



Yearly Plan For Religious Education

EYFS

2023-2024 Termly Themes	Autumn 1 Believing	Autumn 2 Believing	Spring 1 Expressing	Spring 2 Expressing	Summer 1 Living	Summer 2 Living
Believing Expressing Living	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Being special: where do we belong?	What is special about our world?

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Long Term Plan for KS1

2023-2024 Termly Themes	Autumn 1 Believing	Autumn 2 Believing	Spring 1 Expressing	Spring 2 Expressing	Summer 1 Living	Summer 2 Living
Believing Expressing Living	Who is a Christian and what do they believe? Who is Jewish and what do they believe? Who is a Muslim and what do they believe?	What can we learn from sacred books?	What makes some places sacred?	How and why do we celebrate special and sacred times?	What does it mean to belong to a faith community?	How should we care for others and the world, and why does it matter?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Long Term Plan for KS2

2023-2024	Autumn 1 Believing	Autumn 2 Believing	Spring 1 Expressing	Spring 2 Expressing	Summer 1 Living	Summer 2 Living
Believing Expressing Living	<p>What do different people believe about God?</p> <p>Why do some people believe God exists?</p>	<p>Why is the Bible so important for Christians today?</p> <p>Why is Jesus inspiring to some people?</p> <p>What would Jesus do?</p> <p>Can we live by the values of Jesus in the twenty-first century?</p> <p>What do religions say to us when life gets hard?</p>	<p>Why do people pray?</p> <p>If God is everywhere, why go to a place of worship?</p> <p>Why are festivals important to religious communities?</p> <p>Why do some people think that life is a journey and what significant experiences mark this?</p> <p>If God is everywhere, why go to a place of worship?</p>	<p>Why are festivals important to religious communities?</p> <p>Why do some people think that life is a journey and what significant experiences mark this?</p> <p>What does it mean to be a Muslim in Britain today?</p>	<p>What does it mean to be a Christian in Britain today? L2.8</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>What does it mean to be a Muslim in Britain today?</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p>

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Long Term Plan for KS3

Year 1 2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Believing Expressing Living	Do we need to prove God's existence? Does living biblically mean obeying the whole Bible? What is so radical about Jesus?	Is death the end? Does it matter? Why is there suffering? Are there any good solutions?	Should religious buildings be sold to feed the starving?	How can people express the spiritual through the arts?	What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?	Should happiness be the purpose of life? Does religion help people to be good? What difference does it make to believe in...? Should happiness be the purpose of life? Is religion a power for peace or a cause of conflict in the world today?

Students should extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.



Long Term Plan for KS4 & 5

Year 2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Believing Expressing Living	Investigate and analyse beliefs and practices of religions and worldviews (including non-religious worldviews) using a range of arguments and evidence to evaluate issues and draw balanced conclusions	Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making appropriate references to their historical, cultural and social contexts.	Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.	Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.	Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.	Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding.

All students should extend and deepen their knowledge and understanding of religions and worldviews (including non-religious worldviews), explaining local, national and global contexts. Building on their prior learning, they appreciate and appraise the nature of different religions and worldviews in systematic ways. They should use a wide range of concepts in the field of Religious Studies confidently and flexibly to contextualise and analyse the expressions of religions and worldviews they encounter. They should be able to research and investigate the influence and impact of religions and worldviews on the values and lives of both individuals and groups, evaluating their impact on current affairs. They should be able to appreciate and appraise the beliefs and practices of different religions and worldviews with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well reasoned positions. They should be able to use different disciplines of religious study to analyse the nature of religion.