

RE TEACHING CYCLE

The school basis its RE teaching upon the [Salford Agreed Syllabus](#):

R.E. Long Term Plan - Salford Agreed Syllabus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	F1a Which stories are special and why?	F4b What times are special and why? Christmas Focus	F3a Which places are special and why?	F2b Which people are special and why?	F5a Being special: where do we belong?	F6a What is special about our world?
Reception	F1b Which stories are special and why?	F4a What times are special and why? Christmas Focus	F3b Which places are special and why?	F2a Which people are special and why?	F5b Being special: where do we belong?	F6b What is special about our world?
Year 1	1.5 What makes some places sacred?	Christmas and Light	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times? Easter Focus	1.1 Who is a Christian and what do they believe?	
Year 2	1.3 Who is Jewish and what do they believe?	Christmas Signs and Symbols	1.2 Who is a Muslim and what do they believe?	1.4 How can we learn from sacred books?		1.8 How should we care for others and the world, and why does it matter?
Year 3	L2.1 What do different people believe about God? Focus on Christians, Hindus and Muslims.	Christmas Saints	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities? Easter focus	L2.4 Why do people pray?	L2.7 What does it mean to be a Christian in Britain today?
Year 4	L2.8 What does it mean to be a Hindu in Britain today?	Christmas Around the World	L2.9 What can we learn from religions about deciding what is	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious	L2.6 Why do some people think that life is like a journey and what

			right and wrong?		communities? Eid Focus	significant experiences mark this?
Year 5	U2.6 What does it mean to be a Muslim in Britain today?	Christmas – The Nativity Story	U2.4 If God is everywhere, why go to a place of worship? Focus on a visit to the church and the mandir	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		U2.1 Why do some people think God exists?
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Christmas – Sacred and Secular	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists?		U2.3 What do religions say to us when life gets hard?

RE KEY SKILLS			
THRESHOLD CONCEPTS	YEAR 1 & 2	YEAR 3 & 4	YEAR 5 & 6
To understand beliefs and teachings	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs.
To reflect	<ul style="list-style-type: none"> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.
To understand values	<ul style="list-style-type: none"> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain

			respectful of those with different values.
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