 <ul style="list-style-type: none"> | Year 4 <ul style="list-style-type: none"> |