

EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Previous learning:	Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things that are familiar – building on children’s interests and enthusiasm as well as their leaning and developmental needs. Themes that children might have experienced and lend themselves to RE work include the following: <i>Myself, My life, My senses, My special things, People who are special to me, People who help us, Friendship, Welcome, Belonging, Special places, Special times, Our community, Special books, Stories, The natural world</i>					
Unit to be taught:	F3: How might people in Gloucestershire show they belong together?	F2: Why is Christmas special for Christians?	F1: Why is God so important to Christians?	F4: What special times do people celebrate and why might these times be very important?	F6: What stories are important in our school community/local area and why?	F5: Which places are special for people living in Gloucestershire and why?
Enquiry questions to explore:	What does belonging mean? What does belonging mean in religious communities? Why do many people in Gloucestershire baptise babies and what happens? Why do some people in Gloucestershire have non-religious naming ceremonies for babies and what happens? What do many Hindu siblings in England do to show they love each other at Raksha Bandhan and why? How might people in Gloucestershire show that they belong?	What is the story that many Christian people tell about the birth of Jesus? How is the nativity story important to Christians who live near us? When do people celebrate and why is celebrating Jesus’ birth so important for many Christians? How and why do many Christians give gifts, give help and say thank you at Christmas? How do Christians near us celebrate Jesus’ birth at Christmas? Why is Christmas special for many Christians?	What is a story many Christians tell about God creating the world, and what does it mean for Christian people? Why might believing in God make many Christians want to care for the world? How and why might many Christians say thank you to God? What do many Christians believe about God’s love? What have we learnt about why God is so important to Christians and how did we learn it?	What do we celebrate? What do many Christians celebrate in the Spring? How do some Christians celebrate Easter? How do many Christians celebrate Easter? How do many Hindus celebrate Holi? What story do many Hindus remember at Holi? What special times do people celebrate and why might these times be very important?	What stories are special to us? What are holy stories for religious people? What story might be important to a Christian and why? What story might be important to a Jewish person and why? What stories are important in our school community/local area and why?	What places are special to people in our school community and why? What are sacred places for many Christians in Gloucestershire? What can we find out about a church near our school? What can we find out about a religious building near our school? What can we find out about a place near us that is important to somebody who is not religious? What places are special for people living in Gloucestershire and why?
Future units in same thread	1.3: What is it like to be brought up in a Hindu	1.2: Why does Christmas matter to	1.1: What do Christians believe God is like? Yr1	1.3: Why does Easter matter to Christians,	1.9: How do stories and art express worldviews? Yr 1	

What comes next?	home in the UK today? Yr 1	Christians and how do people celebrate it? Yr 1		and how do people celebrate? Yr 2		
Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit to be taught:	1.1: What do Christians believe God is like?	1.2: Why does Christmas matter to Christians and how do people celebrate it?	1.7: What is it like to be brought up in a Muslim home in the UK today?	1.5: What is it like to be brought up in a Hindu home in the UK today?	1.9: How do stories and art express worldviews? Christian, Muslim, Hindu, NR/Humanist?	
Enquiry questions to explore:	What can we say many Christians believe about God? What can we find out about the Christian story of the Lost Son? What might the Lost Son story show many Christians about God? What might a different story show many Christians about God? What might many Christians do because of their belief in God? How might many Christians treat others because of what they believe God is like?	What does the nativity story show Christians about Jesus? How might Christians celebrate Christmas? How might Christians in Gloucestershire celebrate Christmas? How is Christmas celebrated by Christians around the world? Is Christmas only for Christians, or is it for everyone?	What can we find out from photos of Muslim homes and from what some Muslims say? What can we find out about Muslim beliefs to help us to understand what happens in a Muslim home? How do some Muslims welcome a baby into the family? What have we found out? Overview, recall, diversity	What might we find in a Hindu home? What can we find out about puja from looking at objects in a Hindu home and observing puja there? Which ceremonies about family might we see in Hindu homes? Baby ceremonies Which ceremonies about family might we see in Hindu homes? Sibling ceremonies What have we found out about what it is like to be brought up in a Hindu home in the UK today?	What similarities and differences can we see when we look at pictures of Jesus? What are meanings behind the Lost Son and how do some Christians show what the story means to them through their words and art? How do Hindus use dance to show what is important? Why is the story of Rama and Sita important to many Hindus? How have Hindus shown the story of Rama and Sita shown in artistic ways? What might Muslims learn from stories about Muhammad and the story of Bilal? Why do many Muslims use prayer mats and what does the art on mats show about Muslim worldviews? What lessons might Humanists learn from important stories? How did an artist who was non-religious show their worldview through their work? How do stories and art express worldviews?	
Future units in same thread What comes next?	L2.2: What might Christians learn from the Old Testament about how to live? Yr 3	1.4: What is it like to be brought up in a Christian home in the UK today? Yr 2	1.8: What is it like to be part of the Muslim community in the UK and beyond? Yr 2	L2.5: What beliefs do Hindus hold about the Supreme Being? Yr 4	1.10: How can someone's worldview be seen in the choices they make? Yr 2 L2.7: Why is Muhammad important to Muslims today? Yr 3	

	L2.1: What do Christians learn from the Creation narrative? Yr 4		L2.8: What do Muslims believe about God and how do they respond? Yr 4		L2.9: What is it like to be a Humanist in the UK today? Yr 3 U2.5: Why might Hindus want to be good? Yr 6
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Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit to be taught:	1.8: What is it like to be part of the Muslim community in the UK and beyond?	1.6: What is it like to be brought up in a Jewish home in the UK today?	1.4: What is it like to be brought up in a Christian home in the UK today?	1.3: Why does Easter matter to Christians, and how do people celebrate it?	1.10: How can someone's worldview be seen in the Choices they make?	
Enquiry questions to explore:	What can we find out from different sources about Muslim communities? How does the mosque building show the importance of being part of a Muslim community? What kinds of things do Muslims do at a mosque, and why? How do Muslims engage with local communities? How and why do Muslims engage with the wider community? What are the benefits and challenges of being a part of a Muslim community? Drawing learning together	What might we find out about living in a Jewish home from looking at photos? How might Jewish people mark a day of rest? What might happen in a Jewish home on Shabbat? What can we find out from pictures and interviews about how many Jewish people show care for others? What is the story of Chanukah and what can we find out about how Jewish people remember it? What might be an important message from the Chanukah story for many Jewish people?	What clues might there be that a home is lived in by Christians? What actions or rituals might Christians carry out in their homes? What do the stories Christians might read tell us about what is important to them? Why do some Christian families in Gloucestershire go to church, and what happens there? What have we found out? Overview, recall, diversity	What does the story of Holy Week show Christians about Jesus? How might Christians celebrate Easter? How might Christians in Gloucestershire celebrate Easter? How is Easter celebrated by Christians around the world? Is Easter about salvation for everyone who celebrates it?	What is a worldview? How can we tell what matters in someone's life? How do the actions of some Christians show their worldviews? What have we learnt about different Christians in RE? What is it like to be a Christian? How can some Christians' worldviews be seen in the choices they make? How do the actions of some Hindus show what matters to them? How do the actions of some Jews show what matters to them? How do the actions of some Muslims show what matters to them? What do the choices of non-religious people show about what matters to them? How can some people's worldviews be seen in the choices they make?	

Future units in same thread What comes next?	U7.7: How does Hajj show what matters to Muslims in Britain? Yr5	L2.6: How do Jews in England celebrate festivals, and how does this show what matters to them? Yr 4 U2.6: How does the Torah influence Jewish people today? Yr 5	L2.4: Do all Christians believe and behave in the same way? Exploring diversity Yr 3 L2.1: What do Christians learn from the creation narrative? Yr 4	U2.4: Why might the belief that Jesus 'saved' people be so important for many Christians? Yr 5	L2.11: What is the Golden Rule and how might it be put into practice by people from different religious and non-religious worldviews? Yr 3
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Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit to be taught:	L2.2: What might Christians learn from the Old Testament about how to live? People of God	L2.7: Why is Muhammad important to Muslims today?	L2.9: What is it like to be a Humanist in the UK today?	L2.4: Do all Christians believe and behave in the same way? Exploring diversity	L2.10: How and why do people (in three traditions) use ceremonies to show their commitments?	L2.11: What is the 'golden rule' and how might it be put into practice by people from different religious and non-religious worldviews?
Enquiry questions to explore:	Why is the Old Testament important to many Christians? What might Christians learn about how to live from an Old Testament story? How might the story of Moses teach Christians today about how to live? What are the 10 Commandments and what might a Christian learn from them?	Who is Muhammad & why is he important to these people? What was Muhammad's context – where and when did he live? How do we find out about Muhammad? What example did Muhammad give to Muslims? The Hadith and the Sunnah What does it mean for Muhammad to be the 'Seal of the Prophets'?	Who are Humanists in the UK? What ideas are important in Humanist worldviews? How do some Humanists celebrate a new baby? How do Humanists decide good and bad, right and wrong? What kinds of things do some Humanists in Gloucestershire do to make the world a better place?	What does Census data tell us about Christians around the world and in our country? What can we find out from surveys about what Christians believe and how they act? What different kinds of Christians are there in Gloucestershire? Looking at churches What different kinds of Christians are there in	Why and how do people celebrate commitment? How do people welcome babies into the world? What commitments do they make? How do young people and adults show commitment to their traditions? How and why do people show commitment to each other, such as through weddings?	What is the Golden Rule and how is it important for different people? How do many Muslims learn to behave in harmony with the Golden Rule? How do many Humanists learn to behave in harmony with the Golden Rule? How do many Christians learn to behave in harmony with the Golden Rule?

	How might Christians live due to teachings in the Old and New Testaments How might different churches live out teachings in the Old and New Testaments?	Why is Muhammad important to Muslims today? Drawing together pupils' learning	What is it like to be a Humanist in the UK today?	Gloucestershire? Talking with Christians In what ways do Christians show their beliefs around the world? Do all Christians believe and behave in the same way?	How and why do people celebrate commitments through ceremonies?	How important has the Golden Rule been to people? What is the Golden Rule and how might it be put into practice by people of different religious and non-religious worldviews?
Future units in same thread What comes next?	L2.3: For Christians, what kind of world did Jesus want? Yr 4		L2.11: What is the 'golden rule' and how might it be put into practice by people from different religious and non-religious worldviews? Yr 3 U2.9: How do non-religious people understand and respond to the world and life? Exploring diverse responses, including humanist Yr 5	U2.3: How and why do Christians follow the example of Jesus? Yr 6		U2.9: How do non-religious people understand and respond to the world and life? Exploring diverse responses, including humanist Yr 5

Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit to be taught	L2.6: How do Jews in England celebrate festivals, and how does this show what matters to them?	L2.8: What do Muslims believe about God and how do they respond?	L2.1: What do Christians learn from the creation narrative? Creation	L2.5: What beliefs do Hindus hold about the Supreme Being?	L2.3: For Christians, what kind of world did Jesus want? Gospels Salvation	L2.12: What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own)
Enquiry questions to explore:	Many Jewish people celebrate Shabbat. How and why? What do some Jewish people do on Rosh Hashanah and why is it important? What happens at the end of the Ten Days of Awe? What is important to many Jewish people at the festival of Pesach? How do many Jewish people use a seder to show what is important at Pesach?	Where do Muslims learn about God? What do they learn? What does the idea of the oneness of God (tawhid) mean to Muslims? How do the 99 Names help Muslims understand what God is like? How do Muslims use the 99 Names? How do Muslims use the 99 Names? How do Muslims see art as communicating ideas of God? What do Muslims believe about God and how do they respond? Drawing learning together	What is the first Christian creation story and what does it show about what God is like? What does the creation story teach many Christians about the world? What different ways might Christian people show their beliefs about aspects of the creation story? What thoughts might different Christians have about the environment because of Genesis? How and why do many Christians try to look after the environment? What might Christians learn from the creation narrative? Reflection	For Hindus, what is Brahman? How are deities linked to Brahman? Which deities do people in Gloucestershire focus on and what do they show about Brahman? If Hindus believe that every living thing contains Brahman, what difference does this make to their lives? What beliefs do Hindus hold about Ultimate Reality/ Supreme Being?	What is a gospel, and, for Christians what was the 'good news' of Jesus? Why did people follow Jesus? What can Christians learn from how Jesus treated those in need? Interpreting an ancient story: what did the parable of the Good Samaritan mean then and how do Christians read it now? For Christians, what kind of world did Jesus want?	If I could investigate anything in RE, what would it be and how would I go about it? Pupils' investigation questions should be the driver questions for these lessons. Planning Execution Conclusions and headlines
Future units in same thread What comes next?	U2.6: How does the Torah influence Jewish people today? Yr 5	U2.7: How does Hajj show what matters to Muslims in Britain? Yr 5	U2.2: Creation and Science: Conflicting or complementary? Yr 6	U2.5: Why might Hindus want to be good? Yr 6	U2.3: How and why do Christians follow the example of Jesus? Yr 6	

Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit to be taught:	U2.1: What influence does the Trinity have on Christian worldviews?	U2.7: How does Hajj show what matters to Muslims in Britain?	U2.6: How does the Torah influence Jewish people today?	U2.4: Why might the belief that Jesus ‘saved’ people be so important for many Christians? Salvation	U2.9: How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist	U2.10: How do organised and individual worldviews help people when times get hard?
Enquiry questions to explore:	For many Christians, what is the Trinity? What can many Christians learn about the Trinity by reading the New Testament? How else might many Christians find out information about the Trinity? How are ideas of the Trinity expressed in art? How do different Christians respond to ideas about the Holy Spirit? Drawing together pupils’ learning and reflecting on development of understanding	Why do around 2 million Muslims visit Makkah every year, and what happens there? How do Muslims describe their experience of Hajj? How does Hajj form a link between Muslims today and Muslim history? What is it like for a Muslim on Hajj? Exploring first-hand accounts How has Hajj changed in the modern world? Does that matter? What impact does going on Hajj have on the lives of pilgrims? How does this show what matters for Muslims?	What is the history and current situation of the Jewish community in our area? What diversity exists amongst Jews? In what ways might synagogues show diversity? What texts might different Jewish people see as important? How might Jewish people try to act? What can we say about what it means to live as a Jew in the UK today?	What is the significance of Jesus’ death and resurrection, as set out in the Gospels? How does Jesus’ sacrifice have any significance for Christians today? Why do many Christians believe Jesus rose from the dead? How do Christians commemorate the death and resurrection of Jesus? How does Jesus’ resurrection bring hope to some Christians? Why might the belief that Jesus ‘saved’ people be so important for many Christians today?	What can we find out about how many non-religious people there are in Britain? What can we find out about what non-religious people believe? What reasons do many non-religious people have for rejecting belief in God? How do non-religious people decide what is right and wrong? How do non-religious people choose to make the world a better place? How do non-religious people understand and respond to the world and life?	What hard times do people face, and how might their worldviews help them? In what ways are some Christians supported by their faith? How do faith communities support others when times get hard? What or who motivates people to make the world a better place? How do beliefs about life after death support some people when times get hard? How do organised and individual worldviews help people when times get hard?

Future units in same thread What comes next?		U2.8: How do Muslims decide what is right and wrong? Yr 6		U2.3: How and why do Christians follow the example of Jesus? Yr 6	U2.2: Creation and Science: conflicting or complementary? Yr 6	U2.11: How might someone's worldview affect how they view and treat the natural world? Yr 6
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Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1/2	
Unit to be taught:	U2.2: Creation and Science: conflict or complementary?	U2.3: How and why do Christians follow the example of Jesus? Kingdom of God	U2.5: Why might Hindus want to be good?	U2.8: How do Muslims decide what is right and wrong?	U2.11: How might someone's worldview affect how they view and treat the natural world?	
Enquiry questions to explore:	What can we find out about the Creation narrative in Genesis? What might many Christians see as the message and purpose of Genesis 1? What relation do scientific accounts of creation have with religious worldviews? What are some different Christian views about the relationship between biblical and scientific accounts of creation? How and why do some Christians see both	Who follows Jesus and why? How do Jesus' teachings reach across the globe? What is at the heart of Jesus' teaching and example? The Sermon on the Mount: inspiring or impossible? Case studies: how do Christians put Jesus' teaching and example into practice today? How and why do Christians follow the example of Jesus?	What are Hindu ideas about samsara? How does samsara link with Brahman and Atman and how can we best explain it? What is karma and why might many Hindus see it as important in relation to samsara? Why might dharma be important for many Hindus? What new ways might Hindus have of learning and teaching about being good in the 21st century?	How do some Muslims learn what is right and wrong? What role do Islamic teachings have in helping Muslims decide what is right and wrong? How do Muslims live out the teachings on right and wrong in their everyday lives? What roles do charitable giving and generosity have in Muslim living? Weighing up right and wrong actions: what do Muslims do or avoid doing, and why?	How do our worldviews shape our response to the natural world? How do people with different worldviews respond to the natural world and why? How do some people choose to make a difference to the Earth and the environment? How have Christians understood the role of humans in relation to the Earth? How might someone's worldview affect how they view and treat the natural world?	

	science and religion as important? Creation and science: conflicting or complementary?		For many Hindus, what is samsara and why is it important?	How do Muslims decide what is right and wrong?		
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