



The Federation of Longhorsley and Whalton C of E Schools

*Love your Neighbour as yourself so we can all aspire, believe and achieve
to be the very best that we can be...*

Hope - Honesty - Forgiveness - Friendship - Trust - Love



R.E - Overview 2025-2026

| | | In this syllabus, RE teaching and learning should enable pupils to | | | In this syllabus, RE teaching and learning should enable pupils to | | |
|------------------------------------|---|---|--|--|--|--|--|
| 4-5s Reception | Children will encounter Christian and other worldviews represented in the local area. | A. Make sense of a range of religious and non-religious concepts and beliefs. | B. Understand the impact and significance of religious and non-religious beliefs. | C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied. | A. Make sense of a range of religious and non-religious concepts and beliefs. | B. Understand the impact and significance of religious and non-religious beliefs. | C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied. |
| End of Key Stage 1 outcomes | | | | | | | |
| RE should enable pupils to | | | | | | | |
| 5-7s Key Stage 1 | Christians for at least 50% of study time and Muslims and Jews. Pupils may also learn from other religions and non-religious worldviews in thematic units. | <ul style="list-style-type: none"> Identify the core concepts and beliefs studied and give a simple description of what they mean Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers | <ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities Give examples of ways in which believers put their beliefs into action | <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make Talk about what they have learned | <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers | <ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice | <ul style="list-style-type: none"> Raise important questions and suggest answers about how for the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make Talk about what they have learned and if they have changed their thinking |
| 7-11s Key Stage 2 | Christians for at least 50% of study time and Hindus, Jews, Muslims and Sikhs. Pupils may also learn from other religions and non-religious worldviews in thematic units. | | | | | | |
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery and Reception | F1 God and Creation <i>Why is the word 'God' so important to Christians?</i> Harvest | F2 Incarnation - Why do Christians perform nativity plays at Christmas? Remembrance Christmas | F4 - Being special - where do we belong? Thematic Unit | F3 Salvation <i>Why do some Christians put a cross in an Easter garden?</i> Easter | F5 Which places are special and why? Thematic Unit | F6 Which stories are special and why? Thematic Unit | |
| Year 1 | 1.6 Who is a Muslim and how do they live? | 1.3 Why does Christmas matter to Christians? UC 1.3 | 1.1 What do Christians believe God is like? UC 1.1 Visit from local Reverend | 1.5 Why does Easter matter to Christians? Easter | 1.10 How should we care for the world and for others, and why does it matter? Link with Eco Committee Thematic unit | 1.4 What is the Good News Christians believe Jesus brings? | |

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| Year 2 | Celebrating religions in our Local Area | 1.2 Who do Christians believe made the world? Remembrance & Christmas | 1.7 Who is Jewish and how do they live? | 1.9 What makes some places sacred to believers? Visit all three local Churches Easter | 1.8 Who am I? What does it mean to belong to a faith community? |
| Year 3 Link to Diocese Syllabus | 2.1 What do Christians learn from the Creation Story? | 2.3 What is the Trinity and why is it important for Christians? | 2.9 What are the deeper meanings of festivals? (6-10 hours) Thematic unit | 2.5 Why do Christians call the day Jesus died 'Good Friday'(6-8 hours)? Link to acts of kindness, charitable work/RE Ambassadors Link with a school based eco project, caring for our world | 2.4 What kind of world did Jesus want? (6-8 hours) Link with a visitor, virtual tour, teacher tour, video W 2.7 |
| KS2 - Year 4 Link to Diocese Syllabus | 2.2 What is it like to follow God? Harvest | 2.11 How and why do people try to make the world a better place? Remembrance & Christmas | 2.8 What does it mean to be a Sikh in Britain today? Enrichment - Sikh visitor or visit out | 2.6 For Christians, What was the impact of Pentecost? Easter | Federation day - World Theme - talking about how everyone in the world has a duty to look after it. Link to other religions and projects that they do, invite local representatives to talk to the children about responsibility and justice. (link to all faiths - 'giving') |

Whole School Spirited Art Project - Theme: Living in a Diverse World