

Long Term Planning

RE	Hillfort Specific	Embody the school's values Kindness, resilience, challenge, courage, aspiration		Cultural Isolation Embracing multiculturalism and fighting the corrosive effects of intolerance.		Closing the vocabulary gap Plan for reading to improve tier 2 words	
	RE Concepts	Beliefs and Teachings	How beliefs are expressed Books, scriptures, symbols, art, readings	Context: Rituals, Ceremonies and Lifestyles. What do I do day to day? What do I do some days? What do I do on special days?	Religious Concepts such as..., worship, religious values, belonging, Interdependence.		Abstract Religious Terms. ... E.g. salvation, disobey, forgiveness, Table 1 and 2 transcendence, tradition, identity, commitment, suffering, and morality.
	RE Skills	Making Sense of Beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.		Understanding the Impact Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' own thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.		Making Connections Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world	

Table 1: Vocabulary related to concepts.

Key Concept:	Including:
Transcendence	god(s) deity providence supernatural mystery creation destiny purposes revelation
Belief	faith knowledge experience trust doubt quest searching orthodox liberal soul spirit morality wonder awe imminence sacred reverence respect
Worship	meditation prayer ceremony festival praise communication worth reverence priesthood ministry ritual commitment
Tradition	scripture orthodox liberal festival symbol language law custom responsibility congregation sharing belonging inclusion exclusion community identity discipleship authority accountability inspiration enlightenment
Morality	ethics law rules respect tolerance right wrong good evil.

The spiritual, moral, social and cultural development of pupils.

Key Concept:	Including:
Commitment	purpose dedication discipleship motivation guidance authority
Suffering	evil purpose revelation martyrdom
Identity	origin purpose destiny freedom spirituality
Interdependence	justice friendship family love value belonging participation sharing

NB Where some words appear in more than one cluster it is because the difference between concepts is sometimes not clear cut or because the words mean different things in different contexts.

1. Progression Map

	EYFS	KS1	LKS2	UKS2
Hillfort specific: Embody the school values	Showing kindness when learning about how different people live.	Showing kindness when learning about different beliefs. Showing resilience when learning about beliefs that are different from their own.	Showing kindness when learning about different beliefs and begin to challenge themselves to compare and contrast different religious beliefs.	To aspire to be global citizens by demonstrating reliance during debates, kindness when learning about a range of religions. Challenging them to question and investigate how people live through their beliefs.
Hillfort Specific: Cultural Isolation	Recognise that people have different lives than our own.	Recognise and name features of religions and beliefs	Identify and describe similarities and differences within and between religions and beliefs	Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Hillfort Specific: Closing the vocabulary gap	See specific vocab and reading for each topic.			
Key concept: Beliefs and Teachings	Recognise features of religious life, practice and beliefs. Recount outlines of some religious stories.	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.	Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.

		EYFS	KS1	LKS2	UKS2
Key concept: How beliefs are expressed. E.g. Books, scriptures, symbols, art, readings		Children learn different religious stories from around the world and recognise some religious symbols and words	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children make links between religious symbols, language and stories and the beliefs or ideas that underlie them	Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.	Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.
Key concept: Context: Rituals, Ceremonies and Lifestyles What do I do day to day? What do I do some days? What do I do on special days?		Recognise features of rituals and practices in their own lives and other peoples. For example: special religious days/ festivals: Christmas, Hanukkah, Diwali, Easter; visiting places of worship etc.	Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.	Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.	Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.
Key concept: Religious concepts such as	Worship	Understand that some places are special to members of their community.	Children look in more detail at how people practise religious worship and places of worship.	Children begin to look in more detail and describe how people worship in many different ways and compare.	Children learn the terms worship as a key part of religious enquiry into how and why people put their beliefs into practice in worship, and places of worship.

		EYFS	KS1	LKS2	UKS2
	Religious values	Identify what is of value and concern to themselves.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, including religious ones, and their own attitudes or behaviour ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply
	belonging	Talking about being a member of their immediate family and friends. Talking about things in their lives that have made them feel special.	Children learn about belonging to a group, family or religion and what that means.	Children look in more detail at how people who follow a religion might show or feel that they belong in different ways.	Children investigate how the importance of belonging to a religion can help how people respond to challenges in life.
	Interdependence	Learn how and why to build constructive and respectful relationships. Talk about friends and members of their community.	Children look in more detail at relationships within religious communities and their own lives.	Make simple links between stories, teachings and concepts studied and how people live, individually, and in communities.	Make clear connections between what people believe and how they live individually and in communities Reflect on how and why people might gain from understanding other religious beliefs and practises.
Key concept: understand abstract religious terms		God Creator Bible Prayer Worship Praise Incarnation Baptism Faith/belief Nativity	Forgive/ forgiveness Parable Tradition Advent Festival Sacrifice Remembrance Holy Resurrection Prophet	Ancient Dedication Commitment Devotion Fasting Eternal Ritual Sin Salvation Spirit/ spiritual	Divine Humanity Mercy Suffering Reincarnation Betrayal Martyr Temptation Penance Pilgrimage

	EYFS	KS1	LKS2	UKS2
	sacred	Justice confession		Persecution Tolerance
<p>Key Skill: Making Sense of Beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; Recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Children can identify some core beliefs and concepts studied and give a simple description of what they mean. They give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>Children can identify and describe the core beliefs and concepts studied. They make clear links between texts / sources of authority and the core concepts studied. They offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Children can identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. They describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. They give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.</p>
<p>Key Skill: making connections.</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; Discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - ELG</p>	<p>Children to think, talk and ask questions about whether the ideas they have been studying, have something to say to them. They give a good reason for the views they have and the connections they make.</p>	<p>Children raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. They make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. They give good reasons for the views they have and the connections they make.</p>	<p>Children make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) They reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. They consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they</p>

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				have and the connections they make.
<p>Key Skill: Understanding the Impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Children give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>They give examples of ways in which believers put their beliefs into practice.</p>	<p>Children make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>They describe how people show their beliefs in how they worship and in the way they live.</p> <p>They identify some differences in how people put their beliefs into practice.</p>	<p>Children make clear connections between what people believe and how they live, individually and in communities.</p> <p>They use evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</p>