



RE Long Term Plan



Intent:

At our school, Religious Education is taught in line with the **North Lincolnshire Agreed Syllabus** and **Understanding Christianity**, enabling pupils to develop a deep understanding of religious beliefs, practices, and values. Our RE curriculum aims to foster curiosity, respect, and open-mindedness, supporting pupils to explore big questions about life, belief, and meaning. Through learning about Christianity and a range of other world religions and worldviews, pupils are encouraged to reflect thoughtfully, develop empathy, and gain the knowledge and skills needed to live in a diverse and respectful society.

Implementation:

RE is taught regularly using a well-structured and progressive curriculum guided by the North Lincolnshire Agreed Syllabus. **Understanding Christianity** is used to deliver the compulsory Christianity units, supporting pupils to explore core concepts through a clear and consistent approach. Units from the agreed syllabus are used to teach other religions, including Islam, Hinduism, and Judaism, using suggested texts and activities to ensure breadth and balance.

Teaching follows a common structure of **Making Sense of the Text, Understanding the Impact, and Making Connections**, ensuring consistency across the school and supporting progression in knowledge, skills, and understanding. Lessons are adapted to meet the needs of all learners and include opportunities for discussion, reflection, and enquiry. Teachers are supported with high-quality resources and ongoing monitoring to ensure effective delivery.

Impact:

The impact of our RE curriculum is that pupils develop a secure and respectful understanding of Christianity and other world religions, alongside the ability to reflect thoughtfully on their own ideas and values. Pupils are confident in discussing religious concepts, showing curiosity, empathy, and respect for others' beliefs.

By the time pupils leave our school, they:

- Demonstrate knowledge of key religious beliefs, practices, and stories
- Show respect and understanding towards different faiths and worldviews
- Are able to make connections between religious teachings and everyday life

Develop critical thinking and reflective skills

Impact is evident through pupil voice, work in books, discussions, and teacher assessment, ensuring pupils are well prepared to thrive in a diverse and inclusive society.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	LAS Unit Myself <i>[Introduce people who belong to a religious group]</i> Key vocab Christian Muslim Jew Hindu God	LAS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i> Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key vocab Vicar Imam Rabbi Jesus Muhammad God	LAS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books]</i> Key Vocab Bible Qur'an Torah	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Cross Prayer beads Prayer mat Christian God Easter Jesus	Creation UC F1 (core) Why is the word 'God' so important to Christians? Key Vocab Christian God Creation Care Responsibility Jesus	LAS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i> Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful
Why this? Why now?	At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do	At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.	Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.	This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.	Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.

CYCLE A

Year 1/2	LAS Compulsory Being Human – Islam <i>[What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i>	LAS Compulsory Life Journey – Islam <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i>	LAS Additional Thankfulness Christianity <i>. E.g. harvest in Christianity,</i>	LAS Additional Thankfulness Hinduism <i>Holi in Hinduism</i>	Salvation UC 1.5 (core) Why does Easter matter to Christians?	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?
Why This? Why Now?	Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).	Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.	Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.		In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude	Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term)

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Year 3/4	LAS Additional Big Questions Christianity Why do we celebrate? [What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]	LAS Compulsory Community – Hinduism [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	LAS Compulsory Community –Islam [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS Additional Pilgrimage Christianity [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Environmental impact of pilgrimage]	LAS Additional Pilgrimage Judaism [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Environmental impact of pilgrimage]
Why This? Why Now?	This unit asks pupils to think of different reasons why humans celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage.	This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in	This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).	

Year 5/6	God UC 2b.1 (core) What does it mean if God is loving and holy?	LAS Additional Unit Designed by the School Do you have to believe in God to be good? [Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?	LAS Compulsory Life Journey – Islam/Hinduism <u>Islam</u>: How do Muslims show they belong? <u>Hinduism</u>: How do Hindus show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]
Why This? Why Now?	This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God 'in the flesh').	This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'.	The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.	This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world.	This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.

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Cycle B

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