Long Term Plan RE 2025-2030 Linton Primary School

Living Expressing Believing - Strands

EYFS						
Belief System/Religion	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Christianity, Islam, Hindu Dharma	Where do we belong?	Which stories are special and why?	Which places are special and why?	Which people are special and why? Easter	Which times are special and why?	What is special about our world and why?
KS1- Year A						
Christianity, Islam, and Judaism	1.1Who is a Christian and what do they believe? Christians	1.6 How and why do we celebrate special and sacred times? Christians, Jews	1.5- What makes some places sacred? Christians, Muslims,	1.7- What does it mean to belong to a faith community? Christians, Jews	1.4 What can we learn from sacred books? Christians, Jews,	1.8- How should we care for others in the world and why does it matter? Christians, Muslims
KS1 Year B						
Christianity, Islam and Judaism	1.2 Who is Muslim and what do they believe? Muslims	1.6 How and why do we celebrate special and sacred times? Christians, Muslims	1.3 Who is Jewish and what do they believe? Jewish people	1.5 What makes some places sacred? Christians, Jews	1.4 What can we learn from Sacred books? Christians, Muslims	1.8- How should we care for others in the world and why does it matter? Christians, Jews

			Lower KS2 Year A			
Christianity, Islam, Hindu Dharma and Judaism	L2.1 What do different people believe about God? Christians, Hindus and/or Muslims	L 2.5 Why are festivals important to religious communities? Christians, Hindus	L2.7- What does it mean to be a Hindu in Britain today? Hindu Dharma	L2.2 Why is the Bible so important for Christians today? Christians	L2.6 Why do some people think life is a journey? What significant experiences mark this? Christianity, Hindus, Jewish, non-religious responses (e.g Humanist)	L2.9- What can we learn about religions about deciding what is right or wrong? Christianity, Jews
			Lower KS2 Year B			
Christianity, Islam, Hindu Dharma and Judaism	L2.3 Why is Jesus inspiring to some people? Christians	L 2.5 Why are festivals important to religious communities? Muslims Jewish people	L2.7 What does it mean to be a Christian in Britain today? Christians	L2.4 Why do people pray? Christians, Hindus Muslims	L2.10- How do family life and festivals show what matters to Jewish people? Jews	L2.9- What can we learn about religions about deciding what is right or wrong? Christianity and non-religious responses (e.g Humanist).

Upper Key Stage 2 Year A						
Christianity, Islam, Hindu Dharma, Judaism and non -religious communities.	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st Century?) Christians	U2.4 If God is everywhere, why go to a place of worship? Christians and Jews	U2.6- What does it mean to be a Muslim in Britain today? Muslims	U2.7 What matters most to Christians and Humanists? Christianity and non-religious (e.g Humanist)	U2.3 What do religions say to us when life gets hard? Christianity,	U2.5- Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims
Upper Key Stage 2 Year B						
Christianity, Islam, Hindu Dharma, Judaism and non -religious communities.	U2. Why do some people believe God exists? Christians, non-religious (e.g Humanists)	U2.5- Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, and non-religious	U2.10- Green Religion? How and why should religious communities do more to care for the earth? Christians, Hindus, Jewish and non-religious people	U2.9- What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious people	U2.3 What do religions say to us when life gets hard? Hindus	U2.8 What difference does it make to believe in Ahimsa (harmlessness) Grace and/or Ummah (community) Christians, Hindus and Muslim

Vocabulary Progression

EYFS	KS1	Lower KS2	Upper KS2
Islam Christianity Bible Church Mosque Qur'an God Allah Jesus Vicar Community Baptism Christening Pray Ceremony Symbol Celebrate Special Sacred festival	Christian God Jesus Bible Allah Islam Muslim Ramadan Eid Shabbat Judaism Synagogue Mezuzah Torah Sacred Hymns Altar, cross, crucifix, font, lectern, pulpit, icons Ark, Ner Tamid, Torah, tefillin, tallit, kippah, hanukkiah, bimah Mosque, masjid, wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin Chuppah Ketubah Disciples	Old Testament New Testament Creation Incarnation Salvation Parable Resurrection Humanism Atheism Sanatana Dharma Murtis Bhagavad Ghita Dharma Kama Moksha Reincarnation Temple/mandir Bhajans prashad	Theist Agnostic Atheist Moral Values Gospel Forgiveness Justice Judgement Salvation Karma Soul Samsara Reincarnation Moksha Afterlife Meditation Orthodox Deity Architecture Geometrical art Representational art Ummah Shahadah Hafiz/hafiza Zakat Hajj Ahimsa grace

Guidance to ensure the curriculum is taught

4–5s	**36 hours of RE per year** (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5–7s	**36 hours of tuition per year** (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	**45 hours of tuition per year** (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)
11–14s	**45 hours of tuition per year** (e.g. an hour a week)
14–16s	**5% of curriculum time, or 70 hours of tuition across the key stage** (e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days)
16–19s	**Allocation of time for RE for all should be clearly identifiable.**

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Updated Guidance

- On the LTP you will see the religions are referred to by its people, e.g- Christians, Muslims, Jewish etc as we are studying the people, not the religion as not all Christians/Muslims/Jews are the same- e.g Quakers/Anglicans/Methodists or Suni/Shia/Sufi, as examples.
- We no longer refer to Hindusim as a religion as this is the anglicised version, Hindu Dharma is the correct terminology.
- The Open Centre- school linking project

- New disciplinary knowledge 2025-2030

- Substantive knowledge at the heart of the progression model
- Disciplinary knowledge as pedagogy
- Personal knowledge
- New units at Key Stage 2
- Updated guidance

Knowledge in the New Syllabus

- Substantive Knowledge-

- The 'what' of learning- the specific factual and established information-
- -ways people express religion/ non-religion in their lives
- -knowledge of artefacts and texts
- -concepts and vocabulary relating to faith eg- dharma, incarnation, ritual, prayer, sacred

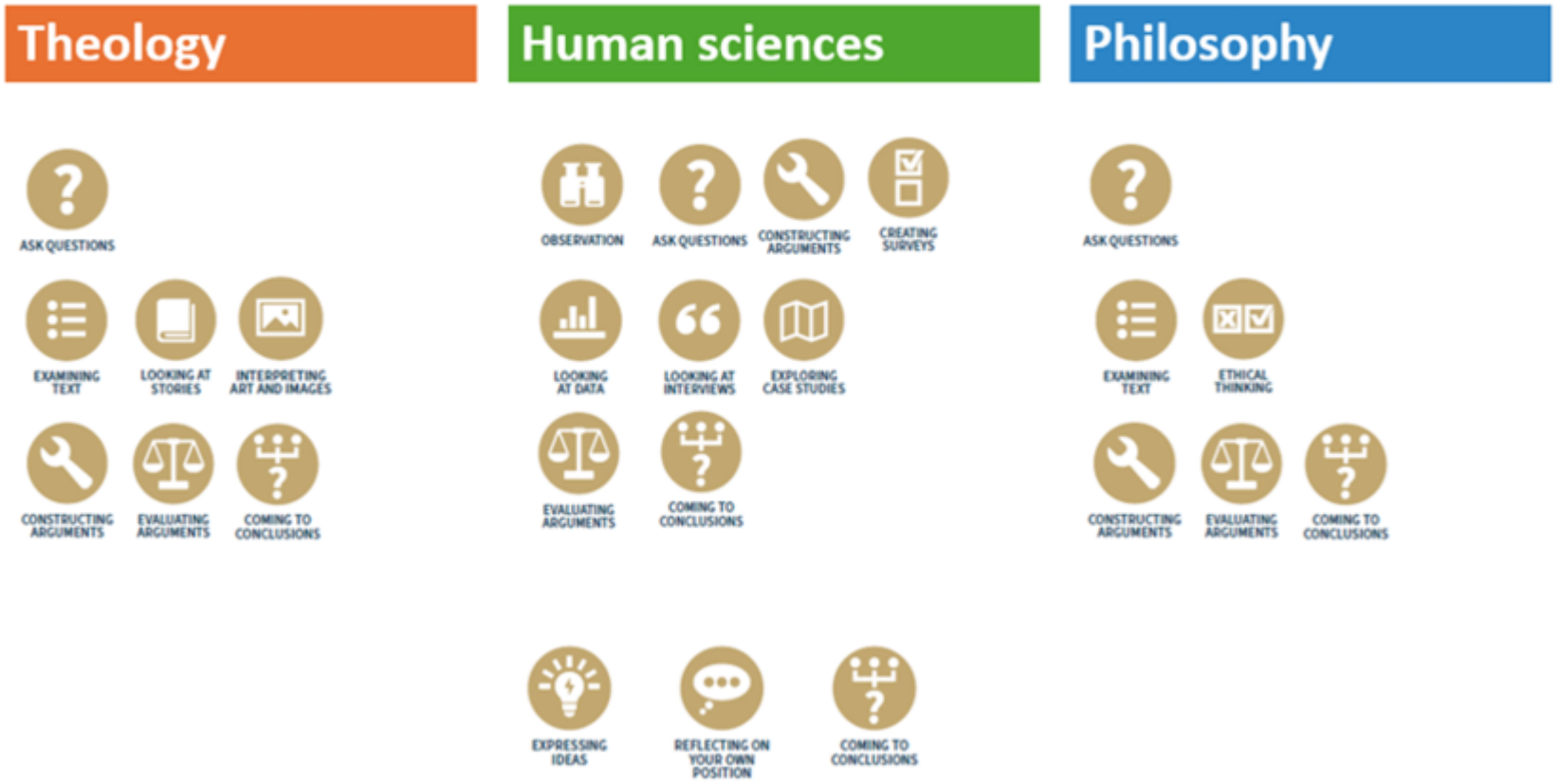
Disciplinary Knowledge

- Different 'ways of knowing' that enable pupils to understand and use some of the methods and techniques associated with studying religious and nonreligious traditions.
- These can be split into three areas

- Theology
- Human Sciences
- Philosophy

Disciplinary Knowledge- R.E

Looking at texts or artefacts	What do they do? What do they feel?	What does this mean? How does this affect others?



Personal Knowledge

Developing a response of their own:

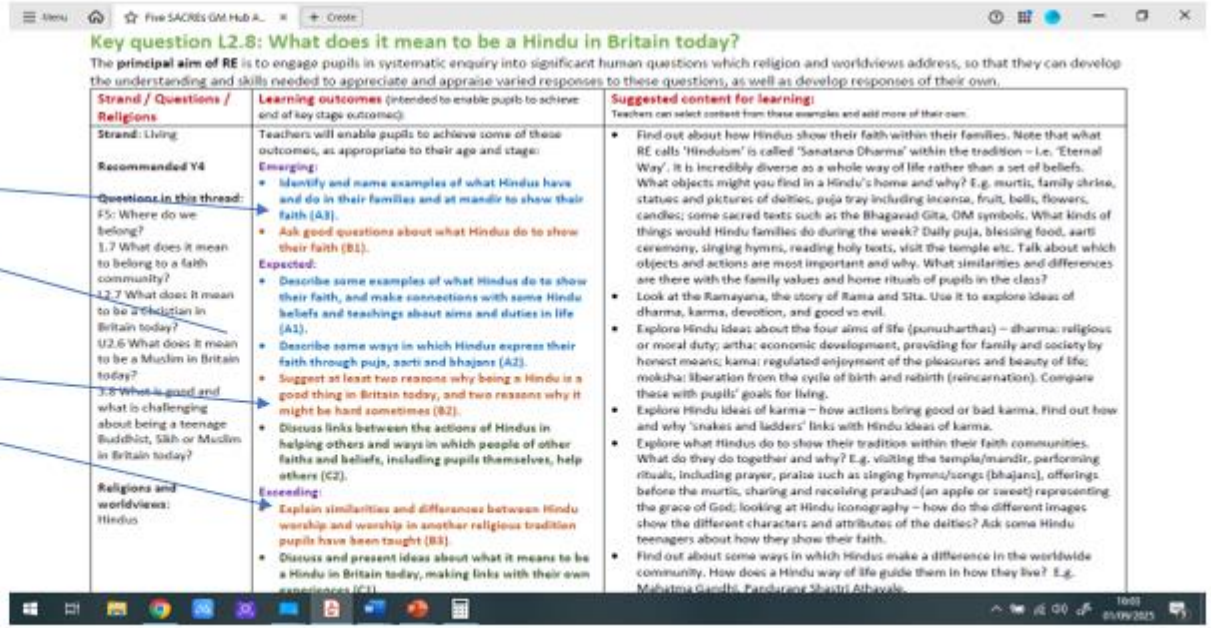
- When pupils study RE content they do it from their own 'viewpoint'. This is influenced by their own values, prior experiences and own sense of identity. Pupils need to be aware of their 'viewpoint' to enable them to be aware of the assumptions they may bring to discussions.

Mixed age year groups

Use the learning outcomes in the Units of Study to support planning for mixed age classes. For example the questions are designed for the whole of LKS2 so can be planned accordingly Questions that are repeated in Year A and B are have been mapped to focus on different religions as previously shown so you won't be repeating the same lessons.

Year 3 outcomes Emerging and Expected

Year 4 Outcomes Expected and Exceeding



Key question L2.8: What does it mean to be a Hindu in Britain today?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living **Recommended Y4** **Questions in this thread:** F5: Where do we belong? L.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? **Religions and worldviews:** Hindus	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: **Emerging:** • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). • Ask good questions about what Hindus do to show their faith (B1). **Expected:** • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). **Exceeding:** • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own	• Find out about how Hindus show their faith within their families. Note that what RE calls 'Hinduism' is called 'Sanatana Dharma' within the tradition – i.e. 'Eternal Way'. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Look at the Ramayana, the story of Rama and Sita. Use it to explore ideas of dharma, karma, devotion, and good vs evil. • Explore Hindu ideas about the four aims of life (purusharthas) – dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth (reincarnation). Compare these with pupils' goals for living. • Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. • Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. • Find out about some ways in which Hindus make a difference in the worldwide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale

Planning across Key Stages

- For example- Year 2/3-
- Follow LKS2 planning but plan the learning outcomes more carefully using the Units of Study.
- Shared area- resources