



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	Our Special Books ½ (Qur'an, Bible, Torah – see below for specific stories) Incarnation - Core	Thankfulness ½ (Christian Harvest and Jewish Sukkot) God	Hinduism - God Islam – God	Hinduism – Life Journey Islam - Life Journey
Other Worlds	Special Places ½ (Church and Synagogue) Salvation	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 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	Myself Special People To Me Incarnation	Thankfulness 2/2 (Christian Harvest and Hindu Holi) Incarnation	Hinduism – Community Islam – Community	Hinduism – Being Human Islam- Being Human
Hope Triumph and Heroes	Our Special Places 2/2 (Church and Mosque) Our Special Books 2/2 (Qur'an, Bible, Hindu stories – see below for specific stories)	Places of Worship 2/2 (Church and Mosque) Islam – Being Human	Pilgrimage 2/2 (Hindu and Muslim) God	God Incarnation

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Change	Special things – all term	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 CYCLE 1	LAS EYFS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group – also delivered in cycle B, so introduce different stories]</i> Key Vocab Bible Qur'an Torah	Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key Vocab Vicar Jesus God Christmas	LAS Unit Our special places 1/2 <i>[Introduce places of worship, e.g. church, mosque]</i> Key Vocab Church Mosque Synagogue Gurdwara Mandir	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 God Creation Care Responsibility Beautiful

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	Bible: Jonah and the whale Adam and Eve Qur'an: The Prophet Yunus and the big fish A Brave Boy Allah Speaks to the Prophet Musa Torah: Jonah and the whale Noah's Ark Exodus Passover 10 Plagues					How the World Began – Tales From India Creation story – several Christian texts in school Creation story from the Torah In The Beginning – My First Qur'an
Why this? Why now?	Children root their understanding of different faiths in stories. They are introduced to different religions through their stories and holy books.	Link to Bible passages that tell us the Nativity story from prior term. Christmas in the Christian Calendar.	Start with the church where we performed the Nativity and move on from there to Muslim mosques and Jewish Synagogues.	Look at the changes in the church building for Easter and Crosses in the church and understand this time of year. Easter in the Christian Calendar.	Link to the Trinity from Easter. Follows on from new life and growth of Easter.	Link back to God the Creator. Read the creation stories from Muslim, Jewish and Hindu religions to appreciate different faiths have different stories to explain creation.
EYFS CYCLE 2	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 Unit Our special places 2/2 <i>[Introduce places of worship, e.g. church, mosque]</i> Key Vocab Church Mosque Synagogue Gurdwara Mandir	LAS EYFS Unit Our special books 2/2 <i>[Introduce stories from religions and important books for members of a religious group– also delivered in cycle A, so introduce different stories]</i> Key Vocab Bible	LAS Unit Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i> Key Vocab Cross Prayer beads Prayer mat	

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		Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key Vocab Vicar Imam Rabbi Jesus Muhammad God		Qur'an Torah Bible: Feeding Five Thousand Turning Water into Wine The Good Samaritan David and Goliath Noah and The Flood Qur'an: The Treasure House The prophet Uzayr's Donkey The Queen of Saba The prophet Sulayman and the Jinn Nuh and The Flood Hindu texts: How Lord Shiva Became Blue-Throated How Ganesh Got His Elephant's Head The Birth of Lord Krishna Rama and Sita Hanuman, The Greatest		
Why this? Why now?	Children first think about themselves to understand what is important to them and people in general before learning about what special means in terms of religions.	Christmas in the Christian calendar. After children learn about themselves, they then learn about people special to them then special within faiths.	After learning about special people within a religion, they then learn about the special places for a religion – places of worship.	Children then learn about the special books of different religions as they build their understanding of different faiths.	Children continue to deepen their understanding about different religions by learning about the special artefacts used and revered by different faiths.	
KS1 CYCLE 1	LAS KS1 Additional	God UC 1.1 (core)	LAS KS1 Additional	Salvation UC 1.5 (core)	Creation UC 1.2 (core)	LAS KS1 Compulsory God – Islam

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	Thankfulness (including Christianity) 1/2 [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism] B1, B2 L1, L2, L3, L4a, L4b T1, T3 Christian Harvest Sukkot	What do Christians believe God is like? B1, B2 L3, L4a, L4b T1, T3	Places of worship (including Christianity) 1/2 [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam] B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3 Church Synagogue	Why does Easter matter to Christians? B1, B2 L2, L3, L4a, L4b T1, T3	Who do Christians believe made the world? B1, B2 L3, L4a, L4b T1, T2, T3	[How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?] 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	Incarnation UC 1.3 (core)	LAS KS1 Additional	LAS KS1 Compulsory Being Human – Islam	LAS KS1 Compulsory	LAS KS1 Compulsory Life Journey – Islam

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	Thankfulness (including Christianity) 2/2 [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism] B1, B2 L1, L2, L3, L4a, L4b T1, T3 Christian Harvest Holi	Why does Christmas matter to Christians? B1, B2 L2, L3, L4a, L4b T1, T3	Places of worship (including Christianity) 2/2 [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam] B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3 Church Mosque	[What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]	Community – Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?] B2 L2, L3, L4a, L4b T1, T3	[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?] 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.

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LKS2 CYCLE 1	LAS KS2 Compulsory God – Hinduism <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	LAS KS2 Compulsory God – Islam <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	LAS KS2 Additional Big Questions (including Christianity): Why do we celebrate? <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	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’? B1, B2a L2, L3, L4a, L4b T1, T2, T3	Creation UC 2a.1 (core) What do Christians learn from the creation story? B1, B2 L2, L3, L4a T2, T3	LAS KS2 Additional Pilgrimage (including Christianity) 1/2 <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]</i>	LAS KS2 Compulsory Community – Islam <i>[How is Muslim worship]</i>	LAS KS2 Additional Pilgrimage (including Christianity) 2/2 <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian</i>	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? B1, B2a	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?	LAS KS2 Additional Big Questions (including Christianity): What does it mean to live a good life?

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	<i>personally and collectively? How does Hindu 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>expressed collectively? How does Muslim 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 Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i> Hindu Muslim	L2, L3, L4a, L4b T1, T2, T3	B1, B2a L2, L3, L4a, L4b T1, T2, T3	<i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore 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	LAS KS2 Compulsory Life Journey – Islam	LAS KS2 Additional Expressing Beliefs through the Arts <i>(including Christianity)</i> 1/2	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians?	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?

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	<i>Hinduism: How do Hindus show they belong?</i> <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>Islam: How do Muslims show they belong?</i> <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>[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 Christian Jewish	<i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i> B1, B2a L2, L3, L4a, L4b T1, T2, T3	B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3	B1, B2a, B2b L2, L3, L4a, L4b 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	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?

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	Hindu Life Journey as they explore how 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	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

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					L1, L2, L3, L4a, L4b T1, T2, T3 Hindu Muslim	
	Children build on their learning of the Hindu faith from previous years to understand why Hindus live as they do.	Children build on their learning of the Muslim faith and explore how Muslims live as they do. Follows on well to compare and contrast with Hinduism.	Children continue their learning of beliefs and understand how Christians live their life if God is loving and holy.	Coincides with Christian Easter. Follows on from God topic of previous term to understand 'faith' and 'belief'.	Thinking about the beliefs being explored through the year, children deepen their understanding of how belief is expressed in art.	Finally summing up all the ideas of beliefs within the religions 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			

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