

Religious Education – Long Term Plan

In brackets - relevant NATRE unit.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	Harvest Festival	Celebration: - Halloween - Bonfire Night - Diwali - Advent - Christmas	Chinese New Year	Shrove Tuesday and Easter	Could be: The culture of Africa linked to the book 'A Place Called Home'	
Year 1 Year 2 Cycle A	Believing 1.1 Who is a Christian and what do they believe? (Who do Christians say made the world?)		Believing 1.2 Who is a Muslim and what do they believe? (Who is a Muslim and how do they live? Part 1)		Believing 1.3 Who is Jewish and what do they believe? (Who is Jewish and how do they live?)	
Year 1 Year 2 Cycle B	Living 1.7 What does it mean to belong to a faith community? (What does it mean to belong to a faith community?)		Expressing 1.5 What makes some places sacred? (What makes some places special to believers?)		Living 1.8 How should we care for others and the world, and why does it matter? (How should we care for others and the world and why does it matter?)	
Year 3 Year 4 Cycle A	Living L2.8 What does it mean to be a Hindu in Britain today? (What does it mean to be a Hindu in Britain today?)		Expressing L2.6 Why do some people think that life is a journey and what significant experiences mark this? (How and why do people mark the significant events of life?)		Living L2.10** How do family life and festivals show what matters to Jewish people? (How do festivals and family life show what matters to Jewish people?)	
Year 3 Year 4 Cycle B	Believing L2.1 What do different people believe about God? (What is it like for someone to follow God? Christian focus)		Believing L2.1 What do different people believe about God? (What do Hindus believe God is like? Hindu focus)		Expressing L2.5 Why are festivals important to religious communities? (How do festivals and worship show what matters to a Muslim? Muslim focus)	

Year 5 Year 6 <i>Cycle A</i>	Living U2.6 What does it mean to be a Muslim in Britain today? (What does it mean to be a Muslim in Britain today?)	Living U2.7 What matters most to Christians and Humanists? (What matters most to Humanists and Christians?)	Believing U2.1 Why do some people believe God exists? (Why do some people believe in God and some people not?)
Year 5 Year 6 <i>Cycle B</i>	Judaism** (Why is the Torah so important for Jewish people?)	Hindus** (Why do Hindus want to be good?)	Believing U2.2 What would Jesus do? (Christians and how to live: what would Jesus do?)

** Additional units planned to support children achieving the end of Key Stage outcomes.

The key questions are designed to enable pupils to achieve the end of key stage outcomes above. Schools may plan additional units but should ensure that they support pupils in achieving the end of key stage outcomes. If planning additional units, schools should also ensure that there is breadth and balance across the RE curriculum by addressing each of the three strands (believing, expressing, living) across the key stage.

North Yorkshire Agreed Syllabus for RE, 2024–2029 © RE Today Services 2024

North Yorkshire RE Agreed Syllabus:

4–5s Reception	Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

North Yorkshire Agreed Syllabus 2024-2029 along with NATRE teaching resources

*EYFS use the NATRE resources fluidly and in accordance to current learning journeys

RE is taught every other week in KS1 and KS2