



Long Term RE Plan

		Year 1	Year 2	Year 3
Autumn 1	Title	How did the world begin?	Why do we need to give thanks?	What makes us human?
	Unit Overview	Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.	Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.	Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'
Autumn 2	Title	What do some people believe God looks like?	What do candles mean to people?	Where do our morals come from ?
	Unit Overview	Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.	By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different Hanukkah to develop their understanding of the symbolism of candles during Hanukkah.	Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit.
Spring 1	Title	What is God's Job?	How do we know some people feel a special connection to God?	Is scripture central to religion?
	Unit Overview	Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.	Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.	Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.

Spring 2	Title	Why should we care for the world?	What is a prophet?	What happens if we do wrong?
	Unit Overview	Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth.	Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. They look for clues in religious stories and art to understand the characteristics and promises some of these people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet.	Developing their previous learning about the role of God and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games to explore beliefs about reincarnation.
Summer 1	Title	How do we know that new babies are special?	How do some people talk to God?	Why is water symbolic?
	Unit Overview	Exploring different ceremonies to welcome home a new baby by examining quotes, videos, and pictures. Children investigate the symbolism in these ceremonies and seek connections between the ways people from diverse worldviews celebrate a new baby.	Investigating the importance of communication in relationships, children examine the different ways people pray and why they consider this important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer.	Exploring the many ways water is used in rituals and ceremonies, children experience the symbolic use of water and look at what stories from scripture suggest about water. From this, they create poetry to express ideas about the symbolism and significance of water. Children think about how people's beliefs about water's preciousness might affect their actions.
Summer 2	Title	Why should we care for others?	Where do some people talk to God?	Why is fire used ceremonially?
	Unit Overview	Exploring stories and guidance that inspire people to care for others, children examine the reasons behind these actions and their impact on people's lives. Children investigate different ways people show care and understand why giving to others is important.	Expanding on their learning about prayer and worship, children examine buildings within their local area and beyond. Through investigating, they discover what the features of the buildings might reveal about people's beliefs about god. Children design their own place of worship based on their learning.	Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They create freeze frames of different Hindu fire ceremonies and design a candle to remember a particular person or event.



Long Term RE Plan

		Year 4	Year 5	Year 6
Autumn 1	Title	Are all religions equal?	Why do people have to stand up for what they believe in?	Why does religion look different around the world (part 1)
	Unit Overview	Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.	Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.	Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.
Autumn 2	Title	What makes some texts sacred?	Why doesn't Christianity always look the same?	Why does religion look different around the world (part 2)
	Unit Overview	Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.	Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices. By examining Bible stories, historical accounts, and first-hand experiences, they will investigate why, despite sharing the same fundamental beliefs, Christian practices vary in the UK and around the world. They will role-play as people from the past to understand why Pentecost was a pivotal moment in the development of Christianity.	Building on their learning in part 1, children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.
Spring 1	Title	Just how important are our beliefs?	What happens when we die? (part 1)	Why is it better to be there in person?
	Unit Overview	Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. They use photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing.	Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art.	Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person.

Spring 2	Title	Who was Jesus really?	What happens when we die? (part 2)	Why is there suffering? (part 1)
	Unit Overview	Using accounts from the Bible, children explore how Jesus was represented and viewed by different people during his life. They learn about his ministry and reflect on how the parables he shared and the miracles some Christians believe he performed are interpreted by different people. Through the Easter story, pupils also examine the significance of Jesus' death and resurrection to many Christians.	Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and enlightenment and compare these ideas with those studied in part 1. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews.	Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist.
Summer 1	Title	Why is the Bible the best-selling book of all time?	Who should get to be in charge?	Why is there suffering (part 2)
	Unit Overview	Using historical skills and knowledge, children explore how the Christian Bible that exists today developed. They look at the different types of writing within the Bible and when it was written. Pupils find out how some Christians use their Bibles and present their ideas as marketers of the Bible.	Investigating how different religions choose their leaders, children explore how family links and personal qualities can influence who is chosen. They consider religious and non-religious laws, special messages (revelation) and personal traits when thinking about what makes a good leader.	Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview.
Summer 2	Title	Does the language of scripture matter?	Why are some places in the world significant to believers?	What place does religion have in our world today?
	Unit Overview	Expanding on their understanding of the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Arabic calligraphy and retell the story of different diasporas using a map.	Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. Acting as visitors, they examine primary sources and what these can tell us about the past and significance.	Exploring their own worldview and the religious composition of their class, children use census data and digital mapping to investigate what these can suggest about religion and its limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future.