



RE - MEDIUM TERM PLAN - 2025/2026

RECEPTION

Topic	In this unit of work, children learn...
I am Special	• what makes them an individual, what they look like, what they are good at... • similarities and differences between self and classmates... • about being treated as a special person • more than one person can be special • people they are special to
Special People (links to leaders and followers , and Special People of faith)	• about family and friends • about people who help them • about people who have special jobs, including within places of worship
Special Times (Links to Worship and festivals)	• about days which are special to them – birthdays • about days which are special to lots of people e.g. Harvest, Christmas, Easter, Diwali, and Eid

Places -Special to me (links to Sacred places of worship including places within the home, and the world, as a special place)	• their home, classroom, favourite places • places which are special to all the class e.g. classroom, school • places which are special to lots of people e.g. places of worship • the world as a special place
Special Books (Links to Sacred stories)	• about books which are special to them – their favourite books, books that have been given to them • about books which are special to the class/school e.g. class/school books • about books which are special to lots of people e.g. sacred texts
Special objects (Links to Symbols of faith)	• about objects that are special to them – their special things • about objects that are special to the class/school e.g. class/school bears, school badge,... • about objects that are special to lots of people e.g. artefacts and symbols
Include Christianity and other religions studied KS1, plus any other relevant to children in the setting.	



Year 1

Topic	In this unit of work, children learn...
Belonging (Link Year 4)	- possible answers to “Where do I belong?” a question often asked. At the heart of this question is the concept of identity. Our identity is what makes us the people we are. Our individual identities are revealed every day in what we prioritise, how we act and how we relate to others. - how belonging links with whole school activities in relation to community cohesion, helping to develop children’s understanding of their own and other communities and recognising how important it is for people to feel they matter and belong for the cohesiveness of our society as a whole. - How, being in a community whether that is a family, friendship group or some wider group with shared beliefs or a shared purpose such as a religious community is, for many, an essential part of being human. Belonging to a community or more usually an overlapping set of communities is one of the most significant aspects of our experience of life. We often define ourselves by the communities into which we have been born or choose to belong to. - to explore simple ideas about how we should treat each other using the idea of the Golden Rule, shared by many communities both non-religious and religious. We ask the question “Which communities do we belong to?” and begin to map the features of these communities, noting similarities and differences. We use simple teaching embracing images, story and active learning.
What and how Do We Celebrate? Diwali, Bodhi, Hanukkah, Christmas	- how we celebrate special times. What do we do and how do we feel? - to focus on celebrations, children have experienced and to learn about and from the religious festivals of different faiths. Play based learning and speaking and listening approaches enable children’s learning to progress along from their achievements in Reception. The focus is on enabling children to reflect on what it means to join in with a festival and why people celebrate in annual festivals like Diwali, Christmas, Eid and Hanukkah. The feelings and emotions of celebration are linked to stories, special foods, dressing up and being part of a community. Children are encouraged to consider what can be learned from their own experiences of celebrations as well as learning about and from the celebrations of others. Pupils explore attitudes of: Self-awareness by becoming increasingly aware of the ways celebrations can make us happy; Respect for all by developing a willingness to learn from the celebrations and special days of others; Open mindedness by engaging with the lives of others and expanding their knowledge and understanding of the world; Appreciation and wonder by developing their capacity to respond to special events in the life of their family, and others, using some simple skills in creative development.



Sacred places	• most people have a place or a series of places that are significant to them because of events, memories, experiences or the people that they encounter there. This unit makes the bridge between these significant places and places that people consider to be sacred. • the idea of the special place being a place of worship, and the term 'special places' referring to places of pilgrimage. • the idea that the earth is sacred or a gift from God, temporarily given into the stewardship of humankind • all religions have places that are considered sacred • the significance of places of worship to those who belong and also to the communities that they serve. • to focus on aspects of the sacred place which reflect beliefs and values important to particular religious communities. • to explore what sacred means in nature, and in the whole world. Practical ideas support learning and encourage enquiry, creative engagement and children's own questions and reflections.
Journeys	• pilgrimage can be found in the practice of many religions, to places significant in the history of the religion or sites of spiritual significance, in order to carry out particular practices, or to sites where pilgrims can pray and 'be close to God'. Pilgrimage is not the sole preserve of those with religious beliefs; football fans, music fans and others can make their own non-religious pilgrimages to visit places significant to their chosen 'community' or group. Journeys of those in sacred texts are also remembered by believers, whether those of the Prophet in Islam or Moses in the Torah. • to explore the idea of spiritual journey at the very simplest level, looking at the differences between a holiday and a pilgrimage and using an example from Christianity and Hinduism. The Jewish festival of Pesach or Passover remembers the journey of Moses and the Israelites escaping from Egypt.

Year 2

Topic	In this unit of work, children learn...
Exploring Sacred Stories (Link Year 3)	• all religions have sacred words, writings and oral tradition passed down through generations. These provide the basis for belief, doctrine and meaning making, and provide believers with guidance for living. • what sacred words and books mean to believers, how they are used in worship and how they are treated with respect as sources of wisdom are an important part of what we teach in Religious Education. • sacred texts are often story texts. Story is a powerful tool in developing effective and imaginative RE. Stories engage and capture the imagination, they transcend time and place, extend experience, touch both heart and mind. Stories awaken insight and empathy, allowing us to 'get inside' the experience, beliefs and values of others – enabling us to see from another's perspective. • religions are full of stories intended as a vehicle for teaching and challenge. Many were originally passed on in an oral tradition and employ metaphor, symbol, fantasy and drama to express and interpret the intangible. Sagas, myths and parables go beyond rational thought, often 'jolting' awareness – opening new insights, new ways of looking and seeing. • most importantly, great stories offer layers of meaning which require reflection and, in this process of unravelling, engage the listener in meaning-making • to use creative and imaginative storytelling through sound, actions, music and art, giving a glimpse 'inside' these stories – of the 'spiritual heart' at the centre. • to ask open questions such as "What is puzzling, interesting or surprising about this story? What issues does the story raise? What do you think is the meaning or message of the story?"



Special People in Faith and Action and what inspires them. (Link Year 5)	• inspirational people can be named as such because of their actions, the effects they have had on their locality, people or the wider world, or just because of who they are. They are often motivated by beliefs, religious or otherwise - people who are varied, religious and non-religious, contemporary and from long ago. • Religious figures (leaders, messengers or prophets) connected with the origin of the religion, such as Jesus, Guru Nanak and the Prophet Muhammad. • A religious leader – past or present, local, national or international, such as a local vicar, the King or Rabbi Julia Neuberger. • People who put their beliefs into action in the way they live, from small things such as thanking God for sporting talent to letting those beliefs affect the direction their whole life has taken, such as Joe Cox, Christine Ohuruogu, Malala Yousafzai, and Dr Hany El Banna, who began the British charity Islamic Aid. • to reflect on sources of inspiration in their own and others' lives. Whilst each activity may be set in the context of a particular life-story, many will have wider applications. They are often starting points
Symbols of Faith – conveying meaning (Link Year 4)	• symbolism is the language of religion. Symbols, whether they be objects, actions, sounds or language, are open to interpretation at many levels – they draw our multi-layered responses, memories and associations. Unlike 'signs', which are clear, unambiguous statements, symbols contain a multiplicity of meaning. They demand that we work them out, that we reflect, ponder, ask questions and make connections. • to look for the meaning in an artefact, a religious story, a picture, or a religious sound, action, gesture or object should help pupils to 'see', to look for 'more than meets the eye', to delve beneath the surface, to ask questions about deeper meaning and purpose. Pupils are given time and the structures to enable them to explore, ask questions, reflect, and express their own ideas about meaning. • to listen to sounds, explore images and pictures, make up metaphors, develop movements and express ideas through dance and drama.
Exploring worship (Link Year 3)	• to gain an awareness of the importance of worship in the lives of people, individually and in the community. Extend children's knowledge and understanding of the world around them and also provide an opportunity for their own spiritual development through reflection on the spirituality of others. • to use some practical, active and visual learning strategies to enjoy learning about and learning from worship. • to 'meet' people from faiths and 'hear' their 'story'. Encounter with real-life visitors is often the best learning experience, but when this is not possible a good alternative is the use of resources in which individuals talk about their own experiences and beliefs. • to find out more about how and why people worship today using the views of children from the main faith traditions in Britain to sharing their thoughts. The children speak about their experience of worship not as representatives of their faiths, but as individuals. Their insights provide a fascinating glimpse into the personal significance of worship, as understood by them, at a particular moment of time. • to engage with the key experiences and beliefs identified • to enjoy singing, miming, sharing ideas and experiences.



Year 3

Topic	In this unit of work, children learn...
Exploring Worship Year 3 build on the work of Year 2	to reuse the work covered in Year 2 and consider the values of material things and of spiritual things and think for themselves about what they value. Examples include Christianity, Buddhism, Islam and extends to the pupils' personal experiences.
Exploring Sacred Stories Year 3 build on the work if Year 2	to revise the work covered in Year 2. They continue to question the meaning of stories and express their own insights imaginatively. The activities are chosen to engage pupils' imaginations, participation and response in the context of a particular story. As a next step it is hoped they will use their skills to explore other stories.
Leaders and Followers	- to describe people and stories that influence the beliefs and values of some religious believers - to identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. - to recognise that religious teachings make a difference to individuals, families and communities - to reflect on the sources of inspiration in their own and others' lives.

Year 4

Topic	In this unit of work, children learn...
Symbols of Faith – conveying meaning This work builds on the unit of the same name in Year 2	- to develop their ability to develop their ideas about the meaning conveyed by symbols of faith. - to explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures making observations as to the intended meaning they have for believers.
Codes for Living	- to focus on the impact of religious beliefs and values for individuals and communities. - following a religion or belief involves commitment to a set of principles and beliefs. All religions and beliefs include codes for living (codes for good?) which act as guides and signposts for the choices and actions of individuals. - to understand how a person's religious commitment affects their views, actions and morals - to reflect on their own beliefs and values and how these influence their own moral decision making. - to identify the challenges and benefits of having guiding principles in life. - at the heart of a commitment is a promise – this is the starting point for learning. Pupils build on this understanding to explore some religious codes for living, reflecting on their impact and value as 'guides' and 'signposts' for living today. - to think about moral decision making - to explore, reflect, apply and evaluate the insights of religious 'codes for good'. - to reflect on the meaning of 'commitment' for themselves.



Belonging to a community

- To explore most people belong to communities such as family, school, club and they get good things from being part of these communities (e.g support, guidance, friendship and inspiration)
- To recognise families belong to a religious community find fellowship, guidance, shared values, support and teaching about how to live
- To understand that religious communities set up celebrations, rituals, places, stories and help their members to grow in their faith (visit to the local gurdwara)
- To describe things that are important about being part of a community. Why they are important.

Year 5

Topic	In this unit of work, children learn...
Special People of Faith and Action and what inspires them This work builds on the unit of the same name in Year 2	• having revised the work covered in Year 2 to look at religious leaders, religious figures and people who put their belief into action. • people who are in the media spotlight can show that religion and belief are important to people the children have heard of and admire. People in the local community who make a contribution to religious life and worship are also discussed; and those whose outward actions show inner beliefs. They can perhaps visit, be visited or contacted by email.
Religion and the environment	• What are stories of creation? (Link to environment) • Why do people think we should care for the Earth? • Can religious festivals do more to keep the environment clean and the Earth safe? • What do different religions believe about how we should treat the environment? • What can we learn from theology and science about how to care for the Earth?



Year 6

Topic	In this unit of work, children learn...
Opening Up Values	- values development is at the heart of school life – it is central to the development of children, helping them to lead fulfilling lives, be happy and confident, responsible and willing to make a positive contribution to society. - values are the principles or convictions that act as a guide to our behaviour. They are concerned with beliefs about what is of fundamental worth, and these beliefs impact on actions. This is at the heart of religious education. - RE activities help children to make the link between what we believe and how we behave. Many values originate in the wisdom of the faith traditions and in the teaching of key religious figures. Reflective exploration of these provide a great opportunity for the spiritual and moral development of children, helping them learn about and learn from religion. A key outcome is that children should be able to consider their own beliefs and values and those of others in the light of their learning in religious education. - to explore values linked to different faiths –Hope –Jewish –Generosity – Sikh –Peace – Muslim – Love – Christian – Making Choices – Hindu – Learning from Nature – Buddhist
Faith through the Arts	- for generations, faith and spiritual insight has been conveyed through the arts. Great works of art are visible ways of communicating the invisible. Creative talent expressed in art can inspire and motivate, and often connects us to something deeper – something spiritual, importantly benefiting understanding and personal development. Children are encouraged to develop creativity and imagination while enjoying RE. - To link arts subjects and R.E – dance – drama – music – art