Religious Education Long Term Plan (4-Year Cycle)

Cycle A: Myself & Belonging

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Unit	What Makes Me Special?	Why Is Christmas Special?	What Does It Mean To Belong?	Why Is Easter Important?	What Makes A Family?	How Do Communities Help Us Belong?
Strand	Impact of Faith (Myself)	Worship (Celebrations)	Impact of Faith (Belonging)	Worship (Celebrations / Story)	Impact of Faith (Myself & Belonging)	Impact of Faith (Belonging)
Learning Objectives	To recognise that every person is unique. To identify things that make me special. To understand that families care for and support one another. To know that Christians believe people are special to God. To talk about what is important to me. To respect things that are important to others.	To know that Christmas is a Christian celebration. To retell parts of the Christmas story. To identify people in the Christmas story. To understand why Christians celebrate the birth of Jesus. To recognise symbols associated with Christmas. To reflect on celebrations that are special to me.	To understand what belonging means. To identify groups I belong to. To know that people belong to religious communities. To explore ways Christians and Jewish people belong to their faith communities. To recognise why belonging is important. To respect differences between groups and communities.	To know that Easter is an important Christian celebration. To retell parts of the Easter story. To identify symbols linked to Easter. To understand that Easter is about Jesus. To explore themes of hope and new life. To reflect on new beginnings in my own life.	To explore different types of families. To recognise that families care for one another. To understand that families can be different. To know that religion is important in some families. To identify ways families celebrate together. To respect family differences.	To recognise that people belong to a variety of communities. To understand how communities support people. To know that churches and synagogues bring communities together. To identify ways people help others in their community. To understand why community relationships matter. To reflect on my role within a community.

Cycle B: Stories & Teachings

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Unit	Why Do People Tell Stories?	What Can We Learn From Jesus?	What Can We Learn From Stories in Judaism?	What Can Stories Teach Us About Kindness?	Who Inspires Others?	How Can Stories Help Us Make Good Choices?
Strand	Teachings & Authority (Story)	Teachings & Authority (Leaders & Teachers)	Teachings & Authority (Story)	Impact of Faith	Teachings & Authority (Leaders & Teachers)	Impact of Faith / Teachings & Authority
Learning Objectives	To understand that stories can teach important lessons. To know that some stories are sacred to religious people. To identify what makes a story important. To listen and respond to religious stories. To recognise that stories can influence how people behave. To reflect on stories that are important to me.	To know that Jesus is important to Christians. To retell stories about Jesus. To understand some of Jesus' teachings. To identify examples of kindness and forgiveness. To recognise how Jesus influenced others. To reflect on how we can help other people.	To know that Jewish people learn from stories in the Torah. To listen to and retell a Jewish story. To identify key characters in Jewish stories. To understand messages about kindness and courage. To recognise similarities between religious stories. To reflect on lessons from stories.	To explore stories about helping others. To recognise acts of kindness. To understand why kindness is valued by believers. To identify ways people show care and compassion. To compare different examples of kindness. To reflect on how I can be kind to others.	To know that some people inspire others through their beliefs. To learn about religious leaders and teachers. To recognise qualities of inspirational people. To understand how beliefs influence actions. To identify people who help others. To reflect on people who inspire me.	To understand that stories can guide behaviour. To identify examples of right and wrong in religious stories. To explore how believers use stories to make decisions. To understand the consequences of choices. To compare different responses to situations. To reflect on choices in my own life.

Cycle C: Celebrations & Symbols

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Unit	What Is A Celebration?	Why Do Christians Celebrate Christmas?	Why Do Christians Celebrate Easter?	Why Is Eid Special For Muslims?	How Do People Show Their Beliefs?	What Do Symbols Mean?
Strand	Worship (Celebrations)	Worship (Celebrations & Symbols)	Worship (Celebrations & Story)	Worship (Celebrations & Belonging)	Worship (Practices and Ways of Life / Expressing Meaning)	Worship (Symbols)
Learning Objectives	To understand what a celebration is. To identify different types of celebrations. To recognise that celebrations are important to families and communities. To explore how celebrations bring people together. To identify similarities and differences between celebrations. To reflect on celebrations that are important to me.	To know that Christmas celebrates the birth of Jesus. To retell key events of the Nativity story. To identify symbols associated with Christmas. To understand why Christmas is important to Christians. To explore different ways Christians celebrate Christmas. To compare Christmas celebrations with my own experiences.	To know that Easter is the most important Christian festival. To retell key events of the Easter story. To identify symbols associated with Easter. To understand themes of hope and new life. To explore how Christians celebrate Easter. To reflect on the idea of new beginnings.	To know that Eid is a special celebration for Muslims. To understand that Ramadan comes before Eid. To identify how Muslims celebrate Eid. To recognise the importance of family and community during Eid. To compare Eid with other celebrations. To respect different religious traditions.	To understand that people show their beliefs in different ways. To identify actions that are important to religious people, such as praying, celebrating and helping others. To know that Christians show their beliefs through worship, prayer and caring for others. To know that people can express beliefs through art, music, stories, symbols and special objects. To recognise that different religions and worldviews may express beliefs in different ways. To reflect on the beliefs and values that are important to me.	To understand that symbols communicate meaning. To identify symbols used in Christianity, Judaism, Islam and Hinduism. To know why symbols are important to believers. To compare religious and everyday symbols. To recognise that symbols help people express beliefs. To reflect on symbols that are important to me.

Cycle D: Believing About The World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Unit	Where Did The World Come From?	How Do People Say Thank You For The World?	Why Is The World Special?	Why Should We Care For The World?	What Do Different People Believe?	What Have We Learnt About Where The World Came From?
Strand	Belief	Worship	Belief / Impact of Faith	Impact of Faith	Belief	Belief / Reflection and Response
Learning Objectives	To explore questions people ask about the world and how it began. To know that Christians and Jewish people believe God created the world. To understand that creation stories help people explain the world's beginnings. To identify things Christians and Jewish people believe God created. To recognise that different people may have different beliefs about creation. To reflect on what makes the world special.	To understand that some people believe the world is a gift from God. To know that Christians and Jewish people show thanks in different ways. To identify examples of prayer, worship and celebration. To explore Harvest and other celebrations of thankfulness. To understand why believers give thanks for the world. To reflect on things I am thankful for.	To recognise that many religions teach that the world is special. To understand why Christians and Jewish people value creation. To identify aspects of the natural world that people appreciate. To explore feelings of awe and wonder. To recognise that beliefs can influence how people think about the world. To share my own ideas about what makes the world special.	To understand why many people believe they should care for the world. To know that some believers see themselves as caretakers of creation. To identify ways people can help the environment. To explore how beliefs influence actions. To understand how our choices affect the world around us. To reflect on how I can care for living things and the environment.	To know that people have different beliefs about God, the world and life. To recognise that not everyone believes the same things. To identify similarities and differences between beliefs. To understand that religions may answer important questions in different ways. To respect the beliefs and views of others. To reflect on my own questions about life and the world.	To recall beliefs we have studied about creation. To compare different ideas about where the world came from. To identify what Christians and Jewish people believe about creation. To reflect on what we have learnt from creation stories. To ask questions about meaning, purpose and truth. To express my own ideas respectfully.