

Temple Learning Academy - RE Curriculum Long Term Plan

<https://padlet.com/primarysciencegeeks/rka-primary-re-padlet-3zb4apmsrq3ncmig/wish/2338464136>

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Religious Education in the EYFS

Area of Learning: ***Understanding the World***



EYFS Statutory Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Statutory Characteristics of Effective Learning:

The teaching and provision of 'Understanding the world' provides opportunities for the three characteristics of effective teaching and learning to be realised:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

EYFS Statutory Early Learning Goal – Understanding the World: People, Culture and Communities.

Children at the expected level of development (end of year) will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what's been read in class.

Development Matters – Non - Statutory Curriculum Guidance;

 Birth to three – babies, toddlers and young children will be learning to:	 3 and 4-year-olds will be learning to:	 Children in reception will be learning to:
Make connections between the features of their family and other families. Notice differences between people.	Continue developing positive attitudes about the differences between people.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.

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R.E in EYFS Provision –

Continuous provision of R.E is offered for child-initiated learning in GOAL (Go Off And Learn) time, areas can be enhanced with stimuli or invitations to explore

- Story books and non-fiction texts that offer an insight into different religions.
- Dressing up props to provide opportunities for children to roleplay festivities e.g. Eid clothes/ Nativity costumes
- Small world area for children to explore narratives with e.g. nativity stable
- Curiosity Cube – objects thoughtfully placed e.g., Diva lamp during Diwali for children to discuss.

Adult interactions to scaffold and extend, assessment and planning for enhancements is fundamental in the progression of skills.

R.E Enhancement

Throughout the year in Reception, we look at different celebrations and festivals that take place throughout the year, Christmas, Diwali, Holi, and Eid to name just a few. Reception also visits a place of worship which gives the children opportunity to extend their knowledge and understanding and experience of other religions in the world.

Primary RE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec Visitor – Christianity RC Church Visit - Corpus Christi Church		Special times and how they are celebrated Festivals – how people celebrate – compare Christmas and Diwali. Links to the Nativity I know how Christmas is celebrated. I know how Diwali is celebrated. Christmas Diwali Nativity Nativity story - CBeebies - BBC What is Diwali? -	The need to follow rules. How we care for our friends and families. Stories about Jesus and the prophet Mohammed caring for others. I know how to care for other people. I can say how Lunar New Year is celebrated Jesus Mohammed Lunar New Year	The natural world Links to the Easter story. I know new life appears in spring. I know Jesus died and rose again at Easter. Jesus Easter What is Easter? - EYFS - Reception - BBC Bitesize	Special places Sense of belonging to a family, school and wider community, including religious communities and places of worship I know the names of some places of worship. I know how people celebrate Eid Eid Worship Special Eid al-Fitr - CBeebies - BBC	We are all special Special people and objects. Look at ‘special’ in relation to Christianity and Islam. I know who is special to me. I know who is special to Christians. I know who is special to Muslims. Special Jesus Mohammed

[EYFS -
Reception -
BBC Bitesize](#)

[My First
Festivals -
CBeebies -
BBC](#)

Personal Development Opportunities:

Visit to a Catholic church, Nativity, Eid celebration, Diwali celebration

Year 1 KS1 Religious Education - BBC Bitesize Visitor – Hindu gods workshop	Caring for others Explored through stories from different faiths and cultures I know ways that I can care for others. I know how I can be kind to other people. Faith Stories Kindness Caring How Christians show care – KS1 Religious Education – Primary Y1 - BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zdykixs/articles/zpk6xbk How Hindus show care – KS1 Religious Education – Primary Y1 - BBC Bitesize	Celebrating and giving Christmas/Eid-al-Fitr I know why presents are given at Christmas and Eid. I know that Christianity and Islam are religions. I know that Eid Al-Fitr follows Ramadan. religion Christianity Islam	Friendship What makes a good friend explored through stories from Buddhism, Hinduism and Christianity I know that Buddhism and Hinduism are religions I know how to be a good friend. religion Buddhism Hinduism friendship How Buddhists show care – KS1 Religious Education – Primary Y1 - BBC Bitesize	The Easter Story I know that Lent lasts for 40 days and ends on Easter Sunday. I know that Easter is important to Christians. I know that Easter is when Christians think about	Rituals in different religions – Salat (Islam), Puja (Hinduism), Holy Communion (Christianity) I know that different religions have different rituals. I know the names of some rituals.	Places of worship Synagogue, church, mandir I know what worship is. I know that places of worship are special to religious believers. I know that Jews worship at synagogue. I know that Christians worship at church. I know that Hindus worship at a mandir. Worship Jews Christians Hindus Synagogue Church
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		Christmas Eid Al-Fitr Ramadan KS1 Festivals - Christianity: The First Christmas - BBC Teach Eid ul Fitr - Teaching Resources - BBC Teach		Jesus' death. Lent Easter Jesus Christians Good Friday Easter Sunday The Christian Story of Easter - BBC Teach What is Easter? - BBC Bitesize	I know that a ritual is different to a routine. ritual Salat Puja Holy Communion KS2 Religious Studies: Holy Communion - BBC Teach	Mandir A visit to a church - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize A visit to a mandir – KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize A visit to a synagogue - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize
Personal Development Opportunities: Hindu workshop in school, Christmas carol concert, Easter assembly						
Year 2 KS1 Religious Education - BBC Bitesize Visitor - Islam Spring 1	Nature and God Harvest – Christianity and Judaism. Looking after nature – Buddhism and Islam. I know that some Christians believe that God created the world and everything in it. I know that some Jews celebrate Sukkot. I know that some Christians celebrate Harvest Festival.	The importance of light in different religions and festivals – Advent, Christmas, Diwali and Hannukah	Rules and Routines in everyday life and different religions, as well as humanism I know why it is important to have rules. I know that different religions have different rules and routines.	Beginnings and endings – Vaisakhi, Naam, Karan, baptism, Easter I know how beginning	Religious and non-religious ceremonies I know what a ceremony is. I know the names of	Places of worship Mosque, gurdwara, Buddhist temple I know what a place of worship is. I know that Muslims worship at a mosque

	Harvest Creation Sukkot Christianity Judaism Buddhism Islam Primary assemblies: Sukkot - BBC Teach	I know that Advent is a countdown to Christmas. I know that many Christians celebrate Christmas. I know that many Hindus celebrate Diwali. I know that many Jews celebrate Hannukah. Festivals Celebrate Advent Christmas Diwali Hannukah KS1 Festivals - Christianity: The First	I know the five pillars of Islam. Rules routines Five pillars Islam 5 Ks Shabbat Ten Commandments KS1 Religious Studies: The Five Pillars of Islam - BBC Teach Moses and the 10 Commandments - Vlog #1 - BBC Teach	s and endings are marked in different religions (Sikhism and Christianity). I know the main events of the story of Easter. Beginning ending Lent Holy Week Palm Sunday Good Friday Easter Sunday Baptism Vaisakhi Naam Karan What is Easter? -	some religious and non-religious ceremonies Ceremony wedding Aqiqah Bar Mitzvah/Bat Mitzvah Dastar Bandi	I know that Sikhs worship at a gurdwara I know that Buddhists worship at a temple Worship Special compare Mosque Gurdwara temple A visit to a Buddhist temple - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize A visit to a mosque - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize A visit to a gurdwara - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize
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		Christmas - BBC Teach Diwali - Teaching Resources - BBC Teach		BBC Bitesize The Christian Story of Easter - BBC Teach What is Vaisakhi? - BBC Bitesize		
Personal Development Opportunities: Islamic visitor, Christmas carol concert, Easter assembly						
Year 3 KS2 Religious Education – BBC Bitesize Visitor – Christianity/Adventure Trip – Sikh Temple summer 1	Hinduism – overview of origins, core beliefs, festivals, special places. I know the main Hindu deities and symbols. I know where Hindus worship. I know one of the stories celebrated during a Hindu festival. Hindu Deity Symbol Mandir Brahma What is Hinduism? – BBC Bitesize	The Nativity I know where Nazareth is in the world. I know who Mary and Joseph were. Christians Nazareth Bethlehem Mary Joseph Nativity	Sikhism – overview of origins, core beliefs, festivals, special places. I know who founded Sikhism. I know where Sikhs worship. I know one of the stories celebrated during a Sikh festival. Sikhism Gurdwara Guru Nanak India Vaisakhi Guru Arjan	The Easter Story – focus on Good Friday I know the sequence of events in the Easter story. I know what a prayer is. Easter Story The Last Supper	Islam – overview of origins, core beliefs, festivals, special places. I know where Islam was founded. I know who the Muslim key prophet was. Abraham The Ten Commandments	Judaism – overview of origins, core beliefs, festivals, special places. I know who founded Judaism. I know that Jews live by ten key rules. I know the key Jewish festivals. I know the name of the Jewish holy book. I know some Jewish symbols.

		What is Christmas? – BBC Bitesize	What is Sikhism and what do Sikhs believe? – BBC Bitesize What is Vaisakhi? – BBC Bitesize Who was Guru Nanak? – BBC Bitesize Who is Guru Nanak? Sikhi worldview traditions – RE:ONLINE (reonline.org.uk) https://youtu.be/twkJ1pc5BvU	Good Friday Holy Week Resurrection on Crucifixion KS2 Religious Studies: Easter – BBC Teach What is Easter? When is Easter 2024? – BBC Bitesize	I know that Muslims worship in a mosque. I know the name of the Muslim holy book. Islam Muslims Allah Mosque Qur'an Prophet Muhammad What is Islam and what do Muslims believe in? – BBC Bitesize KS2 Religious Studies: Prayer in Islam – BBC Teach PP about the Quran	Shabbat Yom Kippur Torah Star of David Menorah Torah What Is Judaism? – BBC Bitesize What is Yom Kippur? – BBC Bitesize https://youtu.be/ANlgSX C7xzc Jewish Story Time – JewishKids.org – Jewish Kids (chabad.org)
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Personal Development Opportunities: Sikh Temple visit, Christmas carol concert, Easter assembly						
Year 4 KS2 Religious Education – BBC Bitesize Visitor – Islam – Ramadan Trip – Buddhism Jamyang Buddhist and Meditation Centre (Holbeck) Autumn 2	Buddhism – overview of origins, core beliefs, festivals, special places. I know where India is on a map. I know that Siddhartha Gautama was the Buddha. I know what Nirvana is. I know key Buddhist symbols. Buddha India Nirvana Enlightened Lotus flower Wheel of life What is Buddhism? – BBC Bitesize What is Nirvana Day? – BBC Bitesize What is Wesak? – BBC Bitesize	The lives of people of faith from different religions I know what beliefs are. I know what a challenge is. I know my own beliefs and those of some key figures. Beliefs Challenges Malala Yousafzai Dalai Lama Rabbi Jonathan Sacks Fauja Singh Bear Grylls KS2 Assemblies: Malala	Christianity – overview of origins, core beliefs, festivals, special places. I know the names of some Christian special places. I know what the Ten Commandments are. I know a Bible story. I know some Christian symbols. Bible Old Testament New Testament Church Vicar Priest Disciple Symbol KS2 Religious Studies: The Holy Bible – BBC Teach	Food – its role in religion – Lent and Ramadan I know what kosher means. I know what Lent is. I know what Ramadan is. I know a special food eaten at Diwali. Fasting Abstain Sacrifice Kosher Ramadan Lent Ramadan	Pilgrimages I know what a pilgrimage is. I know some places of pilgrimage. Journey Pilgrimage Significant KS2 Religious Studies: The Muslim pilgrimage, Hajj – BBC Teach	The Bible I know the Bible is sacred to Christians. I know the Old Testament is different to the New Testament. I know a Bible author. Sacred Psalm Proverb Parable KS2 Religious Studies: The Holy Bible – BBC Teach

		Yousafzai – BBC Teach		Diwali What is Lent? – BBC Bitesize What is Ramadan and when does Ramadan happen? – BBC Bitesize		
Personal Development Opportunities: Trip to Buddhist centre, Christmas carol concert, Easter assembly						
Year 5 KS2 Religious Education – BBC Bitesize Visitor – Buddhism Trip to Sinai synagogue Autumn 2	Different forms of worship – prayer, music, art I know what worship is. I know that different religions worship in different ways. I can name a prayer. I know what an artefact is. Worship Prayer Artefact The Lord’s Prayer KS2 Religious Studies: Christian Prayer – BBC Teach	The true meaning of Christmas for Christians I know some key Christian beliefs. I know the meaning of some Christmas carols.	Peace across different beliefs I know the meaning of the word ‘peace’. I know how different religions view peace. I know key peace symbols. Peace Inner peace Meditate Community Similarities Differences	Forgiveness – Judaism and Buddhism I know what forgiveness means. I know that Jews ask God and other people for forgiveness.	Commitment – sacrifice and fasting I know what commitment means. I know what fasting means. I know what	Jesus the Healer I know what a miracle is. I know an example of a miracle story from the Bible. I can explain who Jesus the Healer is to Christians. Miracle Bible Jesus Disciples

	KS2 Religious Studies: Prayer in Islam – BBC Teach	I know what Christian believe to be the true meaning of Christmas. Belief Carols Christmas – BBC Teach		I know that Buddhists do not believe in God. I know the similarities and differences between what Jews and Buddhists believe about forgiveness. Forgiveness Belief Yom Kippur Symbols What is Buddhism? – BBC Bitesize What is Yom Kippur? –	coming of age means. I know some examples of religious commitments. Commitment Religious Non-religious Marriage Fasting Sacrifice	KS2 Religious Education – BBC Bitesize Who is Jesus and how did he help people? – BBC Bitesize
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				BBC Bitesize		
Personal Development Opportunities: Trip to a synagogue, Christmas carol concert, Easter assembly						
Year 6 KS2 Religious Education - BBC Bitesize	Humanism - origins and core beliefs I know the difference between atheism and humanism. I know some humanist beliefs. I know what the Happy Human symbol represents. Humanism Atheism Happy Human empathy What is Humanism? - BBC Bitesize Humanist Society Scotland - Humanist Society Scotland (humanism.scot) For Teachers – Humanists UK Humanist Climate Action – Humanists UK	The Christmas story – comparing different accounts in the Bible I know the Christmas story. I know the similarities and differences between two accounts of the Christmas story. I know what a Christingle is. Advent	Creation stories across different faiths and beliefs I know what creation stories are. I know that different religions have different creation stories. Creation Beliefs Classify Compare https://youtu.be/twkJ1pc5BvU	The Crucifixion I know the timeline of Holy Week. I know what free will means. I know what determinism means. Moral Choice Free will Determinism Holy week Crucifixion Atonement	Freedom and Justice I know that freedom and justice have more than one definition. I know that different religions have different concepts of freedom and justice. Freedom Justice Human rights Protests	Eternity – religious and non-religious concepts I know what eternity means. I know the difference between mortal and immortal. I know that different religions have different views on eternity. Eternity Mortal Immortal Heaven Reincarnation Emancipation

		Christmas story Version gospels interpretation on Author Christingle Nativity Christmas - BBC Teach		KS2 Religious Studies: Easter - BBC Teach		
Personal Development Opportunities: Humanist/civil rights visitors, Christmas carol concert, Easter assembly						

Time – equivalent of an hour a week.

Links to Secondary Curriculum	
Knowledge	Vocabulary
What is a religion? What is a worldview? Christianity Islam Buddhism Humanism Multi-faith society Atheism	Year 7 – Religion, worldview, lenses, diversity, interpret, non-religious worldview, religious worldview Year 8 – collaboration, discrimination, hate crime, injustice, multi-faith, prejudice, respect, secular, tolerance, values Year 9 – devil, evil, four noble truths, free will, good, omnipotent, omniscient, predestination, refugee, secular, suffering

Purpose and Value of Religious Education

‘Schools should, through their RE programmes, aim systematically to prepare students for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief’

Big Ideas for Religious Education, Wintersgill 2017

RE ‘should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.’

Commission on RE, September 2018

RE:

- a. Enables learners to develop a broad and balanced understanding of religions/worldviews. RE's primary purpose is to give learners a broad understanding of Christianity, other religious traditions and non-religious beliefs, and understand how these are woven into human experience and applied to life and decisions.
- b. Empowers learners to develop and use critical thinking skills. Well taught, RE is a rigorous academic subject, supporting problem solving and critical thinking skills. It will inspire and motivate learners to enquire into religious and purposeful questions. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context.
- c. Broaden perspectives of faiths and cultures, encouraging tolerance of diversity. A universal RE entitlement means that the subject must aim to develop understanding of diversity, empathy and cohesion. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and worldviews and explores their responses to life's challenges. This gives them the knowledge and skills to flourish both within their own community and as members of a diverse and global society.
- d. Develop their own personal worldview, identity, values and spirituality. The role of RE is neither to promote nor undermine organised religion. But part of its purpose is to provide structured opportunity for consideration of the non-material aspects of life. RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. It can support their own discovery of their personal journeys of meaning, purpose and value, whether or not they identify with a specific, organised worldview.
- e. Contribute to developing learners as positive, participating citizens of the world. Human beings are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the

opportunities, challenges and purpose of our individual lives and communities. RE plays an important role in preparing pupils for their future, for employment and lifelong learning.

It enhances spiritual, moral, social and cultural education by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study;
- Nurturing curiosity and insights to become positive, participating citizens.

(Believing and Belonging)

What do we learn at Temple Learning Academy?

EY

In early years, children are exposed to the main religions through learning about key festivals. They learn about each other's religions and listen to stories. Christianity and Islam are a particular focus.

KS1

In KS1, children learn about the messages contained in the Bible and the Quran though the stories in them. They also learn about churches and mosques and what makes them special. Christianity and Islam are a continued focus. Humanism and Sikhism are also introduced.

KS2

In KS2, children make comparisons between a number of religions. They learn about how people make commitments to their faiths in different ways. Ideas such as spirituality, remembrance and forgiveness are explored. Children are introduced to Judaism, Buddhism and Humanism.

Why is RE important?

At TLA we believe that learning about different people's faiths and beliefs is core to promoting tolerance and understanding in our diverse school community and preparing children for life in a multicultural world.



Our aims

- Children should investigate and know the beliefs and practices of religions and other world views.
- Children should investigate and know how religions and other world views address questions of meaning, purpose and value.
- Children should investigate and know how religions and other world views influence morality, identity and diversity.

How do we learn at Temple Learning Academy?

We use real artefacts, pictures and videos to help children to understand new content and give important context.

We use stories to bring concepts to life and help children to understand some often complex ideas.

Class and group discussions are an important way to help children understand ideas and address misconceptions. These are planned into most lessons and link to our PD curriculum.

We use visits and visitors in RE in every year group in school to help explain about what different religions believe in and how these beliefs effect people's day to day lives. We also encourage children and their families to act as experts and share their expert knowledge.

Ofsted research:

<https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

<https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report>