



RE Whole School Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		F1 – Which stories are special and why?	F2 - Which people are special and why?	F3 - Which places are special and why?	F4 - Which times are special and why?	F5 – where do we belong?	F6 – What is special about our world?
Y1/2	A	1.7 – What does it mean to belong to a Faith Community?	1.6 – How and why do we celebrate special and sacred times (Christian festivals e.g Christmas)	1.1 – Who is a Christian and what do they believe?		1.5 – What makes some places sacred?	
	B	1.8 – How should we care for others and the world and why does it matter?	1.6 – How and why do we celebrate special and sacred times (Diwali and other festivals)	1.2 Who is a Muslim and what do they believe?		1.4 – How can we learn from sacred books?	
Y3/4	A	L2.7 – What does it mean to be a Christian in Britain today?		L2.1 – What do different people believe about God? (Hindus and Muslims)	L2.5 – Why are festivals important to religious communities (Easter)	L2.4 – Why do people pray?	L2.2 – Why is the Bible so important for Christians today?
	B	L2.8 – What does it mean to be a Hindu in Britain today?		L2.9 – What can we learn from religions about deciding what is right and wrong?	L2.3 - Why is Jesus inspiring to some people?	L2.5 – Why are festivals important to religious communities? Eid	L2.6 – Why do some people think that life is like a journey and what significant experiences mark this?

Y5/6	A	U2.1 – Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship? Visit to Mandir/Church	U2.2 What would Jesus do? (Can we live b the values of Jesus in the 21 st Century?)	U2.3 What do religions say to us when life gets hard?
	B	U2.5 – Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 – What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 – What matters most to Christians and Humanists?	U2.6 – What does it mean to be a Muslim in Britain today? (Mosque)