



RE Long Term Plan

Year 3			
L2.1 What do different people believe about God?	What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God – with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer).		Reflection and expressing own ideas about God
L2.7 What does it mean to be a Christian in Britain today?	Church communities	How do Christians help their local communities?	Christians making a difference worldwide
L2.2 Why is the Bible important for Christians today?	Introduction to the Bible	Temptation	Examples of how Christians use the Bible
L2.4 Why do people pray?	Key prayers in Christianity, Islam and Hinduism – how are they similar? What connections can be made?	Purpose and impact of prayer (include atheist beliefs)	Religious stories about prayer

Year 4			
L2.8 What does it mean to be a Hindu in Britain today?	Hindu family life	Hindu four aims of life	Hindu faith communities
L2.3 Why is Jesus inspiring to some people?	What makes a person inspirational to others – what makes a good role model?	Words and actions of Jesus	Important attitudes and values as inspired by Jesus – children to create own list of important values
L2.5 Why are festivals important to religious communities?	Research project about different religions (building on and deepening Y1 learning)	P4C – questions about deep meaning of festivals	Role of festivals in the life of Britain today
L2.9 What can we learn from religions about deciding what is right and wrong?	Teachings from different religions about how to live a 'good' life	Exploring different dilemmas and linking them to religious beliefs	Explore lives of inspirational religious individuals and how their faith inspired and guided them
L2.6 Why do some people think that life is a journey?	Significant milestones on the journey of life Ceremonies that mark the milestones and the importance of these. How do non-religious people mark these moments?	Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made?	Create a 'map of life' for someone in either the Christian, Hindu or Jewish religions

Year 5				
U2.1 Why do some people believe God exists?	Explore why some people do/do not believe in God.	Creation story	theist/agnostic/atheist Listen to different views – children reflect and form own opinions	
U2.2 What would Jesus do? How can we live by the values of Jesus in the 21 st Century?	Love	Forgiveness	Justice and Fairness	Generosity and not being greedy
U2.4 If God is everywhere, why go to a place of worship?	Features of places of worship – common features.	Religious places – not just buildings. Western Wall Mecca	Pilgrimages	
U2.6 What does it mean to be a Muslim in Britain today?	Explore the practice, meaning and significance of the Five Pillars of Islam	Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid?	Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching.	
U2.7 What matters most to Christians and Humanists?	Good and bad behaviours Why do people do good and bad things?	Humanist code for living	Christian codes for living	Direct questions about values

Year 6				
U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah?	Hindu belief of Ahimsa	Christian belief of grace	Muslim belief of Ummah	Make links between the three concepts – which has most impact and why?
U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	Exploring examples of religious art and architecture – present the most impressive to the class.	Christian and Muslim beliefs about charity and generosity	Connect ways in which art and actions can reveal what people believe about god.	Weigh up which has greater impact – art or charity?
U2.3 What do religions say to us when life gets hard?	Big questions – generating and exploring why these questions do not have easy answers	How does religion help when life gets tough?	Key concepts about life after death	Art of heaven
U2.9 What can be done to reduce racism? Can religion help?	Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred	Enable pupils to think for themselves about the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen.	Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals?	
U2.10 Green Religion	Different ways that people respond to climate injustices, depending on their personal worldview.	Key concepts in world religions which have implications for care of the Earth.	Weighing up different approaches to saving the Earth.	