



Religious Education Whole School Long Term Plan

Long Term Planning for RE

Whole School Text Topic	EYFS	KS1	LKS2	UKS2
Traditional Tales, Myths and Legends	LAS EYFS Unit Myself LAS EYFS Unit Special people to me Incarnation UC F2 (core)	Thankfulness ½ (Christian Harvest and Jewish Sukkot) God	Hinduism - God Islam – God	Hinduism – Life Journey Islam - Life Journey
Other Worlds	LAS EYFS Unit Our special books Salvation UC F3 (core)	Places of Worship ½ (Church and Synagogue) Salvation	Big Questions ½ (Christian and Jewish) Salvation	Beliefs in Art ½ (Christian and Jewish) Salvation
Environment	Creation UC F1 (core) LAS EYFS Unit Our beautiful world	Creation Islam - God	Creation Pilgrimage ½ (Christian and Jewish)	Creation Creation
End of Year Assessment Questions – Cycle 1	What do you know about what Christians Believe? What do you know about what Jews believe? What do you know about Muslims believe?	What do you know about what Christians Believe? What do you know about what Jews believe? What do you know about Muslims believe?	What do you know about what Christians Believe? What do you know about what Jews believe? What do you know about Muslims believe? What do you know about what Hindus believe?	What do you know about what Christians Believe? What do you know about what Jews believe? What do you know about Muslims believe? What do you know about what Hindus believe?
Belonging	LAS EYFS Unit Myself LAS EYFS Unit Special people to me Incarnation UC F2 (core)	Thankfulness 2/2 (Christian Harvest and Hindu Holi) Incarnation	Hinduism – Community Islam – Community	Hinduism – Being Human Islam- Being Human

Religious Education Whole School Long Term Plan

Hope Triumph and Heroes	LAS EYFS Unit Our special books Salvation UC F3 (core)	Places of Worship 2/2 (Church and Mosque) Islam – Being Human	Pilgrimage 2/2 (Hindu and Muslim) God	God Incarnation
Change	Creation UC F1 (core) LAS EYFS Unit Our beautiful world	Islam –Community Islam – Life Journey	Incarnation Big Questions 2/2 (Hindu and Muslim)	Beliefs in Art 2/2 (Hindu and Muslim) Do You Have to Believe in God To Be Good?
End of Year Assessment Questions – Cycle 2	What do you know about what Hindus believe? What do you know about what Christians Believe? What do you know about Muslims believe?	What do you know about what Christians Believe? What do you know about Muslims believe? What do you know about what Hindus believe?	What do you know about what Christians Believe? What do you know about what Jews believe? What do you know about Muslims believe? What do you know about what Hindus believe?	What do you know about what Christians Believe? What do you know about what Jews believe? What do you know about Muslims believe? What do you know about what Hindus believe?

	AUTUMN1	AUTUMN2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS – Same Taught every year	LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i> Key Vocab Christian Muslim Jew Hindu God	LAS EYFS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i>	LAS EYFS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books]</i> Key Vocab Bible	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus God Easter Cross	Creation UC F1 (core) Why is the word ‘God’ so important to Christians? Key Vocab Christian God Creation Care Responsibility	LAS EYFS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i> Key Vocab Muslim Jew Hindu

Religious Education Whole School Long Term Plan

		Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key Vocab Vicar Imam Rabbi Jesus Muhammad God	Qur'an Torah			God Creation Care Responsibility Beautiful
Why this? Why now?	<i>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</i>	<i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.</i>	<i>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</i>	<i>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</i>	<i>This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.</i>	<i>Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.</i>
EYFS – Same taught every year	LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i> Key Vocab Christian Muslim	LAS EYFS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus,</i>	LAS EYFS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books]</i>	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus	Creation UC F1 (core) Why is the word 'God' so important to Christians? Key Vocab Christian God Creation	LAS EYFS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i> Key Vocab

Religious Education Whole School Long Term Plan

	Jew Hindu God	<i>Prophet Muhammad, vicar, imam, etc.]</i> Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key Vocab Vicar Imam Rabbi Jesus Muhammad God	Key Vocab Bible Qur'an Torah	God Easter Cross	Care Responsibility	Muslim Jew Hindu God Creation Care Responsibility Beautiful
Why this? Why now?	<i>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</i>	<i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.</i>	<i>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</i>	<i>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</i>	<i>This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.</i>	
KS1 CYCLE 1	LAS KS1 Additional Thankfulness (including Christianity) 1/2 [Must include at least one	God UC 1.1 (core) What do Christians believe God is like?	LAS KS1 Additional Places of worship (including Christianity) 1/2	Salvation UC 1.5 (core) Why does Easter matter to Christians? B1, B2	Creation UC 1.2 (core) Who do Christians believe made the world?	LAS KS1 Compulsory God – Islam [How is Allah described in the Qur'an?

Religious Education Whole School Long Term Plan

	<i>religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T3 Christian Harvest Sukkot	B1, B2 L3, L4a, L4b T1, T3	<i>[Choose three key objects, features or symbols and look at:</i> - <i>what they tell us about beliefs about God/humans/the world around them</i> - <i>how they are used in practice – i.e. what impact they have on the community</i> <i>Must include at least one religion/worldview other than Christianity and Islam]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3 Church Synagogue	L2, L3, L4a, L4b T1, T3	B1, B2 L3, L4a, L4b T1, T2, T3	<i>What do Muslims learn about Allah and their faith through the Qur'an?]</i> B1, B2 T1, T3
Why this? Why now?	Harvest in the Christian calendar. General time of thanks in the year after harvest. Different ways in which different religious people say thank you.	Children think about what Christians believe God is like and why Christians want to say thank you to God (builds on Harvest in previous term).	What churches can tell us about Christian belief in god, and then explore Muslim Mosques and Jewish Synagogues.	Easter in the Christian calendar. Children think about the link between the Trinity and God and Jesus.	Continuing to look at the Christian God and the Christian creation story. Use the Bible to learn the creation story.	Now children have learnt lots about the Christian God, they can compare this to the Muslim ideas of God. Link to understanding the Christian God through the Bible, look at how Muslims learn about God through the Qur'an.
KS1 CYCLE 2	LAS KS1 Additional Thankfulness (including Christianity) 2/2	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?	LAS KS1 Additional Places of worship (including Christianity) 2/2	LAS KS1 Compulsory Being Human – Islam [What does the Qur'an say about how Muslims	LAS KS1 Compulsory Community – Islam [What do Muslims do to express their beliefs?	LAS KS1 Compulsory Life Journey – Islam [What do Muslims do to celebrate birth?

Religious Education Whole School Long Term Plan

	<i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T3 Christian Harvest Holi	B1, B2 L2, L3, L4a, L4b T1, T3	<i>[Choose three key objects, features or symbols and look at:</i> <i>- what they tell us about beliefs about God/humans/the world around them</i> <i>- how they are used in practice – i.e. what impact they have on the community</i> <i>Must include at least one religion/worldview other than Christianity and Islam]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3 Church Mosque	<i>should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i>	<i>Which celebrations are important to Muslims?]</i> B2 L2, L3, L4a, L4b T1, T3	<i>What does it mean and why does it matter to belong?]</i> B2 L3, L4a, L4b T1, T3
Why this? Why now?	Harvest time in religious calendars. Different ways in which different religious people say thank you. (Make sure not to cover same knowledge content as Cycle 1)	Christmas in the Christian Calendar. Follows on from other religious festivals. Build on previous term by exploring why Christians would say thank you for Jesus.	Follow on from Nativity and performing the Nativity in the church, then discuss how places of worship are used in practise and their impact on the community. Muslim Mosques and Jewish Synagogues.	Follow on from how Muslims use Mosques and their impact on the community, how does the Qur'an guide Muslims to live their lives.	Follows on from the teachings of the Qur'an, how do Muslims express their beliefs and what celebrations are important to them. Should coincide with Ramadan and Eid-Al-Fitr	How do Muslims mark their life journey and celebrate birth and show they belong? Children will have built up quite a foundation of understanding about Islam by now.
LKS2 CYCLE 1	LAS KS2 Compulsory God – Hinduism	LAS KS2 Compulsory God – Islam	LAS KS2 Additional Big Questions <i>(including Christianity)</i>: Why do we celebrate?	Salvation UC 2a.5 (core)	Creation UC 2a.1 (core)	LAS KS2 Additional Pilgrimage <i>(including Christianity)</i> 1/2

Religious Education Whole School Long Term Plan

	<i>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i> B1, B2a T2, T3	<i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i> B1, B2a T2, T3	<i>[What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</i> B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3	Why do Christians call the day Jesus died 'Good Friday'? B1, B2a L2, L3, L4a, L4b T1, T2, T3	What do Christians learn from the creation story? B1, B2 L2, L3, L4a T2, T3	<i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i> B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3 Christian Jerusalem
Why this? Why now?	Children will have a good foundation of a Christian understanding of God from KS1, with some ideas about what Muslims believe. They can now begin to explore a further idea of the Hindu idea of God.	Children use their ideas about symbols and visual imagery from the Hindu religion to then learn about the same in the Muslim religion.	Children will just have celebrated Christmas and other celebrations during the dark - Hanukah and Diwali. Children use their thoughts about God from the last two terms and their ideas from KS1 to think about why any people celebrate. Incorporate visual imagery associated with celebrations.	Easter Time in the Christian calendar. Links to previous terms on celebration and also ideas of what God is and visual symbols and imagery – crosses. Think about the Trinity.	Following on from the previous learning in EYFS and KS1 and the previous term, children think about the Trinity and God as the creator.	Thinking about all they have learnt this year about what different religions understand about their God, and marking years and a life, consider why people might undertake a pilgrimage.
LKS2 CYCLE 2	LAS KS2 Compulsory Community – Hinduism <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship]</i>	LAS KS2 Compulsory Community – Islam <i>[How is Muslim worship expressed collectively? How does Muslim]</i>	LAS KS2 Additional Pilgrimage <i>(including Christianity)</i> 2/2 <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim]</i>	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? B1, B2a L2, L3, L4a, L4b T1, T2, T3	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? B1, B2a L2, L3, L4a, L4b T1, T2, T3	LAS KS2 Additional Big Questions <i>(including Christianity)</i>: What does it mean to live a good life? <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore]</i>

Religious Education Whole School Long Term Plan

	<i>and celebration build a sense of community?</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> B2a L1, L2, L3, L4a T2, T2	<i>worship and celebration build a sense of community?</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> B2a L1, L2, L3, L4a T2, T2	<i>pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i> Hindu Muslim			<i>whether 'good' means the same thing to everybody]</i> B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3
Why this? Why now?	Children have already learnt about Hindu understanding of God, they then get to explore how this belief is expressed.	Children have learnt about the Hindu ideas around community, they now explore Muslim ideas of community.	Children have already looked at pilgrimage and what it is, especially for Christians and Jews. Now they have learnt more about Hinduism and Islam, they learn more about Hindu and Muslim pilgrimage. Also the environmental impact of all pilgrimage.	Near Easter time in the Christian calendar. Follows on from Easter and why Jerusalem is such a special place to Jews and Christians.	Follows on from the previous term to deepen understanding.	Using all their learning from the year, children explore the meaning of 'good' across several religions.
UKS2 CYCLE 1	LAS KS2 Compulsory Life Journey – Hinduism <i>Hinduism: How do Hindus show they belong?</i>	LAS KS2 Compulsory Life Journey – Islam <i>Islam: How do Muslims show they belong?</i>	LAS KS2 Additional Expressing Beliefs through the Arts (including Christianity) 1/2 [How do religious and non-religious people understand the value of	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? [How do Christians behave/act because of their beliefs about	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary? B1, B2a, B2b L2, L3, L4a, L4b	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary? B1, B2a, B2b L2, L3, L4a, L4b

Religious Education Whole School Long Term Plan

	<i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i> B1, B2a, B2b L2, L3, L4a, L4b T1	<i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i> B1, B2a, B2b L2, L3, L4a, L4b T1	<i>creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i> B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3 Christian Jewish	<i>Jesus and the resurrection?]</i> B1, B2a L2, L3, L4a, L4b T1, T2, T3	T1, T2, T3	T1, T2, T3
Why this? Why now?	In LKS2, children have built a foundation of understanding of Hinduism, they can now deepen their understanding of the Hindu Life Journey as they explore how	Children continue to explore life journeys as they explore how Muslims show how they belong.	Following the exploration of Hindu and Muslim beliefs and life journeys, children explore how these beliefs are expressed through art.	Easter in the Christian Calendar. Follows on from exploring beliefs and symbolism.	Furthering the Christian belief in the Trinity, and the idea of God, children explore God as the creator.	Digging deeper in the idea of God as the creator, literal or figurative?

Religious Education Whole School Long Term Plan

	they celebrate key life events.					
UKS2 CYCLE 2	LAS KS2 Compulsory Being Human – Hinduism <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> B2a L2, L3 T2, T3	LAS KS2 Compulsory Being Human – Islam <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>	God UC 2b.1 (core) What does it mean if God is loving and holy? B1, B2a L2, L3, L4a T1, T2, T3	Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i> B1, B2a L2, L3, L4a, L4b T1, T2, T3	LAS KS2 Additional Expressing Beliefs through the Arts <i>(including Christianity)</i> 2/2 <i>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i> B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3 Hindu Muslim	LAS KS2 Additional Unit Designed by the School <i>(including Christianity)</i>: Do you have to believe in God to be good? <i>[Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]</i> B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3
	Children build on their learning of the	Children build on their learning of	Children continue their learning of beliefs and	Coincides with Christian Easter. Follows on from	Thinking about the beliefs being explored	Finally summing up all the ideas of beliefs within the religions

Religious Education Whole School Long Term Plan

	Hindu faith from previous years to understand why Hindus live as they do.	the Muslim faith and explore how Muslims live as they do. Follows on well to compare and contrast with Hinduism.	understand how Christians live their life if God is loving and holy.	God topic of previous term to understand 'faith' and 'belief'.	through the year, children deepen their understanding of how belief is expressed in art.	studied, children explore the idea of having to follow set beliefs to live a good life.
--	---	--	--	--	--	---

Trips and Experiences				
Whole School Text Topic	EYFS	KS1	LKS2	UKS2
Traditional Tales, Myths and Legends	Harvest		Hindu Temple Visit	
	Christingle; Nativity and Christmas Performances and Carol Service			
Other Worlds	Synagogue Visit			
	Easter			
Environment				
Belonging	Harvest		Mosque Visit	
	Christingle; Nativity and Christmas Performances and Carol Service			
Hope Triumph and Heroes	Easter			
Change	Mosque Visit			

Religious Education Whole School Long Term Plan

