

EYFS

Outcomes: Pupils should begin to understand there are different cultures and beliefs. Pupils should be able to talk about their own lives and experiences. Pupils should begin to understand the different cultures, religions and celebrations through play, music and stories that are read to them.

Nursery

RE is non-statutory, but teachers may choose to incorporate RE material into children's activities if they choose to.

Unit 1

Unit 2

Unit 3

Question:

Area Understanding the world

Objective:

Question:

Area Understanding the world

Objective:

Question:

Area Understanding the world

Objective:

Unit 4

Unit 5

Unit 6

Question:

Area Understanding the world

Objective:.

Question:

Area Understanding the world

Objective:

Question:

Area Understanding the world

Objective:.

Reception

Outcomes: Pupils should begin to understand there are different cultures and beliefs. Pupils should be able to talk about their own lives and experiences and begin to understand other people may have different experiences. Pupils should begin to understand the different cultures, religions and celebrations through play, music and stories that are read to them.

Unit 1

Unit 2

Unit 3

Question:

Area:

Objective:

Area:

Objective:

Question:

Area:

Objective:

Whole School RE Medium Term Plan

Unit 4	Unit 5	Unit 6

Year 1

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about life, God and issues of right and wrong. Pupils should learn about and from religions and worldviews in different contexts. Pupils should begin to develop and express their ideas, and to agree or disagree respectfully. Pupils should begin to gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should begin to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Unit 1	Unit 2	Unit 3
<p>1. What do you think God means? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To explore what the idea of God means for the children themselves. To understand that Christians believe in God.</p>	<p>1. What is a celebration and why do we have them? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: Children to identify a special time they celebrate and explain simply what celebration means</p>	<p>1. Where is special to you? Area: What makes some places sacred? (suggested syllabus page 37) Objective:</p>
<p>2. How do stories help Christians understand God? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To share and retell stories that help to show how Christians think of God. e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13).</p>	<p>2. How and why do Christians celebrate Easter? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To identify some ways Christians celebrate, retell stories connected with festivals and consider why these are important. To ask questions and suggest answers about stories to do with festivals.</p>	<p>2. What places are special and what places are sacred? Area: What makes some places sacred? (suggested syllabus page 37) Objective:</p>
<p>3. What do you think a Christian believes about God? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. To ask some questions about believing in God.</p>	<p>3. How and why do Hindus celebrate Diwali? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To identify some ways a Diwali is celebrated by a Hindu and suggest similarities and differences between this and other celebrations (Easter).</p>	<p>3. Where is sacred for Christians? Area: What makes some places sacred? (suggested syllabus page 37) Objective: Talk about ways in which stories, objects, symbols and actions used in churches.</p>
<p>4. How do Christians use symbols, art and music to describe God?</p>	<p>What stories and symbols are associated with Diwali?</p>	<p>4. Where is sacred for Hindus? Area: What makes some places sacred? (suggested syllabus page 37)</p>

<p>Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To recognise some symbols and images used to express ideas about God in art and discuss how God is represented in art and music.</p>	<p>Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To re-tell stories connected with festivals and consider why these are important. To ask questions and suggest answers about stories to do with festivals.</p>	<p>Objective: To identify some special objects and symbols found in a places of worship and be able to say something about what they mean and how they are used.</p>
<p>5. Where is God? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama. Allowing children e.g responding to the question 'Where is God?' through art.</p>	<p>5. Why are Christingles used by Christians at Christmas? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To suggest meanings for some symbols and actions used in religious celebrations. To talk about ways in which Jesus was a special person who Christians believe is the Son of God.</p>	<p>5. What is the same about places of worship and what is different? Area: What makes some places sacred? (suggested syllabus page 37) Objective: To show awareness that some people worship God in different ways (and consolidate the past two lessons).</p>
<p>6. Where is God? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: Pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art.</p>	<p>6. How and why do Christians celebrate Christmas? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To identify some ways Christians celebrate, retell stories connected with festivals and consider why these are important. To ask questions and suggest answers about stories to do with festivals. To talk about ways in which Jesus was a special person who Christians believe is the Son of God.</p>	<p>6. How are items, songs and symbols used in places of worship? Area: What makes some places sacred? (suggested syllabus page 37) Objective: To suggest meaning to religious songs, responding sensitively and to describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</p>
<p>Unit 4</p>	<p>Unit 5</p>	<p>Unit 6</p>
<p>1. Who is Brahman? Area: Who is a Hindu and what do they believe? Objective: To begin to understand the concept of Brahman who is present everywhere and is in everyone and Trimurti. To understand</p>	<p>1. Why do people help each other? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40)</p>	<p>1. What is a community and what does it mean to belong? Area: Where do I belong? What do I believe? (suggested syllabus page 29) Objective: To talk about what is special/of value about belonging to a group and what is</p>

<p>Brahman takes make forms and recognise some of the forms of deities.</p>	<p>Objective: To begin to ask questions about life and share with others (continued throughout unit).</p>	<p>important to them. To show awareness that some people belong to different religions.</p>
<p>2. How is art used by Hindus? Area: Who is a Hindu and what do they believe? Objective: To talk about the importance of art and how Gods are portrayed. Repond thoughtfully to Hindu art and comment on beliefs that may have inspired it.</p>	<p>2. How do Hindus believe the world was created? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To identify and reflect on some stories about how the world was created. To know some stories that seek to explain how the world began.</p>	<p>2. What symbols of belonging are used in a Christian baptism? Area: Where do I belong? What do I believe? (suggested syllabus page 29) Objective: To recognise important events which occur in families and communities.</p>
<p>3. What is an example of a Hindu story and where can Hindus find these stories? Area: Who is a Hindu and what do they believe? Objective: to share and retell stories from the Hindu faith, understand there is more than one holy text and talk about some simple ideas about Hindu beliefs about God.</p>	<p>3. How do Christians believe the world was created? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To identify and reflect on some stories about how the world was created. To know some stories that seek to explain how the world began.</p>	<p>3. What symbols of belonging are used in a Hindu naming ceremony? Area: Where do I belong? What do I believe? (suggested syllabus page 29) Objective: To recognise important events which occur in families and communities and compare these events (comparison with baptism).</p>
<p>4. How do Hindus pray and what objects are significant to Hindus? Area: Who is a Hindu and what do they believe? Objective: To recognise objects that are significant to Hindus and recognise that they are important to Hindus. If possible, see them being used by a believer. To explore different</p>	<p>4. How would you retell the Christian creation story and what does the story tell us about God? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40)</p>	<p>4. How do people show they belong with another person? Area: Where do I belong? What do I believe? (suggested syllabus page 29) Objective: To recognise important events which occur in families and communities and</p>

<p>ways that Hindus pray – including in a mandir/at home.</p>	<p>Objective: To re-tell stories of creation in creative ways. To identify what the Christian creation story may suggest about God.</p>	<p>suggest meaning for the words and actions in a wedding ceremony.</p>
<p>5 Why do Hindus celebrate? Area: Who is a Hindu and what do they believe? Objective: To discuss key festivals for Hindus, explore how they are celebrated and think about how these celebrations might make Hindus feel.</p>	<p>6. Why might Christians believe we need to look after the world and people in it? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To discuss how religions talk about people being valuable with simple examples. To be sensitive to the needs of others and recognise how key beliefs affect the ways people choose to behave.</p>	<p>5. Do you have to have the same religious beliefs to be part of one community? Area: Where do I belong? What do I believe? (suggested syllabus page 29) Objective: To be able to express feelings of belonging and depending on others and to recognise that other people belong to different groups and depend on others.</p>
<p>6. Who is a Hindu and what do they believe? Area: Who is a Hindu and what do they believe? Objective: To recall all of the information learnt so far about the Hindu faith and answer the question ‘who is a Hindu and what do they believe’ referring back to previous lessons.</p>	<p>5. Why should people look after the world and people in it? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To discuss how religions talk about people being valuable with simple examples. To be sensitive to the needs of others and recognise how key beliefs affect the ways people choose to behave.</p>	<p>6. How does religion influence our school community? Area: Where do I belong? What do I believe? (suggested syllabus page 29) Objective: To show an awareness of the influence of religion on their community and to understand the importance of religions to believers.</p>
<p>Year 2</p> <p>Outcomes: Pupils should have the opportunity to ask and answer challenging questions about life, God and issues of right and wrong. Pupils should learn about and from religions and worldviews in different contexts. Pupils should begin to develop and express their ideas, and to agree or disagree respectfully. Pupils should begin to gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should begin to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.</p>		
<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>

<p>1. What is God to you and what do we know about a Christian's beliefs about God? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To explore what the idea of God means for the children themselves. To look at art and recognise some symbols and images used to express ideas about God – recap year 1 and introduce some new. To describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving – recap year 1 learning.</p>	<p>1. What does God mean to you and what questions do you have about God? Area: Who is a Muslim? (suggested syllabus page 31) Objective: To explore what the idea of God means for the children themselves (building from Christian unit) and to ask and answer meaningful questions about God</p>	<p>1. How and why do Muslims celebrate Eid? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To use role play and other speaking and listening strategies, explore stories about religious celebrations and show that they have begun to be aware of festivals of some principal religions.</p>
<p>2. How do stories help Christians understand God? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: Share and retell stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13).</p>	<p>2. How do stories help to show how Muslims think of God? Area: Who is a Muslim? (suggested syllabus page 31) Objective: To learn from stories and experiences of religious leaders.</p>	<p>2. How is the symbol of light used by Muslims during Eid? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To use role play and other speaking and listening strategies, explore stories about religious celebrations and show that they have begun to be aware of festivals of some principal religions.</p>
<p>3. Where can Christians find stories about God? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To explore and appropriately use a bible to find Christian stories.</p>	<p>3. What is the Qur'an and how does influence Muslims? Area: Who is a Muslim? (suggested syllabus page 31) Objective: To be aware of how sacred texts are specially treated and recognise that religious traditions have special writings which believers respect.</p>	<p>3. How is the symbol of light used by Christians during Easter? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To use role play and other speaking and listening strategies, explore stories about religious celebrations and show that they have begun to be aware of festivals of some principal religions.</p>
<p>4. How could a Christian follow teachings from the bible?</p>	<p>4. How and why do Muslims pray?</p>	<p>4. How is the symbol of light used by Hindus during Diwali?</p>

<p>Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To link stories already learnt to Christian beliefs.</p>	<p>Area: Who is a Muslim? (suggested syllabus page 31) Objective: To know some of the ways in which people pray and meditate and show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes.</p>	<p>Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To use role play and other speaking and listening strategies, explore stories about religious celebrations and show that they have begun to be aware of festivals of some principal religions.</p>
<p>5. What beliefs do Christians hold about Jesus? Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To link stories already learnt to the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.</p>	<p>5. How should a Muslim behave? Area: Who is a Muslim? (suggested syllabus page 31) Objective: To learn how key beliefs affect the ways people choose to behave, show an awareness that different people belong to different religions and understand the importance of religions to believers.</p>	<p>What is similar about Eid, Easter and Diwali? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To show that they have begun to be aware of festivals of some principal religions and make simple links between festivals in different religions.</p>
<p>6. How do Christians worship? Visit or talk to Christians from the community Area: Who is a Christian and what do they believe? (suggested syllabus page 30) Objective: To connect the idea of thanking and being thanked, praising and being praised to worship. To investigate how live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use.</p>	<p>6. Who is the Prophet Muhammad (pbuh)? Area: Who is a Muslim? (suggested syllabus page 31) Objective: To be able to recount stories about some significant religious figures and to learn from stories and experiences of religious leaders.</p>	<p>Why are celebrations and festivals important? Area: Who celebrates what and why? (suggested syllabus page 36) Objective: To recognise that religious celebrations are significant because they express meaning and influence communities and show awareness that religions mark the importance of time, seasons and growth in nature with celebrations.</p>
<p>Unit 4</p>	<p>Unit 5</p>	<p>Unit 6</p>
<p>1. what is a story, why do we like them and are there different types of story? Area: What can stories teach us about life? (suggested syllabus page 38) Objective: To recognise that different stories have deeper meanings. To ask questions and</p>	<p>1. Do we all care for people in the same way? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40)</p>	<p>1. What makes an inspiring leader and who inspires me? Area: Who is an inspiring person? Who inspires me? (suggested syllabus page 41) Objective: To learn how key beliefs affect the ways people choose to behave. To ask</p>

<p>suggest answers to questions about why religions have stories.</p>	<p>Objective: To show an awareness of their own and other's emotions and learn to be sensitive to the needs of others.</p>	<p>questions and about their own life experiences and beliefs and be given the opportunity to offer their own answers to these questions.</p>
<p>2. What are sacred texts for Muslims, Hindus and Christians and how are they treated? Area: What can stories teach us about life? (suggested syllabus page 38) Objective: To recognise that religious traditions have special writings which believers respect and be aware of the special ways sacred texts are treated</p>	<p>2. How is a Christian taught to care for people? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To understand religious views of life can influence a caring attitude towards others and learn how key beliefs affect the ways people choose to behave.</p>	<p>2/3. How are the stories and teachings of Jesus important to people today? Area: Who is an inspiring person? Who inspires me? (suggested syllabus page 41) Objective: To be able to recount stories about some significant religious figures and learn from stories and experiences of religious leaders</p>
<p>3. What stories are special to Christians? Area: What can stories teach us about life? (suggested syllabus page 38) Objective: To know some religious stories and identify and discuss any questions they may have about these stories or the story's message.</p>	<p>3. How is a Muslim taught to care for people? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To understand religious views of life can influence a caring attitude towards others and learn how key beliefs affect the ways people choose to behave.</p>	<p>4. Why was the Prophet Mohammad (pbuh) an inspiring leader? (Islam) Area: Who is an inspiring person? Who inspires me? (suggested syllabus page 41) Objective: To be able to recount stories about some significant religious figures and learn from stories and experiences of religious leaders</p>
<p>4. What stories are special to Muslims? Area: What can stories teach us about life? (suggested syllabus page 38) Objective: To know some religious stories and identify and discuss any questions they may have about these stories or the story's message.</p>	<p>4. How is a Hindu taught to care for people? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To understand religious views of life can influence a caring attitude towards others and learn how key beliefs affect the ways people choose to behave.</p>	<p>5. Why was Swami Vivekananda an inspiring leader? (Hinduism) Area: Who is an inspiring person? Who inspires me? (suggested syllabus page 41) Objective: To be able to recount stories about some significant religious figures and learn from stories and experiences of religious leaders</p>
<p>5. What stories are special to Hindus? Area: What can stories teach us about life? (suggested syllabus page 38)</p>	<p>5. Who was inspired to care for people because of their religious beliefs?</p>	<p>6. What are the differences between the great ancient leaders and the local leaders?</p>

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<p>Objective: To know some religious stories and identify and discuss any questions they may have about these stories or the story's message.</p>	<p>Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40)</p> <p>Objective: To understand religious views of life can influence a caring attitude towards others and learn how key beliefs affect the ways people choose to behave.</p>	<p>Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40)</p> <p>Objective: To recognise there are inspiring leaders on a personal, local and global scale.</p>
<p>6. What can stories teach us about life? Area: What can stories teach us about life? (suggested syllabus page 38) Objective: To discuss any questions they may have about life or God and to consolidate their knowledge of religious or moral stories.</p>	<p>6. Does religion encourage people to care for each other and the world? Area: How do we show we care for others?/ he beginning of the world: What can we learn from stories Christians tell? (suggested syllabus page 39/40) Objective: To understand religious views of life can influence a caring attitude towards others and learn how key beliefs affect the ways people choose to behave.</p>	<p style="background-color: #cccccc; height: 100px;"></p>

Year 3

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in different contexts. Pupils should develop and express their insights in response, and to agree or disagree respectfully. Pupils should gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
<p>1. Why do we have light and can different lights make us feel different emotions? Area What does light mean? What does dark mean? (suggested syllabus page 55) Objective:</p>	<p>1. How do Christians get a fresh start? Area How does a Christian follow Jesus? (suggested syllabus page 50) Objective:</p>	<p>1. How do Christians believe the world came into being? Area What do religions teach about the natural world and why should we care about it? (suggested syllabus page 60) Objective:</p>
<p>2. How does light symbolise good defeating evil? (with reference to Diwali) Area What does light mean? What does dark mean? (suggested syllabus page 55) Objective:</p>	<p>2. What can a Christian learn from the temptation of Christ? Area How does a Christian follow Jesus? (suggested syllabus page 50) Objective:</p>	<p>2. How do Hindus believe the world came into being? Area What do religions teach about the natural world and why should we care about it? (suggested syllabus page 60) Objective:</p>
<p>3. Who is your guiding light? (with reference to the nativity story) Area What does light mean? What does dark mean? (suggested syllabus page 55) Objective:</p>	<p>3. Why did Jesus choose his disciples? Area How does a Christian follow Jesus? (suggested syllabus page 50) Objective:</p>	<p>3. How does the creator feel about the destruction of creation? Area What do religions teach about the natural world and why should we care about it? (suggested syllabus page 60) 1. Objective:</p>
<p>4. What does light mean to a Muslim person? Area What does light mean? What does dark mean? (suggested syllabus page 55) Objective:</p>	<p>4. How did Jesus teach? (Parable of the blind man) Area How does a Christian follow Jesus? (suggested syllabus page 50) Objective:</p>	<p>4. How can I change the world? Area What do religions teach about the natural world and why should we care about it? (suggested syllabus page 60) 1. Objective:</p>

<p>5. How is light used in Hanukka? Area What does light mean? What does dark mean? (suggested syllabus page 55) Objective:</p>		
<p>6. What does the symbol of light mean to you? Area What does light mean? What does dark mean? (suggested syllabus page 55) Objective: To express a range of views about their own spiritual ideas, experiences and questions.</p>		
<p><u>Unit 4</u></p>	<p><u>Unit 5</u></p>	<p><u>Unit 6</u></p>
<p>1. What are Hindu beliefs about God? Area What does it mean to be a Hindu? (suggested syllabus page 52) Objective:</p>	<p>1. Do rules matter? Area What can we learn from religions about temptations and finding your way through the moral maze? (suggested syllabus page 64) Objective:</p>	<p>1. What do Jewish people believe? Area What does it mean to be a Jewish person? Objective:</p>
<p>2. How do Hindus worship? Area What does it mean to be a Hindu? (suggested syllabus page 52) Objective:</p>	<p>2. What rules do Christians live by? Area What can we learn from religions about temptations and finding your way through the moral maze? (suggested syllabus page 64) Objective:</p>	<p>3. How do Jewish people worship? Area What does it mean to be a Jewish person? Objective:</p>
<p>1. How do Hindus celebrate? Area What does it mean to be a Hindu? (suggested syllabus page 52) Objective:</p>	<p>1. What rules do Humanists live by? Area What can we learn from religions about temptations and finding your way through the moral maze? (suggested syllabus page 64) Objective:</p>	<p>2. How do Jewish people celebrate? Area What does it mean to be a Jewish person? Objective:</p>
<p>1. What are the similarities and difference between Christianity and Hinduism?</p>	<p>3. What are the similarities and differences between the codes for</p>	<p>4. What are the similarities and differences between Christianity and Judaism?</p>

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<p>Area What does it mean to be a Hindu? (suggested syllabus page 52) Objective:</p>	<p>living used by Christians and Humanists? Area What can we learn from religions about temptations and finding your way through the moral maze? (suggested syllabus page 64) Objective: to know and describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system</p>	<p>Area What does it mean to be a Jewish person? Objective:</p>

Year 4

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in different contexts. Pupils should develop and express their insights in response, and to agree or disagree respectfully. Pupils should gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Unit	Unit	Unit
1. Question	1. Question	1. Question
2. Question	2. Question	2. Question.
3. Question	3. Question.	3. Question
4. Question	4. Question	4. Question.
5. Question	5. Question	5. Question
6. Question		

Year 5

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in different contexts. Pupils should develop and express their insights in response, and to agree or disagree respectfully. Pupils should gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

<u>Unit</u>	<u>Unit</u>	<u>Unit</u>
1. Questions	1. Questions.	1. Questions
2. Question	2. Question	2. Question
3. Question	3. Question	3. Question
4. Question	4. Question	4. Question
5. Question	5. Question	5. Question.
6. Question	6. Question	
<u>Unit</u>	<u>Unit</u>	<u>Unit</u>
1. Questions	1. Questions.	1. Questions
2. Question	2. Question	2. Question

3. Question	3. Question	3. Question
4. Question	4. Question	4. Question
5. Question	5. Question	5. Question.
6. Question	6. Question	

Year 6

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in different contexts. Pupils should develop and express their insights in response, and to agree or disagree respectfully. Pupils should gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

<u>Unit</u>	<u>Unit</u>	<u>Unit</u>
1. Question	1. Question	1. Question

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2. Question	2. Question.	2. Question.
3. Question	3. Question	3. Question
4. Question	4. Question	4. Question.
5. Question	5. Question	5. Question
6. Question.	6. Question	6. Question