

RE Medium Term Plan – 2023/2024

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<b>Year 3</b> Christianity & Hinduism	Unit: Trees Concept: Symbols  <b>Varied</b>	Unit: Nativity Concept: Holy  <b>Christianity</b>	Unit: Holi Concept: Good and evil  <b>Hinduism</b>	Unit: Easter Concept: Belief  <b>Christianity</b>	Unit: Raksha Bandhan Concept: Protection  <b>Hinduism</b>	Unit: Creation stories Concept: Creation  <b>Varied</b>
<b>Year 4</b> Christianity & Islam	Unit: Eid-ul-Adha Concept: sacrifice  <b>Islam</b>	Unit: Magi Concept: Prophecy  <b>Christianity</b>	Unit: Belonging Concept: Belonging  <b>Islam</b>	Unit: The Empty Cross Concept: Resurrection  <b>Christianity</b>	Unit: Places of worship Concept: Sacred  <b>Christianity/ Islam</b>	Unit: Journey of life Concept: rites of passage  <b>Islam</b>
<b>Year 5</b> Christianity & Judaism	Unit: Ideas of God Concept: Interpretation  <b>Judaism</b>	Unit: Hannukah Concept: Symbol/ identity  <b>Judaism</b>	Unit: Creation stories Concept: Creation  <b>Varied</b>	Unit: Passover and Moses Concept: Freedom  <b>Judaism</b>	Unit: Prayer Concept: Ritual  <b>Judaism</b>	Unit: Shabbat Concept: Remembering  <b>Judaism</b>
<b>Year 6</b> Christianity & Sikhism	Unit: Creation Concept: Stewardship  <b>Christianity</b>	Unit: An Extraordinary baby Concept: Incarnation  <b>Christianity</b>			Unit: Baisakhi Concept: Identity  <b>Sikhism</b>	Unit: Guru Nanak Concept: Wisdom  <b>Sikhism</b>



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Year group	
Year 3	Start to discuss their own ideas with others Develop discussions around belief Respond appropriately to others' opinions. Evaluate a belief concept with some degree of accuracy Describe their own reactions to others' beliefs.
Year 4	Describe how a concept applies to their own lives Discuss their own beliefs Develop what they believe in light of new information Describe how concepts are applied in others' lives Evaluate human experience of the concept by describing its value to those people
Year 5	Increase understanding that different cultures have different faiths. Explore their own responses to the human experience of different concepts Explain how humans can have different interpretations of God Explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Year 6	Understand faiths as cultural motivators and how faith affects how people live and behave. Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied. Evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

By the end of year 6 children at BJS will

- Have developed an understanding of the main world faiths
- Have respect for others' beliefs while being able to speak their own mind confidently
- Understand their own beliefs
- Be able to debate beliefs and ideas
- Understand how faith impacts the world, how we live and behave.

Year 3

Hinduism and Christianity

Unit	Children can:	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
<p><b>Varied</b> Unit: Trees Concept: Symbols</p>	<p>describe their own response to trees as <i>symbols</i> describe examples of when the tree <i>symbol</i> is used/is useful describe what the word <i>symbol</i> means describe how the <i>symbol</i> of a tree is used in Christianity and Islam describe the importance of the tree as a <i>symbol</i> to Christians.</p>	<p><b>Spiritual:</b> providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p><b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p><b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p><b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an</p>
<p><b>Christianity</b> Unit: Mary Mother of God Concept: Holy</p>	<p>describe the concept of <i>holy</i> describe how Christians show that they believe Mary is <i>holy</i> evaluate the concept of <i>holy</i> by describing the value of Mary's <i>holiness</i> to believers describe their own response to the concept of <i>holy</i> describe examples of how their ideas about <i>holiness</i> affect their lives.</p>	
<p><b>Hinduism</b> Unit: Holi Concept: Good and evil</p>	<p>describe the concepts of <i>good</i> and <i>evil</i> describe ways in which Hindus remember <i>good</i> and <i>evil</i> in the story and celebrations of Holi describe the value of the ways in which good over evil is celebrated and identify an issue raised describe their responses to the concepts of <i>good</i> and <i>evil</i> describe incidents in their own and others' lives where good comes out of evil.</p>	

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Unit	Children can:	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
<p><b>Christianity</b> Unit: Easter Concept: Belief</p>	<p>identify and talk about the concept of <i>belief</i></p> <p>simply describe ways in which the concept of <i>belief</i> is expressed by Christians at Easter</p> <p>evaluate the concept of <i>belief</i> by describing in simple terms its importance to Christians in the Easter story</p> <p>describe in simple terms their response to the concept of <i>belief</i></p> <p>identify simple examples of how <i>belief</i> relates to their own lives and those of others.</p>	<p>opportunity to explore different faiths and beliefs.</p>
<p><b>Hinduism</b> Unit: Raksha Bandhan Concept: Protection</p>	<p>Children can express a personal response to the concept of <i>protection</i>.</p> <p>Children can describe how the concept can be applied in their own and others' lives.</p> <p>Children can describe what <i>protection</i> means.</p> <p>Children can describe how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan.</p> <p>Children describe the value, for Hindus, of celebrating <i>protection</i>.</p>	
<p><b>Varied</b> Unit: Creation stories Concept: Creation</p>	<p>describe the concept <i>creation</i></p> <p>describe the Christian and Hindu creation stories</p> <p>describe why they think Christians and Hindus value these stories</p> <p>describe their response to concept <i>creation</i></p> <p>describe examples of how their response to <i>creation</i> relates to their own and others' lives.</p>	

Year 4

Islam and Christianity

Unit	Children can:	Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development:
<p><b>Islam</b> Unit: Eid-ul-Adha Concept: sacrifice</p>	<p>describe their own responses to <i>sacrifice</i> in their experience describe how <i>sacrifice</i> applies to their own and others’ lives describe the meaning of <i>sacrifice</i> describe how Muslims focus on <i>sacrifice</i> during the festival of Eid-ul-Adha describe the importance of sacrifice to Muslims during Eid ul Adha</p>	<p><b>Spiritual:</b> giving children the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p><b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p><b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an</p>
<p><b>Christianity</b> Unit: Magi Concept: Prophecy</p>	<p>explain the meaning of the term <i>prophecy</i> explain how <i>prophecy</i> is significant within the story of the gifts of the Magi evaluate by explaining the importance of <i>prophecy</i> in this story for Christians express a personal response to the concept of <i>prophecy</i> give examples of how <i>prophecy</i> might affect their own lives or the lives of others.</p>	
<p><b>Islam</b> Unit: Belonging Concept: Belonging</p>	<p>Children can describe in simple terms their response to the concept of <i>belonging</i>. They can identify simple examples of how <i>belonging</i> can be applied in their own and others’ lives. They can describe in simple terms what it means to <i>belong</i> to something. They can simply describe how <i>belonging</i> is important to Muslims. They can evaluate, by describing in simple terms, the importance to believers and to themselves of <i>belonging</i>.</p>	

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<p><b>Christianity</b> Unit: The Empty Cross Concept: Resurrection</p>	<p>explain the meaning of <i>resurrection</i></p> <p>explain the story that illustrates Jesus’ resurrection and explain how the empty cross is a symbol of resurrection for Christians</p> <p>evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised</p> <p>explain their own responses to the concept of <b><i>resurrection</i></b></p> <p>explain how responses to the idea of resurrection affect the way people live.</p>	<p>opportunity to explore different faiths and beliefs.</p>
<p><b>Christianity/ Islam</b> Unit: Places of worship Concept: Sacred</p>	<p>explain what <i>sacred</i> means and why a place can be <i>sacred</i></p> <p>explain the features of a church which create a sense of the <i>sacred</i></p> <p>explain the features of a mosque which create a sense of the <i>sacred</i></p> <p>explain the significance of <i>sacred</i> places for different people</p> <p>explain their own understanding of a <i>sacred</i> place for them</p> <p>explain how and why people show that a place is <i>sacred</i> to them</p>	
<p><b>Islam</b> Unit: Journey of life Concept: rites of passage</p>	<p>explain a personal response to the concept of <i>rites of passage</i> and can explain what events have been important in their journey of life so far</p> <p>explain how the concept of life as a journey marked by <i>rites of passage</i> can be applied in their own and others’ lives</p> <p>explain the meaning of <i>rites of passage</i></p> <p>explain the meaning of the Muslim naming ceremony to Muslims</p> <p>evaluate, by explaining, the importance and relevance of rites of passage to believers.</p>	

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Assessment point

<b>Children at ARE at the end of year 4 can:</b>	
<b><i>Communicate</i></b>	Describe their own responses to the human experience of the concepts studied.
<b><i>Apply</i></b>	Describe examples of how their responses are, or can be, applied in their own lives and those of others.
<b><i>Enquire</i></b>	Describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
<b><i>Contextualise</i></b>	Describe how these concepts are contextualised within some of the belief and/or practices and/or ways of life of people living a religious life in the religion studied.
<b><i>Evaluate</i></b>	Evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

Year 5

Judaism and Christianity

Unit	Children can:	Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development:
<p><b>Judaism</b> Unit: Ideas of God Concept: Interpretation</p>	<p>Explain their own interpretations of God Explain how interpretations of God change in different circumstances Explain how Christians and believers of Judaism interpret God Evaluate, by explaining, the value of believers’ interpretations of God</p>	<p><b>Spiritual:</b> giving children the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p><b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p><b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities.</p>
<p><b>Judaism</b> Unit: Hannukah Concept: Identity</p>	<p>explain the meaning of identity explain how the features of the festival of Hannukah reinforce the Jewish sense of identity evaluate the significance of identity for Jewish people by explaining its importance and by describing some issues raised express a personal response to the concept of identity explain examples of how responses to identity affect theirs and others’ lives.</p>	
<p><b>Varied</b> Unit: Creation stories Concept: Creation</p>	<p>describe the concept creation describe the Christian and Hindu creation stories describe why they think Christians and Hindus value these stories describe their response to concept creation describe examples of how their response to creation relates to their own and others’ lives.</p>	



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Unit	Children can:	Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development:
<p><b>Judaism</b> Unit: Passover and Moses Concept: Freedom</p>	<p>describe, in simple terms, their own responses and feelings to the concept of freedom</p> <p>describe, in simple terms, how their responses can be affected by different circumstances</p> <p>describe, in simple terms, the meaning of freedom</p> <p>describe, in simple terms, how freedom is expressed in Judaism</p> <p>describe, in simple terms, the value of freedom to Jews and identify an issue raised.</p>	<p>Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<p><b>Judaism</b> Unit: Prayer Concept: Ritual</p>	<p>explain the meaning of ritual</p> <p>explain how ritual is expressed by some Christians and Jewish people</p> <p>evaluate the significance of ritual by explaining its importance to Christians and Jewish people and by identifying some issues raised</p> <p>explain their own responses to ritual</p> <p>explain examples of how their responses can be applied to their own and others’ lives.</p>	
<p><b>Judaism</b> Unit: Shabbat Concept: Remembering</p>	<p>talk about their own responses to remembering</p> <p>identify what it is important to remember, and when</p> <p>identify and talk about words associated with remembering</p> <p>recognise that Jewish people remember creation and the day of rest when they celebrate Shabbat</p> <p>evaluate remembering when talking about how important it is for Jewish people, how important remembering is for them</p>	

Year 6

Sikhism and Christianity

Unit	Children can:	Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development:
<p><b>Christianity</b> Unit: Creation Concept: Stewardship</p>	<p>describe/explain how stewardship is expressed within the Muslim world view evaluate by describing/explaining the importance and relevance of stewardship to Muslims and to themselves describe/express a personal response to the concept of stewardship describe/explain how the concept can be applied in their own and others’ lives.</p>	<p><b>Spiritual:</b> providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.</p>
<p><b>Christianity</b> Unit: An extraordinary baby Concept: Incarnation</p>	<p>Explain the Christian concept of incarnation explain how the birth narratives reflect the incarnation for Christians explain the significance of the incarnation to Christian believers and describe some of the issues it raises explain a personal response to the concept of incarnation explain how the idea of incarnation might affect their own and others’ lives.</p>	<p><b>Moral:</b> developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand the viewpoint of others..</p>
<p><b>Sikhism</b> Unit: Baisakhi Concept: Identity</p>	<p>describe the meaning of identity describe how Sikhs express their identity during the Baisakhi celebrations describe the value of identity to Sikhs and describe an issue raised describe their own response to identity describe examples of how their response to identity affects their own and others’ lives.</p>	<p><b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p>

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<p><b>Sikhism</b> Unit: Guru Nanak Concept: Wisdom</p>	<p>describe the concept of wisdom describe how the Gurus show wisdom describe the value of Gurus' wisdom to Sikhs describe their response to wisdom in their experience describe examples of how their response to wisdom relates to their own and others' lives.</p>	<p><b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
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Assessment point

**Children at ARE at the end of year 6 can:**

<p><b>Children at ARE at the end of year 6 can:</b></p>	
<i>Communicate</i>	Children and young people can explain their own response to the human experience of the concepts explored.
<i>Apply</i>	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
<i>Enquire</i>	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
<i>Contextualise</i>	They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
<i>Evaluate</i>	They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.