

Corporation Road Community Primary School

<u>RE LTP</u>

RE: Year 1/2A			
Vision:	colon childron's skills of anguing room	anad argument and reflection. We are a multi-faith school and offer a surriv	aulum to rofloot this with my
		oned argument and reflection. We are a multi-faith school and offer a curric Iren in Religious Education. Our aim is that our children gain an understand	
		ety that is reflected within Britain today. These values will enable our pupils	-
which they live.	The succession in a more raith socie	ety that is reflected within britain today. These values will enable our pupils	to make a positive impact o
Domains		Koy Concents	
		Key Concepts	a lavestization and laterary
Authority and Belief		Thinking About Religion and Beliefs and Enquirin	
Expression of Beliefs		Beliefs and Teachings (what people believe), Practices and Lifestyles (what people express themselves)	
Impact of Poliofs		Identity and Experience (making sense of who w	e are), Meaning and Purpose
Impact of Beliefs		Commitments (making sese of right and wrong)	
Autumn 1	Autumn 2	Spring	
Theme: Community	Theme: Legacy & Impact	Theme: Citizenship	Then
Dom	nains:	Domains:	
 Authority and Belief 		- Authority and Belief	- Authority and Belief
- Expression of Beliefs		- Expression of Beliefs	- Expression of Beliefs
- Impact of Beliefs		- Impact of Beliefs	- Impact of Beliefs
	oncepts:	Key Concepts:	
- Thinking About Religion and Beli	iefs and Enquiring, Investigating and	- Thinking About Religion and Beliefs and Enquiring, Investigating and	- Thinking About Religior
Interpreting		Interpreting	Interpreting
- Beliefs and Teachings (what people believe), Practices and Lifestyles		- Beliefs and Teachings (what people believe), Practices and Lifestyles	- Beliefs and Teachings (
(what people do) and Expression and Language (how people express		(what people do) and Expression and Language (how people express	(what people do) and E
themselves)		themselves)	themselves)
- Identity and Experience (making sense of who we are), Meaning and		- Identity and Experience (making sense of who we are), Meaning and	- Identity and Experience
Purpose (making sense of life) and Values and Commitments		Purpose (making sense of life) and Values and Commitments	Purpose (making sense
(making sese of right and wrong		(making sese of right and wrong)	(making sese of right a
End Point:	End Point:	End Point:	End Point:
Community	Legacy & Impact	<u>Citizenship</u>	Gender & Equality
Enable our pupils to make a	Children learn about a range of	Our aim is that our children gain an understanding which allows them	The teaching and learning
positive impact on their own lives	major world faiths; although	to develop positive attitudes, wonder, respect and tolerance and will	tolerance, liberty and the
and the communities in which	more emphasis is placed upon the	enable them to live successfully in a multi- faith society that is	matter of their chosen ger
they live. Know that they can	faiths of Christianity and Islam.	reflected within Britain today	and they have rights which
make positive contributions to	To gain knowledge, insight and	The fundamental British values are reflected in the teaching and	
their community and understand	experiences of different world	learning therefore promoting: mutual respect, democracy, tolerance,	
their place within the community.	religions which will allow children	liberty and the rule of law.	
Know that school is a central part	to provide answers to key		
to the local community- children	questions, be able to participate		
can recognise how school	in discussions (sharing knowledge		

more emphasis placed upon the faiths of develop positive attitudes, wonder, respect and t on their own lives and the communities in

reting

people do) and Expression and Language (how

ose (making sense of life) and Values and

Summer

eme: Gender and Equality

Domains:

Key Concepts:

ion and Beliefs and Enquiring, Investigating and

(what people believe), Practices and Lifestyles Expression and Language (how people express)

nce (making sense of who we are), Meaning and use of life) and Values and Commitments t and wrong)

g promote: mutual respect, democracy, e rule of law. Children understand that no ender they are as equal as any other person ich they are entitled to exercise and practice.

moral stories and other forms of religious expression-To identify how religion and belief is expressed in different waysmoral stories and other forms of religious expression-To identify how religion and belief is expressed in different waysmoral stories and other forms of religious expression-To identify how religion and belief is expressed in different waysmoral stories and other forms of religious expression-To identify how religion and belief is expressed in different waysmoral stories and other forms of religious expression-To identify how religion and belief is expressed in different waysmoral stories and other forms of religious and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and beliefs-To identify iniliarities and differences in features of religions and other forms of religions expression-To recognise startes of religions and other forms of religious expression-To identify iniliarities and differences in features of religious stories-To recognise stories religious expression	What How and Why is D Year 1 all features of religious, spiritu stories and other forms of religion ognise and name features of r liefs
and children within it are safe and respected. religions. Christianity What does it mean to belong in Christianity? B, IoB, EoB Why is Jesus special to Christians? B, A What do Christians beleve about God? B What does it mean to belong to Islam? B, A. Image: Stamp of the	What How and Why is D Year 1 all features of religious, spiritu stories and other forms of reli sion ognise and name features of r liefs ntify what they find interestin
 texpected. Christianity What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. What does it mean to belong to Islam? B, A. To recall features of religons.spitule and more atories and other form of religons expression in different ways. To Isedity its mainties and differences in features of religons approximation and other form of religons expression in difficult to answer To recall features and there form of religons expression in this mean expression in this own expression spitule and more atories and other form of religons expression in this own expression spitule and more atories and other form of religons expression in this own expression spitule and more atories and other form of religons expressio	all features of religious, spiritu stories and other forms of reli sion ognise and name features of r liefs ntify what they find interesting
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What do Christians believe about God? B Image: Construction of the construction	Year 1 all features of religious, spiritu stories and other forms of reli- sion ognise and name features of re- liefs ntify what they find interesting
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ChristianityIslamWhat does it mean to belong in Christianity? B, IoB, EoBWhat does it mean to belong to Islam? B, A.How do Hind	dus show belonging? B, EoB, I
	ndus believe? B,A hy is Diwali special for Hindus
Know the Bible is a special book. Eid is the celebration.	
	eve in one god. presented in many forms and i
	nd know the story of Svetaketi ory and Ganesh and how he go
Christians believe in God and Jesus The important	nce of the home and the fami
	; love; loyalty and respect with happens in a Hindu baby nami
belong and c	care. (rahki bracelet).
	ali? Celebrate Diwali. celebrate Diwali at home and
Read understand and recall events from the Easter story.	
What gifts do people give? Remember Jesus died on the cross – crosses are a sign of belief in God and Jesus.	ualeducation org/library/stor
What gifts did Jesus receive? Who gave Jesus gifts? Remember Jesus died on the cross and rose again. https://www Gifts from the shepherds sita/zdtmnrc sita/zdtmnrc	tualeducation.org/library/stor
Gifts from the three kings. https://www	v.bbc.co.uk/teach/class-clips-v
	v.bbc.co.uk/teach/class-clips-v <u>d</u> v.bbc.co.uk/bitesize/guides/zk
https://request.org.uk/festivals/christmas/the-story-of-christmas/ first Christmas Festival of Di	v.bbc.co.uk/teach/class-clips-v

Hinduism dus show belonging? B, EoB, IoB at do Hindus believe? B,A Diwali special for Hindus? B, A, EoB.



Year 2 To retell religious, spiritual and moral stories ritual and religious To identify how religion and belief is expressed in different ways of religions To identify similarities and differences in features of religions and beliefs To recognise that some questions about life ting and are difficult to answer orms of To ask questions about their own and others' feelings and experiences ious stories To identify possible meanings for symbols and other forms of religious expression life and To retell religious stories and identify some ols and religious beliefs and teachings To identify some religious practices, and know that some are characteristic of more than one ence and lied religion sting or To suggest meanings in religious symbols, language and stories died oncern to To respond sensitively to the experiences and feelings of others, including those with a faith studied To realise that some questions that cause people to wonder are difficult to answer To respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong

oB, IoB

ndus? B, A, EoB.

and images.

aketu).

ne got his elephant head.

family in developing Hindu values e.g. care for all living things; honesty; within the extended family.

naming ceremony. (whisper, honey.) Know how Hindus show they

and in the mandir.

/story/svetaketu

ips-video/religious-studies-ks1-the-hindu-story-of-rama-and-

 es/zk4dtfr/revision/1
 Baby naming- information

 es/z43v382
 Hinduism information

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