

RE Long Term Plan - 2024/2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	E.1 Which places are special to members of our community? Pathway 1	E.5 How do people celebrate special times? Pathway 5	E.3 Why are some objects special? Pathway 2	E.6 How do we understand and care for the world? Pathway 6	E.3 Who cares for me and how do I help others? Pathway 3	E.4 Who belongs in my community and family? Pathway 4
Understanding the world	Talk about members of their immediate family and community Name and describe people who are familiar to them. Understand that some places are special to members of their community	Talk about members of their immediate family and community. Compare and contrast characters from stories including from the past. Recognise that people have different beliefs and celebrate special times in different ways.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.

People, Culture and Communities (ELG)	Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.
The Natural World ELG				Explore the natural world around them making observations and drawing pictures of animals and plants.		

Personal, Social and Emotional Development					Express their feelings and consider the feelings of others. Think about the perspectives of others	
Managing Self ELG					Explain the reasons for rules, know right from wrong and try to behave accordingly.	
Building Relationships ELG					Show sensitivity to their own and others' needs.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	C1.5 Why are festivals important in a community? Pathway 5		C1.4 How and why do some people pray? Pathway 4	F1.12 How and why do we care for others? Pathways 3	C1.1 What does it mean to be part of a community of belief? Pathway 1	F1.13 What do religions/ world views say about our wonderful world? Pathways 4 and 6
	Name some celebrations and talk about how these are celebrated. Talk about their experiences and feelings connected to celebrations or customs. Recognise some similarities and differences between festivals and celebrations.		Talk about how prayer makes people wonder at the world and ask big questions about life. Retell a story about someone whose experience or encounter changed their life. Notice what someone might do or say when they pray.	Recall and talk about some religious stories Respond to questions about stories Respond with ideas about how to care for others	Name some 'precious', 'sacred' or 'holy' objects and places. Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK. Express ideas about 'holy' or important objects and places.	Ask and respond to questions about the world and creation. Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. Begin to express ideas and opinions about how to care for the planet.

Year 2	C1.3 How can we make good choices? Pathway 3		C1.6 Which books and stories are important? Pathway 6	F1.11 How do Hindu stories help believers live their lives? Pathways 3 and 6	C1.2 How are symbols used to welcome new life? Pathway 2	F1.15 What did Jesus teach us and how did he live? Pathway 3 and 6
	Notice characteristics in the lives of people who are held as examples by religions / worldviews. Talk about and suggest meanings for teachings about right and wrong from different religions / worldviews.		Express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live. Recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.	Stories can teach us important lessons about ourselves and the world. Stories can help us with life's big questions or mysteries either with answers or deeper questions. Religions and worldviews use stories to help pass on their own teachings around these big questions. Various forms of literary & creative expression in religious	Recognise and name some symbols used to welcome a new baby. Express ideas about the symbols they would use to welcome a baby. Recognise some similarities and differences between the welcoming ceremonies.	Express ideas and respond to questions about stories from the life and teachings of Jesus. Express ideas about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians. Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday; the last supper; crucifixion;

			Suggest meanings for some special stories.	and other worldviews preserve these stories.		the empty tomb. Recall how these are remembered in Holy Week and Easter.
--	--	--	--	--	--	--

Year 3	CL2.6 How do Jews use stories to remember God's covenant? Pathway 6		CL2.3 Why do the lives of the Gurus inspire Sikh believers? Pathway 4	FL2.13 Why do people follow inspirational leaders? Pathways 3 and 5	CL2.2 How do different people express their spirituality? Pathway 2	FL2.12 How does the Bible help Christians to live a good life? Pathway 3
	Re-tell some Jewish stories and consider their importance. Explain how Jews express their faith through rituals and actions.		Give examples of Sikh beliefs and stories about their Gurus. Describe Sikh practices relating to the Guru Granth Sahib. Explain and give reasons for Sikh	Explain how leaders put their teachings and values into practice. Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.	Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms Express their beliefs and values through creating a piece of expressive art	Recall and re-tell some well-known parables and teachings in the Bible. Give examples of how the Bible influences Christians in the way they live. Respond thoughtfully and express their own

	Express ideas about the rituals and practices which demonstrate belonging to a community.		values e.g. equality, honesty.	Give examples of the ways in which communities follow their leaders		ideas of right and wrong.
--	---	--	--------------------------------	---	--	---------------------------

Year 4	CL2.5 How do ancient stories influence modern celebrations? Pathway 5		CL2.3 How do the 5 Pillars help Muslims to lead a good life? Pathway 3	FL2.11 How do creation stories help people understand the world? Pathway 6	CL2.1 What faiths and beliefs can be found in our country and community? Pathway 1	FL2.14 How are the stories of Holy Week important to Christians? Pathway 6
	Give examples to show how festivals and seasons are celebrated in different countries, making links between them.		Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers; Express ideas about how Muslim beliefs	Re-tell a range of creation stories, making links between them. Express ideas about creation and suggest meanings for the stories.	Describe some characteristics of religions and their places of worship. Recognise that each religion / worldview is made up of several groups of people and compare some	Describe the events of Holy week, using a range of narratives from the Gospels Ask questions about the importance of the stories of Holy Week for Christians

	Explain and give reasons for the celebration of each festival including ancient stories behind them. Express ideas and opinions about what light represents.		have an impact on the life of believers; Explain how a Muslim might follow the example of the Prophet Mohammed.	Express different views and ideas about helping to look after the world around them.	of the different beliefs and practices.	Describe similarities and differences in the ways different Christians celebrate and remember the stories of Holy Week.
--	--	--	---	---	--	--

Year 5	CU2.5 How and why are Jewish festivals celebrated today? Pathway 5		CU2.1 What do Hindu people believe about God? Pathway 1	FUT.11 What is the significance of Easter, Ascension and Pentecost? Pathway 6	CU2.4 Why do some people go on a pilgrimage? Pathway 4	FU2.12 Should we forgive others? Pathway 3
	Summarise ideas about Jewish festivals and how and why they are commemorated. Give a considered response to how		Describe some examples of what different Hindus do to show their faith. Describe some ways in which Hindus express their faith	Weigh up different ideas about Jesus' resurrection, considering Gospel narratives. Summarise Christian beliefs about Jesus'	Describe and explain some amazing, puzzling or mysterious experiences associated with	Give a considered response to why it is hard to 'make up' or apologise in a conflict. Identify and explain their own ideas about Jesus' teaching

	and why Jewish people follow the commandments set out in the Torah Choose appropriate questions for an interview.		through puja, aarti and bhajans. Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with.	kingship and the Kingdom of God. Show understanding of these terms and weigh up what they mean for Christians. Explain how and why Pentecost is celebrated today.	places of pilgrimage Suggest reasons why special places and journeys make people ask big questions about life. Express ideas about new insights pilgrims might gain from their journey	regarding forgiveness and reconciliation. Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.
--	--	--	---	---	--	--

Year 6	CU2.2 How do Sikhs symbolise their commitment? Pathway 2		CU2.6 What do Christians believe about the old and new covenants? Pathway 6	FUT.14 How do Buddhists live a meaningful life? Pathways 1 and 4	CU2.3 What values do people live by? Pathway 3	FUT.13 Why are rites of passage important? Pathways 2 and 4
	Describe and give examples of how Sikhs express their beliefs through story, symbols and actions.		Define the word 'covenant' and give an example. Summarise narratives about Moses, the Ten Commandments, the	Summarise the story of Prince Siddhartha's birth and upbringing and give reasons why he looked for enlightenment. Identify and explain their own precepts for	Identify and explain some of the moral teachings practised by religious communities and make connections between them.	Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them

	Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. Weigh up a range of opinions about wearing the 5Ks and taking amrit.		Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.	life and find similarities with the Buddhist Precepts relating these to their beliefs Find and explain the meanings in Buddhist stories.	Compare religious ideas about right and wrong with non-religious worldviews such as Humanism. Apply ideas about values and how religious and non-religious people choose to live their lives.	change their lives or given them new insights to share with others. Explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement
--	---	--	--	--	---	--