

RE Long Term Plan 2024 - 25

Archbishop Runcie CE First School



Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

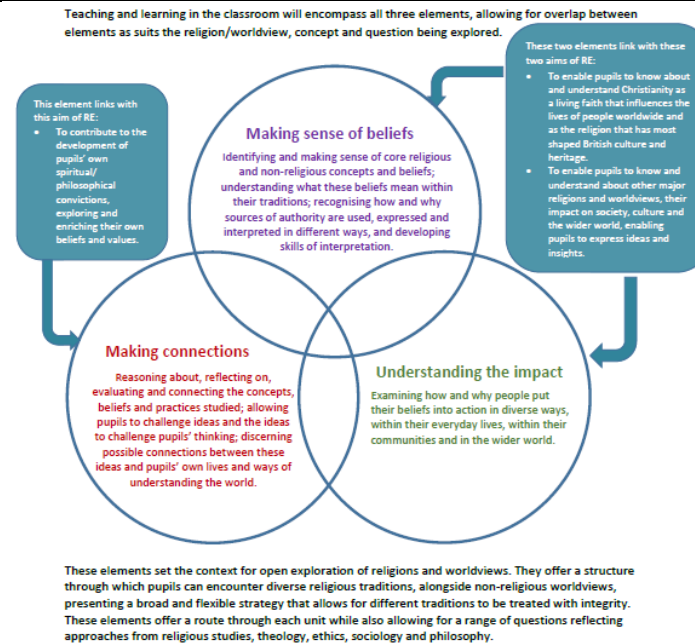
Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

Intent	Implementation	Impact and Next Steps			
<p>At Archbishop Runcie Church of England First School, we believe that it is essential for all our pupils to learn from and about religion. The aim of Religious Education (RE) in our school is for all children to become RE literate, where all children have the knowledge and ability to understand religion. This embodies creating a respectful attitude towards all religions, beliefs, and those with secular, non-religious beliefs.</p> <p>As a Church of England school, RE carries a high status within our curriculum – it is a ‘core’ subject alongside English, Maths and Science. It is an academic subject, one that interweaves theology and philosophy. Our RE curriculum provides opportunities for our children to explore the significant theological concepts within Christianity and other religious traditions, developing their thinking and their understanding of the world and making connections to their experiences within it. The <i>Statement of Entitlement, 2019</i> forms the basis of our offer, but it is supplemented by wider research and approaches to RE, both specific to CofE schools and other types of school.</p> <p>We believe that our ambitious RE curriculum should enable all of our children to:</p> <ul style="list-style-type: none"> • See religion as living, current worldwide faiths • Understand the plurality of different beliefs as well as consider their own, including secular beliefs • Become Bible literate, knowing how to use a Bible as well as becoming familiar with key Christian passages as well as how to navigate a Bible appropriately to their age and development 	<p>Religious Education is taught weekly and treated as a non-negotiable ‘core’ subject. Both due to children’s statutory entitlement, as well as the school’s moral duty, RE forms <i>at least</i> 5% of the core curriculum but, in practice, is closer to 10% (the bulk of at least one afternoon per week).</p> <ul style="list-style-type: none"> • EYFS (discovery) 50 minutes per week teaching time • KS1 (exploring) 60 minutes per week teaching time • KS2 (connecting) 75 minutes per week teaching time <p>High quality RE implementation requires high quality RE planning – this document is designed to supplement teacher subject knowledge and ensure progressiveness both between year groups and within units. Lessons are ambitious not just in terms of the content they cover but also in terms of the discussions had – it also links closely to discussions in PSHE and Collective Worship, with the Worship long-term plan dovetailing with RE where appropriate.</p> <p>In most year groups, children across the school receive the following:</p> <table border="1" data-bbox="752 711 1700 847"> <tr> <td>Christianity (Understanding Christianity work Reception-Y4)</td> </tr> <tr> <td>Organised worldviews (Muslims, Jews, Sikhs, Hindus)</td> </tr> <tr> <td>Thematic overview of a key concept, including secular views</td> </tr> </table> <p>This is underpinned by the agreed Newcastle and Durham Diocesan Syllabus 2024. Where individual units must be picked between for particular year groups, this has been completed in conjunction with specialists from the Diocesan Education Board.</p> <p>The syllabus, alongside Understanding Christianity resource, provides a model of teaching that staff are trained to utilise:</p> <p style="text-align: center;">A.3 Teaching and learning model in Religious Education</p> <p style="text-align: center;"><small>This syllabus is designed to support schools in developing and delivering excellence in RE. This syllabus sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and worldviews in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religion and worldviews. The syllabus is underpinned by three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the aims of RE outlined on p.3.</small></p>	Christianity (Understanding Christianity work Reception-Y4)	Organised worldviews (Muslims, Jews, Sikhs, Hindus)	Thematic overview of a key concept, including secular views	<p>The impact will be that children are increasingly confident in terms of their religious literacy, articulating this in a mature and conscientious fashion.</p> <p>This will be evidenced by pupil voice and deep dives, as well as regular monitoring. Furthermore, children will actively enjoy RE.</p> <p>Assessment will show increasing number of children engaged and achieving at the very highest levels in terms of RE.</p> <p>The impact of our high quality RE curriculum will go beyond data and individual assessments and will be something harder to define and, arguably, intangible: celebration of life in all its fullness, akin to a feeling when walking into not just an RE lesson, but the school overall. It will be shown by the children’s conscientious nature, thoughtful discussions beyond core RE lessons, and their understanding of the world. This will be as present in the Nursery classroom thinking about the wonders of creation</p>
Christianity (Understanding Christianity work Reception-Y4)					
Organised worldviews (Muslims, Jews, Sikhs, Hindus)					
Thematic overview of a key concept, including secular views					

- Understand the impact that people's beliefs have on their daily lives both worldwide and also closer to home, including the link between different religions and Britain's cultural heritage
- View RE as a way not just to consider theology but also philosophy and spirituality in the broadest sense
- Examine a range of religions and similarities and differences between them in context (e.g. how people of different faiths and none approach marriage).

Additionally, RE should also be contextual to our unique school history. This includes the diversity between our two church links as well as the wider religious context within the North East of England.



Newcastle and Durham Diocesan Syllabus, p4

Teachers use this approach in conjunction with the long-term plan and, where appropriate, *Understanding Christianity* (UC) to plan individual lessons. They use UC and the diocesan syllabus for agreed key knowledge parts.

Assessment is continual but is, for Y1-4, supplemented by end of unit knowledge catchers that help provide a checkpoint for how children are doing. Assessment is reported at least annually to parents through reports, using the same system as other core subjects.

In addition to this, specifically for teaching Christianity and the 'big story' of the Bible, regular and repeated use of the Big Frieze aids pupils to understand the wider theological messages which are shared in the Bible.

There are appropriate school visits/visitors planned in for each and every year group alongside a focus on how believers 'live out' their religion in day-to-day life.

to readying Year 4 children for their life beyond our church school.

SMSC Opportunities

*Sp	Opportunity for spiritual development
*M	Opportunity for moral development
*So	Opportunity for social development
*C	Opportunity for cultural development

RE Curriculum Overview

EYFS				
Nursery	Weeks 1 – 10 (10)	Weeks 11 – 20 (10)	Weeks 21 – 30 (10)	Weeks 31 – 38 (8)
RE Concept	Thematic Unit	Pre-Incarnation	Creation / God	Thematic Unit
Enquiry question	F4 Being special: where do we belong? <i>*Sp/So opportunities throughout</i>	What happened at the first Christmas? <i>*Sp opportunities</i>	What does Creation mean? <i>*Sp opportunities</i>	F6 Which stories are special and why? <i>*Sp/C opportunities</i>
Reception	Weeks 1 – 10 (10)	Weeks 11 – 20 (10)	Weeks 21 – 30 (10)	Weeks 31 – 38 (8)
RE Concept	Thematic Unit	Incarnation	Salvation	The Big Frieze
Enquiry question	F5 Which places are special and why? <i>*Sp/C opportunities</i>	F2 Why do many Christians perform nativity plays at Christmas? <i>*Sp/C opportunities</i>	F3 Why do Christians put a cross in an Easter Garden? <i>*Sp opportunities</i>	How can the 'Big Frieze' teach us about the Bible? <i>*Sp opportunities</i>

Key Stage 1

Year 1	Weeks 1 – 7 (7)	Weeks 8 – 15 (7)	Weeks 16 – 25 (10)	Weeks 26 – 31 (6)	Weeks 32 – 38 (7)
RE Concept	Creation	Incarnation	Organised worldviews – Muslims	Thematic Unit	Thematic Unit
Enquiry question	1.2 Who do Christians say made the world? <i>*Sp/M opportunities</i>	1.3 Why does Christmas matter to Christians? <i>*Sp opportunities</i>	1.6 Who is Muslim and how do they live? <i>*Sp/C opportunities</i>	1.9 What makes some places sacred for believers? <i>*Sp/C opportunities</i>	1.8 What does it mean to belong to a faith community? <i>*Sp/C/So opportunities</i>
Year 2	Weeks 1 – 10 (10)	Weeks 11 – 17 (7)	Weeks 18 – 26 (7)	Weeks 25 – 30 (6)	Weeks 31 – 38 (8)
RE Concept	Organised worldviews – Jews	Gospel	God	Salvation	Thematic Unit
Enquiry question	1.7 Who is Jewish and how do they live? <i>*Sp/C opportunities</i>	1.4 What is the ‘good news’ Christians believe Jesus brings? <i>*Sp opportunities</i>	1.1 What do Christians believe God is like? <i>*Sp opportunities</i>	1.5 Why does Easter matter to Christians? <i>*Sp opportunities</i>	1.10 How should we care for the world and for others, and why does it matter? <i>*Sp/M/C/So opportunities</i>

Key Stage 2

Year 3	Weeks 1 – 10 (10)	Weeks 11 – 17 (7)	Weeks 18 – 23 (6)	Weeks 24 – 30 (7)	Weeks 31 – 38 (8)
RE Concept	Organised worldviews – Sikhs	People of God	Salvation	Kingdom of God	Thematic Unit
Enquiry question	L2.8 What does it mean to be a Sikh in Britain today? <i>*Sp/C opportunities</i>	L2.2 What is it like for someone to follow God? <i>*Sp opportunities</i>	L2.5 Why do Christians call the day that Jesus died ‘Good Friday’? <i>*Sp opportunities</i>	L2.6 For Christians, what was the impact of Pentecost? <i>*Sp opportunities</i>	L2.9 What are the deeper meaning of festivals? <i>*Sp/C/So opportunities</i>
Year 4	Weeks 1 – 10 (10)	Weeks 11 – 17 (7)	18 – 24 (7)	Weeks 25 – 30 (6)	Weeks 31 – 38 (8)
RE Concept	Organised worldviews – Hindus	Incarnation / God	Creation / Fall	Gospel	Thematic Unit
Enquiry question	L2.7 What does it mean to be a Hindu a Britain today? <i>*Sp/C opportunities</i>	L2.3 What is the Trinity and why is it important for Christians? <i>*Sp opportunities</i>	L2.1 What do Christians learn from the Creation story? <i>*Sp/M opportunities</i>	L2.4 What kind of world did Jesus want? <i>*Sp/M/C opportunities</i>	L2.10 How and why do people mark the significant events of life? <i>*Sp/So/C opportunities</i>

EYFS (Discovering) – 50 minutes per week teaching time				
<i>Note: EYFS follow the syllabus but are not required to, the syllabus guidance begins at Reception</i>				
Nursery	Weeks 6 – 10 (5)	Weeks 11 – 17 (7)	Weeks 21 – 30 (8)	Weeks 31 – 37 (7)
RE Concept	Thematic Unit	Pre-Incarnation	Creation / God	Thematic Unit
Enquiry question	F4 Being special: where do we belong? <i>*Sp/So opportunities throughout</i>	What happened at the first Christmas? <i>*Sp opportunities</i>	What does Creation mean? <i>*Sp opportunities</i>	F6 Which stories are special and why? <i>*Sp/C opportunities</i>
Learning outcome	Making sense – children can name a group they belong to Understanding impact – children recall where they belong from a spiritual, social and moral perspective Making connections – share occasions and events that make them feel special	Making sense – to simply retell the story of Jesus’ birth Understanding impact – children to understand that Jesus was born as the Son of God and that is what Christians believe Making connections – children to recognise the link between the Bible, Jesus’ birth and Christmas	Making sense – to understand the Bible tells the story of how the world was made Understanding impact – children to understand how Christians believe God made the world in 7 days Making connections – children to begin to understand that everything has been ‘created’ (made)	Making sense – talk about different sacred texts and religious stories Understanding impact – recognise that religious stories teach believers things Making connections – identify own feelings and how they teach people about their everyday lives
Personal Knowledge (own values/ position)	Children can express where they belong using their own experiences. Fits with our school ethos and values.	Children are able to take their own family experiences and traditions and discuss these as part of their learning. <i>*C opportunities</i>	Children have the opportunity to talk about their personal worldviews and influences.	Children can express stories that are special to themselves and others using their own experiences.
Specific vocabulary to teach	Tier 2 vocab: love, care, special Tier 3 vocab: belonging, welcoming	Tier 2 vocab: Bible, love, Christmas Tier 3 vocab: God, born	Tier 2 vocab: God, new, make/made Tier 3 vocab: create, creation	Tier 2 vocab: story, special, feelings Tier 3 vocab: religion, holy
Why this? Why now?	Beginning of the academic year so a nice introduction unit for school starters, discussing belonging to our school community.	Taught during Advent / Christmastide, creating links with Collective Worship	Taught during the spring season where children, in other subjects, will be experiencing new life. Children will have a sense of appreciation for seasonal changes and God’s creation.	Thematic unit taught after systematic units, so children have coverage of worldviews including Christians, Muslims and non-religious.
Possible lesson sequence	1. Who is in my family? 2. Who is in my nursery family?	1. What is a celebration?	1. What happened on days 1 and 2 of creation?	1. What is your favourite story and why?

	<p>3. How do we welcome people?</p> <p>4. What makes us feel special in a group?</p> <p>5. Where do you belong?</p>	<p>2. What does it mean to be a baby?</p> <p>3. What do Christians believe happened at Christmas?</p> <p>4. How do some Christians celebrate Christmas?</p> <p>5. How do we celebrate the Nativity in school?</p> <p>6. Who was present at the birth of Jesus?</p> <p>7. The Travelling Crib</p>	<p>2. What happened on days 3 and 4 of creation?</p> <p>3. What happened on days 5 and 6 of creation?</p> <p>4. What happened on day 7 of creation?</p> <p>5. Who are Adam and Eve?</p> <p>6. How might Christians care for God's world?</p> <p>7. How do we show we care for God's creation?</p> <p>8. How might Christians look after the animals in God's world?</p>	<p>2. What makes a story special to somebody?</p> <p>3. Why is the Bible special to Christians?</p> <p>4. What stories come from the Bible?</p> <p>5. What do the stories Jesus told teach Christians?</p> <p>6. Why is the Quran special to Muslims?</p> <p>7. What is similar and different between people's special stories?</p>
End point	Children can articulate different feelings and emotions and how belonging and being special is important.	Children should be able to hold an informed conversation referring to experiences around Christmas and the Nativity, they should be able to discuss their personal views and those of others.	Children can articulate different feelings and emotions and how caring for God's creation, our world, is important regardless of being Christian.	Children should be able to hold a balanced conversation about special stories, referring to different worldviews in their answers.
Reception	Weeks 1 – 10 (10)	Weeks 11 – 20 (10)	Weeks 21 – 30 (10)	Weeks 31 – 38 (8)
RE Concept	Thematic Unit	Incarnation	Salvation	The Big Frieze
Enquiry question	F5 Which places are special and why? *Sp/C opportunities	F2 Why do many Christians perform nativity plays at Christmas? *Sp/C opportunities	F3 Why do Christians put a cross in an Easter Garden? *Sp opportunities	How can the 'Big Frieze' teach us about the Bible? *Sp opportunities
Learning outcome	Making sense – identify special places including places of worship Understanding impact – talking about places and things that are special and valued to people Making connections – children can talk about the impact of places and	Making sense – children to understand that the Bible tells the story about Jesus' birth Understanding impact – recognising that Christians celebrate Christmas and give some examples of how	Making sense – children to be able to recount simple events of the Easter story Understanding impact – children should recognise that certain symbols and actions are because of	Making sense – retell key stories from each panel of the Big Frieze Understanding impact – understand the impact of these stories on Christians' lives today

	how people live, using their own experiences	Making connections – children to think about their own family traditions and how they link with the story of Christmas	events from the Bible e.g. hot cross buns and Good Friday Making connections – children to think about their own family traditions and how they link with the story of Easter	Making connections – children to discuss their personal response to stories they know
Personal Knowledge (own values/ position)	Children can express places that are special to themselves and others using their own experiences.	Children will have the opportunity to describe their own experiences and response to Christmas.	Children can discuss and share their own family experiences and traditions, understanding how they might draw on religious influences e.g. eating Easter eggs.	Children will have an opportunity to express themselves, describe their understanding of the Big Frieze and say if/where they see themselves within the big story.
Specific vocabulary to teach	Tier 2 vocab: special, safe, happy Tier 3 vocab: church, mosque, believer	Tier 2 vocab: God, love Tier 3 vocab: Christmas, Emmanuel, Jesus	Tier 2 vocab: God, Jesus, Easter Tier 3 vocab: symbol, risen	Tier 2 vocab: Bible, big story, artwork Tier 3 vocab: panel, Big Frieze
Why this? Why now?	Beginning of the academic year so a nice introduction unit for school starters, discussing belonging to our school community and school being a special place.	Taught during Advent / Christmastide. Learning will be relevant to children's current lived experiences both in and outside of school.	Taught during Lent / Eastertide. Learning will be relevant to children's current lived experiences both in and outside of school.	Preparation for Year 1, as a foundation for Understanding Christianity units taught in KS1. Children will have already been exposed to the Bible and key stories (Christmas and Easter). This sequence will be completed in children's RE books so will form a good basis for them to refer back to in Year 1.
Proposed Lesson Progression	<ol style="list-style-type: none"> Where do you feel safe? Where do you feel happy? What places are important to you? What places are important to other people? Where is a special place for believers to go? 	<ol style="list-style-type: none"> Who was Jesus? What special stories do we know from the Bible about Jesus? What was the story of the day Jesus was born? What happens at Church at Christmas? What is a Nativity play? 	<ol style="list-style-type: none"> Why is a palm cross a special symbol? 2/3. What does the story of Palm Sunday teach us? 4. What happens at Easter? 5. How do crosses celebrate Easter at church and home? 6. Why do Christians eat hot cross buns? 	<ol style="list-style-type: none"> What is the story of Creation? What happened at The Fall? What do stories teach us about People of God? What is Incarnation? What does the Gospel teach us?

	<p>6. Why is a church special for Christians?</p> <p>7. Why is a mosque special for Muslims?</p> <p>8. VISITOR: A religious person of any worldview to visit school and discuss their place of worship and which parts are important and why.</p> <p>9. Why is our school a special place?</p> <p>10. Why is our world a special place?</p>	<p>6. What happens in a Nativity?</p> <p>7. What do/did we do at Christmas?</p>	<p>7/8. What represents the Easter story?</p> <p>9. What is an Easter garden?</p> <p>10. What happens/happened at Easter?</p>	<p>6. How does Salvation teach us about forgiveness?</p> <p>7. What is the Kingdom of God?</p> <p>8. What is the Big Frieze?</p>
End point	<p>Children should be able to hold a balanced and informed conversation, referring to different religions and worldviews about special places.</p>	<p>Children should be able to hold an informed conversation referring to experiences around Christmas and the Nativity, they should be able to discuss their personal views and those of others.</p>	<p>Children should be able to hold an informed conversation referring to experiences from Easter, they should be able to discuss their personal views and those of others.</p>	<p>Children should be able to hold a balanced and informed conversation, referring to different Bible stories they have read and how the Big Frieze tells the 'big story' of the Bible.</p>

Key Stage 1

Key Stage 1 (Exploring) – 60 minutes per week teaching time					
Year 1	Weeks 1 – 7 ((7)	Weeks 8 – 15 (7)	16 – 25 (10)	Weeks 26 – 31 (6)	Weeks 32 – 38 (7)
RE Concept	Creation	Incarnation	Organised worldviews – Muslims	Thematic Unit	Thematic Unit
Enquiry question (substantive knowledge)	1.2 Who do Christians say made the world? *Sp/M opportunities	1.3 Why does Christmas matter to Christians? *Sp opportunities	1.6 Who is Muslim and how do they live? *Sp/C opportunities	1.9 What makes some places sacred for believers? *Sp/C opportunities	1.8 What does it mean to belong to a faith community? *Sp/C/So opportunities
Learning outcome	Making sense – recognise that creation comes at the beginning of the big story and retell Genesis 1:1-2.3 Understanding impact – give examples of what Christians do to say thank you for creation Making connections – consider peoples' perspectives about living in an amazing world	Making sense – give a clear, simple recount of Jesus' birth and the importance for Christians Understanding impact – understand how the nativity guides beliefs and actions at Christmas Making connections – discuss and decide what children have to be personally thankful for at Christmas time	Making sense – identify and give examples of Muslim beliefs Understanding impact – give examples of Muslim beliefs in action Making connections – thinking, talking about and questioning Muslim beliefs and ways of life	Making sense – recognising there are special places where people go to worship and identify objects that are used Understanding impact – give examples of stories, objects and actions used within a sacred building Making connections – think and talk about what makes some places special to religious and non-religious people	Making sense – recognising that loving others comes from the idea of religious leaders Understanding impact – identify ways in which people show each other that they love each other Making connections – be able to discuss what is good about being in a community
Personal Knowledge (own values/ position)	Children have the opportunity to talk about their personal worldviews and influences about creation, including what they value and how they respond to it. *C opportunities	Children will have the opportunity to describe their own experiences and response to Christmas. Children to think about the influences that have shaped their traditions (religious and non-religious).	Children will understand how worldviews reflect on traditional beliefs and teachings of the organised worldview and how this might differ from their personal views.	Children can make connections with their own special places based on their own personal views	Children can make connections with their own places/feelings of belongings based on their own personal views
Specific vocabulary to teach	Tier 2 vocab: creation, creator, God Tier 3 vocab: thankfulness, caring	Tier 2 vocab: Jesus, Christmas, Nativity Tier 3 vocab: Incarnation, Gospel (of Luke)	Tier 2 vocab: Muslim, Prophet, prayer Tier 3 vocab: Shahadah, Allah	Tier 2 vocab: special, worship Tier 3 vocab: sacred, holy, beliefs	Tier 2 vocab: belonging, celebration Tier 3 vocab: valuable,

<p>Why this? Why now?</p>	<p>Beginning the year recapping knowledge and units from EYFS</p>	<p>Relevant to liturgical calendar and other events taking place in school</p>	<p>Religious worldview required to be taught in KS1 Comes before Thematic unit Unit taught during the time of Ramadan 2025</p>	<p>Thematic unit taught after systematic units, so children have coverage of worldviews including Christians, Muslims and non-religious Builds on EYFS unit of special places Children have already visited a mosque/church in their prior units</p>	<p>Thematic unit taught after systematic units, so children have coverage of worldviews including Christians, Muslims and non-religious Builds on EYFS unit of belonging</p>
<p>Proposed Lesson Progression</p>	<ol style="list-style-type: none"> 1. What does it mean to be a creator? 2. What is the order of creation in the Bible? 3. Cont. above 4. How might creation make Christians think about thankfulness? 5. How does Harvest link with the idea of creation? 6. Why is the day of rest important to many Christians? 7. How do Christians think about looking after God's creation? 	<ol style="list-style-type: none"> 1. Where do the stories of Jesus come from? 2. What happens in the Nativity story? 3. Why is Jesus so important to Christians? 4. How does the Nativity story influence how some Christians live? 5. What are Christians thankful for at Christmas? 6. How do churches celebrate Advent? 	<ol style="list-style-type: none"> 1. Who is Allah and why do Muslims believe there are there 99 names? 2. What is the Quran? 3. What is the Shahadah? 4. What do stories about the Prophet Muhammad teach Muslims? 5. What is Ramadan and what does it mean to Muslims? 6. What was the 'Night of Power'? 7. What are the Five Pillars of Islam? 8. What does prayer mean to Muslims? 	<ol style="list-style-type: none"> 1. What makes something or somewhere holy? 2. How do people show respect in a Muslim place of worship? 3. How do people show respect in a Christian place of worship? 4. What are the similarities and differences between special places? 5. What do different signs, symbols and artefacts mean to believers? 6. Are special places always religious? 	<ol style="list-style-type: none"> 1. Who and what do you belong to? 2. What do symbols of 'belonging' mean? 3. How are people seen as being valuable? 4. How can we show somebody they belong? 5. How do celebrations show belonging? 6. How do religious and non-religious wedding celebrations show belonging? 7. How can people work together?

			9. What values do Muslims live by? 10. Educational Visit: Visit the mosque to think, talk about and question Muslim beliefs and ways of living.		
End point	Children should be able to hold an informed conversation referring to actions people make because they believe God created the world.	Children should be able to hold an informed conversation referring to experiences around Christmas and the Nativity, they should be able to discuss their personal views and those of others.	Pupils to be able to discuss a religious worldview, Islam, noting key beliefs and how it informs Muslims' lives.	Pupils to hold a balanced and informed conversation about places that are sacred to believers of differing worldviews (Christians and Muslims) including those without a faith.	Pupils to hold a balanced and informed conversation about places that are sacred to believers of differing worldviews (Christians and Muslims) including those without a faith.
Year 2	Weeks 1 – 10 (10)	Weeks 11 – 17 (7)	18 – 24 (7)	Weeks 25 – 30 (6)	Weeks 31 – 38 (8)
RE Concept	Organised worldviews – Jews	Gospel	God	Salvation	Thematic Unit
Enquiry question	1.8 Who is Jewish and how do they live? *Sp/C opportunities	1.4 What is the 'good news' Christians believe Jesus brings? *Sp opportunities	1.1 What do Christians believe God is like? *Sp opportunities	1.5 Why does Easter matter to Christians? *Sp opportunities	1.10 How should we care for the world and for others, and why does it matter? *Sp/M/C/So opportunities
Learning outcome	Making sense – recognise words and stories from the Torah and how they remind Jews about God Understanding impact – give examples of how Jewish people celebrate events and remember God Making connections – discuss reflection, thinking, praise and thankfulness for Jewish people and in their own lives too	Making sense – recognise how Jesus' good news acts as an instruction to people about how to behave Understanding impact – give examples of beliefs into practice e.g. kindness, friendship and peace Making connections – think, talk and question as to whether good news is only for Christians or for everyone	Making sense – give a clear, simple recount of what a parable means to Christians Understanding impact – provide examples of how Christians put belief into practice e.g. saying sorry Making connections – what do children personally learn from the stories?	Making sense – retell the stories of Holy Week and recognise a link with salvation (Jesus' saving) Understanding impact – provide examples of how Christians show their beliefs about Jesus' death/resurrection Making connections – explore ideas of sadness, hope or heaven to individuals	Making sense – identify stories that talk about being valuable/unique Understanding impact – give examples of how people of different beliefs can show care for the natural earth Making connections – provide reasons of why everyone should care for the world

Personal Knowledge (own values/ position)	Children will understand how worldviews reflect on traditional beliefs and teachings of the organised worldview and how this might differ from their personal views.	Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for themselves to learn.	Children will discuss whether they can learn anything from the parables for themselves, exploring different ideas.	Children can discuss and share their own family experiences and traditions, understanding how they might draw on religious influences.	Children can make connections with others, discussing their actions for caring for the world and the impact it has.
Specific vocabulary to teach	Tier 2 vocab: celebration Tier 3 vocab: Shema, Torah, Shabbat, Sukkot, Hanukkah	Tier 2 vocab: friendship, peace, forgiveness Tier 3 vocab: charitable, gospel, disciples	Tier 2 vocab: love, leader, values Tier 3 vocab: parable, hidden	Tier 2 vocab: Easter, Holy Week, worship Tier 3 vocab: salvation, resurrection	Tier 2 vocab: charity, care, friendship Tier 3 vocab: Genesis, Golden Rule, courageous advocacy
Why this? Why now?	Religious worldview required to be taught in KS1 Comes before Thematic unit Unit taught during the time of Hanukkah 2024-2025	Taught during Advent / Christmastide so that children can relate the good news at Christmas to the good news stories in the Gospels	An increasingly complex unit that requires children to think about 'hidden meanings' or 'hidden stories' within the parables so requires prior knowledge of Jesus' relationship with God e.g. being forgiving and others e.g. Jesus as a leader	Taught during Lent / Eastertide so children can relate to their family and school experiences	Thematic unit taught after systematic units, so children have coverage of worldviews including Christians, Muslims, Jews and non-religious Builds on EYFS Thematic units
Proposed Lesson Progression	<ol style="list-style-type: none"> 1. What items are precious to you? 2. What special objects might Jews have in their homes? 3. What is the Torah and what is the Shema? 4. What Jewish beliefs are expressed in the Shema? 	<ol style="list-style-type: none"> 1. How did Jesus offer friendship? 2. How do people show friendship? 3. How did Jesus show forgiveness? 4. How did Jesus promise peace to his disciples? 5. Why does being thankful matter? 	<ol style="list-style-type: none"> 1. What is a parable? 2. What does the parable of the Lost Son teach Christians? 3. How do Christians, like God, show love? 4. How do Christians, like God, show forgiveness? 5. What is the story of Jonah? 	<ol style="list-style-type: none"> 1. What happens in the Easter story? 2. Cont. above 3. Educational Visit: What are the signs of Easter in a church? 4. How does the Easter story link with salvation? 5. How do some Christians celebrate Easter? 	<ol style="list-style-type: none"> 1. What makes people unique and important? 2. What are the benefits of friendship and caring for others? 3. What do religions believe about supporting others? 4. How are people and groups inspired to care for others?

	<p>5. How does the mezuzah help Jews to remember God?</p> <p>6. What does the story of David and Goliath teach Jews?</p> <p>7. What is the Shabbat and why is it important to Jews?</p> <p>8. What is the Sukkot?</p> <p>9. What is Hanukkah?</p> <p>10. How do Jews value celebration and remembrance?</p>	<p>6. What is the impact of prayer for some Christians?</p> <p>7. Does everybody think the same about prayer?</p>	<p>6. What does the story of Jonah teach us about God?</p> <p>7. What do the stories we have read teach Christians about God?</p>	<p>6. How do Christians show their belief that Jesus is the saviour?</p>	<p>5. How can we be agents of change?</p> <p>6. What is the Golden Rule and how does it impact people's lives?</p> <p>7. What does Genesis tell us about caring for the world?</p> <p>8. Why should everybody care for the world and each other?</p>
End point	Pupils to be able to discuss a religious worldview, Judaism, noting key beliefs and how it informs Jews in their everyday lives.	Children should be able to hold an informed conversation discussing values of love, peace and forgiveness in their own lives no matter their belief.	Children should be able to hold an informed conversation discussing how Christian's views on God teach them how to behave.	Children should be able to hold an informed conversation referring to experiences from Easter, they should be able to discuss their personal views and those of others.	Children to hold a balanced and informed conversation about acts of caring for the world/others to believers of differing worldviews (Christians, Muslims and Jews) including those without a faith.

Key Stage 2

Lower Key Stage 2 (Connecting) – 75 minutes per week teaching time					
Year 3	Weeks 1 – 10 (10)	Weeks 11 – 17 (7)	Weeks 18 – 23 (6)	Weeks 24 – 30 (7)	Weeks 31 – 38 (8)
RE Concept	Organised worldviews – Sikhs	People of God	Salvation	Kingdom of God	Thematic Unit
Enquiry question	L2.8 What does it mean to be a Sikh in Britain today? *Sp/C opportunities	L2.2 What is it like for someone to follow God? *Sp opportunities	L2.5 Why do Christians call the day that Jesus died ‘Good Friday’? *Sp opportunities	L2.6 For Christians, what was the impact of Pentecost? *Sp opportunities	L2.9 What are the deeper meaning of festivals? *Sp/C/So opportunities
Learning outcome	<p>Making sense – identify some of the core beliefs of Sikhi</p> <p>Understanding impact – make simple links between the life of at least one of the Gurus and some actions Sikhs take today</p> <p>Making connections – make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils’ own lives and in the world today</p>	<p>Making sense – make clear links between the story of Noah and the idea of covenant</p> <p>Understanding impact – make simple links between promises in the stories and promises that Christians make at a wedding</p> <p>Making connections – make links between the story of Noah and how we live in school and the wider world</p>	<p>Making sense – children can order events including salvation on the Big Frieze</p> <p>Understanding impact – children can describe how Christians show their beliefs about Holy Week</p> <p>Making connections – make links between the stories and life in the world today</p>	<p>Making sense – make links between Pentecost and Christians now</p> <p>Understanding impact – make links between Pentecost, the Holy Spirit and Christians within their church communities</p> <p>Making connections – recognise how people behave and links with the Kingdom of God</p>	<p>Making sense – make links between beliefs and stories recalled at festivals</p> <p>Understanding impact – describe how believers celebrate festivals in different ways</p> <p>Making connections – raise questions and suggest answers about celebrations in their own lives</p>
Personal Knowledge (own values/ position)	Children will understand how worldviews reflect on traditional beliefs and teachings of the organised worldview and how this might differ from their personal views.	Children can describe what they understand and how they respond to feeling part of a community, making commitments and rules.	Children can discuss and share their own family experiences and traditions, understanding how they might draw on religious influences.	Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	Children can respond to a range of religious festivals within their own personal views and how they encounter them.
Specific vocabulary to teach	Tier 2 vocab: teacher, festival, values	Tier 2 vocab: Old Testament, Genesis	Tier 2 vocab: Holy Week, Easter, crucifix	Tier 2 vocab: salvation Tier 3 vocab: Kingdom of God, Pentecost,	Tier 2 vocab: festival, celebration, compare

	Tier 3 vocab: Guru, Gurdwara, Sikhism	Tier 3 vocab: covenant, descendants, Abrahamic religions	Tier 3 vocab: fasting, resurrection		Tier 3 vocab: value, ancient, philosophy
Why this? Why now?	Religious worldview required to be taught in KS2 Taught prior to Thematic unit so children have knowledge of Sikh worldview Sikh festival Bandi Chhor Divas celebrated in November 2024	Builds on prior units and the building blocks of Genesis taught in KS1.	Taught during Lent / Eastertide. Learning will be relevant to children's current lived experiences both in and outside of school.	Taught after Lent / Eastertide Taught in readiness for Pentecost in June 2025	Thematic unit taught after systematic units, so children have coverage of worldviews including Christians, Muslims, Jews and Sikhs and non-religious
Proposed Lesson Progression	<ol style="list-style-type: none"> 1. What is Sikhism? 2. What are the key beliefs in Sikhism? 3. Who was Guru Nanak? 4. Who were the 10 Gurus? 5. What is the Guru Granth Sahib? 6. What are the 5 Ks? 7. What matters to Sikhs? 8. What Sikh values are important? 9. Educational Visit: Visit the Gurdwara to think, talk about and question Sikh beliefs and ways of living. 	<ol style="list-style-type: none"> 1. Who was Noah? 2. What was Noah's covenant with God? 3. Who was Abraham? 4. What is the Covenant of the Pieces? 5. What is the Salvation Army? 6. What do the Salvation Army do? 7. What is it like for Christians to follow God? 	<ol style="list-style-type: none"> 1. What do the different crosses represent in Holy Week? 2. How would Mary have felt during Holy Week? 3. How does Holy Week inspire hope in Christianity? 4. How do Christians prepare for Holy Week? 5. What is the significance of Maundy Thursday? <p>What is the 'good' in Good Friday?</p>	<ol style="list-style-type: none"> 1. What happened on the day of Pentecost? 2. What do Christians believe about the first 3,000 followers? 3. What was God's message to the people of God's Kingdom? 4. How do Christians think of the Pentecostal Holy Spirit? 5. How is Pentecost the church's birthday? 6. For Christians, why did Pentecost need to happen? 7. What difference did the giving of the Holy Spirit at Pentecost make to 	<ol style="list-style-type: none"> 1. What events are significant to you? 2. What are the stories behind some festivals? 3. Cont. above 4. How are the festivals we have explored similar? 5. What values are at the heart of some religious festivals? 6. How do believers question the deeper meaning of festivals? 7. Why are some festivals still celebrated today? 8. What is the role of festivals in Britain today?

	10. What festivals do Sikhs celebrate?			Christians, then and now?	
End point	Pupils to be able to discuss a religious worldview, Sikhi, noting key beliefs and how it informs Sikhs in their lives.	Children to understand the relationship between People of God and God and how this links with everyday actions.	Children to see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection for Christians.	Children to understand the relationship between Pentecost, the beliefs of Christians and the church today. They should be able to explain how it impacts choices they make.	Children to hold a balanced and informed conversation about festivals and their significance to believers of differing worldviews inc. those without a faith.
Year 4	Weeks 1 – 10 (10)	Weeks 11 – 17 (7)	18 – 24 (7)	Weeks 25 – 30 (6)	Weeks 31 – 38 (8)
RE Concept	Organised worldviews – Hindus	Incarnation / God	Creation / Fall (mainly Digging Deeper)	Gospel	Thematic Unit
Enquiry question	L2.7 What does it mean to be a Hindu a Britain today? *Sp/C opportunities	L2.3 What is the Trinity and why is it important for Christians? *Sp opportunities	L2.1 What do Christians learn from the Creation story? *Sp/M opportunities	L2.4 What kind of world did Jesus want? *Sp/M/C opportunities	L2.10 How and why do people mark the significant events of life? *Sp/So/C opportunities
Learning outcome	Making sense – identify some Hindu deities and describe Hindu beliefs about God Understanding impact – describe how Hindus show their faith within their families in Britain today Making connections – consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone	Making sense – offer suggestions about what texts about baptism and Trinity might mean Understanding impact – describe how Christians show their beliefs about God the Trinity in worship Making connections – make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like	Making sense – offer suggestions about what the story of Adam and Eve might show about human nature and how to act Understanding impact – describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness Making connections – make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave	Making sense – make clear links between the calling of the first disciples and how Christians today try to follow Jesus Understanding impact – give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching Making connections – make links between the Bible stories studied and the importance of love	Making sense – identify some beliefs about love, commitment and promises in 2 religious traditions and describe what they mean Understanding impact – make simple links between beliefs about love and commitment and how people in at least 2 religious traditions live Making connections – give good reasons why they think ceremonies of commitment are/not valuable today

Personal Knowledge (own values/ position)	Children will understand how worldviews reflect on traditional beliefs and teachings of the organised worldview and how this might differ from their personal views.	Children will understand, even if they do not see themselves as a member of an organised worldview, how the Trinity is connected to believers' actions e.g. being baptised with holy water.	Children have the opportunity to talk about their personal worldviews and influences about creation and fall; noting how they experience live and encounter experiences within their own worldview.	Children can make connections with others, discussing their actions for caring for the world and the impact it has and drawing on religious influences. Children should discuss how this shapes life.	Children can reflect on their personal views and whether they draw on religious traditions e.g. belief in the afterlife or angels, or non-religious traditions e.g. marriage. Children should discuss whether their views differ from their peers'.
Specific vocabulary to teach	Tier 2 vocab: celebration, Tier 3 vocab: deities, karma, Hinduism	Tier 2 vocab: baptism, symbolism Tier 3 vocab: Trinity, epistle	Tier 2 vocab: temptation, choice, commandment Tier 3 vocab: disobedience, sacrament	Tier 2 vocab: Gospel, disciples Tier 3 vocab: clergy, controversial	Tier 2 vocab: significance, event, symbolism Tier 3 vocab: metaphor
Why this? Why now?	Religious worldview required to be taught in KS2 Hindu festival Diwali celebrated in November 2024	Children have a secure knowledge of incarnation by the time they reach Year 4. The Trinity is a complex unit which allows them to build on their prior learning, understanding that Jesus wasn't just a 'baby' born at Christmas but was the Son of God (made flesh).	Teaching prior to Gospel unit in which children need a secure understanding of the story of Creation and sin, for Christians, in preparation for discussing the world Jesus wanted.	This unit is timed to be taught around Easter when Christians believe Jesus died for their sins (fall).	Thematic unit taught after systematic units, so children have coverage of worldviews including Christians, Muslims, Jews, Sikhs, Hindus and non-religious
Proposed Lesson Progression	<ol style="list-style-type: none"> 1. What do Hindu deities suggest God is like? 2. What do Hindus believe about the cycle of life? 3. Why do Hindus think all living things are special? 4. What do Hindus believe is karma? 5. What is the Hindu four aims of life? 	<ol style="list-style-type: none"> 1. What is the symbolism of water in baptism? 2. How is the Trinity shown in the story of Jesus's baptism? 3. How does the Trinity link with Christian baptism? 4. How is 'The Grace' important to Christians? 	<ol style="list-style-type: none"> 1. Where does Creation come in the Big Story of the Bible? 2. What is the meaning of The Fall? 3. How were Adam and Eve disobedient? 4. How does the story of The Fall teach Christians how to live? 	<ol style="list-style-type: none"> 1. How might Christians interpret the calling of the first disciples? 2. What does the story of Jesus healing a leper tell Christians? 3. What was the impact of the story of the Good Samaritan, both at the time and later? 	<ol style="list-style-type: none"> 1. What are the significant milestones on the journey of life? 2. What is the value of some important Christian ceremonies? 3. What are the value of ceremonies in Sikh and Hindu worldviews? 4. What is the symbolism of a wedding ceremony?

	<p>6. Educational Visit: Visit the Hindu temple to explore how Hindus show their faith within their families and their community.</p> <p>7. What activities do Hindu families participate in?</p> <p>8. What are the benefits in sharing rituals with family and community?</p> <p>9. How do Hindus celebrate Diwali?</p> <p>10. What festivals do Hindus celebrate?</p>	<p>5. How does artwork help Christians to understand the Trinity?</p> <p>6. How do Christians explain the Trinity?</p> <p>7. How are baptism, prayer and the Trinity linked together?</p>	<p>5. What do the 10 Commandments teach us?</p> <p>6. How do Genesis 3 and the Parable of the Lost Son link?</p> <p>7. What do people learn from the story of Adam and Eve?</p>	<p>4. How did Jesus challenge the ideas of people at the time?</p> <p>5. How might members of the clergy think about acting upon the Gospel?</p> <p>6. How might Christians use the Gospel to guide their life?</p>	<p>5. Cont. above</p> <p>6. Does religious or spiritual teaching help believers to move on in life's journey?</p> <p>7. What does a 'map of life' teach you?</p> <p>8. What are your beliefs on the importance of significant life events?</p>
End point	<p>Pupils to be able to discuss a religious worldview, Hinduism, noting key beliefs and how it informs Hindus in their lives.</p>	<p>Children understand that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p>	<p>Children should be able to hold an informed conversation referring to actions people make because they believe God created the world.</p>	<p>Children to understand the significance of Jesus' acts on challenging people. They recognise how people try to be like Jesus in their actions.</p>	<p>Children to hold a balanced and informed conversation about acts of caring for the world/others to believers of differing worldviews (Christians, Muslims, Jews, Sikhs and Hindus) including those without a faith.</p>