

Whole School RE Planning Revised September 2025

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Which people, stories and events are special to me?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>What it means to belong to different groups</li><li>How people come together to celebrate special events e.g. birth</li><li>Why Christmas is special for Christians and why Diwali is special for Hindus</li><li>How people celebrate Christmas and Diwali, including in school</li><li>Why stories are important to Christians and Hindus</li><li>How some people show that they belong to a religion</li></ul>		<b>What do I know about Easter and Holi?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>How people come together to celebrate special events</li><li>Why easter is special for Christians</li><li>Why Holi is special for Hindus</li><li>How people celebrate easter and Holi</li><li>Which stories are linked to celebrations at easter and Holi</li></ul>		<b>Why are some places and objects special or sacred?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>Why places of worship matter to people</li><li>What makes some places, and the things inside them, sacred or holy</li><li>How symbols and artefacts in places of worship have special meaning for believers</li><li>How people feel when they visit special and sacred places</li></ul>	
	<b>Compulsory Religions:</b> Christianity, Hinduism across the year Other Religions and Worldviews should be taught as and when appropriate, based on teachers' judgement and as directed in the units.					
Why this? Why now?	Children begin with what is special to them to ensure all pupils can access the concepts of belonging and celebration, regardless of prior experience. This provides the foundation for exploring why particular festivals, such as Christmas and Diwali, are important for others.		In spring, the sequence builds towards Easter and Holi, extending learning from personal to community celebrations, while reinforcing that stories carry meaning for different groups.		By summer, pupils are ready to broaden their thinking into places and objects, making first connections with the sacred and holy. This sets up Year 1 pupils to explore religious stories, while preparing Reception children to meet the EYFS Early Learning Goals in Understanding the World.	

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	A	What do stories from religious traditions teach about God?	What can we learn from other stories?	What do creation stories teach people about God and human nature?		What are sacred texts and why do they matter?	
		<u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>How stories form part of beliefs and help people understand the world</li> <li>What some narratives from sacred texts teach people about God and the way they should lead their lives</li> <li>Why some stories are considered to be special and/or sacred</li> <li>How stories can mean different things to different people</li> <li>How 'truth' may have different meanings</li> </ul>		<u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>How stories form part of key religious beliefs, e.g. The origin of sin</li> <li>What stories teach about God, e.g. Creator of the world</li> <li>How stories can mean different things to different people</li> <li>Why people have different views about how the world began</li> </ul>		<u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>What is meant by revelation</li> <li>How sacred scriptures are different to other kinds of books</li> <li>How sacred scriptures are used in worship and ceremonies to bring communities together</li> <li>How and why people show respect for sacred scriptures</li> </ul>	
		<b>Compulsory Religions:</b> <b>Christianity, Judaism</b> <b>Additional suggestions:</b> Stories with special meanings from other Religions and Worldviews.		<b>Compulsory Religions:</b> <b>Christianity, Islam, Judaism, Humanism</b> <b>Additional suggestions:</b> Creation stories from other traditions and cultures		<b>Compulsory Religions:</b> <b>Christianity, Islam, Hinduism</b> Reference can be made to other Religions and Worldviews as and when appropriate.	
	Why this? Why now?	<i>In autumn, pupils explore stories from religious traditions as well as other meaningful stories. This builds directly on Reception where pupils considered what makes people, events and festivals special. Here, the emphasis is on how stories carry beliefs about God and the world, introducing disciplinary questions of truth, interpretation and meaning.</i>		<i>In spring, creation stories deepen this by focusing on how different communities understand the origins of the world and humanity. This enables comparison across Christianity, Judaism, Islam and Humanism, introducing diverse perspectives and preparing pupils for later philosophical enquiry in KS2.</i>		<i>In summer, pupils move to sacred texts. Having seen the role of story, they now ask why particular stories are written down and treated as holy. This introduces the idea of revelation and how sacred books are used in worship and everyday life, linking to the strand of Expression, Experience and the Sacred.</i>	

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Why this? Why now?	B	<b>How are stories and celebrations linked?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>How stories of all kinds give communities a shared identity</li> <li>Ways in which festivals and celebrations bring people together and make them feel they belong</li> <li>How stories reflect religious beliefs and concepts, e.g. Christmas and incarnation</li> <li>How stories inform actions and rituals during festivals, e.g. Lighting candles at Hanukkah</li> </ul>		<b>What do people learn from stories and festivals?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>How stories give communities a shared identity through festivals such as Easter and Passover</li> <li>How stories about key festivals link to religious beliefs and concepts, e.g. resurrection, freedom</li> <li>How stories can bring meaning to the idea of 'sacred' and 'holy'</li> <li>How stories play a part in what happens at Easter and Passover</li> </ul>		<b>What do we mean by religion and worldviews?</b>	<b>What beliefs, values and practices are important in religions worldviews?</b>
		<b>Compulsory Religions:</b> <b>Christianity, Judaism</b> <b>Additional suggestions:</b> Aspects of other Religions and Worldviews, e.g. festivals of light, symbolism of light.		<b>Compulsory Religions:</b> <b>Christianity, Islam, Judaism</b>		<u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>What is meant by 'religion' and 'worldview'</li> <li>The distinctive beliefs of people from Abrahamic and dharmic traditions</li> <li>How RW's connect with each other</li> <li>How diversity within religions is expressed through different groups</li> </ul>	
		<i>The autumn units connect stories and celebrations, showing pupils how story underpins community festivals such as Christmas, Hanukkah, Easter and Passover. This builds on Cycle A by connecting belief with ritual, and developing understanding of how religion shapes belonging and identity.</i>		<i>In spring, pupils revisit stories and festivals with greater depth, considering what communities learn from them and how they continue to shape identity. The sequencing ensures that children have a secure grounding in Christianity, Judaism and Islam, alongside awareness of other worldviews, before moving into KS2 themes of community, pilgrimage and commitment.</i>		<i>By summer, pupils consider religion and worldviews more broadly. This is the point at which they begin to grasp what is meant by "a religion" or "a worldview" and how these shape values, practices and diversity within communities. This consolidates EYFS work on belonging and prepares for KS2 exploration of lived religion.</i>	

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Years 3 & 4	A	<b>What does pilgrimage mean to individuals and communities?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>How going on a pilgrimage can strengthen the identity of individuals and communities</li><li>How pilgrimage reflects key beliefs, e.g. Makkah and the 5 pillars of Islam</li><li>What actions and rituals people carry out during pilgrimages</li><li>What people experience during pilgrimages and how this might be life changing</li><li>Why the experience of pilgrimage may have a different meaning for different people.</li></ul>	<b>Which RWs (religions and worldviews) communities can we find in our neighbourhood?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>What it means to be part of a community</li><li>Which RWs are represented in the class, the school and Lincolnshire</li><li>How RWs contribute to the wider community</li><li>How communities in Lincolnshire express their beliefs and values in everyday life and at special times</li><li>How to research historical events associated with communities – how communities change over time</li></ul>	<b>How do we decide what's right or wrong?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>How belonging to a group may involve following certain rules</li><li>The ways in which rules help to bring communities together</li><li>How religious or other beliefs influence behaviour and values</li><li>How our views about right and wrong are influenced by others</li><li>How people express their moral views through the ways they treat people.</li><li>How morality and truth can be interpreted in different ways</li></ul>			
		<b>Compulsory Religions:</b> <b>Christianity, Islam</b> and <b>Hinduism</b> It is not necessary to cover every example of pilgrimage for each Religions or Worldview. Teachers should choose whichever they consider most appropriate.	<b>Compulsory Religions:</b> <b>Christianity</b>	<b>Compulsory Religions:</b> <b>Christianity, Judaism, Buddhism</b> Reference can be made to other Religions and Worldviews as and when appropriate.			
	Why this? Why now?	Autumn begins with pilgrimage, an accessible way to explore belonging, ritual and sacred space. Having learned about sacred places in EYFS and worship in KS1, pupils now encounter pilgrimage as a lived practice that shapes both individual and community identity.	In spring, focus shifts to local and national communities. Pupils connect RE to their own context by investigating religions and worldviews in Lincolnshire. This grounds their understanding of diversity in the real world around them, an important syllabus emphasis.	In summer, pupils explore right and wrong. Having seen how identity is shaped by belonging, they now ask how moral codes guide behaviour. This introduces the disciplinary strand of philosophy, linking rules, values and community life. The sequence prepares for deeper moral and philosophical enquiry in upper KS2.			

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B	How do people welcome new life into the world?	How do people show their commitment to a religion?	<b>How do people celebrate marriage?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>How marriage is linked to belonging</li> <li>How promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community</li> <li>The meaning of rituals and symbols which characterise marriage ceremonies</li> <li>How the sacred is a key component of wedding ceremonies, e.g. Promises made to God</li> <li>How marriage may have different meanings for different people</li> </ul>		<b>What do people believe about the afterlife? AND How is this expressed in funeral practices?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>How ritual plays a part in funeral ceremonies and how this brings people together</li> <li>What RWs teach about life after death</li> <li>How people interpret the meaning of life and death</li> <li>What is meant by immortality</li> </ul>	
	<b>Compulsory Religions:</b> <b>Christianity, Judaism, Hinduism</b> Reference can be made to other Religions and Worldviews as and when appropriate.		<b>Compulsory Religions:</b> <b>Christianity, Islam, Sikhi</b> Other Religions and Worldviews should be covered as and when appropriate, e.g. Humanist, Pagan ceremonies.		<b>Compulsory Religions:</b> <b>Christianity, Islam or Judaism, Sikhi or Buddhism</b> Other Religions and Worldviews should be covered as and when appropriate, e.g. Humanist, Pagan ceremonies.	
Why this? Why now?	The year focuses on rites of passage and commitment. In autumn, pupils explore birth and welcome ceremonies, building on KS1 work about belonging.		This is followed by commitment rituals (e.g. initiation, promises, symbols) in spring, which connect belonging to belief and practice.		Summer extends to marriage, funerals and afterlife beliefs, bringing together identity, community and meaning. For younger pupils this gives an introduction to the idea of religion marking life's milestones, while older pupils begin to engage with questions of symbolism, sacredness and ultimate meaning. The cycle prepares pupils for Year 5's focus on worship and spiritual experience.	



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Years 5 & 6	A	How do people express their beliefs through worship and caring for others? AND What do people believe about caring for the world and others?	How do people use their senses in worship?	How do people choose between right and wrong?  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>• what influences people to decide what is good or bad, right or wrong</li><li>• How this may be different for those with religious or non-religious beliefs</li><li>• What is meant by relative and absolute morality</li></ul>		What is philosophy?  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>• How philosophers have influenced the way people think about beliefs</li><li>• How ethics and beliefs help to form values</li><li>• Some of the reasoning philosophers put forward to answer 'big questions'</li><li>• Examples of philosophical questions about the existence of God</li><li>• What philosophers mean about truth, interpretation and meaning</li></ul>	What is my religion or worldview?  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>• How different types of authority determine people's beliefs and actions and why some are trusted more than others</li><li>• How people's values are reflected in the lives of religious and non-religious inspirational people</li><li>• What religious and philosophical thinkers say about the existence of God</li><li>• How beliefs about the existence of God are open to interpretation</li><li>• How people decide what is good or bad, right or wrong</li><li>• What people believe about the environment and peace</li></ul>
		<u>Pupils should know and understand:</u> <ul style="list-style-type: none"><li>• how people express their faith through worship, both individual and collectively</li><li>• how sensory and emotional responses form part of worship and religious experience</li><li>• the ways in which objects, symbols, words, music, art and literature enhance worship</li><li>• what people from different Abrahamic and different Dharmic traditions mean by prayer and meditation for others</li></ul>					
		<b>Compulsory Religions:</b> <b>Christianity, Islam, Hinduism</b> Reference can be made to other Religions and Worldviews as and when appropriate.		<b>Compulsory Religions:</b> <b>Christianity</b> , A balance of other Abrahamic ( <b>Islam</b> and <b>Judaism</b> ) and Dharmic ( <b>Buddhism, Hinduism</b> and <b>Sikhi</b> ), Humanism <b>Additional suggestions:</b> Philosophical viewpoints		<b>Compulsory Religions:</b> <b>Christianity</b> , A balance of other Abrahamic ( <b>Islam</b> and <b>Judaism</b> ) and Dharmic ( <b>Buddhism, Hinduism</b> and <b>Sikhi</b> ), Humanism <b>Additional suggestions:</b> Philosophical viewpoints	

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<b>Why this? Why now?</b>	In autumn, pupils explore worship and caring for others, making explicit the link between belief and action. This builds directly on Year 4's focus on rites of passage and prepares for later philosophical exploration of values. Pupils consider how senses and creativity enhance worship, drawing on the disciplinary strand of theology and social science.		In spring, an opportunity for a school-designed unit, encouraging creativity and ensuring local relevance. This reflects syllabus requirements while consolidating prior learning about community, belonging and experience.		In Summer having explored belief, worship and spiritual experience, they now consider how people search for truth and meaning, and how worldviews are shaped. For Year 5 this introduces questioning and reasoning, while Year 6 evaluate arguments and apply them to their own developing beliefs. This provides a clear end point for primary RE, preparing all pupils to articulate a personal worldview before moving on to Key Stage 3.	
<b>B</b>	<b>How do people know who or what to believe?</b>	<b>What do people believe about the existence of God?</b>	<b>What do people believe about good, evil and suffering?</b>  <u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>Why belief in God might raise challenging questions in relation to suffering</li> <li>How RWs respond to the issues of evil and suffering</li> </ul>		<b>What do people believe about peace?</b>	<b>What do we mean by religious and spiritual experiences?</b>
	<u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>How different types of authority determine people's beliefs and actions and why some are more trustworthy than others</li> <li>How values and beliefs are reflected in the lives of religious and non- religious inspirational people</li> <li>How people make decisions about belief in God</li> <li>What religious and philosophical thinkers say about the existence of God</li> <li>How beliefs about the existence of God are open to interpretation</li> </ul>				<u>Pupils should know and understand:</u> <ul style="list-style-type: none"> <li>What is meant by pacifism</li> <li>How different RWs respond to the issue of peace and conflict and what beliefs they have in common</li> <li>The influence of peace activists and religious leaders</li> <li>What is meant by a religious or spiritual experience</li> </ul>	
	<b>Compulsory Religions:</b> <b>Christianity</b> , A balance of other Abrahamic ( <b>Islam</b> and <b>Judaism</b> ) and Dharmic ( <b>Buddhism</b> , <b>Hinduism</b> and <b>Sikhi</b> ), Humanism <b>Additional suggestions:</b> Philosophical viewpoints		<b>Compulsory Religions:</b> <b>Christianity</b> , <b>Judaism</b> , <b>Buddhism</b> Reference can be made to other Religions and Worldviews as and when appropriate.		<b>Compulsory Religions:</b> <b>Christianity</b> , <b>Judaism</b> , <b>Sikhi</b> Reference can be made to other Religions and Worldviews as and when appropriate.	



## Mareham Le Fen Church of England Primary School

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why this? Why now?	<i>In autumn, pupils investigate how people know who or what to believe. This builds on previous cycles where they explored worship, belonging and moral action, and now challenges them to think critically about authority, evidence and trust. It introduces more complex disciplinary knowledge, particularly philosophy, while still drawing on theological and social-scientific approaches.</i>		<i>Spring brings together earlier themes by addressing good, evil, suffering and peace. Pupils evaluate how religions and worldviews respond to global issues, exploring both conflict and reconciliation. They also examine religious and spiritual experiences, allowing them to compare how beliefs are lived and expressed. This consolidates prior learning across KS2 and prepares pupils to articulate their own worldview as they transition to secondary school.</i>		<i>For Summer, they move to religious and spiritual experiences, asking bigger questions about what it means to encounter the sacred. This allows pupils to evaluate how experiences shape belief and practice, connecting with philosophy and personal knowledge.</i>	