

RE Long Term Plan 2024-2025

<u>Year Group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Christianity Unit 1 - Why is the word God so important to Christians? (Creation)	Christianity Unit 2 - Why do Christians perform Nativity plays at Christmas? (Why is Christmas special to Christians?) (Incarnation)	Christianity, Hinduism & Islam Unit 3 - Being special - where do we belong?	Christianity Unit 4 - Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Christianity & Islam Unit 5 - Which places are special and why?	Christianity, Islam & Judaism Unit 6 - Which stories are special and why?
<u>Year 1</u>	Christianity Unit 7 - Who do Christians say made the world? (Creation)	Christianity Unit 8 - Why does Christmas matter to Christians? (Incarnation)	Judaism Unit 9 - Who is Jewish and how do they live?	Christianity Unit 10 - What do Christians believe God is like? (God)	Christianity, Islam & Judaism Unit 11 - What does it mean to belong to a faith community?	Christianity, Judaism & non-religious views Unit 12 - How should we care for others and the world and why does it matter?
<u>Year 2</u>	Christianity Unit 13 - What is the good news Christians believe Jesus brings? (Gospel)	Christianity Unit 14 - What is the good news Christians believe Jesus brings? (Gospel)	Islam Unit 15 - Who is a Muslim and how do they live? (Part 1)	Christianity Unit 16 - Why does Easter matter to Christians? (Salvation)	Islam Unit 17 - Who is a Muslim and how do they live? (part 2)	Christianity, Islam & Judaism Unit 18 - What makes some places sacred to believers?

<u>Year 3</u>	Christianity Unit 19 - What is it like for someone to follow God? (People of God)	Christianity Unit 20 - What is the Trinity and why is it important for Christians? (Incarnation/ God)	Islam Unit 21 - How do festivals and worship show what matters to a Muslim?	Judaism Unit 22 - How do festivals and family life show what matters to Jewish people?	Christianity Unit 23 - What do Christians learn from the Creation story? (Creation/ Fall)	Christianity, Islam, Judaism and non-religious views Unit 24 - How and why do people try to make the world a better place?
<u>Year 4</u>	Christianity Unit 25 - What kind of world did Jesus want? (Gospel)	Christianity Unit 26 - For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Hinduism Unit 27 - What do Hindus believe God is like?	Christianity Unit 28 - Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	Hinduism Unit 29 - What does it mean to be Hindu in Britain today?	Christianity, Judaism, Hinduism & non-religious views Unit 30 - How and why do people mark the significant events in life?
<u>Year 5</u>	Christianity Unit 31 - What does it mean if Christians believe God is Holy and loving? (God)	Sikhism Old RE Today - What does it mean to be Sikh in Britain today?	Judaism Unit 33 - Why is the Torah so important to Jewish people?	Christianity Unit 34 - Creation and science, conflicting or complimentary? (Creation/ Fall)	Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism Old RE Today - What do different religions believe about how we	Christianity and non-religious worldviews Unit 36 - What matters most to Humanists and Christians?

					should treat the environment?	
<u>Year 6</u>	Christianity Unit 37 - Christians and how to live: What would Jesus do? (Gospel)	Judaism Old RE Today - What do the 'Foot Festivals' mean in Judaism today?	Hinduism Unit 39 - Why do Hindus want to be good?	Christianity Unit 40 - What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	Hinduism Old RE Today - What are the meanings of the story of Rama and Sita?	Christianity and Non-religious worldviews Unit 42 - Why do some people believe in God and some not?

Statutory content at each Key Stage	
EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this.
KS1 Years 1 and 2	Christianity and at least one other Abrahamic religion are to be studied in depth (Judaism and/or Islam), or the predominant additional principal faith represented in the school. Pupils may also learn from other religions and worldviews in thematic units.
Lower KS2 Years 3 and 4	Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic . (Recommended focus faiths for lower KS2 – Christianity, Islam, Hinduism or Sikhism). Pupils may also learn from other religions and worldviews in thematic units.
Upper KS2 Years 5 and 6	Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. (Recommended focus faiths for upper KS2 – Christianity, Judaism, Hinduism or Buddhism). Pupils may also learn from other religions and worldviews in thematic units. All six principal religions and non-religious worldviews will have been introduced by the end of the Primary School phase, though not all necessarily at the same depth.

Abrahamic Faiths (from the line of Abraham) Judaism, Christianity, Islam (Muslim)

Dharmic traditions (sharing the concept of Dharma) Sanatana Dharma ('Hinduism'), Buddhist Dhamma ('Buddhism'), Sikhi ('Sikhism')

EYFS	RE delivered flexibly according to the statutory requirements of the EYFS Framework and to help meet the Early Learning Goals
KS1	60 hours over 2 years (approximately 10 hours per term)
KS2	156 hours over 4 years (approximately 13 hours per term)