Grange C of E Primary School R.E. Long Term Plan 2026-2027

Religious Education is a core part of our curriculum and reflects our Church of England foundation. In line with the Statement of Entitlement for Church of England Schools, approximately 60% of our RE curriculum focuses on Christianity as a living and diverse faith, while 40% explores other world faiths and worldviews. Through RE, pupils develop religious literacy, respect for others, and an understanding of the beliefs and values that shape our world.

The number of lessons should be noted as some units will cross into the next half term/term if longer units depending on the number of weeks each half term.

Year Gp	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**EYFS Unit 2: Why do Christians say thank you to God at harvest time?** Encounter Non-religious World Views	**EYFS Unit 3: How do Christians celebrate Jesus' birthday?** Encounter Non-religious World Views	**EYFS Unit 5: Why did Jesus tell stories?**	**EYFS Unit 6: Why do Christians believe that Easter is all about love?** Encounter Non-religious World Views	**EYFS Unit 7: Who are the special people in our lives?** Encounter Non-religious World Views	**EYFS Unit 10: How do some people talk to God?** Encounter Islam, Judaism
Year 1	**Unit 1.1: Why is saying thank you important?** Minimum of 6 lessons Hindu Dharma Encounter Judaism, Non-religious World Views	**Unit 1.3: Why do many people give and receive gifts at Christmas?** Minimum of 4 lessons Encounter Non-religious World Views	**Unit 1.7: How do families welcome new babies?** Minimum of 12 lessons – **in part integration into 1.5** Hindu Dharma, Islam Encounter Humanism	→ **Unit 1.5: Why do Christians believe Easter is a new beginning?** Minimum of 6 lessons Encounter Non-religious World Views	**Unit 1.2: What do people believe about how the world began?** Minimum of 6 lessons Hindu Dharma, Islam Encounter Non-religious World Views	**Unit 1.6: What can we learn from this story?** Minimum of 6 lessons Hindu Dharma, Islam Encounter Sikhi
Notes: Year 1 Spring Term – Overlap between 1.7 & 1.5 identified, i.e. ***Why are new beginnings important to people of faith and belief?*** to shorten overall length of combined units.						
Year 2	**Unit 2.1: Why are sacred texts so important to people of faith?**	→ **Unit 2.2: Why do Christians believe the birth of Jesus was such good news?**	**Unit 2.9: Does everyone follow the same rules?**	**Unit 2.4: How do symbols help people to understand the meaning and importance of Easter?**	**Unit 2.5: What makes a place or building sacred?**	→ *Plus Project Day/Afternoon* – **Unit 2.8: Where does this story fit into God's Big Story?**

	Minimum of 12 lessons - Islam Encounter Judaism, Sikhi	Minimum of 4 lessons Encounter Non-religious World Views	Minimum of 6 lessons Islam Encounter Judaism, Non-religious World Views	**Christianity world wide.** Minimum of 6 lessons Encounter Non-religious World Views	Minimum of 12 lessons Hindu Dharma, Islam Encounter Judaism	
Year 3	**Unit 3.6: Why do many people celebrate and give thanks at harvest time?** Minimum of 4 lessons Hindu Dharma, Judaism **Unit 4.8: Where can peace be found?** → Minimum of 6 lessons Islam, Judaism, Encounter Buddhism, Humanism	**Unit 3.2: Why do Christians believe that Jesus was Emmanuel, God with us?** Minimum of 4 lessons Encounter Non-religious World Views	**Unit 3.1: What is the role of a faith leader who has been called by God?** Minimum of 6 lessons Islam, Judaism	**Unit 3.4: Is the cross a symbol of sadness or joy?** Minimum of 6 lessons Encounter Non-religious World Views	**Unit 3.5: Is the 'golden rule' agreed by everyone?** → Minimum of 12 lessons Islam Encounter Humanism, Buddhism, Sikhi	*Plus Project Day/Afternoon –* **Possibly linked to rules - Sermon on the Mount.** Islam Encounter Humanism, Buddhism, Sikhi
Year 4	**Unit 4.1: Are values only important to people of faith or are they important to everyone?** Minimum of 10 lessons Hindu Dharma, Islam, Judaism Encounter Sikhi, Humanism	→ **Unit 4.2: Why is light an important symbol in many World Faiths?** Minimum of 6 lessons Judaism	**Unit 4.3: Why do Christians believe Jesus is the Son of God?** Minimum of 6 lessons Judaism	**Unit 4.4: Easter: A story of betrayal or trust?** Minimum of 6 lessons Hindu Dharma,, Islam, Judaism Encounter: Non-Religious World Views, Sikhi	**Unit 4.6: Where and when do some people of faith pray?** Minimum of 10 lessons Islam, Judaism Encounter Buddhism	*Plus Project Day/Afternoon – to cover identified linked learning from* ***Unit 4.5: What is the purpose of sacred building/places?*** Hindu Dharma Encounter Sikhi, Non-religious World Views

Note: Year 4 Summer Term focus on						
Year 5	**Unit 5.1: Why are there several Holy Books and not just one?** Minimum of 12 lessons Hindu Dharma, Islam, Judaism Encounter Sikhi	**Unit 5.7: How is Christmas celebrated around the world?** Minimum of 4 lessons Encounter Non-Religious World Views	**Unit 5.5: Did she make the right choice? Why?** Minimum of 6 lessons Judaism	**Unit 5.9: How did the news of Jesus' resurrection spread around the world?** Minimum of 6 lessons	**Unit 5.8: Why does the world need to change? Who is going to make the changes?** 4- 6 lessons Hindu Dharma, Islam, Judaism Encounter Buddhism, Sikhi, Non-Religious World Views	**Unit 5.6: Is death an ending or a beginning?** Minimum of 6 lessons Hindu Dharma, Islam Encounter Buddhism, Humanism
Year 6	**Unit 6.1: Why is life sometimes described as a journey?** 4 - 6 lessons Content will be determined by the pupils. It will include World Faiths and World Views relevant to their own personal experiences.	**Unit 6.2: How do Christians prepare for Christmas?** Minimum of 4 lessons Encounter Non-Religious World Views	**Unit 6.4: Who was Jesus? Who is Jesus?** Minimum of 6 lessons Islam, Judaism Encounter Buddhism, Non-Religious World Views	**Unit 6.3: What are the connections between the Last Supper and the celebrations of Jewish Passover and Christian Eucharist?** Minimum of 6 lessons Judaism	**Unit 6.7: How does having faith affect the way people live their lives?** Minimum of 12 lessons - **in part integration into 6.10** Islam, Judaism Encounter Buddhism, Non-Religious World Views	**Unit 6.10: Is it true that there is more that unites us than divides us?** Minimum of 6 lessons
Notes: Year 6 Summer Term: Overlap between 6.7 & 6.10 identified, ***Do faiths have more in common than differences, and how do beliefs and sacred texts inspire people to live?*** to shorten overall length of combined units.						