

Reception RE Medium Term Plan

Autumn 1 - God/Creation: Why is the word 'God' important to Christians?			Autumn 2 – Believing: Which stories are special and why?		
1	To learn who a Christian is and what they believe in	Suggested Vocabulary: God, Christian, Bible, creation, Creator, world, Harvest, celebration, festival, special, respect, worship	1	To learn to identify special stories	Suggested Vocabulary: Story, Holy Book, God, Bible, Christian, Muslim, Qur'an, Prophet Muhammad, promises, meaning, feeling, similarity, difference
2	To learn what Christians believe about God		2	To learn to explain how special stories make us feel	
3	To learn how God created the world		3	To learn to explore the meaning of stories for Christians	
4	To learn how Christians celebrate God at Harvest Time		4	To learn to talk about why Jesus' stories are important for Christians	
5	To learn why the name 'God' is special		5	To learn to explore the meaning of stories for Muslims	
6			6	To learn to identify similarities and differences between special stories	
Spring 1 – Believing: Which people are special and why?			Spring 2 - Expressing: What times are special and why?		
1	To learn to identify special people	Suggested Vocabulary: Special, people, friend, family, job, Jesus, friendship, religious leader, thank you, vicar, rabbi, imam	1	To learn to explore celebrations	Suggested Vocabulary: Special, celebration, festival, features, stories, connections, Christian, Easter, Sukkoth,
2	To learn what makes people special		2	To learn to identify features of different celebrations	
3	To learn to discuss what a good friend is		3	To learn to make links between Christian celebrations and stories	
4	To learn to explore what Jesus said about friendship		4	To learn to make links between Jewish celebrations and stories	
5	To learn about special people in other religion		5	To learn to explore different ways people celebrate	
6	To learn to identify what makes someone special to us		6	To learn to explain why festivals are special for religious people	
Summer 1 – Expressing: Which places are special and why?			Summer 2 - Living: Being special – where do we belong?		
1	To learn to identify special places	Suggested Vocabulary: Place of worship, building, Christianity, Christian, Church, Islam, Muslim, Mosque, Judaism, Jewish, Synagogue, feeling	1	To learn to identify what makes us feel special	Suggested Vocabulary: Special, unique, valuable, God, Jesus, baptism, welcome, belief, dedication, symbol, Aqiqah, religion, faith
2	To learn to identify how special places make us feel		2	To learn how religious stories show we are special (God)	
3	To learn why religions have special places		3	To learn to explain what baptism is	
4	To learn to describe special places for Christians		4	To learn to make links between God's love and baptism	
5	To learn to describe special places for Muslims		5	To learn to explore symbols linked to baptism	
6	To learn to apply what I know about special places		6	To learn how children are welcomed into Islam (Aqiqah ceremony)	

Year 1 RE Medium Term Plan

Autumn 1 - God: What do Christians believe God is like?			Autumn 2 – Believing: Who is a Muslim and what do they believe?		
1	To learn what a parable is	Suggested Vocabulary: God, characteristics, loving, forgiving, Bible, story, parable, Lost Sheep, meaning, forgiveness, prayer, praise, Jonah	1	To learn who God is for Muslims	Suggested Vocabulary: Allah, Islam, Mosque, Muslim, Qur’an, Prophet, Muhammad, Ramadan, Eid-ul-Fitr, 99 names, calligraphy, fasting, prayer mat, headscarf, prayer beads, compass
2	To learn to identify hidden meanings of a parable		2	To learn how Muslims talk and represent God	
3	To learn how Christians show they love God		3	To learn the importance of Prophet Muhammad and the Holy Qur’an	
4	To learn the value of forgiveness		4	To learn what the Holy Qur’an teaches Muslims about life	
5	To learn why Christians pray		5	To learn to identify the importance of Ramadan	
6	To learn identify the meaning of a Bible Story		6	To learn how and why Muslims celebrate Eid-ul-Fitr	
Spring 1 – Creation: Who made the world? How should we care for it?			Spring 2 – Believing: Who is Jewish and what do they believe?		
1	To learn to explore the idea of a Creator	Suggested Vocabulary: World, creation, God, Creator, Genesis, Bible, Harvest, festival, thank you, gratitude, prayer, grace, responsibility, care	1	To learn to understand Jewish beliefs about God	Key Vocabulary: Judaism, Jewish, God, remembrance, celebration, Mezuzah, Shema, Shabbat, challah bread, Sukkoth, Chanukah, Pesach, festival,
2	To learn the events of the Creation story		2	To learn about the importance of the Mezuzah	
3	To learn to explore how Christians celebrate God the Creator		3	To learn what Jewish people do at Shabbat	
4	To learn to identify how a Christian might respond to God the Creator		4	To learn to explain the meaning of Shabbat	
5	To learn to identify ways Christians show gratitude in their daily lives		5	To learn to explore the key stories and events of Chanukah	
6	To learn to suggest how we should care for the world		6	To learn to identify what Jewish festivals remind us about God	
Summer 1 – Expressing: What makes some places sacred?			Summer 2 – Living: What does it mean to belong to a faith community?		
1	To learn to identify what makes a place ‘sacred’ and ‘holy’	Suggested Vocabulary: sacred, holy, places of worship (PoW), building, church, cathedral, chapel, synagogue, gurdwara, mosque (vocabulary associated with each PoW), signs, symbols, artefacts, actions, belief, worship	1	To learn what belonging means	Suggested Vocabulary: Belonging, group, religion, symbol, ceremony, infant baptism, dedication, welcome, Aqiqah, brit bat/zeved habat, marriage, wedding, community
2	To learn to explore the main features of a Christian church		2	To learn to identify symbols of belonging	
3	To learn to explore the main features of a Muslim Mosque		3	To learn how baptisms and dedications show belonging in Christianity	
4	To learn to explore similarities and differences between places of worship		4	To learn how religions welcome members into their faith community	
5	To learn to explore the meanings of signs, symbols, artefacts and actions in worship		5	To learn how Christian weddings show belonging	
6	To learn to discuss the importance of a sacred place in expressing belief		6	To learn to identify the value of religious communities	

Year 2 RE Medium Term Plan

Autumn 1 - Living: Who is a Hindu and how do the live?			Autumn 2 – Expressing: How and why do we celebrate special and sacred times?		
1	To learn to explain what Hindus believe about God (one God in many forms)	Suggested Vocabulary: Hindu, Hinduism, gods, goddesses, Brahma, Vishnu, Shiva, belief, festival, Diwali, Holi, Rama, Sita, diva lamps, shrine, ritual	1	To learn to explain the value of celebration and remembrance	Suggested Vocabulary: celebration, remembrance, celebrate, festival, Judaism, Shabbat, Pesach, Chanukah, Sukkot, ritual, Christianity, Christmas, Easter, Harvest, Pentecost, Nativity, symbols
2	To learn to identify the role of different Hindu gods and goddesses		2	To learn to identify important celebrations in Judaism	
3	To learn to explore the story of Rama and Sita		3	To learn to explore the meaning behind Jewish rituals and practices during festivals	
4	To learn to identify ways Hindus celebrate Diwali		4	To learn to identify important celebrations in Christianity	
5	To learn to identify ways Hindus celebrate Holi		5	To learn to make links between a Christian story and celebration (Nativity – Christmas)	
6	To learn to explore how Hindus worship at home		6	To learn to identify the importance of symbols in celebrations (different religions)	
Spring 1 – Gospel: What is the good news that Jesus brings?			Spring 2 – Living: Who is a Sikh and how do they live?		
1	To learn to explore how Jesus was considered ‘good news’	Suggested Vocabulary: Jesus, gospel, Bible, good news, disciples, Matthew, Mark, Luke, John, friendliness, forgiveness, peace, church, prayer	1	To learn to explain how Sikhs understand God	Suggested Vocabulary: Sikhism, Sikh, Guru, gurdwara, Guru Granth Sahib, granthi, Guru Nanak, symbol, artefact, Khalsa, service,
2	To learn to identify how Christians follow Jesus’ teaching		2	To learn to identify key teachings in Sikhism	
3	To learn to explore what Jesus taught about peace		3	To learn to identify the importance of the Guru Granth Sahib	
4	To learn how Christians might experience peace		4	To learn to explore the role of the gurdwara	
5	To learn to explore how churches reflect good news		5	To learn to identify the key parts of the Khalsa	
6	To learn to make links between good news and prayer		6	To learn to consider how Sikh values encourage people to live	
Summer 1 – Believing: What can we learn from sacred books?			Summer 2 – Believing: What can we learn from the life of the Buddha?		
1	To learn to identify the importance of stories	Suggested Vocabulary: Sacred, book, story, respect, morals, message, Bible, Old Testament, New Testament, Qur’an, Arabic, messenger , Prophet Muhammed	1	To learn to explore who is a Buddhist	Suggested Vocabulary: Buddhist, Buddha, Prince Siddhartha, kindness, harmlessness, meditation, the Four Sights, The Great Renunciation, The Noble Search, teachings
2	To learn to compare different sacred books and how they are used		2	To learn to explore who the Buddha was and why he is important	
3	To learn to identify what Bible stories teach Christians		3		
4	To learn to identify what stories from the Holy Qur’an teach		4	To learn to explore the role of kindness in Buddhism	
5	To learn to explore the significance of Noah for different religions		5	To learn to explore the role of harmlessness and meditation in Buddhism	
6	To learn to evaluate the value of sacred books for religion		6	To learn to explain what we can learn from the life of the Buddha	

Year 3 RE Medium Term Plan

Autumn 1 – Believing: What do different people believe about God?			Autumn 2 – Expressing: Why are festivals important for religious communities?		
1	To learn to explore trust and faith	Suggested Vocabulary: Trust, faith, attributes, belief, God, Trinity, Father, Son, Holy Spirit, Allah, Trimurti, Brahma, Vishnu, Shiva	1	To learn to identify different times of celebration	Suggested Vocabulary: Celebration, festival, Christmas, Easter, Pentecost, Harvest, Rosh Hashanah, Yom Kippur, Eid, Diwali, Rama, Sita, diva lamps, symbols, darkness, light
2	To learn to discuss how Christians understand and describe God		2	To learn to make links between religious festivals and stories	
3	To learn to discuss how Muslims understand and describe God		3	To learn to explore the importance of Rama and Sita for Hindus	
4	To learn to discuss how Hindus understand and describe God		4	To learn to identify the key elements of Diwali	
5	To learn to make comparisons between different interpretations of God		5	To learn to explore the symbolism of Diwali	
6	To learn to explain the significance of God for believers in everyday life		6	To learn to discuss the importance of festivals in Britain today	
Spring 1 - Creation/Fall: What do Christians learn from the creation story?			Spring 2 – Living: What does it mean to be a Buddhist in Britain today?		
1	To learn to explore the story of creation	Suggested Vocabulary: Creation, world, Creator, God, Genesis, humans, stewards, stewardship, responsibility, Adam, Eve, temptation, sin, the Fall	1	To learn to explore the life of the Buddha (the Four Sights)	Suggested Vocabulary: Buddha, teacher, Buddhist, Four Noble Truths, Noble Eightfold Path, monk, lay Buddhist, giving, kindness, harmlessness, meditation, suffering, shrine, Buddha Rupa, enlightenment
2	To learn to explain the role of humans in creation		2	To learn to identify the significance of the Four Noble Truths	
3	To learn to analyse the importance of the creation story for humans		3	To learn to explain the main parts of the Noble Eightfold Path	
4	To learn to explore how Christians show stewardship		4	To learn to explore different types of Buddhists	
5	To learn to discuss key messages from the creation story		5	To learn to identify the key elements of a Buddhist shrine	
6	To learn to explore the role of Adam and Eve		6	To learn to analyse the relevance of the Buddha for Buddhists today	
Summer 1 – People of God: What is it like to follow God?			Summer 2 – Expressing: Why do people pray?		
1	To learn to explore the Bible’s ‘big story’	Suggested Vocabulary: Bible, Old Testament, New Testament, story, books, Noah, ark, covenant, pact, agreements, consequences, wedding, vows, promises, symbol, forgiveness	1	To learn to explain what prayer is	Suggested Vocabulary: Prayer, pray, communication, worship, Christian, Lord’s Prayer, rosary prayer, intercession, church, home, Islam, First Surah of the Qur’an, holy Qur’an, Allah, prayer mat, offering, symbol,
2	To learn to explore the story of Noah		2	To learn to compare important prayers for Christians and Muslims	
3	To learn to explain the role of the covenant for Noah		3	To learn to explore how Christians pray	
4	To learn to discuss the importance of covenants		4	To learn to explore how Muslims pray	
5	To learn how churches use covenants (marriage)		5	To learn to identify similarities and differences between Christian and Muslim beliefs about prayer	
6	To learn to discuss what it is like to follow God		6	To learn to explain why prayer is important	

Year 4 Medium Term Plan

Autumn 1 – Living: What does it mean to be a Hindu in Britain today?			Autumn 2 – Living: What does it mean to be a Hindu in Britain today?		
1	To learn to explore what it means to be Hindu	Suggested Vocabulary: Hinduism, Hindu, Sanatana Dharma, dharma, artha, kama, moksha, karma, deities, Bhagavad Gita, shrine, puja, aarti, bhajans, rituals, iconography, artefacts, Mahatma Gandhi	7	To learn to explore how Hindus show their faith at home	Suggested Vocabulary: Hinduism, Hindu, Sanatana Dharma, dharma, artha, kama, moksha, karma, deities, Bhagavad Gita, shrine, puja, aarti, bhajans, rituals, iconography, artefacts, Mahatma Gandhi
2	To learn to explain the four aims of life for Hindus (dharma, artha, kama, moksha)		8	To learn to describe the importance of puja, aarti and bhajans	
3			9	To learn to explore how Hindus show their tradition in the community	
4	To learn to explore and evaluate the Hindu idea of karma		10	To learn to explain why Mahatma Gandhi is inspiring for Hindus	
5	To learn to make comparisons between goals for living		11	To learn to discuss the value and challenges of being a Hindu in Britain today	
6	To learn to explore important artefacts for Hindus		12	To learn to discuss the value and challenges of being a Hindu in Britain today (Independent end of unit assessment activity)	
Spring 1 – Gospel: What kind of world did Jesus want?			Spring 2 – Living: What can we learn from religions about deciding what is right and wrong?		
1	To learn to explore the role of the disciples	Suggested Vocabulary: Gospel, Jesus, disciples, calling, possessions, ‘fishers of men’, love, example, community, church, minister, world	1	To learn to discuss the importance of rules	Suggested Vocabulary: Guides, guidance, belief, right, wrong, Old Testament, Torah, Ten Commandments, golden rule, temptation, choices, dilemmas, love, forgiveness, honesty, kindness, generosity, service
2	To learn to identify what Jesus meant by ‘fishers of men’		2	To learn to identify different religions’ rules for living	
3	To learn to explore how Christians follow Jesus’ example		3	To learn to explore the impact of temptation	
4	To learn to identify how church leaders live as Jesus wanted		4	To learn to identify challenges in making decisions	
5	To learn to analyse what the world is and could be like		5	To learn to understand the role of religious guidance for religious individuals	
6	To learn to describe the kind of world Jesus wanted		6	To learn to reflect upon ideas about right and wrong	
Summer 1 – Kingdom of God: When Jesus left, what was the impact of Pentecost?			Summer 2 – Expressing: Why do some people think life is a journey and what significant experiences mark it?		
1	To learn to discuss what the Kingdom of God could be like	Suggested Vocabulary: King, Kingdom of God, God, Jesus, Pentecost, Trinity, Father, Son, Holy Spirit, disciples, emotions, wind, fire, dove, crown, water, comforter, symbols, representation, birthday, celebration	1	To learn to explore how people may view life as a journey	Suggested Vocabulary: Journey, milestones, ceremonies, responsibility, confirmation, believers’ baptism, first communion, confession, sacred thread ceremony, bar/bat mitzvah, commitment
2	To learn to understand the day of Pentecost		2	To learn to identify important milestones within religious traditions	
3	To learn to explore representations of the Pentecost		3	To learn to explore the importance of religious milestones within Christianity	
4	To learn to explore the role of the Holy Spirit in Pentecost		4	To learn to explore the importance of religious milestones within Judaism	
5	To learn to analyse the message of Pentecost		5	To learn to identify the significance of commitment within religious traditions	
6	To learn to discuss the impact of Pentecost on Christians today		6	To learn to discuss the value and challenges of religious commitment in Britain today	

Year 5 RE Medium Term Plan

Autumn 1 God: What does it mean if God is holy and loving?			Autumn 2 – Living: What does it mean to be a Muslim in Britain today?		
1	To learn to explore how Christians may experience God	Suggested Vocabulary: God, attributes, omnipotent, omniscient, spirit, eternal, power, holy, loving, impact, world, belief, Bible, symbol, worship	1	To learn to explore the key features of Islam	Suggested Vocabulary: Allah, Islam, Mosque, Muslim, Qur’an, Sunnah, Hadith, Prophet, Mohammad, Five Pillars of Islam, Shahadah, Salat, Zakat, Sawm, Hajj, Pilgrimage, Arabic, calligraphy, authority, guidance
2	To learn to identify how Cathedrals represent a Christian’s view of God		2	To learn to discuss the value of the Five Pillars for Muslims	
3	To learn to explain how God is shown to be holy and loving		3	To learn to explain the challenges in following the Five Pillars	
4	To learn to discuss how worship brings Christians closer to God		4	To learn to discuss how Muslims understand and represent God	
5	To learn to discuss the impact of God in the world		5	To learn to evaluate the importance of the Holy Qur’an	
6	To learn to explore how guidelines affect the world		6	To learn to explore different forms of guidance used by Muslims	
Spring 1 – Creation/Fall: Creation and science, conflicting or complimentary?			Spring 2 – People of God: How far does following God bring freedom and justice?		
1	To learn to analyse the importance of Genesis 1 and 2 for Christians	Suggested Vocabulary: Genesis, creation, God, Creator, world, universe, cosmology, scientific, Big Bang, matter, scientists, Christian, theist, atheist, creationist, evidence, explanation, interpretations	1	To learn to explore key biblical events	Suggested Vocabulary: God, Egypt, Exodus, Old Testament, Moses, Abraham, Pharaoh, plagues, slavery, Bible, biblical, interpretation, suffering, obedience, freedom, justice, salvation, sin, Jesus, covenant, Mount Sinai, Ten Commandments,
2	To learn to identify how Christians worship God as Creator		2	To learn to analyse themes of a biblical story	
3	To learn to discuss the impact of scientific interpretations of Creation		3	To learn to evaluate the role of the Ten Commandments	
4	To learn to evaluate accounts of Creation		4	To learn to discuss the impact of Jesus on the people of God	
5	To learn to explore Christian’s interpretations of Genesis 1		5	To learn to evaluate the link between God, freedom and justice	
6	To learn to evaluate the relationships between Christian and Scientific views of Creation		6		
Summer 1 – Living: What matters most to Christians and humanists?			Summer 2 – Believing: Why do some people believe God exists?		
1	To learn to discuss the value of actions	Suggested Vocabulary: Christian, Humanist, value, non-religious worldview, secular, welfare, action, good, bad, image of God, sinful, the Fall, code for living, moral concepts, reason, fairness, freedom, truth, honesty, kindness, peace, scientific, ethical	1	To learn to explore different types of belief	Suggested Vocabulary: God, theistic, atheistic, agnostic, non-religious, Christian, Humanists, discuss, debate, challenge, impact, viewpoints, worldview
2	To learn to make links between human action and Christian ideas		2	To learn to evaluate a Christian’s understanding of God	
3	To learn to explore the Christian guidance for living		3	To learn to explore the impact of interpretations	
4	To learn to explore the Humanist ‘code for living’		4	To learn to debate and challenge beliefs	
5	To learn to discuss what matters most		5	To learn to explain the impact of believing in God in the world	
6	To learn to evaluate the impact of moral codes in life		6	To learn to discuss other people’s viewpoints	

Year 6 RE Medium Term Plan

Autumn 1 - Living: What does it mean to be a Sikh in Britain today?			Autumn 2 – Believing: What do religions say what life gets hard?		
1	To learn to explore how Sikhs understand God	Suggested Vocabulary: Sikh, Sikhism, Guru, gurdwara, Guru Granth Sahib, guidance, Guru Nanak, Guru Gobind Singh, Mool Mantar, Khalsa, Vaisakhi, Divali, festival, service, values, equality	1	To learn to ask and explore big questions of life	Suggested Vocabulary: Life, death, life after death, suffering, Christianity, Hinduism, Humanism, judgment, salvation, heaven, karma, soul, samsara, reincarnation, moksha
2	To learn to explain the role of Gurus in Sikhism		2	To learn to identify ways religions help people to live	
3	To learn to find out about the life and impact of a Sikh Guru		3	To learn to investigate religious ideas about life after death	
4	To learn to explore the role of the Guru Granth Sahib		4	To learn to explain the importance of religious ceremonies to mark the end of life	
5	To learn to examine a significant Sikh festival		5	To learn to compare the impact of religious ideas on believers	
6	To learn to discuss the impact of key Sikh values on believers today		6	To learn to apply and evaluate religious ideas	
Spring 1 – Gospel: What would Jesus do?			Spring 2 – Living/Peace and Reconciliation: Who is Jewish and what do they believe?		
1	To learn to interpret the role of Jesus and the Gospel	Suggested Vocabulary: Gospel, Jesus, New Testament, Bible, Christian, texts, teachings, parable, narrative, foundations, living, interpretation, sermon, message, community, peace, forgiveness, health, healing, prayer, generosity	1	To learn to ask questions	Suggested Vocabulary: Judaism, Jewish, Jews, God, Shema, Mezuzah, Shabbat, Sukkoth, Chanukah, Pesach, Passover, Yom Kippur, Rosh Hashanah, forgiveness, menorah,
2	To learn to analyse the meaning of a biblical story		2	To learn to identify Jewish beliefs about God	
3	To learn to explore how Christians apply Jesus’ teaching		3	To learn the importance of the Shabbat	
4	To learn to analyse Jesus’ teaching		4	To learn the importance of Passover	
5	To learn to identify how Christians could respond to Jesus’ teaching		5	To learn to make links between Jewish teachings and how Jewish people live (Yom Kippur and Rosh Hashanah)	
6	To learn to apply Jesus’ teaching to different situations		6	To learn to discuss the impact of Judaism in world history	
Autumn 2 – Expressing: If God is everywhere, why go to a place of worship?			Summer 2 – Kingdom of God: What kind of king is Jesus?		
1	To learn to investigate different places of worship	Suggested Vocabulary: Places of worship, church, mosque, Anglican, Baptist, Orthodox, Reform, synagogue, community, value, schul, God	1	To learn to discuss Christian ideas about heaven and earth	Suggested Vocabulary: Kingdom of God, king, Jesus, Heaven, Earth, Lord’s prayer, parable, interpretation, commentary, world, society, church, community, utopian, justice, peace
2	To learn to explore the importance of a place of worship for believers		2	To learn to analyse a biblical story	
3	To learn to challenge ideas about places of worship		3	To learn to compare and contrast Christian ideas of the world	
4	To learn to debate religious ideas		4	To learn to identify the Kingdom of God in the world today	
5	To learn to critically evaluate the value of places of worship for communities		5	To learn to apply concepts of the Kingdom of God	
6	To learn to critically evaluate the value of places of worship for communities (End of Unit assessment activity)		6		

Content Coverage

All year groups use Understanding Christianity in their teaching. Other topics are supplemented by SACRE resources.

	R	1	2	3	4	5	6
Understanding Christianity							
God							
Incarnation							
Creation							
Salvation							
Gospel							
People of God							
Kingdom of God							

	R	1	2	3	4	5	6
Other Religions – Systematic and Thematic							
Islam							
Sikhism							
Hinduism							
Buddhism							
Humanism							
Judaism							
Believing							
Expressing							
Living							