

## Religious Education – Long Term Plans 2025-2026

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This long term plan is based on the Luton SACRE agreed RE syllabus 2024

### The Three Principal Aims

**A. Know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- Identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- Appreciate and appraise varied dimensions of religion or a worldview

**C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; community cohesion at school, local, national and global levels.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives (Religious Education Council of England and Wales, 2013).

# The Themes

These are based around understanding the relationship between religion and worldviews and:

1. God and faith
2. Humanity
3. Nature
4. Science and technology
5. Society

These themes can be further elucidated as:

*What is the relationship between Religion and worldviews and:*

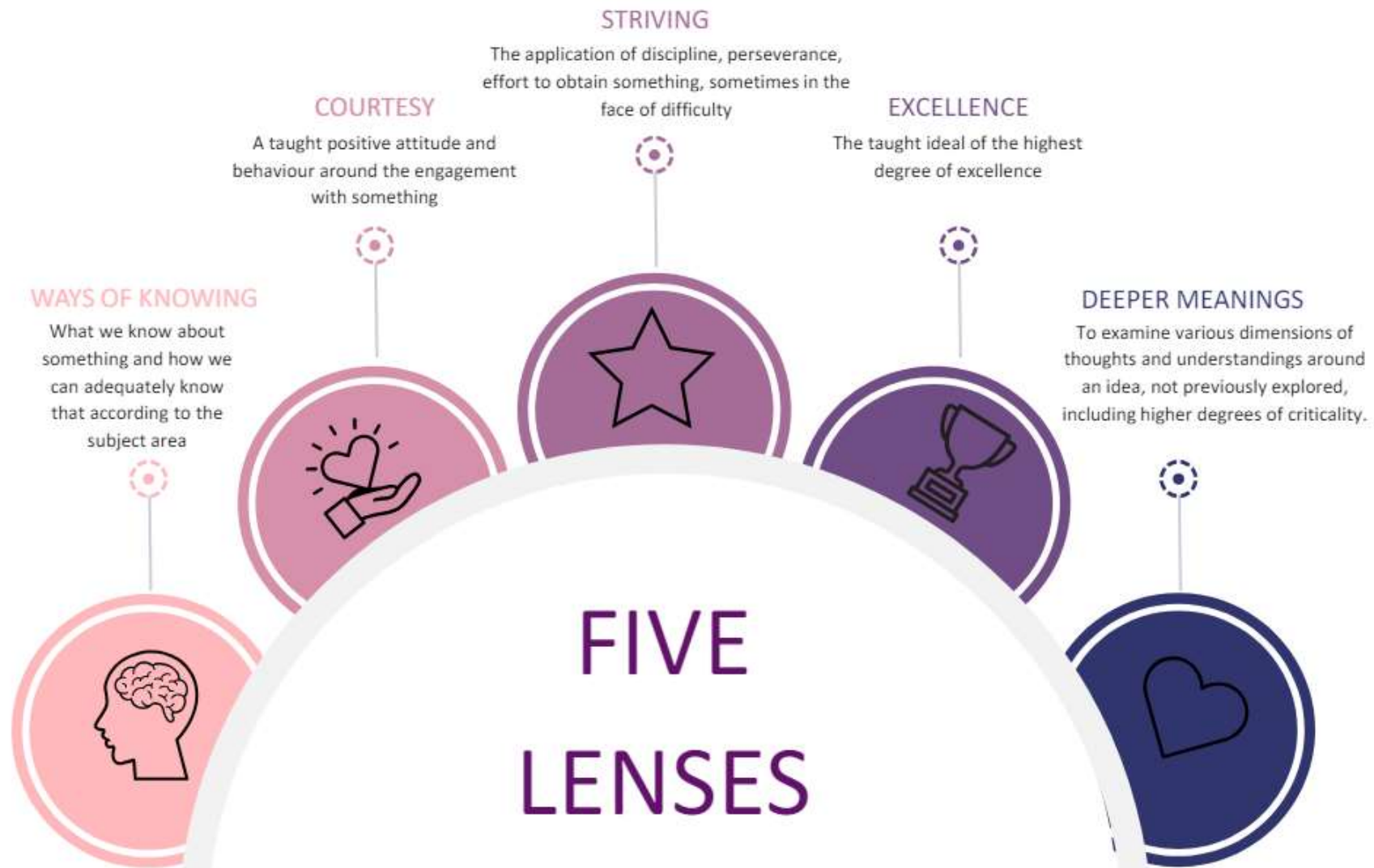


These five themes are broad enough to encompass all walks of life and cover the academic disciplines of Humanities, Social sciences, Natural sciences and Applied sciences - all from the perspective of religion and worldviews.

However, themes on their own do have potential challenges such as requiring significant planning, oversimplifying complex themes and being too broad to allow for meeting the syllabus requirements. To mitigate these potential challenges, five lenses were introduced that can be used interchangeably against each theme. This would ensure that the themes are studied with a specific focus and give a unique perspective on enquiry.

# The Lenses

There are varying models for lenses that can be utilised and each particular lens will have its own strengths and weaknesses. For our purposes, we wanted to ensure that the lenses employed are reflective of the unique ideas which are found in religions and worldviews. At the same time, too many lenses can be overwhelming and can create cognitive overload. To ensure that we can provide adequate diversity, continued relevance, depth over breadth and sufficient complexity, we opted for five lenses.



**Key:**

Page number from the RE syllabus (Luton SACRE agreed RE syllabus 2024) that should be referred to for [key questions](#)

Page number from the RE syllabus (Luton SACRE agreed RE syllabus 2024) that should be referred to for [lesson plans](#)

## EYFS

Area of learning	Topics covered	Key vocabulary	Curriculum themes	Enrichments
PSED Understanding the world Expressive arts and design Communication and language Literacy Mathematics Physical development	Diwali Lent Chinese New year Christmas Easter Ramadan/Eid Random Acts of Kindness	My family My home My special places Celebrate Religion Festival Tradition	Mental Health and well being Celebrating diversity Our school our town	Nativity performance  Panto

**God and Faith:** Places of worship, different beliefs, religious artefacts, thankfulness, prayer.

**Humanity:** Sharing our planet, communities, kindness, helping each other, our human similarities.

**Science and Technology:** Exploring through science, basic astronomy, technology that helps us see the universe, being curious about the world.

**Society:** Religious festivals, respecting each other, different people and religious figures in society, being helpful in society

**Nature:** Plants and animals, gratitude to nature, religious symbols and nature, taking care of the natural world, life cycles.

# Redwood provision

RE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year A	Place of worship	Sharing our planet	Exploring through science	Religious festivals	Plants and animals	
Year B	Different beliefs	Communities	Basic astronomy	Respecting others	Gratitude to nature	
Year C	Religious artefacts	Kindness, helping each other	Technology that helps us see the universe	Different people and religious figures in society	Religious symbols and nature	
Year D	Thankfulness and prayers	Our human similarities	Being curious about the world	Being helpful in society	Taking care of the natural world, life cycles	

Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
Seeks physical and emotional comfort from trusted adults	Shows a range of emotions such as pleasure, fear and excitement	Uses self-calming techniques e.g.: chewy, sucking thumb, sensory activities	Interacts with new people appropriately when supported by a familiar adult.	Happily shares new experiences with a number of adults	Briefly takes part in turn taking activities with another child with adult support	Expresses own preferences and interests	Keeps play going by responding to what others are saying or doing	Compromises during play activities	Starts to form a mutual friendship with another child
			<ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> <li>- With other children</li> </ul>	<ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> </ul>	<ul style="list-style-type: none"> <li>- In structured routines</li> <li>- In play</li> </ul>		<ul style="list-style-type: none"> <li>- Adults</li> <li>- Children</li> </ul>	<ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> </ul>	
	Responds emotionally to other people's emotions	Repeats actions they anticipate will result in a response from another		Shows an interest in the activities of others	Can show a caring nature towards other children	Is aware that some actions can hurt or harm others	Growing ability to distract self when upset	Will work as part of a group or class, taking turns	To identify and respect the differences and similarities between people
		<ul style="list-style-type: none"> <li>- In familiar routine</li> <li>- In new activities</li> </ul>		<ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> <li>- In play</li> <li>- Other adults/children</li> </ul>	<ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> </ul>				
		Is able to give an object to an adult when an activity has finished		Can be encouraged to try new activities using a now and next approach	Cooperates with the responsibility of carrying out small jobs	Can express their own feelings such as sad, happy, scared and worried	Picks up on the behaviour/ mood of other people and respond appropriately	Can describe self in positive terms and talk about abilities	To listen to other people, and play and work cooperatively

				- In school - In the community	- Self-chosen jobs - Adult initiated jobs		- Adults - Other children		
				Can be distracted by a new activity when distressed the majority of the time	Imitates the actions of other children at play	Responds to the feelings and wishes of others	Has an understanding of the reasons for some feelings.	Can resolve a conflict with the support of an adult	Develop relationships through work and play e.g. sharing equipment
				- In school - In the community	- In school - In the community - In play		- Happy - Sad		
				Communicates activities or experiences that they do not like through avoidance	Can wait for short periods in order to have needs met	Shows understanding and cooperates with some boundaries and routines	Can inhibit their own behaviours e.g. Stop themselves from doing something they shouldn't	Discusses the emotions of characters in stories	Takes steps to resolve conflicts with other children
					- In school - In the community	- In school - In the community	- In school - In the community		- In school - In the community
					Begins to understand some boundaries in familiar routines	Understand that some things are shared and some belong to someone else		Can usually adapt behaviour to different events, social situations and changes in routine	Asks for help
					- In school - In the community				
					Begins to learn that some things are theirs			Aware of behavioural expectations in the setting	Recognise how their behaviour affects other people
								- In school - In the community	
					Is compliant in requests when taking part in motivating activities			Beginning to negotiate and solve problems without aggression e.g. when someone has taken toy	Knows own likes/dislikes and how to make real informed choices
					- In school - In the community				Can give reasons for their feelings

# Year 1

(Page 129 for all unit key questions)

Term	Theme and lens	Unit focus and Learning question/s	Objectives to be covered	Curriculum themes	Enrichments
Autumn 1	God and faith  Lens: ways of knowing	What do people believe? (Christianity and Islam)  Who is God and what do people believe in? What is the concept of belief? (respecting beliefs)	Can talk about what people believe in and why God is important to some people.	-Wellbeing and mental health -Celebrating diversity	
Autumn 2	Humanity  Lens: ways of knowing	How do we know we are human? What separates us from animals? What makes each person unique and special? How can we show love and kindness to others?	Can talk about how humans differ from animals and how we are all unique.	-Wellbeing and mental health -Celebrating diversity	
Spring 1	God and faith  Lens: courtesy	Etiquettes and manners in different religions. Customs around greetings and births. How do we treat guests?	Shows an understanding of etiquettes and manners in different religions.	-Wellbeing and mental health -Celebrating diversity	
Spring 2	Science and technology  Lens: ways of knowing	How do different religions explain the beginning of the world? How can science help us understand the world around us? How can technology help us learn and explore?	Can talk about how science, religion and technology help us understand the world around us.	-Wellbeing and mental health -Celebrating diversity -Environment	
Summer 1	Society	What is society? Who makes up our society? How are we similar and different from each other? How do	Can explain what a society is and talks about how we are	-Wellbeing and mental health -Celebrating diversity	

	Lens: ways of knowing	different religions view society? What can we learn from each other's beliefs?	similar/different to each other.	-Our school and our town	
Summer 2	Nature  Lens: ways of knowing	Where did the world come from? What makes something beautiful? How does nature make you feel? What is evidence of God in nature?	Can describe nature and how it makes them feel.	-Wellbeing and mental health -Celebrating diversity -Environment	

## Year 2

(Page 129 for all unit key questions)

Term	Theme and lens	Unit focus and Learning question/s	Objectives to be covered	Curriculum themes	Enrichments
Autumn 1	God and faith  Lens: ways of knowing	Special books and their purpose in people's lives: Christianity, Islam, Judaism  Understand the different ways they have been revealed. Recognise the importance of these for believers.	Can talk about special religious books and the importance of these in people's lives.	-Wellbeing and mental health -Celebrating diversity	
Autumn 2	Humanity  Lens: courtesy	Caring for others: Christianity, Islam, Judaism  What is taught about self-care and caring for others? What is taught about personal hygiene? What is the concept of inner peace?	Can talk about the importance of self-care and caring for others in relation to different faiths.	-Wellbeing and mental health -Celebrating diversity	

Spring 1	God and faith  Lens: striving	Pilgrimage in different religions: Islam, Christianity, Judaism  What are the main pilgrimages in Abrahamic faiths? Why do people undertake pilgrimages? How does striving connect to pilgrimage?	Shows an understanding of the importance of pilgrimages in Abrahamic faiths.	-Wellbeing and mental health -Celebrating diversity	
Spring 2	Science and technology  Lens: ways of knowing	Understanding the unseen. Do you have to see something to know that it exists? How does science help understand the unseen? Ideas of heaven/Jannah/angels – from Abrahamic perspectives	Can talk about how science and faith help us to understand what we cannot see.	-Wellbeing and mental health -Celebrating diversity -Environment	
Summer 1	Society  Lens: courtesy	Christianity, Islam  Religious morals and manners in different societies. The importance of manners – stories from different faiths. What are the similarities and differences? Who has a right over us – neighbours, parents, elders, young children.	Shows an understanding of religious morals and manners in different societies.	-Wellbeing and mental health -Celebrating diversity -Our school and our town	
Summer 2	Nature  Lens: courtesy	Why should we take care of the environment? How do we take care of the environment? Finding beauty in nature. How does nature impact religious architecture? Moroccan gardens, peace gardens, Islamic gardens. How do these gardens help people remember God?	Can describe the importance of looking after the environment and make links with religious gardens.	-Wellbeing and mental health -Celebrating diversity -Environment	

# Year 3

(Page 129 for all unit key questions)

Term	Theme and lens	Unit focus and Learning question/s	Objectives to be covered	Curriculum themes	Enrichments
Autumn 1	God and faith  Lens: ways of knowing	Places of worship Christianity: church Islam: mosque Judaism: synagogue Sikhism: gurdwara  Identify places of worship. Why are they important? How do people behave there? What are some activities that take place?	Can identify places of worship and why these are important for people of different faiths.	-Wellbeing and mental health -Celebrating diversity -Our school and our town -World of work and ambition	
Autumn 2	Humanity  Lens: excellence	Christianity, Islam, Judaism  Religious leaders – what messages did they preach about humanity? Stories from 3 major religions. Identify the different religious figures. What is the significance of religious figures? What can we learn from them?	Can talk about religious leaders from different faiths and what people can learn from them.	-Wellbeing and mental health -Celebrating diversity -Our school and our town -World of work and ambition	
Spring 1	God and faith  Lens: striving	How do people from different faiths make sacrifices for their beliefs e.g. fasting? Why do people make sacrifices for their beliefs? What does that mean today?	Shows an understanding of the importance of sacrifice in different faiths.	-Wellbeing and mental health -Celebrating diversity -Our school and our town	

Spring 2	Science and technology  Lens: ways of knowing	What is the concept of miracles in different religions? Why are they important for believers? What can we learn from them? How can science help us understand miracles? (stories from religious books)	Can talk about the concepts of miracles in different religions and how science can help us understand them.	-Wellbeing and mental health -Celebrating diversity	
Summer 1	Society  Lens: courtesy	What are the ideas of charity found in religion? What are different types of charity? Why would believers want to be involved in charity? Why is charity important? How can we serve our communities and beyond with charity?	Shows an understanding of the link between charity and religion. Can talk about how charity helps communities.	-Wellbeing and mental health -Celebrating diversity -Our school and our town	
Summer 2	Nature  Lens: courtesy	Environmental issues facing the world today. Are we vicegerents of the earth? What do religions say? What can we do to help the planet?	Can describe environmental issues facing the world today. Can explain how religion can help to look after the planet.	-Wellbeing and mental health -Celebrating diversity -Environment	

## Year 4

(Page 130 for all unit key questions)

Term	Theme and lens	Unit focus and Learning question/s	Objectives to be covered	Curriculum themes	Enrichments
Autumn 1	God and faith  Lens: ways of knowing	Festivals: Christianity, Judaism, Islam, Dharmic	Can talk about key festivals and why they are important.	-Wellbeing and mental health -Celebrating diversity	

		What are some key festivals? Why are they important? What lessons can we take from them today?		-Our school and our town	
Autumn 2	Humanity  Lens: striving	How can faith make people better people? How does faith teach self-improvement? What are ideas of self-restraint, self-awareness and why are they important? What are shared virtues in faith and do we need them?	Can talk about how faith teaches self-improvement, restraint and awareness.	-Wellbeing and mental health -Celebrating diversity	
Spring 1	God and faith  Lens: striving	Christianity, Islam, Judaism, Dharmic  Religious leaders in more depth – a comparative study. How did these figures strive for change? How does that help us today?	Can compare the impact of different religious leaders and how they have changed our lives.	-Wellbeing and mental health -Celebrating diversity	
Spring 2	Science and technology  Lens: deeper reality/critical thinking	How has technology changed the way we worship? How can technology enhance faith? What are some challenges around faith and technology?	Can talk about the benefits and challenges of technology in faith and worship.	-Wellbeing and mental health -Celebrating diversity -World of work and ambition	
Summer 1	Society  Lens: deeper reality/critical thinking	How people of different religions worked together historically.  Moroccan and Andalusian society. How did different faith	Can explain about how people of different religions worked together historically.	-Wellbeing and mental health -Celebrating diversity -World of work and ambition	

		groups co-exist? How are things different today?			
Summer 2	Nature  Lens: ways of knowing	How do we understand what animals are? What are their purposes? What is our relationship with animals? What are our responsibilities towards them? What challenges do animals face today and how can we help with those?	Can talk about the importance of animals and the challenges they face today. Can talk about ways in which people can help them.	-Wellbeing and mental health -Celebrating diversity -Environment	

## Year 5

(Page 130 for all unit key questions)

Term	Theme and lens	Unit focus and Learning question/s	Objectives to be covered	Curriculum themes	Enrichments
Autumn 1	God and faith  Lens: ways of knowing	Communicating with God  Islam, Christianity, Dharmic  What is the idea of prayer? Why is it important? Is prayer only physical? How does God respond to us? How can we interpret God's communication?	Can talk about the idea of prayer and why it is important.	-Wellbeing and mental health -Celebrating diversity	
Autumn 2	Humanity  Lens: deeper reality/critical thinking	How has religion shaped humanity and communities? What key figures can we see from faiths that impacted the	Can talk about how religion and key figures have shaped humanity and communities.	-Wellbeing and mental health -Celebrating diversity	

		world? The ideas around popes, caliphs, priests, imams, rabbis.		-World of work and ambition	
Spring 1	God and faith  Lens: deeper reality/critical thinking	What is humanism? Do all people believe in God? Alternatives to religious beliefs and different world views.	Can explain humanism.	-Wellbeing and mental health -Celebrating diversity	
Spring 2	Science and technology  Lens: deeper reality/critical thinking	Is science the only way to know things? How do we know things now with social media?  What ideas are found in religion that science supports? How does humanism understand the world?	Can talk about how science, faith and technology support us to understand the world around us.	-Wellbeing and mental health -Celebrating diversity	
Summer 1	Society  Lens: excellence	How does religion serve society? What are the benefits of religion in society? What type of purpose does it provide? How does a lack of religion impact a society?	Can explain the impact of religion on society.	-Wellbeing and mental health -Celebrating diversity -Our school and town	
Summer 2	Nature  Lens: deeper reality/critical thinking	Nature as a destructive force – floods, volcanoes, earthquakes – how are these retold in religious texts and teachings? What lessons are learnt from this? The power of the creator.	Can recall stories and explain the lessons to be learnt where nature is described as a destructive force.	-Wellbeing and mental health -Celebrating diversity -Environment	

# Year 6

(Page 130 for all unit key questions)

Term	Theme and lens	Unit focus and Learning question/s	Objectives to be covered	Curriculum themes	Enrichments
Autumn 1	God and faith  Lens: ways of knowing	Comparison of places of religious significance: Vatican, Mecca, Ganges, Jerusalem  Why do people visit them? How do they benefit people in their religion and spiritually? Similarities and differences between each place.	Can compare places of religious significance and can identify similarities and differences.	-Wellbeing and mental health -Celebrating diversity	
Autumn 2	Humanity  Lens: excellence	Can the idea of an ideal human exist? Can it be achieved? If yes, how? Examples of saints in different religious traditions. What are the challenges with these ideas?	Can talk about idealism in faith (of people) e.g. Saints.	-Wellbeing and mental health -Celebrating diversity	
Spring 1	God and faith  Lens: deeper reality/critical thinking	Why do people believe in God? Do they need to believe in God? What ideas can challenge faith and how can they be responded to? The Big Bang, the theory of evolution, religious theories for the start of the world. How do we understand these theories and religious texts?	Shows an understanding of the conflict between faith, god, religion and the science of evolution.	-Wellbeing and mental health -Celebrating diversity	
Spring 2	Science and technology	How can AI change the world and what implications can this	Can explain how AI could change the world and its	-Wellbeing and mental health	

	Lens: deeper reality/critical thinking	have for religions and world views? Will AI become a new religion?	potential impact on religions.	-Celebrating diversity	
Summer 1	Society  Lens: striving	Christianity, Islam, Judaism, Dharmic  What is social justice found in faith? How can faith teachings of social justice help us today? What would happen if there is no social justice?	Can talk about social justice found in faith.	-Wellbeing and mental health -Celebrating diversity	
Summer 2	Nature  Lens: excellence	The healing power of nature from a religious perspective. How does nature help our physical and mental health? Foods for health as recorded in religious texts – olives, honey etc. The 7 foods of the bible. Prophetic medicine and how can that help us today?	Can describe ways in which nature can heal e.g. physical and mental from a religious perspective.	-Wellbeing and mental health -Celebrating diversity -Environment	