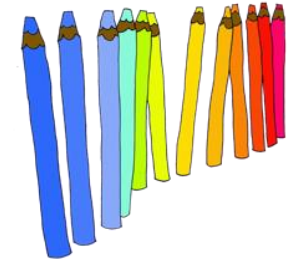


# Religious Education

## Long-term plan

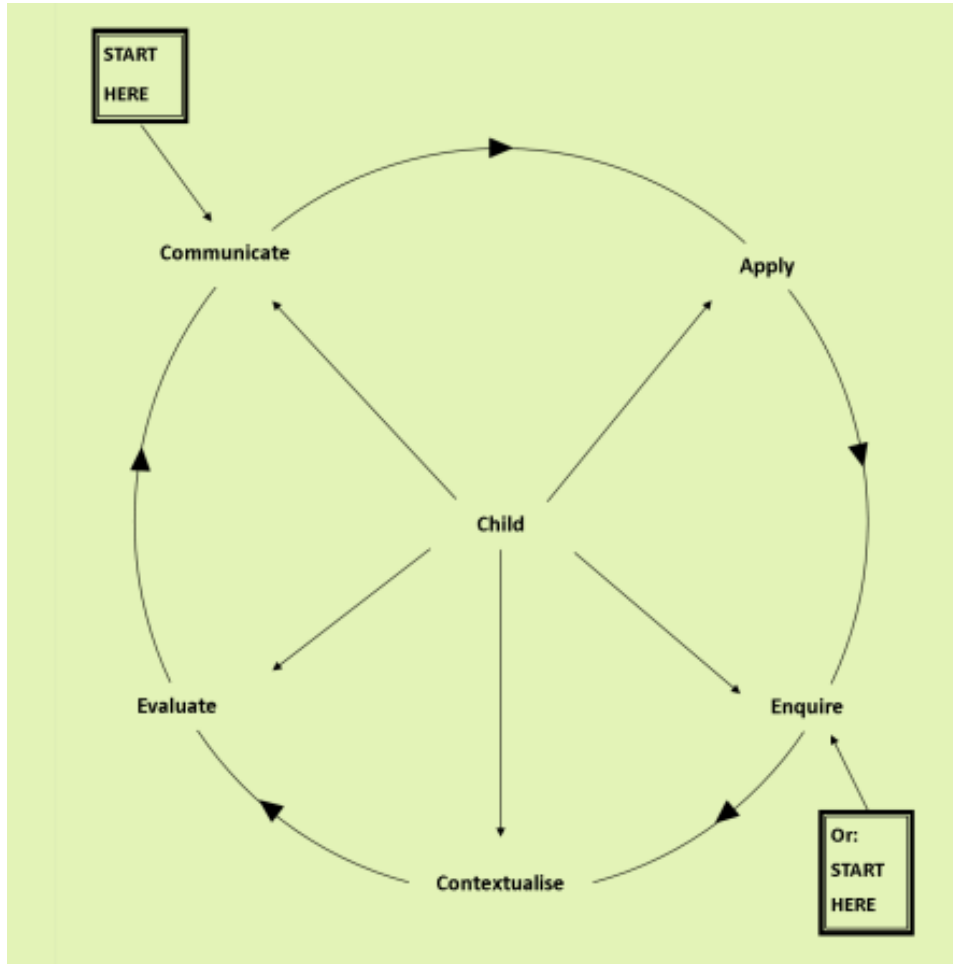


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This document highlights the statutory long-term planning using the Living Difference III: The Royal Borough of Kensington and Chelsea's Agreed Syllabus for Religious Education

This document is updated regularly to reflect changes to the Locally agreed syllabus. This version was updated in Autumn 1 by Yusra Omar (Religious Education Lead)

How the scheme is organised:



RE- Termly Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	N/A Due to phased start.	What is it like to celebrate? All major faiths	Who do I love and who loves me? <b>Humanism</b>	How can we use our senses to find out things? <b>Hinduism</b>	Which places are special to us? <b>Christianity</b>	How should we treat living things? All major faiths
Reception	How are we the same and different from other people and does it matter? <b>Hinduism</b>	What is the Christmas story and the story of Hanukkah? <b>Christianity Judaism</b>	Can stories teach people how to behave? All major faiths	Special Books All major faiths	Special buildings <b>Christianity</b>	How should we treat living things? All major faiths
Year 1	What is Harvest and why is it celebrated? <b>Christianity</b>	How is Eid celebrated? <b>Islam</b>	Is it important to have a day that is different to other days? <b>Judaism</b>	What rules are the most important and why? <b>Judaism</b> and Humanism	Why are special occasions celebrated in the home and community? <b>Christianity Islam Judaism</b>	Questions that puzzle us <b>Christianity Islam Judaism</b>
Year 2	How do we use water and why? <b>Islam Christianity</b>	How is light important in different religions? <b>Hinduism Christianity</b>	How and why are some books Holy? <b>Islam Christianity</b>	Creation: Why do people believe different things about how the world began? <b>Judaism Humanism</b>	Who helps us? <b>Christianity</b>	What do we know about change and how does it make us feel? <b>Buddhism</b>
Year 3	Why do we have so many Gods? <b>Hinduism</b>	Why is Christmas important to Christians? <b>Christianity</b>	What makes some places sacred? <b>Christianity Islam</b>	What do we believe in and how do we show it? <b>Judaism</b>	What do you need to be happy? <b>Buddhism</b>	Why do some people think that Jesus is inspiring? <b>Christianity</b>
Year 4	Why did Jesus tell the story of the Prodigal Son? <b>Christianity</b>	Why is Eid important to Muslims? <b>Islam</b>	How do we remember people and why? <b>Humanism</b>	Why is Easter important to Christians? <b>Christianity</b>	Values: What matters most? <b>Christianity Humanism</b>	e? <b>Judaism</b>
Year 5	What can we learn from religion about temptation? <b>Christianity Islam</b>	What is Advent? <b>Christianity</b>	What difference did the Sikh Guru's make to the World? <b>Sikhism</b>	How can we help others? <b>Buddhism</b> and <b>Islam</b> or all major faiths	How is Humanism the same as and different to a religion? <b>Humanism</b>	What does it mean to belong? <b>Hinduism</b>
Year 6	How can charities make a change? <b>Christianity Islam</b>		If God exists, what questions would you ask God? <b>Christianity</b>	What can we learn from reflecting on Sikh, Christian and Muslim wisdom? Sikhism Christianity Islam	What does it mean to grow up and who do we look to for inspiration and why? All major faiths	

## **Religious Education in EYFS:**

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life.

## **EYFS: Long-Term Planning**

## Assessment in RE

Enquiry Cycle	By the End of Year 1	By the end of Year 2	By the end of Year 3 and 4	By the end of year 5 and 6
Communicate	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied.	Children can describe their own responses to the human experience of the concepts studied.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	They can identify how their responses relate to events in their own lives.	They can identify simple examples of how their responses relate to their own lives and those of others.	They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	They can identify and talk about key concepts explored that are common to all people	They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).	They can 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).	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).

Contextualise	They can recognise that the concept is expressed in the way of life of the people studied.	They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.	They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	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.
Evaluate	They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.	They can 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.	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