

## Encouraging Depth and Progression

The best way for pupils to make progress in RE is to revisit key concepts at various points throughout the teaching programme.

The DFE encourages teachers to:

*“recognise that progress in RE is not likely to be linear, so ensure that the curriculum offers opportunities to re-visit and deepen understanding of core concepts; assessment should show a deepening of understanding”* (Exemplification of Teacher standards 2013)

This Long-Term Planning shows how the Diocesan Scheme allows for progression. It shows the links between the units and suggests that pupils will learn most from a particular unit, if they have covered at least some of the material in the previous units as listed. If pupils have not covered the earlier material, for whatever reason, some of the key concepts may need to be addressed at the beginning of a unit and materials adapted, as necessary.

This document does not list every link between units but focuses on the main concepts. Good teaching will frequently refer back to material and lessons covered in the past and other links can be forged, both to other RE units and other curriculum subjects.

Units/Terms	Year	Faith(s)/Themes	Key Questions	Key concepts
Unit 1 - Autumn 1	1	Christianity/God/Belonging	<b>Key Question: Is everybody special?</b> <i>Does it feel special to belong?</i> <i>Who do I believe I am?</i>	Community; Baptism; the Golden Rule
Unit 1 - Autumn 1 Link: Y1 Unit 4	2	Christianity/Judaism/Moses/ Old Testament	<b>Key Question: Who should you follow?</b> <i>What can I learn from stories from religious traditions?</i> <i>Should people follow religious leaders and teachings?</i>	Judaism; Moses & Joshua; Rabbi; Vicar
Unit 1 - Autumn 1 Link: Y2 Unit 6; Y1 Unit 1	3	Communion/Commitment/ Church	<b>Key Question: Does taking bread and wine show that someone is a Christian?</b> <i>Does participating in worship help people to feel closer to God and their faith community?</i> <i>Is religion the most important influence and inspiration in everyone's life?</i>	Communion; Commitment; Church
Unit 1 - Autumn 1 Link: Y3 Units 1&2; Y2 Unit2; Y1 Unit 1	4	God/Brahman/Trimurti/Murtis/ Avatars	<b>Key Question: Do Murtis help Hindus understand God?</b> <i>Can the arts help communicate religious beliefs?</i> <i>Is religion the most important influence and inspiration in everyone's life?</i>	God; Brahman; Trimurti; Murtis; Avatars
Unit 1 - Autumn 1 Link: Y3 Unit 1; Y1 Unit 1	5	Sacred text/Gurus	<b>Key Question: Do Sikhs need the Guru Granth Sahib?</b> <i>Do Sacred texts have to be true to help people understand their religion?</i> <i>Does participating in worship help people feel closer to God or their faith community?</i>	Sacred text; Gurus
Unit 1 - Autumn 1 Link: Y3 Unit 5; Y1 Unit 2	6	Persecution/Saints/ Commitment	<b>Key Question: Are the saints encouraging role models?</b> <i>Do all religious beliefs influence people to behave well towards others?</i> <i>Do religious people lead better lives?</i>	Persecution; Saints; Commitment; Martyr; Faith

Unit 2- Autumn 2	1	Christianity/Harvest/Christmas/Celebration	<b>Should we celebrate Harvest or Christmas?</b> <i>Are religious celebrations important to people?</i> <i>Is God important to everyone?</i>	Christianity; Harvest; Christmas; Judaism; Sukkot; Giving thanks
Unit 2- Autumn 2 Link: Y1 unit 6	2	Christianity/Judaism/Symbols/Christmas	<b>Key Question: Do religious symbols mean the same to everyone?</b> <i>Are symbols better than words at expressing religious beliefs?</i> <i>Who do I believe I am?</i>	Symbols; Belonging;
Unit 2- Autumn 2 Link: Y3 Unit 1; Y2 Units 2 & 3; Y1 Unit 2	3	Light/Belief/Advent/Diwali/Chanukah	<b>Key Question: Is light a good symbol for celebration?</b> <i>Is religion the most important thing in everyone's life?</i> <i>Can the arts help communicate religious belief?</i>	Light; Belief; Advent; Diwali; Chanukah
Unit 2- Autumn 2 Link: Y4 Unit 1; Y3 Units 2, 5 & 6; Y2 Units 1 & 5; Y1 Units 1 & 5	4	God/Virgin Mary/Christ/Icon	<b>Key Question: Does the Christmas narrative need Mary?</b> <i>Does participating in worship help people feel closer to God or their faith community?</i> <i>Can the arts help communicate religious beliefs?</i>	God; Virgin Mary; Christ; Icon
Unit 2- Autumn 2 Link: Y5 Unit 1; Y4 Units 1, 2, 3, 5 & 6	5	Sacred text/Prophecy/Revelation/Incarnation	<b>Key Question: Does God communicate with humans?</b> <i>Do Sacred texts have to be true to help people understand their religion?</i> <i>Is religion the most important influence and inspiration in everyone's life?</i>	Sacred text; Prophecy; Revelation, Incarnation
Unit 2- Autumn 2 Link: Y5 Unit 2; Y3 Unit 5; Y1 Unit 1	6	Christ/Incarnation/Emmanuel	<b>Key Question: Is "God made man" a good way to understand the Christmas story?</b> <i>Do sacred texts have to be true to help people understand their religion?</i> <i>Can the arts help communicate religious beliefs?</i>	Christ; Incarnation; Emmanuel
Unit 3 – Spring 1	1	Christianity/Judaism/Creation	<b>How should people care for the world?</b> <i>Does the world belong to God?</i> <i>Should people take care of the world?</i>	Creation, God, Christianity, Judaism
Unit 3 – Spring 1 Link: Y1 Units 2 & 6	2	Christianity/Judaism/New Year/Rosh Hashanah	<b>Key Question: Is it important to celebrate the New Year?</b> <i>Are religious celebrations important to people?</i> <i>Is God important to everyone?</i>	Celebration; New Year; Rosh Hashanah; (Baisakhi and 1 <sup>st</sup> Muharram if desired)
Unit 3 – Spring 1 Link: Y3 Unit 1; Y2 Unit 6	3	Hindu/Belief/Dharma	<b>Key Question: Is a Hindu child free to choose how to live?</b> <i>Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identity?</i> <i>Does participating in worship help people feel closer to God or their faith community?</i>	Hindu; Belief; Commandments – Dharma (a person's duty, doing the right thing in a given

				situation) and Karma (the law of cause and effect)
<b>Unit 3 – Spring 1</b> <b>Link: Y2 Unit 6; Y1 Unit 6</b>	4	<b>Hindu/Christianity/Pilgrimage/ Worship</b>	<b>Key Question: Is a holy journey necessary for believers?</b> <i>Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people feel closer to God or their faith community?</i>	<b>Hindu; Christianity; Pilgrimage; Worship (Muslim pilgrimage – Hajj if desired)</b>
<b>Unit 3 – Spring 1</b> <b>Link: Y5 Unit 1; Y4 Units 4 &amp; 6; Y2; Y1 U6</b>	5	<b>Gurdwara/Community</b>	<b>Key Question: Does the community of the Gurdwara help Sikhs lead better lives?</b> <i>Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people feel closer to God or to their faith community?</i>	<b>Gurdwara; Community</b>
<b>Unit 3 – Spring 1</b> <b>Link: Y5 Units 1 &amp; 3; Y2 Unit 2; Y1 Unit 1</b>	6	<b>Sikh/Khalsa/5Ks</b>	<b>Key Question: Do clothes express beliefs?</b> <i>Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identity? Do religious people lead better lives?</i>	<b>Sikh; Khalsa; 5Ks</b>
<b>Unit 4 – Spring 2</b>	1	<b>Christianity/Jesus/Leaders/Rabbi/Vicars</b>	<b>Should everyone follow Jesus?</b> <i>What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</i>	<b>Christianity; Easter; Leaders; Rabbi; Vicar</b>
<b>Unit 4 – Spring 2</b> <b>Link: Yr1 Units 4&amp;5</b>	2	<b>Christianity/Easter/Holy Week</b>	<b>Key Question: How should the church celebrate Easter?</b> <i>Are religious celebrations important to people? Is God important to everyone? Are symbols better than words at expressing religious beliefs?</i>	<b>Easter; Baptism; Church</b>
<b>Unit 4 – Spring 2</b> <b>Link: Y3 Unit 3; Y2 Units 1 &amp; 6 (if doing Judaism) Y1 Units 1 &amp; 4</b>	3	<b>Judaism/Christianity/Freedom /Passover/Last Supper</b>	<b>Key Question: Does Easter make sense without Passover?</b> <i>Do sacred texts have to be true to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</i>	<b>Judaism; Christianity; Freedom; Passover; Last Supper</b>
<b>Unit 4 – Spring 2</b> <b>Link: Y4 Unit 3; Y3 Units 1, 3 &amp; 4; Y2 Units 4 &amp; 6; Y1 Unit 2</b>	4	<b>Christianity/Lent/Giving things up</b>	<b>Key Question: Should believers give things up?</b> <i>Is religion the most important influence and inspiration in everyone's life? Do religious people lead better lives?</i>	<b>Christianity; Lent; Giving things up, Carnival</b>
<b>Unit 4 – Spring 2</b>	5	<b>Christianity/Sacrifice/Sin/Redemption</b>	<b>Key Question: Was the death of Jesus a worthwhile sacrifice?</b> <i>Should religious people be sad when someone dies? Is religion the most important influence and inspiration in everyone's life?</i>	<b>Christianity; Sacrifice; Sin; Redemption, Atonement, Salvation, Grace</b>

Link: Y4 Unit 4; Y3 Unit 4; Y2 Unit 4				
Unit 4 – Spring 2 Link: Y5 Unit 4; Y3 Unit 4; Y2 Unit 4	6	Resurrection/Reincarnation/Funeral/Heaven	<b>Key Question: Is the resurrection important to Christians?</b> <i>Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes about life after death?</i>	Resurrection; Reincarnation; Funeral; Heaven
Unit 5 – Summer 1	1	Christianity/Judaism/Old Testament stories/Moral stories	<b>Are some stories more important than others?</b> <i>What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</i>	Christianity; Judaism; Old Testament; Moral stories; God; Faith
Unit 5 – Summer 1 Link: Y1 Unit 5	2	Christianity/Judaism/Old Testament stories	<b>Key Question: Can stories change people?</b> <i>Who do I believe I am? What can I learn from stories from religious traditions?</i>	Christianity; Judaism; Old Testament; (story of Joseph); New Testament (story of Zacchaeus)
Unit 5 – Summer 1 Link: Y3 Unit 1; Y2 Units 1 & 5; Y1 Units 1 & 4	3	Authority	<b>Key Question: Does Jesus have authority for everyone?</b> <i>Is religion the most important influence and inspiration in everyone's life? Do all religious beliefs influence people to behave well towards others?</i>	Authority; Jesus, Gospel; Obedience, trust, faith
Unit 5 – Summer 1 Link: Y3 Unit 5 & 6; Y2 Unit 5; Y1 Unit 5	4	Miracles	<b>Key Question: Did Jesus really do miracles?</b> <i>Do sacred texts have to be true to help people understand their religion? Is religion the most important inspiration and influence in everyone's life?</i>	Miracles, faith, belief, doubt
Unit 5 – Summer 1 Link: Y5 Unit 2; Y4 Units 3, 5 & 6; Y3 Unit 5; Y2 Unit 1; Y1 Unit 4	5	Christ/Holy Spirit/Inspiration/Pentecost	<b>Key Question: Are you inspired?</b> <i>Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?</i>	Christ; Holy Spirit; Inspiration; Pentecost
Unit 5 – Summer 1 Link: Y5 Units 1, 2 & 5; Y4 Units 1 & 6, Y3 Units 5 & 6	6	God/Prayer/Faith/Mool mantra	<b>Key Question: Can we know what God is like?</b> <i>Is religion the most important influence and inspiration in everyone's life? Do sacred texts have to be true to help people understand their religion?</i>	God; Prayer; Faith; Mool mantra, Creed; revelation, atheism
Unit 6 – Summer 2	1	Judaism/Synagogue/Community/Symbols	<b>Do we need shared special places?</b> <i>Does it feel special to belong? Who do I believe I am?</i>	Judaism; Sacred; space; Synagogue

Unit 6 – Summer 2 Link: Y1 Unit 6	2	Judaism/Shabbat	<b>Key Question: How should you spend the weekend?</b> <i>Does it feel special to belong?</i> <i>Are symbols better than words at expressing religious beliefs?</i>	Judaism; Shabbat; Creation
Unit 6 – Summer 2 Link: Y3 Unit 5; Y2 Unit 5; Y1 Unit 5	3	Truth/Parable/Fable/Myth	<b>Key Question: Can made-up stories tell the truth?</b> <i>Do sacred texts have to be true to help people understand their religion?</i> <i>Do all religious beliefs influence people to behave well towards others?</i>	Truth; Parable; Fable; Myth
Unit 6 – Summer 2 Link: Y4 Unit 3 & 5; Y3 Unit 1; Y1 Units 2 & 5	4	Prayer (sin/salvation/miracle)	<b>Key Question: Does prayer change things?</b> <i>Do religious people lead better lives?</i> <i>Is it possible to hold religious beliefs without trying to make the world a better place?</i>	Prayer (sin/salvation/miracle)
Unit 6 – Summer 2 Link: Y4 Unit 6; Y3 Unit 3; Y1 Unit 3	5	Inspiration/Christianity/Sikhism/Charity/Vand Chhakna	<b>Key Question: What's best for our world? Does religion help people decide?</b> <i>Do religious people lead better lives?</i> <i>Is it possible to hold religious beliefs without trying to make the world a better place?</i>	Inspiration; Christianity; Sikhism; Charity; Vand Chhakna; Seva, Langar
Unit 6 – Summer 2 Link: Y5 Units 3 & 6; Y4 Unit 5; Y2 Unit 6; Y1 Unit 3	6	Multi faith/Creation/Care for the world	<b>Key Question: Does it matter what we believe about creation?</b> <i>Is it possible to hold religious beliefs without trying to make the world a better place?</i> <i>Do religious people lead better lives?</i>	Multi faith; Creation; Care for world (possible cross curricular unit, linked to literacy); Stewardship, Tawhid, Aum, Creator