



Religious Education – Long Term Plan

Cycle A – 2024-2025

Cycle B – 2025-2026

The RE Today Syllabus focusses on deepening pupil’s knowledge about religions and developing their ‘religious literacy’. It does this by studying one religion at a time (systematic units) and then including ‘thematic’ units, which build on learning by comparing the religion, beliefs and practices studied.

Term Class/Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Reception)	Yearly	F4 Being special: where do we belong?	F2 Why is Christmas Special for Christians (<u>incarnation</u>)	F1 Why is the word ‘God’ so important to Christians? (<u>God</u>)	F3 Why is Easter special to Christians? (<u>Salvation</u>)	F5 What places are special and why?	F6 What times/stories are special and why?
Class 1 (Year 1/2)	Cycle A	1.6 Who is Muslim and how do they live? (PART 1) (<u>God/Tawhid/ibadah/iman</u>)	Why does Christmas matter to Christians? (<u>incarnation</u>)	1.6 Who is Muslim and how do they live? (PART 2) (<u>God/Tawhid/ibadah/iman</u>)	1.5 Why does Easter matter to Christians? (<u>salvation</u>)	1.4 What is the ‘good news’ Christians believe Jesus brings? (<u>Gospel</u>)	1.8 What makes some places sacred to believers?
	Cycle B	1.2 Who do Christians say made the world? Harvest (<u>creation</u>)	1.10 What does it mean to belong to a faith community?	1.1 What does Christians believe God is like? (<u>God</u>)	1.7 Who is Jewish and how do they live? (PART 1) (<u>God/Torah/People</u>)	1.7 Who is Jewish and how do they live? (PART 2) (<u>God/Torah/People</u>)	1.9 How should we care for the world and for others and why does it matter?
Class 2 (Year 3/4)	Cycle A	L2.7 What do Hindus believe God is like? (Brahman/atman)	L2.3 What is the ‘Trinity’ and why is it important for Christians? Christmas (<u>incarnation</u>)	L2.5 Why do Christians call the day Jesus dies ‘Good Friday’? (Salvation)	L2.8 What does it mean to be a Hindu in Britain today? (<u>Dharma</u>)	L2.6 For Christians, what was the impact of Pentecost ? (<u>Kingdom of God</u>)	L2.11 How and why do people mark the significant events in life?
	Cycle B	L2.1 What do Christians learn from the creation story? (<u>creation/fall</u>)	L2.10 How do festivals and family life show what matters to Jewish people? (<u>God, Torah, people, the land</u>)	L2.2 What is it like for someone to follow God? (<u>people of God</u>)	L2.9 How do festivals and worship show what matters to a Muslim? (<u>Ibadah</u>)	L2.4 What kind of world did Jesus want? (<u>Gospel</u>)	L2.12 How and why do people try to make the world a better place?
Class 3 (Year 5/6)	Cycle A	U2.8 What does it mean to be a Muslim in Britain today? (<u>Tawhid/iman/ibadah</u>)	U1.2 What does it mean if Christians believe God is holy and loving? (<u>God</u>)	U2.9 Why is the Torah so important to Jewish people? (<u>God/Torah</u>)	U2.5 What do Christians believe Jesus did to ‘save’ people? Easter (<u>salvation</u>)	U2.4 How do Christians decide how to live? ‘What would Jesus do?’ (<u>Gospel</u>)	U2.12 How does faith help people when life gets hard?
	Cycle B	U2.6 For Christians, what kind of king is Jesus? (<u>God</u>)	U2.3 Why do Christians believe Jesus was the Messiah? Christmas (<u>incarnation</u>)	U2.2 Creation & Science – Conflicting and Complementary (<u>creation</u>)	U2.7 Why do Hindus want to be good? (<u>Karma/dharma/samara/moksha</u>)	U2.11 Why do some people believe in God and some people not? OR U2.10 What matters most to Humanists and Christians	



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RE Coverage

R (Discovering)	Y1/2 (Exploring)	Y3/4 (Connecting)	Y5/6 (Connecting)
Christianity			
		Hinduism	
		Islam	
		Judaism	
			Non- religious world views
Thematic			