

# Religious Education

Long Term Plans



Upper  
Wharfedale  
Primary  
Federation



**EYFS Statement for Religious Education**

In the Early Years Foundation Stage, Religious Education is underpinned by the Characteristics of Effective Learning, supporting children to explore, investigate, and make sense of the world around them. Through stories, symbols, celebrations, and everyday experiences, children are encouraged to develop curiosity, empathy, and respect for others, while beginning to reflect on their own ideas and feelings.

Religious Education introduces children to a range of beliefs, values, and traditions, helping them to understand that people may have different ways of living, believing, and celebrating. A high-quality RE curriculum nurtures children's natural curiosity, supports spiritual, moral, social, and cultural development, and lays strong foundations for understanding themselves and others. Children encounter Religious Education through carefully planned adult-led learning and meaningful opportunities within continuous and enhanced provision. Staff create rich learning experiences that enable children to explore key questions about belonging, special times, stories, and what matters to people, in ways that are developmentally appropriate and rooted in play, talk, and exploration.

Through Religious Education, we aim to support every child to **"Be the Light"** developing kindness, respect, and understanding, and learning how their thoughts, actions, and beliefs can positively impact the wider world.

Pre School	Reception	ELG
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.               <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul> </li> </ul>	<p><b>Personal, Social and Emotional Development Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul> <p><b>Understanding the World Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>

<b>EYFS</b>					
	Unit 1 (7 weeks)	Unit 2 (7 weeks)	Unit 3 (7 weeks)	Unit 4 (7 weeks)	Unit 5 (7 weeks)
EFYS	<p><b>Living</b></p> <p>Natre Unit 3 : Being special: Where do we belong?</p> <p>NYES Locally agreed F5: Where do we belong?</p>	<p><b>Incarnation</b></p> <p>UC F2 Why do Christians perform nativity plays at Christmas?</p> <p>NYES Locally agreed F4: Which times are special and why?</p> <p>Natre Unit 2: Why do Christians perform nativity plays at Christmas and why is Christmas important to Christians?</p>	<p><b>God/Creation</b></p> <p>UC F1 Why is the Word God so important to Christians?</p> <p>NYES Locally agreed F2: Which people are special and why?</p> <p>Natre Unit 1 Why is the Word God so important to Christians?</p>	<p><b>Expressing</b></p> <p>Natre Unit 5 What places are special and why?</p> <p>NYES Locally agreed F6: What is special about our world?</p>	
<p>NYES Locally Agreed F1: What times/stories are special and why?</p> <p><b>RE day Spring 2 Salvation</b></p> <p>UC F3 Why do Christians put a cross in the Easter Garden?</p> <p>NYES Locally agreed F3: Which times are special and why?</p>					
<b>KEY STAGE 1</b>					
<b>Year 1</b>	<p><b>God</b></p> <p>UC 1.1 What do Christians believe God is like?</p> <p>NYES Locally agreed 1.1 Who is a Christian and what do they believe?</p> <p>Natre Unit 10 What do Christians believe God is like?</p>	<p><b>Incarnation</b></p> <p>UC 1.3: Why does Christmas matter to Christians?</p> <p>NYES Locally agreed 1.6 How and why do we celebrate sacred and special times?</p> <p>Natre Unit 8 Why does Christmas matter to Christians?</p>	<p><b>Living</b></p> <p>NYES Locally agreed 1.7 What does it mean to belong to a faith community?</p> <p>Focus World Faiths C/M or J</p> <p>Natre Unit 11 What does it mean to belong to a faith community?</p>	<p><b>Believing</b></p> <p>NYES Locally Agreed 1.3 Who is Jewish and what do they believe?</p> <p>Natre Unit 9 Who is Jewish and how do they live?</p>	<p><b>Living</b></p> <p>NYES Locally agreed : (1.8) How should we care for the world and for others and why does it matter?</p> <p>C/M or J</p> <p>Natre Unit 12: How should we care for the world and for others and why does it matter?</p> <p>C/M or J</p>
<b>Year 2</b>	<p><b>Gospel</b></p>	<p><b>Gospel</b></p>	<p><b>Believing</b></p> <p>NYES Locally Agreed : 1.2: Who is a Muslim and what do they believe?</p>	<p><b>Believing</b></p> <p>NYES Locally Agreed: (1.2) Who</p>	<p><b>Expressing</b></p> <p>NYES Locally Agreed: (1.5) What makes some places sacred?</p>

	<p>UC 1.4: What is the good news that Christians believe Jesus brings? Part 1</p> <p>Natre Unit 13: What is the good news that Christians believe Jesus brings? Part 1</p> <p>NYES Locally Agreed 1.4: What can we learn from sacred books?</p>	<p>UC 1.4: What is the good news that Christians believe Jesus brings? Part 2</p> <p>Natre Unit 14: What is the good news that Christians believe Jesus brings? Part 2</p> <p>NYES Locally Agreed 1.4: What can we learn from sacred books?</p>	<p>Natre Unit 15: Who is a Muslim and how do they live? Part 1</p>	<p>is a Muslim and what do they believe? Part 2</p> <p>Natre Unit 17: Who is a Muslim and how do they live? Part 2</p>	<p>C/M or J</p> <p>Natre Unit 18: What makes some places sacred to believers?</p>
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KS2	Unit 1 (7 weeks)	Unit 2 (7 weeks)	Unit 3 (7 weeks)	Unit 4 (7 weeks)	Unit 5 (7 weeks)
Year 3	<p><b>People of God</b> UC 2A.2</p> <p>What is like for someone to follow God?</p> <p>Natre: Unit 19 What is it like for someone to follow God?</p> <p>NYES Locally agreed: L2.2 Why is the Bible important to Christians today?</p> <p>L2.7 What does it mean to be a Christian</p>	<p><b>Incarnation/God</b> UC 2A.3</p> <p>What is the trinity and why is it important?</p> <p>Natre: Unit 20 What is the trinity and why is it important for Christians?</p> <p>NYES Locally agreed: L2:3 Why is Jesus inspiring to some people?</p>	<p><b>Expressing</b></p> <p>NYES Locally Agreed: L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Natre: Unit 22 How do festivals and family life show what matters to Jewish people?</p>	<p><b>Expressing</b></p> <p>NYES Locally agreed: L2.5a How do people from religious and non religious communities celebrate key festivals? C/J/Non religion/M</p> <p>Natre: Year 3 Unit 21- How do festivals and worship show what matters to a Muslim?</p>	<p><b>Living</b></p> <p>Natre Unit 24: How and why do people try to make the world a better place?</p> <p>C/M/J/non-religion (Thematic)</p> <p>NYES Locally Agreed: L2.9 What can we learn about religions about deciding what is right and wrong?</p>
Year 4	<b>Living</b>		<p><b>Gospel</b> UC 2A.4</p> <p>What kind of world did Jesus want?</p>	<p><b>Kingdom of God</b> UC 2A.6</p>	<p><b>Expressing</b></p> <p>NYES Locally Agreed: (2.6) Why do some</p>

	<p>YES Locally Agreed: L2.8 What does it mean to be a Hindu in Britain today?</p> <p>U2:10 What do religious and non-religious worldviews teach about caring for the Earth? (H)</p> <p>L2.1 What do different people believe about God?</p> <p>Natre Unit 27 What do Hindus believe God is like?</p> <p>Natre Unit 29: What does it mean to be a Hindu in Britain today?</p> <p>School trip: Visit to a Hindu temple, Bradford</p>	<p>Natre: Unit 25 What kind of world did Jesus want?</p> <p>YES Locally Agreed: L2.2 Why is the Bible important for Christians today?</p> <p>L2.4 Why do people pray?</p>		<p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Natre Unit 26: When Jesus left what was the impact of Pentecost?</p> <p>YES Locally Agreed: L2.5. What festivals are important to religious communities?</p> <p>L2.3. Why is Jesus inspiring to some people?</p>	<p>people think that life is journey and what significant experiences mark this?</p> <p>C/H/non-religion/J</p> <p>Natre Unit 30: How and why do people mark the significant events of life?</p>	
Year 5	<p><b>God</b> UC 2B.1 What does it mean if Christians believe God is holy and loving?</p> <p>Natre Unit 31: What does it mean if Christians believe God is holy and loving?"</p> <p>YES Locally Agreed U2.1: Why do some people believe God exists?</p> <p>L2.4 Why do people pray?</p>	<p><b>Living</b> YES Locally Agreed U2.6 What does it mean to be a Muslim today?</p> <p>YES Locally Agreed U 2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (School Trip to a Mosque, Bradford)</p> <p>YES Locally Agreed U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?</p> <p>Natre Unit 32: What does it mean to be a Muslim in Britain today?</p> <p>Natre Unit 21: How do festivals and worship show what matters to a Muslim?</p>		<p><b>People of God</b> UC 2B.3 How can following God bring Freedom and Justice?</p> <p>Natre Unit 35: How can following God bring Freedom and Justice?</p> <p>YES Locally Agreed: U2.3 What do religions say to us when life gets hard?</p>	<p><b>Living</b> YES Locally Agreed: (U2.7) What matters most to Humanists and Christians?</p> <p>C/non-religion</p> <p>Natre Unit 36: What matters most to Humanists and Christians?</p> <p><i>(YES L2.11 What does it mean to be a humanist in Britain today?)</i></p>	
Year 6	<p><b>Gospel</b> UC 2B.5 Christians and how to live: What would Jesus do?</p> <p>Natre Unit 37 Christians and how to live: what would Jesus do?</p>	<p><b>Incarnation</b> UC 2B.4 Why do Christians believe Jesus was the Messiah?</p> <p>Natre Unit 38 Why do Christians believe that Jesus was the Messiah?</p>	<p><b>Living</b> YES U2.9 What can be done to reduce racism?</p> <p>Natre additional unit: What can be done to reduce racism? Can religion help?</p>		<p><b>Believing</b> Natre: Unit 39 Why do Hindus want to be good?</p> <p>YES Locally agreed U2.8 What difference does it make to believe in harmlessness, grace and community?</p>	<p><b>Believing</b> YES Locally Agreed: (U2.1) Why do some people believe God exists?</p> <p>C/H/J/non-religion</p> <p>YES Locally Agreed U2.7: What matters</p>

	<p>NYES U2.2: What would Jesus do? (Can people live by the values of Jesus in the 21<sup>st</sup> century?)</p> <p><i>NYES Locally Agreed U2:10 Green Religion? What do religious and non-religious worldviews teach about caring for the Earth?</i></p>	<p>NYES U2.1. Why do some people believe God exists?</p>			<p>most to Christians and Humanists?</p> <p>Natre Unit 42: Why do some people believe in god and some people not?</p>
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RE Days Plan 2024-2028

	2024/25	2025/26	2026/27	2027/28
KS1	<p><b>Salvation</b></p> <p>UC 1.5: Why does Easter matter to Christians?</p> <p>NYES Locally Agreed 1.6: How and why do we celebrate special and sacred times?</p> <p>Natre Unit 16: Why does Easter matter to Christians?</p>	<p><b>Creation</b></p> <p>UC 1.2 Who do Christians say made the World?</p> <p>NYES Locally Agreed 1.1 Who is Christian and what do they believe?</p>	<p><b>Salvation</b></p> <p>UC 1.5: Why does Easter matter to Christians?</p> <p>NYES Locally Agreed 1.6: How and why do we celebrate special and sacred times?</p> <p>Natre Unit 16: Why does Easter matter to Christians?</p>	<p><b>Creation</b></p> <p>UC 1.2 Who do Christians say made the World?</p> <p>NYES Locally Agreed 1.1 Who is Christian and what do they believe?</p>
KS2	<p><b>Salvation</b></p> <p>UC 2A.5</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Natre Unit 28 Why do Christians call the day that Jesus died 'Good Friday'?</p> <p>NYES Locally Agreed: L2.5. What festivals are important to religious communities?</p>	<p><b>Creation</b></p> <p>UC: 2A.1</p> <p>What do Christians learn from the Creation story?</p> <p>Natre: Unit 23 What do Christians learn from the Creation story?</p> <p>NYES Locally agreed: L2.2 Why is the Bible important to Christians today?</p>	<p><b>Salvation</b></p> <p>UC 2B.6</p> <p>What do Christians believe Jesus did to save people?</p> <p>Or</p> <p>UC 2B.7</p> <p>What difference does resurrection make to Christians?</p> <p>Natre Unit 40: What difference does the resurrection make to Christians?</p>	<p><b>Creation</b></p> <p>UC 2B.2</p> <p>Creation and science- conflicting or complementary?</p> <p>Natre Unit 34: Creation and science- conflicting and complementary?</p> <p>NYES Locally Agreed: U2.1. Why do some people believe God exists? (or not)</p>