



Religious Education, Values and Beliefs Long Term Planning Map 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage 1 Understanding the World People, Cultures & Communities	RE is non-statutory in FS1 but teaching and learning will enable children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. Through stories, experiences and celebrations, they will begin to understand and value the differences of individuals and groups within their own immediate community and will have opportunity to develop their emerging moral and cultural awareness.					
Foundation Stage 2 Understanding the World People, Cultures & Communities	F5 (LIVING) Where do we belong?	F4 (EXPRESSING) Which times are special and why?	F1 (BELIEVING) Which Stories are special and why?	F2 (BELIEVING) Which people are special and why?	F5 (LIVING) Where do we belong?	F3 (EXPRESSING) Which places are special and why?
Year 1	1.1 (BELIEVING) Who is a Christian and what do they believe? Part 1	1.6 (EXPRESSING) How and why do we celebrate special and sacred times? (Christmas) Part 1	1.7 (LIVING) What does it mean to belong to a faith community?	1.6 (EXPRESSING) How and why do we celebrate special and sacred times? (Easter) Part 2	1.1 (BELIEVING) Who is a Christian and what do they believe? Part 2	1.5 (EXPRESSING) What makes some places sacred?
Year 2	1.2 (BELIEVING) Who is Jewish and what do they believe?	1.6 (EXPRESSING) How and why do we celebrate special and sacred times? Part 1 Jewish	1.2 (BELIEVING) Who is a Muslim and what do they believe?	1.6 (EXPRESSING) How and why do we celebrate special and sacred times? Part 2 Muslim	1.4 (BELIEVING) What can we learn from sacred books and stories? Muslim	1.4 (BELIEVING) What can we learn from sacred books and stories? Jewish
Year 3	L2.1 (BELIEVING) What do different people believe about God?	L2.5 (EXPRESSING) Why are festivals important to religious communities?	L2.7 (LIVING) What does it mean to be a Christian in Britain today? Part 1 Personal/home	L2.2 (BELIEVING) Why is the Bible so important for Christians Today?	L2.4 (EXPRESSING) Why do people pray?	L2.7 (LIVING) What does it mean to be a Christian in Britain today? Part 2 Local/worldwide community.
Year 4	L2.10 (LIVING) How do family life and festivals show what matters to Jewish People?	L2.5a (EXPRESSING) How do people from religious and non-religious communities celebrate key festivals?	L2.6 (EXPRESSING) Why do some people think life is like a journey? Part 1 Christian	L2.3 (BELIEVING) Why Is Jesus inspiring to some people?	L2.8 (LIVING) What does it mean to be a Hindu in Britain today?	L2.6 (EXPRESSING) Why do some people think life is like a journey? Part 2 Hindu
Year 5	L2.9 (LIVING) What can we learn from religions about deciding what is right and wrong?	U2.1 (BELIEVING) Why do some people think God exists? Part 1 Enquiry	U2.6 (LIVING) What does it mean to be a Muslim in Britain today? Part 1	U2.4 (EXPRESSING) If God is everywhere, why go to a place of worship?	U2.1 (BELIEVING) Why do some people think God exists? Part 2 Explore ways of knowing	U2.6 (LIVING) What does it mean to be a Muslim in Britain today? Part 2
Year 6	U2.7 (LIVING) What matters most to Christians and Humanists?	U2.8 (LIVING) What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.9 (EXPRESSING) What can be done to reduce racism? Can religion help?	U2.3 (BELIEVING) What do religions say when life gets tough?	U2.10 (LIVING) Green Religion? How and why should religious communities do more to care for the earth?	U2.10 (LIVING) Green Religion? How and why should religious communities do more to care for the earth?