

RE Long Term Plan

EYFS Long Term Plan

Religious Education is included in several areas of the EYFS Curriculum:

- Communication and Language: Listening and attention, speaking
- Expressive arts and design: Being imaginative
- PSED: Making relationships, Managing feelings and behaviour, self-confidence and self-awareness
- Understanding the world: People and communities, the natural world

EYFS	Cycle A (2023-4)			Cycle B (2024-5)		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Special People Special Times	Special Places Special Times	Special Books Special Things	Special People Special Times	Special Places Special Times	Special Books Special Things
	Understanding the World	Understanding the World	Understanding the World	Understanding the World	Understanding the World	Understanding the World
	Special People	Special Places	Special Books	Special People	Special Places	Special Books
	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Identify people who are important to them at home, in school and in the community; • identify what they do; the clothes they wear; • talk about members of immediate family in more detail; • talk about past and upcoming events with their immediate family; • talk about jobs and roles people have in society; • Share likes and dislikes, similarities and differences; • Understand that events/celebrations take place at specific points of the year. <p>Enrichment: Invite people from the local community in with different jobs and roles.</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Identify places special to children’s lives; • explore places such as a church, mandir, temple, synagogue, gurdwara, mosque; • look at cut-outs/pictures of places of worship and what happens there; • explore virtual/actual visits to community places of significance including in school, memorials and plaques; • meet people from different cultural communities either in school, their special place or virtually. <p>Key vocabulary: Earth, church, temple, mandir, mosque, synagogue, gurdwara.</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • explore special books such as the Bible. Ramayana (Rama and Sita), Torah, Guru Granth Sahib Ji-Living Gura, Qur’an, and prayer beads • stories from different faiths and cultures across the world. <p>Key vocabulary: Bible, Ramayana, Qur’an, Torah and Guru Granth Sahib Ji.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p style="text-align: center;">Special Things</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • explore Christingles, crosses and candles (Christianity); • explore murti and diva lamps (Hindu); 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Identify people who are important to them at home, in school and in the community; • identify what they do; • identify the clothes they wear; • talk about members of immediate family in more detail; • talk about past and upcoming events with their immediate family; • talk about different jobs and the roles people have in society; • Share likes and dislikes; • share some similarities between; • Understand the events/celebrations take place at specific points of the year. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Identify places special to children’s lives; • explore places such as a church, mandir, temple, synagogue, gurdwara, mosque; • look at cut-outs/pictures of places of worship and what happens there; • explore virtual/actual visits to community places of significance including in school, memorials and plaques; • meet people from different cultural communities either in school, their special place or virtually. <p>Key vocabulary: Earth, church, temple, mandir,</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • explore special books such as the Bible. Ramayana (Rama and Sita), Torah, Guru Granth Sahib Ji-Living Gura, Qur’an, and prayer beads • stories from different faiths and cultures across the world. <p>Key vocabulary: Bible, Ramayana, Qur’an, Torah and Guru Granth Sahib Ji.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p style="text-align: center;">Special Things</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • explore Christingles, crosses and candles (Christianity); • explore murti and diva lamps (Hindu);

	<p>Key Vocabulary: Christian, Muslim, Hindu, Sikh, Buddhist, Jewish, Jesus, Vicar, Buddhist monks, Hindu/Sikh pandit, Muslim imam, Muhammad (pbuh) Jewish rabbi.</p> <p>Key Concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Special Times</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • mark times special for the school or setting; • explore birthday and achievement assemblies; • explore festivals and celebrations, local and specific to faith and community groups across the world; • find out about naming ceremonies and ways to mark special times of life (baptisms and weddings) • listen to music associated with special times. <p>Key vocabulary: Christmas, Easter, Shrove Tuesday, Remembrance Day, Harvest, Diwali, Eid ul Fitr, Hannukah, rangoli patterns, Guru Nanak Jayanti.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Enrichment: Visits and visitors.</p>	<p>Key Concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Special Times</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • mark times special for the school or setting; • explore birthday and achievement assemblies; • explore festivals and celebrations, local and specific to faith and community groups across the world; • find out about naming ceremonies and ways to mark special times of life (baptisms and weddings) • listen to music associated with special times. <p>Key vocabulary: Christmas, Easter, Shrove Tuesday, Remembrance Day, Harvest, Diwali, Eid ul Fitr, Hannukah, rangoli patterns, Guru Nanak Jayanti.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Enrichment: Visits and visitors.</p>	<ul style="list-style-type: none"> • explore lotus flower and prayer wheel (Buddhism); • explore star of David (Judaism); • explore Ik Onkar and khanda (Sikhi); • explore star and crescent (Islam); • look at special things for worship. <p>Key vocabulary: cross, lotus flower, prayer wheel, murti, prayer mat, star of David, five Ks and turban.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Enrichment: Visits and visitors.</p>	<p>Enrichment: Invite people from the local community in with different jobs and roles.</p> <p>Key Vocabulary: Christian, Muslim, Hindu, Sikh, Buddhist, Jewish, Jesus, Vicar, Buddhist monks, Hindu/Sikh pandit, Muslim imam, Muhammad (pbuh) Jewish rabbi.</p> <p>Key Concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Special Times</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • mark times special for the school or setting; • explore birthday and achievement assemblies; • explore festivals and celebrations, local and specific to faith and community groups across the world; • find out about naming ceremonies and ways to mark special times of life (baptisms and weddings) • listen to music associated with special times. <p>Key vocabulary: Christmas, Easter, Shrove Tuesday, Remembrance Day, Harvest, Diwali, Eid ul Fitr, Hannukah, rangoli patterns, Guru Nanak Jayanti.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Enrichment: Visits and visitors.</p>	<p>mosque, synagogue, gurdwara.</p> <p>Key Concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Special Times</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • mark times special for the school or setting; • explore birthday and achievement assemblies; • explore festivals and celebrations, local and specific to faith and community groups across the world; • find out about naming ceremonies and ways to mark special times of life (baptisms and weddings) • listen to music associated with special times. <p>Key vocabulary: Christmas, Easter, Shrove Tuesday, Remembrance Day, Harvest, Diwali, Eid ul Fitr, Hannukah, rangoli patterns, Guru Nanak Jayanti.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha.</p> <p>Enrichment: Visits and visitors.</p>	<ul style="list-style-type: none"> • explore lotus flower and prayer wheel (Buddhism); • explore star of David (Judaism); • explore Ik Onkar and khanda (Sikhi); • explore star and crescent (Islam); • look at special things for worship. <p>Key vocabulary: cross, lotus flower, prayer wheel, murti, prayer mat, star of David, five Ks and turban.</p> <p>Key concepts: Creation, Incarnation, Salvation, God, Allah, Oneness of God, Buddha</p> <p>Enrichment: Visits and visitors.</p>
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Understanding Christianity	Understanding Christianity	Understanding Christianity	Understanding Christianity	Understanding Christianity	Understanding Christianity	Understanding Christianity
	<p>Incarnation Unit F2 Incarnation p8 Why do Christians perform Nativity plays at Christmas?</p>	<p>Salvation Unit F3 Why do Christians put a cross in an Easter garden?</p>	<p>Creation Unit F1 Why is the word God so important to Christians?</p>	<p>Why is the word God so important to Christians? Incarnation Unit F2 Incarnation p8 Why do Christians perform Nativity plays at Christmas?</p>	<p>Salvation Unit F3 Why do Christians put a cross in an Easter garden?</p>	<p>Creation Unit F1 Why is the word God so important to Christians?</p>

RE Long Term Plan (Year 1/2)

RE KS1 Cycle A (2023-24) Christianity, Islam, Judaism and Humanism		
Autumn	Spring	Summer
2:1 Lead Us Not Into Temptation	2:2 Believing	2:3 Question, Questions
<p>Key Question – Right or wrong? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • When do we have to make choices? • What different choices might we make? • What are our difficult choices? • What are temptations; how do we deal with them? • How do we know what is right and wrong? •What does it mean to be ‘good’? • What is the purpose of rules? • Is it worth doing good things if nobody sees you? • How might a faith member respond to this question? • Is it ever right to steal or tell lies? • What do sacred books say about how to treat others? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • listening to a faith story such as The Garden of Eden, Jesus’ Temptations, The Good Samaritan; • re-enacting a faith story about a moral dilemma – link to Talk for Writing; • holding a community of enquiry (P4C) to raise questions about one of the faith stories; • hot seating a character from The Good Samaritan and exploring the choices made; • what faith stories teach faith members about moral choices; • the words of the Christian Lord’s Prayer and the line “Lead us not into temptation....” • how we can show responsibility and consider the needs of others and the wider community; • revisiting the Golden Rule (Unit 1.1) and thinking about how it applies to our treatment of others; • when is it “not fair”? • what two different faiths say about how we should treat each other and how we can live in communities that are just and fair. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • What is faith in action? • What are faiths doing within our local community? 	<p>Key Question – What is true? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What is ‘belief’? • What do I believe in? • Do others believe the same as me? • Why should we respect the beliefs of others? •What do Christians believe? • What do members of a different faith believe? • Do people who don’t follow a religion have their own beliefs? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • Optical illusions – is seeing believing? • Do we all see in the same way? • Artefacts linked to Christianity and another faith; can we work out what a faith member believes? • Asking a local faith member to show something that represents their beliefs. What are they committed to? <ul style="list-style-type: none"> • a simple version of the Lord’s Prayer and talk about what a believer might pray for (Godly Play) • a simple form of The Apostles’ Creed and a belief statement from another faith to identify what members believe • commitments made by significant people of faith underpinned by their beliefs, for example St Francis of Assisi, St Hilda, St Cuthbert, Mother Theresa (her prayer, ‘Make Us Worthy, Lord’) • commitments made by contemporary people of faith, such as Mo Farrah (to athletics), Malala Yousafzai (to girls’ education), Cat Stevens/Yusuf Islam (to music), Sachin Tendulkar (to cricket), Zac Goldsmith (to the environment), Dalai Lama (to peace and kindness), Jaspreet Kaur (to human rights) • commitments made by contemporary people devoting themselves to a cause, such as Greta Thunberg, Captain Sir Tom Moore, Marcus Rashford • how faiths and faith-based charities may work individually/together to help care for the world <p>Pupils could dive deeper by:</p>	<p>Key Question – What are the big questions? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • Who is God? • Where is God? • How was the world created? • Why do bad things happen? (including death, as appropriate) • Pose questions such as: Why don’t some people have enough food/shelter? • Why do earthquakes happen? Where do religious people look to find some answers to Big Questions? • Where do people without a religion get their answers? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • the biggest question they can think of, thinking especially about questions that no one can answer; • poems that ask lots of Big Questions; • ideas about where the world came from; • a non-religious or traditional story about how the world was created; • what we can learn from the ‘Just So’ stories by Rudyard Kipling; • puzzling questions; provide information about how Christians and members of another faith might answer these questions; • Who Put The Colours In The Rainbow? On YouTube. Discuss answers to the questions from different faith/world perspectives. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • Ask, think and talk about some Big Questions – truth, creation, God and life Read religious stories looking for clues; how may faith members answer some Big Questions? Interview faith members about their answers to some Big Questions <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • Is it important to ask Big Questions? Pupils suggest their own answers to some Big Questions; does this raise new ones? • Do we need to be able to answer every question? • How do people think we should care for the world? • What can we all do to make a difference? <p>Vocabulary: universe, cycle of life</p>

<ul style="list-style-type: none"> • Is right always right, and wrong always wrong? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • How do we feel when we make the right choices? • How do we feel when we realise we have made the wrong choices? • What can we do if we make the wrong choices? • Can we always put things right? • What would a person of faith do to make things better? • What is there always more room in the world for? <p>Vocabulary: consequence, good, evil, fairness, moral choices, Adam & Eve, temptation</p> <p>Concepts: gospel, right and wrong</p> <p>Enrichment: Visits/visitors</p>	<ul style="list-style-type: none"> •Considering the similarities and differences in the beliefs of people of different faiths focussing on an aspect such as prayer • Why may a piece of sacred writing be important to a believer? <p>Consider the hopes and beliefs expressed in the prayer of St Francis of Assisi, the hymn Make Me a Channel of Your Peace Recognise the Christian beliefs in Mother Theresa’s Prayer Is it important for everyone to believe in something?</p> <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> •Reflect on why Jesus is inspirational to Christians today • Why is a key figure inspirational to members of another faith? • Where do faith members get their beliefs and values? • Where do mine come from? • How do faith members show their beliefs through commitment; how do I show my beliefs and commitment? <p>Vocabulary: named characters and artefacts from chosen faiths, prayer</p> <p>Concepts: God, sacred, holy, belief, religion</p> <p>Enrichment: Visits/visitors</p>	<p>Concepts: God, creation</p> <p>Enrichment: Visits/visitors</p>
Understanding Christianity	Understanding Christianity	Understanding Christianity
<p>Links to Understanding Christianity Unit 1.1 God Unit 2A.1 Creation/Fall p.4-5 Unit 2A.4 Gospel KS1 Christmas unit 1:3 Incarnation</p>	<p>Links to Understanding Christianity Unit 1.4 Gospel Unit 1.5 Salvation</p>	<p>Links to Understanding Christianity Unit 1.1 God Unit 1.2 Creation</p>

RE KS1 Cycle B (2024-5) Christianity, Islam, Judaism and Humanism

Autumn	Spring	Summer
1:1 Belonging	1:2 Worship	1:3 What a Wonderful World
<p>Key Question – Who belongs Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • How do we show belonging? • How do we know if someone belongs to a club or group? • Can anyone belong to every club or group? (ask for reasons) • What does it mean to belong to a religion? • How does a child in a faith family show belonging? • What do they wear/do to show they belong? • How do they become a member of their faith? • What do Christian symbols and artefacts tell us about what people believe? • What is a promise? • What promises might a faith member make? • Is it ever right to break a promise? • Do we need rules? Where do faith members find their rules for living? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • personal relationships among family, friends and in school life; • what makes a family, exploring different models, including marriage; <ul style="list-style-type: none"> • belonging to a faith family; • looking at the pattern of a faith life and what it means to believe and belong; • shared values; • rules for family, school, friendship and faith groups; • the importance of keeping promises when making a commitment; • items faith members might wear/own to show their faith and learn about their meaning; explore why faith members might find it important to wear particular items at certain times; • video clips showing how people mark important times in life - baptism, naming ceremonies and welcoming a baby, wedding; • stories from sacred texts that contain 'golden' rules for living; • rules for living within the Bible and other sacred texts and identify links between religious rules and rules in school. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • Interview a faith member about how the impact of belonging to their faith guides their life and determines how they treat others 	<p>Key Question – Why worship? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • Looking at how people worship in different Christian traditions: • What is worship? Where can people worship? At home? At a place of worship? • What places of worship are in the community/wider area? • Why is music often important to worship? • What happens in a church? What happens in another place of worship? Who goes there? Why? • Who looks after the place of worship? • Who leads worship? What do they wear? What do they do? How do they prepare for worship? What objects do you find in a church? • What objects do you find in another place of worship? • How are sacred texts treated? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • the idea that a place of worship is special to a group of believers; • different ways people may worship; • photos illustrating worship in homes and in other places; identify and name objects used; • the use of holy books, prayer and service books; • how religious artefacts are used in places of worship and at home; • special clothes people might wear in a place of worship; • stories from different faiths which have similar messages; • visiting a place of worship and look at how the different parts are used, or make a virtual tour. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • Listening to religious music and discuss what it might mean to a believer; reflect on the style & mood of different types of religious music. Plan questions to ask a worshipper about what they do in their place of worship and/or at home and why <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • the special atmosphere in a place of worship or another sacred place; • what makes a holy book special; • feelings when watching or participating in an act of worship. <p>Vocabulary: churches and other places of worship, features of the building, holy days</p> <p>Concepts: gospel, worship, sacred</p>	<p>Key Question – Why is the world special? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • How is the Earth precious; what is wonderful about it; where did it come from? • How do people treat precious things differently? • Where do sacred stories come from? • What do Christians believe about God and creation? • What do you think Christians learn from this story? • What stories do other religions tell about the creation of the world? • What do these stories teach their followers? • Why should we look after the Earth? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • listening to Louis Armstrong’s ‘What a wonderful world’; talk about what pupils think makes our world wonderful; • exploring a natural area, park or nature reserve, let pupils find things they think are wonderful, encourage them to give reasons for their choices; • making a display/discovery table of wonderful things, say how and why they are wonderful; • giving time for children to respond in a creative way to what they think is wonderful about the world; encourage them to ask questions and record these for discussion; • unpacking the concept of creation, looking at familiar objects and considering how they are made, if they have a purpose; what attributes their maker might have; • the Christian / Jewish creation story (UC suggests a guided visualisation for this activity and includes a resource in Unit 2A.1); stimulate responses and encourage pupils to ask questions about it the Hindu or Islamic creation account; encourage pupils to ask questions about it; • poems, prayers and hymns about creation and the way they describe the world; • including the ‘Big Bang’ theory if raised by pupils; • where stories linked to creation may be found, including in artworks, music, dance and drama. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • talk about why there are different creation stories;

<p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • Respond and express feelings about belonging to groups at school, home and elsewhere Talk about how belonging to a faith gives members a sense of identity <p>Vocabulary: religion, life values, rules, naming ceremonies, promises</p> <p>Concepts: belonging, commitment, faith, community, ritual, worldview</p> <p>Enrichment: Visits/visitors</p>	<p>Enrichment: Visits/visitors</p>	<ul style="list-style-type: none"> • talk to faith members and find out why the creation story is important to believers What do people with a non-religious worldview believe about how the world began? • look at a piece of art and suggest what the artist is trying to convey Listen to/watch a piece of creation music; what feelings does it arouse? https://www.youtube.com/watch?v=nxdv2hxg1HQ <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • reflect on the different ways in which people express their ideas about creation; • look at diversity in the natural world and uniqueness in creation and demonstrate appreciation of this. <p>Vocabulary: environment, climate, world, universe, precious, care</p> <p>Concepts: creation, God, sacred, peace</p> <p>Enrichment: Visits/visitors</p>
<p>Understanding Christianity</p>	<p>Understanding Christianity</p>	<p>Understanding Christianity</p>
<p>Links to Understanding Christianity FS2/Unit F2 Incarnation p.8 Unit 2A.3 Incarnation/God, p.2-3 Unit 2A.2 People of God p.3 KS1 Christmas unit.</p>	<p>Links to Understanding Christianity Unit 1.1 God p.3 (types of Christian prayer) Unit 1.4 Gospel p.2-5 KS1 Easter unit.</p>	<p>Links to Understanding Christianity Unit 1.2 Creation Unit 2A.1 Creation/Fall p.2</p>

RE Long Term Plan (KS2)

RE Cycle A (2025-6) Christianity, Islam, Buddhism and Humanism		
Autumn	Spring	Summer
3:1 Remembering	3:2 Founders of Faith	3:3 Sacred places
<p>Key Question – Why remember?</p> <p>Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What does (religious festival/observance) remember? • Why do people celebrate religious and cultural events? • What happens at a named religious celebration or festival? • Who takes part in a festival and why? • What actions or rituals are performed at a celebration or remembrance? • What do different religious celebrations or remembrances have in common? • How might a believer feel a sense of belonging when participating in a festival or a ritual? • How do faith members use symbols and artefacts within their celebrations and how might this affect the way they behave or feel? • Are all festivals happy and joyous? • When is remembrance a happy time and when is it a sad time? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • why people often feel that it is important to remember; • a seasonal community festival such as Harvest or Sukkot and the meaning behind it;; • two religious celebrations from different faiths - readings, singing, food, actions • the use and meaning of symbols and artefacts in different faiths associated with celebrations or festivals interviewing a faith member about how they celebrate religious celebrations and festivals; explore how they promote a sense of belonging to the community; • festivals of remembering such as Remembrance Sunday, Pesach, Dia de los Muertos (Day of the Dead), All Souls Day; • a remembrance ceremony and discuss ritual elements such as reflective silence, words and music, the laying of poppy wreaths and crosses, visiting graves. <p>Pupils could dive deeper by:</p>	<p>Key Question – Who, what and when?</p> <p>Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What makes a good leader? • Who are the key religious figures for Christianity and other faiths? • What did they teach their followers to believe and to do? • Where do we find these teachings? What did those figures do in their lives? • How did people respond to their deeds and words? • How does a person’s faith influence the way they live? • How do the teachings of a faith founder impact on wider society? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • the characteristics of a good leader; • what it means to be the ‘founder’ or leader of a group or a team • the founders of Christianity and other faiths and the ways they inspired people to follow them; • the life of Jesus and his teaching; • making links between the teaching of Jesus and other leaders of faith; • the impact of faith teachings on the world today; • the ways in which art depicts founders of faith. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • What is the relevance of Jesus for people today? • explore the meaning of a parable Jesus taught; • Which religions other than Christianity recognise Jesus as an important teacher? • What aspects of living a faith might be the hardest and why? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • share thoughts and feelings when hearing the teaching in a story from a holy book; • express thoughts about whether the teachings of faith founders can change lives for the better and guide followers. <p>Vocabulary: founder, leader, teaching, values</p> <p>Concepts: gospel, authority, faith</p> <p>Enrichment: Visits/visitors</p>	<p>Key Question – What is sacred?</p> <p>Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What does the word ‘sacred’ mean? • What makes a place sacred? • How is it used? How can a place be a form of religious or spiritual expression? • Why are some places special enough to merit a long journey? • Why are some buildings considered sacred? • What happens there? • How do faith members show respect when they are in a sacred place? • What rituals are part of worship? • What symbols or artefacts can be found in a sacred building or space and what meaning do they have? • How do symbols and artefacts in rites of passage represent belief? • Why do people choose to mark milestones in their life in a sacred place? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • sacred places and why people go there • visiting a local sacred place or place of worship; find out what happens there • visiting a contrasting worship space for a different faith or access a virtual tour online • photos / video clips of people involved in routines and rituals, secular and non-secular (such as New Zealand’s All-Blacks rugby team performing the Haka) • the symbols of rites of passage for two different faiths; explore similarities and differences • talking to religious leaders to find out about their role in rituals and the symbols they wear or use • observing and identifying ritual within a ceremony • how shared religious rituals mark life’s milestones and give a sense of identity and belonging <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • discuss why religions may build places of worship when they believe God is everywhere; • explore how activities in a place of worship build a sense of community;

<ul style="list-style-type: none"> • explore the importance of celebrations and festivals in the life of school and local community; • talk the importance of national commemorations, such as the Festival of Remembrance and the Fifth of November. <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • reflect on the meanings of the stories which underpin festivals of remembering; • talk about feelings after participating in a remembrance ceremony; • How would we wish to be remembered? • respond to music linked to both happy and sad occasions. <p>Vocabulary: festival, celebration, remembrance</p> <p>Concepts: belonging, ritual, peace, universal</p> <p>Enrichment: Visits/visitors</p>		<ul style="list-style-type: none"> • compare religious rituals and rites of passage from different faiths; consider how they express the beliefs of faith members. <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • reflect on feelings of faith members when in a sacred space; • record personal responses when visiting special places; • express thoughts about the importance of rituals for faith members Think about the difference it makes to celebrate milestones of life in a sacred place. <p>Vocabulary: sacred places, ceremony, symbols, artefacts, milestones of life – marriage</p> <p>Concepts: sacred, holy, belief, worship</p> <p>Enrichment: Visits/visitors</p>
<p style="text-align: center;">Understanding Christianity</p>	<p style="text-align: center;">Understanding Christianity</p>	<p style="text-align: center;">Understanding Christianity</p>
<p>Links to Understanding Christianity Unit 2A.6 Kingdom of God Christmas unit: LKS2 Y3; UKS2 Y5</p>	<p>Links to Understanding Christianity Unit 2A.4 Gospel Easter unit: LKS2 Y3; UKS2 Y5</p>	<p>Links to Understanding Christianity n/a</p>

RE Cycle B (2026-27) Christianity, Islam, Buddhism and Humanism

Autumn	Spring	Summer
4:1 Communities	4:2 People who inspire us	4:3 Our world
<p>Key Question – Where is religion? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What is meant by ‘community’? • Where is there evidence of religion in the locality? • How diverse is the local community? • Why do people belong to different groups? • What are the responsibilities of belonging? • Are there rules and values to keep? • Does belonging to a group, including a religion, give people a sense of identity? • How might a member of a religious group make a difference within the wider community? • How might this be different for a non-religious person? • What impact does religion have on communities? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • the local community and what happens there – celebrations, events, processions, activities; can we tell which have a religious context? • using an Ordnance Survey map and/or Google maps to explore the local area and identify the diversity of religion and culture; • the symbols and logos seen in the community and what they represent; • ways in which members of the community gain a sense of identity, belonging and unity; • similarities and differences between the beliefs of different religions in the community; <ul style="list-style-type: none"> • inviting people, including faith members, to talk about where their values come from; • investigating one or two religions in some depth. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • What is the contribution of religions to the community? • Does religion make a difference? • Consider the key values from at least two different faiths and how these influence a believer’s way of life Investigate where non-religious people get their values <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • How does a set of religious or non-religious beliefs provide a code for living? • What freedom of choice does a believer have? 	<p>Key Question – What makes a saint? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What is a saint? • How does a person become one? Where are saints’ names found in the local community? • Who might be the saints and heroes of the local community? • How are local or national saints remembered? Why? • Are all saints Christian? • What title is given to the ‘saints’ of other faiths? • What inspires some people to commit their lives to an altruistic cause? • What can we learn about commitment from the lives of significant people of faith? • Do you have to be religious to commit to a cause? • What impact may a person’s actions have on the lives of others? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • people of faith who have shown great commitment to a cause; • whether these people might be saints, or are they heroes? Is there a difference? • the life and work of a (local) saint; consider why they were made a saint; what are the key characteristics of a saint? • local newspapers for ‘acts of faith’ demonstrating commitment to the community; • the actions of a historical Christian and a modern-day hero; • the life-changing events of significant people of faith and their impact; • significant people who demonstrate commitment to a cause; actions to relieve poverty by different faith groups; • Whether the gurus are saints? <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • consider what influences and inspires people to commit to a cause; • express thoughts about the actions of some people that change lives for the better and influence others; • Do you have to be religious to commit to a cause? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • reflect on the heroes and ‘saints’ at a local community, national and global level, including people in the modern world; • suggest someone who deserves a ‘heart of gold’ award Consider the significance of a local saint or person who has worked hard for the local community; what were their motives and what long-term impact have they had? • choose a poem, prayer, song, teaching or quote of a significant person of faith - share thoughts about its teaching; what impact did 	<p>Key Question – Who cares? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • Where did the Earth come from? • Is it sacred? What do different faiths say about sacredness of life? • How do faith members interpret creation stories? • Who is god? • How do different religions describe god? • How does belief in a Creator God influence believers’ lives? • What is meant by stewardship of the Earth? • What do holy books say about care for animals and showing respect for the world? • How can we better care for the world? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • pupils’ concepts of ‘creation’ and ‘stewardship’; where do these ideas come from? • images of Earth from space and images of other planets and galaxies; • how small, big, simple or complex creation can be; the environment; express responses to creation; explore images of patterns/colours in nature; • creation stories from different faiths, identifying similarities and differences; • the writers’ inspiration for songs and psalms of creation attributes of god in statement of faith, such as Sikh Mool Mantar, Christian Apostles’ Creed, Muslim Shahada, Jewish Shema; • non-religious/other viewpoints about creation such as aboriginal dreamtime stories; • scientific views on how Earth was created • a ‘stewardship walk’ around the school environment looking out for places that need more careful stewardship; in what ways could they be improved? • local and national environmental projects and the impact that they are having; what influences people involved in such projects? • pupils’ own impact on the environment; what more can we do to care for the world around us? <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • consider ways creation is celebrated in society; • What duty do we all have to look after the Earth? • Investigate man's dependence on Earth's resources, considering the responsibility and challenge for us all;

<ul style="list-style-type: none"> • What may unite different religious communities? <p>Vocabulary: religion, identity, values, multicultural, diversity</p> <p>Concepts: People of God, religion, community, spiritual, unity</p> <p>Enrichment: Visits/visitors</p>	<p>their teaching have in their lifetime and what impact might their teachings have now?</p> <ul style="list-style-type: none"> • Who or what inspires us, why? <p>Vocabulary: saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom</p> <p>Concepts: commitment, spiritual, belief, right and wrong</p> <p>Enrichment: Visits/visitors</p>	<ul style="list-style-type: none"> • How do humans treat Earth? • What impact is this having? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • identify something in the natural world which gives a sense of awe and wonder; appreciate different aspects of creation; marvel at the adaptation of living things to their habitats – accident or design? • discuss the concept of man's responsibility to share the world's resources; • reflect on stories, songs and psalms of creation; • consider the shape of the individual 'footprint' pupils hope to leave on the Earth. <p>Vocabulary: stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches</p> <p>Concepts: creation, worldview</p> <p>Enrichment: Visits/visitors</p>
Understanding Christianity	Understanding Christianity	Understanding Christianity
<p>Links to Understanding Christianity Unit 2A.2 People of God p.4-5</p> <p>Unit 2A.4 Gospel</p> <p>Christmas unit: LKS2 Y4; UKS2 Y6</p>	<p>Links to Understanding Christianity n/a</p> <p>Easter unit: LKS2 Y4; UKS2 Y6</p>	<p>Links to Understanding Christianity Unit 2B.2 Creation/Fall p.2-3</p>

RE Cycle C (2023-24) Christianity, Islam, Buddhism and Humanism

Autumn	Spring	Summer
5:1 Expressions	5:2 Faith in action	5:3 Pilgrimage
<p>Key Question – How is belief expressed? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What are some expressions of faith? • How can the arts express beliefs and ideas? • How do faith members creatively express their beliefs? • Where do people worship? • How are places of worship expressions of belief? • Is worship only one expression of faith? • When and where do faith members worship in silence? • What are common forms of expression in religious worship from different faiths? • How might a believer feel a sense of belonging when participating in worship? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • religious expression in all its diversity; • how religious buildings are expressions of faith in their shape and design; • different styles of music as expressions of faith, including singing in ‘gospel’ style; • different art forms expressing beliefs, including Islamic art, iconostasis, murtis, Buddhist thankas; • beliefs represented through the arts; • expressions of worship within different faiths and denominations; • talking to a faith member about personal religious expression and how it promotes a sense of belonging; • how people of faith express their spirituality; • the inspiration and spiritual impact of nature <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • question a faith member about how they express their religious beliefs; • discuss what might be described as ‘secular worship’ ; • Are gifts of money better than gifts of time or attention? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • reflect on a collection of symbols and artefacts; what do they say about the person who uses them? • reflect on the feelings that different forms of religious expression create, such as joy, hope, unity, belonging, peace. <p>Vocabulary: expression, spiritual, environment, identity, individual, symbol</p> <p>Concepts: People of God, gospel, worship, spiritual, community</p> <p>Enrichment: Visits/visitors</p>	<p>Key Question – What are the challenges? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • Who do we listen to? • Where do we get our beliefs from? • Who and what helps to shape them? • How can we discriminate between good and bad influencers? • What are the different key beliefs that stem from the teachings of faith founders? • How do faith-based charities exemplify faith teachings? • What is vocation? • Where does it come from? • Do you have to be religious to have a vocation? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • Investigate key beliefs from different religions and other worldviews in some depth; find out where they come from and their relevance for today in the practice of faith members. • explore similarities and differences between religious concepts such as: <ul style="list-style-type: none"> • Prayer • Goodness • The Fruits of the Spirit for Christians • Five Pillars of Islam • Service to others • The concept of unity in the Baha’i Faith • The Eightfold Path for Buddhists • Tawid and ummah for Muslims • The Communion of Saints for Christians • The concept of Covenant for Judaism and Christianity • Atman and karma for Sanatanis • The Khalsa and sangat • Think for yourself, act for everyone <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • investigate the meaning of dharma for Sanatanis, Sikhs and Buddhists; • consider the impact of faith on the actions of faith members from three different faith communities; • explore the influence that the media has on beliefs and the practice of religion today. <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • how do beliefs influence actions, and how do actions influence beliefs? 	<p>Key Question – Why pilgrimage? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What is pilgrimage? • Who goes and why? • How is a pilgrim different from a tourist? • Where are the sacred sites of pilgrimage for different faiths? • Why are they sacred? How does a pilgrim prepare for the journey? • What might they take with them? • What does a pilgrim do on their pilgrimage? • What might they leave at the site and what might they bring away with them? • How might a pilgrim feel at different stages of their journey? • What does pilgrimage mean to a believer? • What might be the lasting impact on their life? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • significant places in the local community, such as war memorials, memorial seats, parks, trees; • a virtual or real visit a local sacred site to find out why it is sacred; • world pilgrimage sites on a map and on the web; consider how to get there; • important places of pilgrimage for several faiths; why are they holy? • a guided visualisation of a pilgrim’s journey; • talking with someone who has been on pilgrimage to find out the impact pilgrimage made on them; • artefacts used by the pilgrim, their purpose and meaning; • rituals performed at sites of pilgrimage and before, during and after a pilgrimage; discover how those actions link to faith beliefs; • participating in a prayer walk, or making a pilgrimage to a labyrinth; • John Bunyan’s Pilgrims’ Progress and other stories of life-changing journeys; discuss the meaning of Christian’s story and consider the motivation and inspiration it brings to Christian believers <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • make an imaginary blog, tweet or video diary as a pilgrim; journal thoughts and impressions along the journey and assess the impact at the finish;

	<ul style="list-style-type: none"> • What inspires and influences my life? • How does it show in the way I live and what I do? <p>Vocabulary: teaching and key concepts for each religion, vocation, inspiration, influence</p> <p>Concepts: People of God, holy, belief, ethics & morality</p> <p>Enrichment: Visits/visitors</p>	<ul style="list-style-type: none"> • suggest reasons why some people think of life as a pilgrimage or journey Identify other stories of life-changing journeys and discuss their meaning. <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • reflect on why a pilgrimage is different from any ordinary journey; • reflect on feelings experienced by pilgrims and the impact of pilgrimage on their life; • consider the words of the hymn To Be A Pilgrim or One More Step and put them into modern form - what do they say today? <p>Vocabulary: festivals, rituals, journeys, sacred, pilgrim</p> <p>Concepts: holy, sacred, ritual</p> <p>Enrichment: Visits/visitors</p>
Understanding Christianity	Understanding Christianity	Understanding Christianity
<p>Links to Understanding Christianity Unit 2B.1 God p.2-3</p> <p>Christmas unit: LKS2 Y3; UKS2 Y5</p>	<p>Links to Understanding Christianity Unit 2A.2 People of God p.4-5</p> <p>Unit 2B.7 Salvation p.4</p> <p>Easter unit: LKS2 Y3; UKS2 Y5</p>	<p>Links to Understanding Christianity n/a</p>

RE Cycle D (2024-25) Christianity, Islam, Buddhism and Humanism

Autumn	Spring	Summer
6:1 Justice and freedom	6:2 Living a faith	6:3 Hopes and visions
<p>Key Question – Is it fair? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What does it mean to be fair? • Is justice the same as fairness? • Can one person make a difference to issues of social justice and global inequality? • What does freedom mean to people of different faiths and to those with no faith? • What would the world be like without forgiveness? • Is it easy to forgive? • What do different religions teach about forgiveness? • What might a Humanist say about forgiveness? • What is meant by reconciliation; how can people be reconciled? • How do people respect and relate to each other; what motivates that respect? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • how it feels to be treated differently; • the meaning of freedom to individuals and to different faith communities; • issues of personal, social and global injustice, looking at examples of how people of faith work to address issues such as those raised by the Holocaust (Shoah) what happens when people of faith are treated unjustly; • Joseph and his brothers (examples of justice, freedom, forgiveness and reconciliation); • Jesus’ teaching about justice and forgiveness: Sermon on the Mount; parables of the Good Samaritan and the Unforgiving Servant, Jesus healing the leper, Jesus speaking about the unfairly treated - women, children and non-Jews; • how following God can bring freedom and justice, according to Christian teaching; • how the teaching of forgiveness is central in two or more faiths; • the practice of restorative justice in school; • the ways in which a person of faith has demonstrated forgiveness and reconciliation and why; • the reconciliatory work of Corrymeela in Northern Ireland; • how seeds grow and what flowers of peace might look like; design a seed packet for ‘Seeds of Peace’ showing what they would look like when grown. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • Does making a moral choice mean the same as an ethical choice? 	<p>Key Question – What is identity? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What contributes to a sense of identity and belonging? • Does having a faith shape a person’s identity? • Can a person be spiritual without being religious? • Are names and titles important? How can life be described as a journey? • How do people of faith mark transitions in life? How do non-religious people mark these transitions? • Is it appropriate to call these transitions ‘milestones’? • How do rites of passage demonstrate identity and belonging for a person of faith? • What if there were no traditions to mark stages in life? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • what is meant by the term identity? • Can religion shape identity? • the different names and titles given to Jesus in the New Testament; what do they say about Jesus’ identity? • how Siddhartha Gautama got the title ‘Buddha’ • the steps taken by Buddhist boys towards becoming a monk • the metaphor ‘life as a journey’ and where the milestones may occur • how, as a Jewish boy aged 12, Jesus was taken to the temple by his parents for his Bar Mitzvah • a film clip of a Bar or Bat Mitzvah or read extracts from Bar Mitzvah Boy by Jack Rosenthal; what does this ceremony have to do with identity? <p>who and what influences someone to be who they are; what shapes identity?</p> <ul style="list-style-type: none"> • how coming together as a community contributes to a sense of identity and belonging; • how the rites of passage for three different faiths are similar. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • consider what a person says about themselves when they say “I am a... (Christian/Muslim/Sikh)” ; • explore the challenges in meeting new responsibilities at a new stage in life What are the challenges on a faith journey? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • Think about the importance of celebrating the milestones of life and the ways they may engender a sense of identity and belonging; 	<p>Key Question – What is life about? Pupils will learn to identify enquiry questions:</p> <ul style="list-style-type: none"> • What do people say life is about? • What is the purpose of our existence? • Who or what is God? • What do different people believe about the purpose of life? • What is similar, what is different? • What do religious and non-religious communities teach about how people should live their lives? • Is there something beyond this life? • Where does the soul go when you die? • Who am I? Who and what influences me? • What are my hopes for the world? <p>Pupils will enquire through:</p> <ul style="list-style-type: none"> • a Community of Enquiry to explore the key question; • who or what most influences our lives; what lessons of life do we learn from others or from our own experience? • how faith influences young lives and life choices; • different beliefs concerning the point of life and what’s to come; • what young people of different faiths and no faith say about themselves and their beliefs; are there similarities? • exploring reports of visions of life after death; • the Christian message of hope for the world through the resurrection of Jesus; <p>the purpose of life according to different worldviews, including Sanatana Dharma;</p> <ul style="list-style-type: none"> • clips from a film such as Soul and talking about what it means to ‘have soul’. <p>Pupils could dive deeper by:</p> <ul style="list-style-type: none"> • compare different ideas about the meaning of life and death from different religious and other perspectives; • What is the hope religions offer about life after death? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • identify what makes some questions ultimate; reflect on big questions in life; • share hopes and dreams and aspirations for the future and for the world <p>Vocabulary: purpose, meaning of life, mission, ambition, hope Concepts: God, creation, faith, peace, truth Enrichment: Visits/visitors</p>

<ul style="list-style-type: none"> • Is the teaching of Jesus relevant for people today? • Is personal freedom limited sometimes by the need to live in harmony with others? • Explore stories from different faiths about freedom of action and their relevance for people today Does harmony and reconciliation sometimes involve compromise? What might that look like? <p>Pupils will be taught to reflect about:</p> <ul style="list-style-type: none"> • What does freedom mean to me and my life? • What does it take to make a just society? • Why do peacemakers act as they do? • Do we Give Peace a Chance? Reflect upon how forgiveness and reconciliation can change the lives of both victim and perpetrator and change whole communities <p>Vocabulary: forgiveness, reconciliation, harmony, moral, ethical, parable</p> <p>Concepts: People of God, Kingdom of God, God, justice and freedom, authority, universal</p> <p>Enrichment: Visits/visitors</p>	<ul style="list-style-type: none"> • How does marking life’s milestones help people make the transition to the next stage? <p>Vocabulary: belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression</p> <p>Concepts: Kingdom of God, identity, spiritual, worship, belonging, religion</p> <p>Enrichment: Visits/visitors</p>	
Understanding Christianity	Understanding Christianity	Understanding Christianity
<p>Links to Understanding Christianity 2/2B.3 People of God p.5 2/2B.8 Kingdom of God p.4 (Unforgiving Servant) Christmas unit: LKS2 Y4; UKS2 Y6</p>	<p>Understanding Christianity Unit 2B.8 Kingdom of God Easter unit: LKS2 Y4; UKS2 Y6</p>	<p>Links to Understanding Christianity Unit 2B.7 Salvation (Y6) Unit 2B.3 People of God Unit 2B.3 Creation/Fall</p>

All year groups will complete a unit of work about Christmas and Easter from the agreed syllabus.