

Religious Education Long Term Plan

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Social Sciences	Theology/ Philosophy	Theology/ Philosophy		Theology/ Philosophy	
Enquiry Question	Why are festivals important in a community?	Which books and stories are important?	What do religions/worldviews say about our wonderful world?		What does it mean to belong to a community of belief?	
Knowledge Organiser	MTP\Year 1\Autumn 1\c15-knowledge-organiser Y1 A1.pptx	MTP\Year 1\Autumn 2\c16-knowledge-organiser.pptx	MTP\Year 1\Spring\c113-knowledge-organiser.pptx		MTP\Year 1\Summer\c11-knowledge-organiser.pptx	
PD Link including recommended visits and visitors	Creativity and Diversity; expressing yourself through artwork. Diwali Dance Workshop. Email to book: office@westendinschools.org.uk Harvest festival Assembly foodbank visit	Empathy and Diversity Christmas assembly delivered by Reverend Chris Chorlton. Email Chris to make a booking: chris.chorlton@leeds.anglican.org Christmas carol singing -visit to a local care home	Self-expression; creativity and diversity Easter Assembly delivered by Reverend Chris Chorlton: Email Chris to make a booking chris.chorlton@leeds.anglican.org		Self-expression; diversity and Sense of Belonging Church visit – Email Reverend Chris Chorlton to make a booking chris.chorlton@leeds.anglican.org	
Lesson by lesson titles including activities and resources	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Talk about what celebration means and give examples of how special occasions are celebrated PowerPoint: MTP\Year 1\Autumn 1\c15-lesson-1.pptx Resources: year 1 25&26\Autumn 1\Autumn 2025-2026\Lesson 1\lesson 2.docx Adapted version: year 1 25&26\Autumn 1\Autumn 2025-2026\Lesson 1\LESSON 2 SEN.odt Lesson 2: Recognise that Christians (and others) celebrate festival days to show gratitude PowerPoint: MTP\Year 1\Autumn 1\c15-lesson-2.pptx Resources: year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 2 Harvest festival\LESSON 3 ALL.odt Lesson 3: Retell the story behind Sukkot PowerPoint: MTP\Year 1\Autumn 1\c15-lesson-3.pptx Resources: year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 3 sukkot\Lesson 4.odt	All worksheets and supporting materials provided with each lesson are recommended for use. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Recognise some special or holy books MTP\Year 1\Autumn 2\c16-presentation-1.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Autumn 2 2025\lesson 1\Worksheet.docx Lesson 2: Talk about some of life’s big questions and suggest meanings for a special story. PowerPoint: MTP\Year 1\Autumn 2\c16-presentation-2.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Autumn 2 2025\lesson 2\LESSON 2.odt Lesson 3: Recognise a Bible and talk about how it is treated and suggest a moral for a Bible story. PowerPoint MTP\Year 1\Autumn 2\c16-presentation-3.pptx Resources: year 1 25&26\Autumn 2 2025\lesson 3\lesson 3.odt Adapted version: year 1 25&26\Autumn 2 2025\lesson 3\lesson 3 LA.odt	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. (Due to the Unit being taught for the entirety of Spring Term, teachers may complete 1 PowerPoint in 2 or 3 lessons, in which case teachers could do other recommended activities mentioned within the PowerPoint) Lesson 1: Notice details and respond to questions about the world around you PowerPoint: MTP\Year 1\Spring\c113-presentation-1.pptx Resources: year 1 25&26\Spring\presentation 1\lesson 1.docx Lesson 2: Recognise the emotions associated with being creative and appreciate that people can be creative in different ways PowerPoint: MTP\Year 1\Spring\c113-presentation-2.pptx Resources: year 1 25&26\Spring\presentation 2\task 2 1s.docx Lesson 3: Recognise and retell the Jewish/ Christian story and beliefs about the origins of the world PowerPoint: MTP\Year 1\Spring\c113-presentation-3.pptx Resources: year 1 25&26\Spring\presentation 3\worksheet.docx Lesson 4: Recognise and retell Islamic stories and beliefs about the beginning of the world PowerPoint: MTP\Year 1\Spring\c113-presentation-4.pptx Resources: year 1 25&26\Spring\presentation 4\worksheet.docx Lesson 5: Recognise and retell Buddhist and Sikh stories and beliefs about the beginning of the world PowerPoint: MTP\Year 1\Spring\c113-presentation-5.pptx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Summer Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Talk about what it means to belong Recognise and talk about some religious symbols Design a symbol and say what it means PowerPoint: MTP\Year 1\Summer\c11-presentation-1.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 1\week 2.docx Lesson 2: Talk about what makes a place special Name a church, gurdwara, mandir, mosque, and synagogue as a special place for people of that faith Recognise similarities and differences between belonging to a school and a faith community PowerPoint: MTP\Year 1\Summer\c11-presentation-2.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 2\Worksheet.docx Lesson 3: Talk about what Christians do in Church to show they belong Recognise that being together in church helps Christians know they belong to God’s big family PowerPoint: MTP\Year 1\Summer\c11-presentation-3.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 3\worksheet.docx Lesson 4:		

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year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 3 sukkot\LESSON 4 SEN.odt year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 3 sukkot\Lesson 4 sukkot.docx year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 3 sukkot\LESSON 4 SUKKOT LA.docx Lesson 4: Recognise aspects of the Muslim festival of Ramadan PowerPoint: MTP\Year 1\Autumn 1\c15-lesson-4.pptx Resources: year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 4 fasting and eid\LESSON 5 ALL.docx Lesson 5: Notice details about aspects of the festival of Diwali and retell the story of Rama and Sita PowerPoint: MTP\Year 1\Autumn 1\c15-lesson-5.pptx Resources: year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 5 diwali\worksheet.docx year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 5 diwali\worksheet LA.docx year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 5 diwali\Rama-and-sita-cut-and-stick-story-map-LA.pdf Lesson 6 Notice details about the Sikh festival of Diwali (Bandi Chhor Divas) PowerPoint: MTP\Year 1\Autumn 1\c15-lesson-6.pptx Resources: year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 6 sikhs bandi chori diwali\bandi chor final.docx year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 6 sikhs bandi chori diwali\LESSON 7.docx year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 6 sikhs bandi chori diwali\LESSON 7 (2).docx	Lesson 4: Recognise a Qur'an and talk about how it is treated and suggest a moral for a Qur'an story PowerPoint: MTP\Year 1\Autumn 2\c16-presentation-4.pptx Resources: year 1 25&26\Autumn 2 2025\lesson 4\LESSON 4.odt Additional resources: year 1 25&26\Autumn 2 2025\lesson 4\LESSON 4 (2).odt Lesson 5: Recognise the Guru Granth Sahib and talk about how it is treated and suggest a moral for a story from the Guru Granth Sahib. PowerPoint: MTP\Year 1\Autumn 2\c16-presentation-5.pptx Resources: year 1 25&26\Autumn 2 2025\lesson 5\LESSON 5.odt Additional resource: year 1 25&26\Autumn 2 2025\lesson 5\Kindness-Tree-Template.pdf Additional resource: year 1 25&26\Autumn 2 2025\lesson 5\My Generosity tree.docx Lesson 6: Recognise the Torah and talk about how it is treated and suggest a meaning for a story from the Torah PowerPoint: MTP\Year 1\Autumn 2\c16-presentation-6.pptx Resources: year 1 25&26\Autumn 2 2025\lesson 6\LESSON 6.odt Lesson 7: Express ideas about the moral messages that can come from stories Explain how people might follow moral examples from stories in order to live a good life PowerPoint: MTP\Year 1\Autumn 2\c16-presentation-7.pptx Resources: year 1 25&26\Autumn 2 2025\lesson 7\wishing tree.docx Other resources for the unit: MTP\Year 1\Autumn 2\C1.6 Resource pack.pdf	Resources: year 1 25&26\Spring\presentation 5\worksheet.docx Lesson 6: Recognise that people have different views about the origins of the world PowerPoint: MTP\Year 1\Spring\c11-presentation-6.pptx Resources: year 1 25&26\Spring\presentation 6\worksheet 2.docx Lesson 7: Recognise the importance of a collective responsibility to look after our planet PowerPoint: MTP\Year 1\Spring\c11-presentation-7.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Spring\presentation 7\worksheet.docx	Name some of the artefacts found in Christian churches and explain how they are used Recognise similarities and differences between churches from different Christian denominations PowerPoint: MTP\Year 1\Summer\c11-presentation-4.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 4\worksheet.docx Lesson 5: Recall and name ways Muslims prepare themselves for worship through their clothing and wudu Talk about how Muslims show they belong by what they wear and what they do PowerPoint: MTP\Year 1\Summer\c11-presentation-5.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 5\worksheet.docx Lesson 6: Identify some important parts of a mosque and why they are important Notice and talk about what happens inside a mosque PowerPoint: MTP\Year 1\Summer\c11-presentation-6.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 6\worksheet.docx Lesson 7: Name the synagogue as an important place of worship and community in Judaism Name some important parts of the synagogue and describe their purpose PowerPoint: MTP\Year 1\Summer\c11-presentation-7.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 7\worksheet.docx Additional resource: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 7\2nd workshhet.docx Lesson 8: Express ideas about why people want to belong to a place of worship Suggest how people show they belong to a place of worship PowerPoint: MTP\Year 1\Summer\c11-presentation-8.pptx Resources: T:\Aisha and Safeena\RE\year 1 25&26\Summer\presentation 8\worksheet.docx Other Resources for the Unit: MTP\Year 1\Summer\C1.1 Resources What does it mean to belong to a community of belief.pdf
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	Lesson 7: Recognise that celebrations are very special occasions and Suggest some similarities and differences between religious and non-religious celebrations PowerPoint: MTP\Year 1\Autumn 1\c15-lesson-7.pptx Resources: year 1 25&26\Autumn 1\Autumn 2025-2026\lesson 7\LESSON 8 INVATITION CARDS.docx			
Lyfta Storyworld/Quest (support the unit)	 Festivals and celebrations	 Expressions of faith	 Sacred Acres	 Meet Deenpal
Opportunities to read, write and do mathematics.	Reading: Simple festival stories (Diwali, Eid, Harvest); reading symbols and pictorial information. Writing: Labelled pictures, simple sentences about celebrations; invitations or thank-you messages. Mathematics: Counting and sorting festival items; simple pictograms showing favourite celebrations.	Reading: Extracts from Bible stories, Qur'an stories and other sacred texts (age-appropriate retellings). Writing: Short reflections or speech bubbles explaining a story's message. Mathematics: Sequencing story events; ordering books by size, age or importance.	Reading: Creation stories from different traditions; simple non-fiction about caring for the planet. Writing: "How we can look after the world" sentences or posters. Mathematics: Sorting actions into "help the world / harm the world"; tallying recycling choices.	Reading: Simple texts about places of worship and communities. Writing: Labels for places of worship; sentences comparing school and faith communities. Mathematics: Simple charts showing groups pupils belong to.
End Point (VIPs)	Pupils will be able to: Name some celebrations and talk about how these are celebrated. Talk about their experiences and feelings connected to celebrations or customs. Recognise some similarities and differences between festivals and celebrations.	Pupils will be able to: Express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live. Recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years. Suggest meanings for some special stories.	Pupils will be able to: Ask and respond to questions about the world and creation. Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. Begin to express ideas and opinions about how to care for the planet.	Pupils will be able to: Name some 'precious', 'sacred' or 'holy' objects and places. Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK. Express ideas about 'holy' or important objects and places.
Prior Knowledge/Learning	Prior learning in Reception Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country.	Prior learning in Reception Books can be special to people. Describing their immediate environment using knowledge from stories and non-fiction texts. Similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Early learning Goals Talk about the world and creation. Listen to a range of religious and non-religious stories about creation and begin to retell them. Talk about how to care for the planet.	Early learning Goals 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.

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Misconceptions	Pupils might not know that many cultures and religions have harvest celebrations (e.g., Sukkot, Pongal, Thanksgiving) Children may not know that Sikhs, Jains, and some Buddhists also celebrate Diwali in different ways.	Pupils may think all religions share the same holy book or that holy books are simply storybooks or magical objects. Teaching should clarify that different religions have different holy books, including the Bible, Qur'an, Torah and Guru Granth Sahib, which are treated with respect and guide believers' lives.	Children may think everything was created at the same time or only by humans or God. They might not understand the difference between natural and human-made things, or that creation stories and beliefs vary. Simple explanations, visuals, and examples can help them see that everyone can care for the world in different ways.	Children may think belonging only comes from family or school and may not realise that faith communities also give a sense of identity and shared values. They might not understand that special places, such as places of worship, have particular significance or features, or that people express their beliefs in different ways. Clear explanations, pictures and simple examples can help children understand how communities and places shape identity and belonging.
Key Vocabulary	<i>Celebration</i> <i>Gratitude</i> <i>Festival</i> <i>Eid</i> <i>Ramadan</i> <i>Fasting</i> <i>Diwali</i> <i>Harvest</i> <i>Birthday</i>	<i>Holy</i> <i>Moral</i> <i>Sacred</i> <i>Believer</i> <i>Bible</i> <i>Qur'an</i> <i>Torah</i> <i>Guru Granth Sahib</i>	<i>Caretakers / Stewardship</i> <i>Responsibility</i> <i>Created/creator</i> <i>Recycle</i> <i>Natural</i> <i>Reuse</i> <i>Wonderful</i> <i>World Environment</i>	<i>The features and artefacts of a place of worship</i> <i>The rituals and acts performed in a place of worship</i> <i>The importance of belonging to a religious community</i>
Assessment	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 1\Autumn\Retrieval grid Y1.docx Summative Assessment: Assessment\Year 1\End Of Unit Assessment\Autumn 1\Year 1 Autumn 1.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 1\Autumn\Autumn 2\Retrieval grid.odt Summative Assessment: Assessment\Year 1\End Of Unit Assessment\Autumn 2\Autumn 2 EoUA Y1.docx	Formative Assessment (Retrieval Grids) Retrieval Grids\Year 1\Spring\RG Spring Y1 2026.docx Summative Assessment: Assessment\Year 1\End Of Unit Assessment\Spring\Assessment Grid Spring 2 Year 1.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 1\Summer\RG Y1 SUM.docx Summative Assessment: Assessment\Year 1\End Of Unit Assessment\Summer\EoUA Y1 SUM.docx
Links to other subjects	<i>PSHE, Drama (role play), Oracy</i>	<i>PSHE, Drama, Oracy</i>	<i>PSHE, Drama, Oracy</i>	<i>PSHE, Drama, Oracy</i>
DTM	Why do people celebrate festivals together rather than alone? How do festivals help people say thank you or show gratitude? Which festivals help people feel they belong to a community	Can we answer any of life's big questions using messages from special books? Compare similarities/differences between different religious books Why are some books treated with extra care and respect?	Why do different people have different ideas about how the world began? What responsibilities do people have to look after the world? How might believing the world is special change how people treat it?	Why do people want to belong to a faith community? How do symbols and special places help people feel they belong? How is belonging to a school like belonging to a faith community?

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ethics	Ethics	Theology, Social Sciences		Theology	
Enquiry Question	How do we make good choices?	How do Hindu Stories help believers live their lives?	How are symbols used to welcome new life?		How and why do people pray?	
Knowledge Organiser	MTP\Year 2\Autumn 1\c13-knowledge-organiser Y2 A1.pptx	MTP\Year 2\Autumn 2\f111-knowledge-organiser.pptx	MTP\Year 2\Spring\Symbols\c12-knowledge-organiser.pptx		MTP\Year 2\Summer\c14-knowledge-organiser (1).pptx	
PD Link including recommended visits and visitors	Empathy, Diversity; Self-expression	Empathy and Diversity Hindu visitor (Make a booking via Interfaith and Diversity Education Team: interfaith@bradford.gov.uk) Christmas assembly delivered by Reverend Chris Chorlton. Email Chris to make a booking: chris.chorlton@leeds.anglican.org	Self-expression, Sense of Belonging Easter Assembly delivered by Reverend Chris Chorlton: Email Chris to make a booking chris.chorlton@leeds.anglican.org		Empathy and Diversity	
Lesson by lesson titles including activities and resources	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Talk about what makes a happy classroom and ways we can help to achieve this. Talk about rules and why these matter PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-1.pptx Resources:Year 2 25&26\year 2 2025-2026 autumn 1\lesson 1\powerpoint 1 lesson 1.docx Adapted Version: N/A Lesson 2: Express ideas about how you would behave without positive guidance in your life PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-2.pptx Resources: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 3 consequences\powerpoint 2 All.docx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Recognise that many stories have a message Retell the story about Ganesha and the party Express ideas about the message that kindness is better than boasting PowerPoint: MTP\Year 2\Autumn 2\f111-presentation-1.pptx Resources: Year 2 25&26\year 2 Autumn 2 2025-2026\lesson 1\differentiated worksheets.docx Lesson 2: Retell the story of the Four Friends Express ideas about its message - that working together with different people can solve problems PowerPoint: MTP\Year 2\Autumn 2\f111-presentation-2.pptx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Spring Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Explain how we welcome people to our class and why this is important Identify symbols and routines in school PowerPoint: MTP\Year 2\Spring\Symbols\c12-presentation-1.pptx Resources: Year 2 25&26\Spring\Symbols\presentation 1\worksheet presentation 1.docx Lesson 2: Describe what a new baby needs Explore the meaning of names PowerPoint: MTP\Year 2\Spring\Symbols\c12-presentation-2.pptx Resources: Year 2 25&26\Spring\Symbols\presentation 2\presentation 2 worksheet.docx Lesson 3: Sequence the symbolic events of a Naam Karan, Sikh naming ceremony Explore how names are chosen in the Sikh faith PowerPoint: MTP\Year 2\Spring\Symbols\c12-presentation-3.pptx Resources: Year 2 25&26\Spring\Symbols\presentation 3\pesentation 3 worksheet.docx		All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Summer Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. (PowerPoint) Lesson 1: Talk about the meaning of prayer Suggest reasons for praying PowerPoint: MTP\Year 2\Summer\c14-presentation-1 (1).pptx Resources: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 1\LESSON 1 WHAT IS A PRAYER.odt Lesson 2: Express ideas about actions, thoughts and feelings of Christians during prayer Recognise some symbols and words that can help Christians to focus on prayer PowerPoint: MTP\Year 2\Summer\c14-presentation-2 (1).pptx Resource: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 2\worksheet.odt Additional resource: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 2\worksheet 2.odt Lesson 3: Express ideas about actions, thoughts and feelings of Muslims during prayer Recognise some symbols that can help Muslims to focus on prayer PowerPoint: MTP\Year 2\Summer\c14-presentation-3 (1).pptx	

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Adapted Version: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 3 consequences\powerpoint 2 LA.docx Lesson 3: Recognise the Ten Commandments and their importance for Jews, Christians and Muslims Respond to questions about the teaching of Jesus that people should love God and love their neighbour. PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-3.pptx Resources: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 4 and 5 christians\Arrange the ten comandment worksheet.docx Ten Commandment Cards: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 4 and 5 christians\the-ten-commandments-cards.pdf Lesson 4: Talk about the Muslim commitment to the 5 pillars of Islam PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-4.pptx Resources: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 6 and 7 Islam\5 PILLARS OF ISLAM.docx Adapted Version: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 6 and 7 Islam\LA 5 PILLARS.docx Lesson 5: Talk about how the langar helps Sikhs to serve others Suggest why langar is an important duty for Sikhs PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-5.pptx	Resources: Year 2 25&26\year 2 Autumn 2 2025-2026\lesson 2\LESSON 4 TEAM WORK ALL.odt Lesson 3: Retell the story of the Six Men and the Elephant Express ideas about its message that there are different ways of looking at the same thing PowerPoint: MTP\Year 2\Autumn 2\111-presentation-3.pptx Resources: Year 2 25&26\year 2 Autumn 2 2025-2026\lesson 3\LESSON 3 HA MA.odt Adapted Version: Year 2 25&26\year 2 Autumn 2 2025-2026\lesson 3\lesson 3 LA.odt Lesson 4: Talk about what is meant by a mystery Retell the story about Waiting for God Express ideas about the message that God can be found in every person and place PowerPoint: MTP\Year 2\Autumn 2\111-presentation-4.pptx Resources: Year 2 25&26\year 2 Autumn 2 2025-2026\lesson 4\LESSON 4.odt Lesson 5: Talk about what whether a story can have a true meaning even if it hasn't actually happened Retell the story about Mother Ganges comes to India Express ideas about the message that the natural world must be treated gently PowerPoint: MTP\Year 2\Autumn 2\111-presentation-5.pptx Resources: Year 2 25&26\year 2 Autumn 2 2025-2026\lesson 5\poster worksheet.docx	Lesson 4: Explore how babies are welcomed in the Christian faith Identify symbols and symbolic events in a christening PowerPoint: MTP\Year 2\Spring\Symbols\c12-presentation-4.pptx Resources: Year 2 25&26\Spring\Symbols\presentation 4\worksheet.docx Lesson 5: Explore how Muslims welcome a new baby Explain why sharing is important in the Aqiqah PowerPoint: MTP\Year 2\Spring\Symbols\c12-presentation-5.pptx Resources: Year 2 25&26\Spring\Symbols\presentation 5\worksheet.docx Lesson 6: Explore how Humanists welcome a new baby PowerPoint: MTP\Year 2\Spring\Symbols\c12-presentation-6.pptx Resources: Year 2 25&26\Spring\Symbols\presentation 6\worksheet.docx Lesson 7: Compare how babies are welcomed into the world/ Describe how symbols are used to welcome new life. PowerPoint: MTP\Year 2\Spring\Symbols\c12-presentation-7.pptx Resources: TBD Adapted Version:	Resources: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 3\worksheet.odt Lesson 4: Talk about the importance of prayer for Sikhs Explain how Guru Nanak's teaching about prayer guides Sikhs in their life today PowerPoint: MTP\Year 2\Summer\c14-presentation-4 (1).pptx Resources: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 4\worksheet.odt Lesson 5: Recognise that meditation is about trying to focus the mind/Describe how Buddhists meditate /Retell a Buddhist story about enlightenment PowerPoint: MTP\Year 2\Summer\c14-presentation-5 (1).pptx Resources: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 5\worksheet 1 buddhist story.odt Additional resource: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 5\worksheet.odt Lesson 6: Talk about the objects on a puja tray/ Talk about how the five senses are used in Hindu worship PowerPoint: MTP\Year 2\Summer\c14-presentation-6 (1).pptx Resources: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 6\worksheet Hindu.odt Lesson 7: Talk about how Jews pray at home/ Describe how Jews pray in the synagogue PowerPoint: MTP\Year 2\Summer\c14-presentation-7 (1).pptx Resources: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 7\worksheet.odt Additional resource:T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 7\worksheet 2.docx Lesson 8: PowerPoint: MTP\Year 2\Summer\c14-presentation-8 (1).pptx Resources: T:\Aisha and Safeena\RE\Year 2 25&26\Summer\presentation 8\worksheet.docx
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	Resources: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 8 sikhs\design a langar meal higher's middles.docx Adapted Version:Year 2 25&26\year 2 2025-2026 autumn 1\lesson 8 sikhs\design a langar meal LOWERS.docx Lesson 6: Notice how Buddhists show compassion to themselves and the world PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-6.pptx Resources: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 9 buddhist\Worksheet to use.docx Lesson 7: Talk about how Hindus show respect to all creatures PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-7.pptx Resources: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 10 hindus\summarise the story Ganesh's race around the world with border.docx Lesson 8: PowerPoint: MTP\Year 2\Autumn 1\c13-lesson-8.pptx Resources: Year 2 25&26\year 2 2025-2026 autumn 1\lesson 11\lesson 8.docx	Lesson 6: Talk about how Hindus believe God can be seen in different forms Retell the story about Krishna Express ideas about the message that God can be seen in many different ways PowerPoint: MTP\Year 2\Autumn 2\f111-presentation-6.pptx Resources: Year 2 25&26\year 2 Autumn 2 2025-2026\lesson 6\krishna opens his mouth.odt		
Lyfta Storyworld/Quest (support the unit)	Meet Asmir 	Kerri in Colombia solving problems with friends underwater 	“My Name Is” (identity and the meaning of names 	Expressions of faith Explore Indonesian temples 

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Opportunities to read, write and do mathematics.	Reading: Moral stories from different religions and worldviews. Writing: Advice sentences; short reflections on right and wrong. Mathematics: Sorting scenarios by consequences; simple venn diagrams for choices.	Reading: Hindu stories such as Ganesha, The Four Friends. Writing: Retelling stories and recording their messages. Mathematics: Ordering story events; comparing characters’ actions.	Reading: Simple explanations of ceremonies and symbols. Writing: poetry, explanations of symbols; comparison sentences about ceremonies. Mathematics: Timelines of ceremonies; counting objects used in rituals.	Reading: Short written prayers and reflective texts. Writing: Writing a prayer, reflection or wish. Mathematics: Comparing prayer routines (times of day, sequence).
End Point (VIPs)	Pupils will be able to: *Notice characteristics in the lives of people who are held as examples by religions / worldviews. *Talk about and suggest meanings for teachings about right and wrong from different religions / worldviews.	Pupils will be able to describe how: - Stories can teach us important lessons about ourselves and the world. - Stories can help us with life’s big questions or mysteries either with answers or deeper questions. - Religions and worldviews use stories to help pass on their own teachings around these big questions.	Pupils will be able to: - Recognise and name some symbols used to welcome a new baby. - Express ideas about the symbols they would use to welcome a baby. - Recognise some similarities and differences between the welcoming ceremonies.	Pupils will be able to: - Talk about how prayer makes people wonder at the world and ask big questions about life. - Retell a story about someone whose experience or encounter changed their life. - Notice what someone might do or say when they pray.
Prior Knowledge/learning	Early learning Goals Explain the reasons for rules, know right from wrong and try to behave accordingly. Show sensitivity to their own and others’ needs	Prior learning in Reception Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country.	Prior learning - Reception Explore special people, books, times, places and objects. Visit places of worship. Listen to and reflect on stories from different religions. Reflect on their own feelings and experiences and compare with others.	Prior learning - Early learning Goals Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel.
Misconceptions	Children may take religious rules, practices, and stories very literally. They might think all people follow the Ten Commandments in the same way, or that actions like giving to charity or visiting a Gurdwara are only about the physical actions, not the meaning behind them. Pupils may also misunderstand karma, expecting rewards or punishments to happen immediately, and may see moral stories as just entertainment rather than lessons about the consequences of their actions.	children may take stories literally and focus on surface details, missing the deeper messages about kindness, teamwork, respect, or different perspectives. They may struggle with abstract ideas, such as God in different forms or symbolic lessons	Children may take ceremonies and routines literally, focusing only on what they see, such as gifts, clothes, or actions, and miss their deeper meaning. They might think all families or religions welcome babies in the same way, or that rituals magically change the baby. Pupils may also struggle to understand abstract ideas like care, community, sharing, and the symbolic importance of ceremonies	Children may think prayer is only about saying words or doing actions correctly, and may take descriptions of God or religious figures literally, imagining them as human friends or people who respond immediately. They might believe each religion prays in the same way, or that specific prayers like the Lord’s Prayer or Shema are the only “correct” prayers. Pupils may also struggle to understand abstract ideas such as devotion, meditation, or showing respect through rituals.
Key Vocabulary	<i>Commandments, consequence, rule, guidelines, Pillars of Islam, Zakat, Shahadah, Sikh, gurdwara, Langar, Buddhist, Buddha, Karma, atman, Ganesh, dana</i> <i>Other key words: choice, compliment, positive, negative, obey, obligation, value</i>	<i>Deity, Hindu, wealthy, Panchatantra, monk, talent, argue, mystery, atman, Namaste, Ganga, Brahma, meditation, avatar, Krishna, compassion.</i>	<i>welcome, routine, symbol, religious, meaningful, Sikh, Naam Karan, Guru Granth Sahib, Christian, baptism, godparent, Muslim, Aqiqah, Islamic, ritual, symbolic</i>	Prayer, Christian, Lord's Prayer, symbol, communication, reflection, Muslim, wudu, salah, Sikh, Guru Nanak, guru, Buddhist, Buddha, meditate, Hindu, shrine, puja, Jew, blessing, Shema

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Assessment	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 2\Autumn\Retrieval grid Y2.docx Summative Assessment: Assessment\Year 2\End of Unit assessment\Autumn 1\Autumn 1 EoUA Y2.docx	Formative Assessment (Retrieval Grid): Year 2 25&26\year 2 Autumn 2 2025-2026\Retrieval grid Y2 AutumnTerm.docx Summative Assessment: Assessment\Year 2\End of Unit assessment\Autumn 2\Autumn 2 EoUA Y2.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 2\Spring\RG Spring Y2 2026.docx Summative Assessment: Assessment\Year 2\End of Unit assessment\Spring\Assesment grid final.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 2\Summer\RG Y2 SUM.odt Summative Assessment: Assessment\Year 2\End of Unit assessment\Summer\EoUA Year 2 Summer.docx
Links to other subjects	Writing, PSHE, Oracy	Writing, Oracy, PSHE	Writing, Oracy, PSHE	Writing, Oracy, PSHE
DTM	Why do people need rules to help them make good choices? Can the same rule help people in different situations? What happens if people ignore guidance from leaders or teachings?	If you were an author, what story would you write to help people make the right choices? How can stories teach lessons without telling us what to do directly?	Why are symbols important at special moments in life? Can symbols mean different things to different people? How do ceremonies show care, belonging and responsibility?	Why do people pray in different ways? Can prayer change how people feel or behave? Is prayer only about words, or also about actions and reflection?



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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theology	Social sciences/Ethics	Theology/ ethics		Social Sciences/ Theology	
Question	Empathy and Diversity <u>Jews use stories to remember God’s covenant?</u>	Empathy, Diversity; Sense of belonging <u>How do people follow inspirational leaders?</u>	Empathy, Diversity; Sense of belonging <u>How do the 5 pillars help Muslims to lead a good life?</u>		Self-expression; creativity and diversity <u>How do different people express their spirituality?</u>	
Knowledge Organiser	Year 3\Autumn 1\cl26-knowledge-organiser Y3 A1.pptx	Year 3\Autumn 2\fl213-knowledge-organiser.pptx	MTP\Year 3\Spring\cl23-knowledge-organiser.pptx		MTP\Year 3\Summer\cl22-knowledge-organiser.pptx	
PD Link	Jewish visitor (Make a booking via Interfaith and Diversity Education Team: interfaith@bradford.gov.uk)	Christmas assembly delivered by Reverend Chris Chorlton. Email Chris to make a booking: chris.chorlton@leeds.anglican.org	Easter Assembly delivered by Reverend Chris Chorlton: Email Chris to make a booking chris.chorlton@leeds.anglican.org Mosque Visit		Church visit- Contact Chris to make a booking chris.chorlton@leeds.anglican.org	
Lesson by Lesson Title	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Explain what a promise is and how to keep one/ Understand that a covenant is a special promise between God and people/ Make links between the promises/ agreements they make and the covenant with God and Noah PowerPoint: MTP\Year 3\Autumn 1\cl21-presentation-1.pptx Resources: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 1 - Promises\Promises LO.docx Adapted: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 1 - Promises\Adapted.docx Lesson 2: Explore and describe links between Abraham, Noah and the covenant with God PowerPoint: MTP\Year 3\Autumn 1\cl21-presentation-2.pptx Resources: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE -	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Describe the position of a leader/ Give examples of some leaders and recognise the qualities a leader may possess PowerPoint: MTP\Year 3\Autumn 2\fl2-13-presentation-1.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 1\TASK.docx Print page 3 for sorting activity: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 1\Print page 3.pdf Lesson 2: Recognise that Christians consider Jesus to be their leader/ Express ideas as to why Jesus is a role model and an inspiration for Christians PowerPoint: MTP\Year 3\Autumn 2\fl2-13-presentation-2.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 2\TASK.docx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Spring Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Recall some important features of Islam/Ask questions and express ideas about a Muslim artefact PowerPoint: MTP\Year 3\Spring\cl23-presentation-1.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 3\Week 1 - Introduction\Task sheet.docx Lesson 2: Recognise and recall information about the geographical origins of Islam/Describe and respond thoughtfully to the life of the Prophet Muhammad PowerPoint: MTP\Year 3\Spring\cl23-presentation-2.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 3\Week 2 - Prophet Muhammad SAW\timeline.docx Lesson 3: Recall the correct names and some features of the five pillars of Islam/Demonstrate understanding of the importance of the Shahadah and belief in one God for Muslims PowerPoint: MTP\Year 3\Spring\cl23-presentation-3.pptx Resources: (Choose between activity A or B) Lubnas folder\RE\SPRING 1\YEAR 3\Week 4 - 5 Pillars Intro\Task sheet.docx Lesson 4: Describe Salah, the second pillar of Islam/ Express ideas about how Salah affects a Muslim’s life and why it is so important PowerPoint: MTP\Year 3\Spring\cl23-presentation-4.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 3\Week 6 - Salah\Group Work.docx Research sheets for children to use if no access to computers: Lubnas folder\RE\SPRING 1\YEAR 3\Week 6 - Salah\research sheets.docx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Summer Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: To Explain understanding of ‘spiritual’ & Respond thoughtfully to the meaning and significance of some symbols and artistic expressions PowerPoint: MTP\Year 3\Summer\cl22-presentation-1.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 3\Summer 1 + Summer 2- Spirituality\Lesson 1 - What is Spirituality\Lesson 1.docx Lesson 2: Describe pictures and images used by Christians and respond thoughtfully to what is shown/ Give opinions about how some Christian faith communities use and include images and pictures PowerPoint: MTP\Year 3\Summer\cl22-presentation-2.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 3\Summer 1 + Summer 2- Spirituality\Lesson 2 - Christianity + Spirituality\Lesson 2.docx Additional resources: T:\LUBNA\RE\SUMMER\YEAR 3\Summer 1 + Summer 2- Spirituality\Lesson 2 - Christianity + Spirituality\Warm Up - Matching Activity.docx Lesson 3: Recognise that Muslims create patterns to express beliefs rather than illustrating animal or human forms/ Recognise the 99 names of Allah and respond thoughtfully to these attributes. PowerPoint: MTP\Year 3\Summer\cl22-presentation-3.pptx		

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	Judaism\Lesson 2 - Abraham\Abraham Mind Map V2.docx Lesson 3: Link the Moses story to ideas about unfairness and the experience of the Jewish people/ Give examples of how Moses continues to inspire Jews today PowerPoint: MTP\Year 3\Autumn 1\cl21-presentation-3.pptx Resources: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 3 - Moses\Questions.docx Lesson 4: Retell the story of the Exodus/Describe what happened at the Exodus and link to Jewish beliefs about God as their rescuer PowerPoint: MTP\Year 3\Autumn 1\cl21-presentation-4.pptx Resources: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 4 - Pesach\worksheet 2026.docx Card Sort: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 4 - Pesach\Cards to sort.docx Lesson 5: Explain how Jewish people celebrate Pesach/ Ask questions about the meaning of the Pesach seder meal, making links to the Exodus PowerPoint: MTP\Year 3\Autumn 1\cl21-presentation-5.pptx Resources: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 5 - Pesach Seder Meal\Worksheet HA MA.docx	Adapted: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 2\LA-TASK.docx Lesson 3: Explain why the Prophet Muhammad is a role model and an inspiration for Muslims/ Respond thoughtfully to stories about the Prophet Muhammad and explore Muslim beliefs about him PowerPoint: MTP\Year 3\Autumn 2\fl2-13-presentation-3.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 3\LESSON 3\TASK-.docx Adapted: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 3\LESSON 3\SEN.docx Lesson 4: Explain why Moses is a role model and give reasons why he is an inspiration for Jews/ Respond thoughtfully to stories about Moses and explore Jewish beliefs about him PowerPoint: MTP\Year 3\Autumn 2\fl2-13-presentation-4.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 4\TASK-Drama.docx Lesson 5: Find out about some modern-day leaders and make links to their own experiences of role models./ Give reasons why some modern-day leaders are seen as role models and an inspiration for different groups of people PowerPoint: MTP\Year 3\Autumn 2\fl2-13-presentation-5.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 5\GROUP TASK.docx Lesson 6: Explain why some modern-day leaders are seen as role models and an inspiration for different groups of people./ Give reasons for choices	Lesson 5: Describe Zakah, the third pillar of Islam/ Express ideas about how Zakah affects a Muslim's life and why it is so important PowerPoint: MTP\Year 3\Spring\cl23-presentation-5.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 3\Week 7 - Zakaat\Questions.docx Adapted: Lubnas folder\RE\SPRING 1\YEAR 3\Week 7 - Zakaat\LA fill in.docx 2nd Resource: Lubnas folder\RE\SPRING 1\YEAR 3\Week 7 - Zakaat\Research sheet.pdf Lesson 6: Describe Sawm, the fourth pillar of Islam and express ideas about how it affects a Muslim's life/ Respond thoughtfully to an Islamic text and explain its meaning and importance for Muslims PowerPoint: MTP\Year 3\Spring\cl23-presentation-6.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 3\Week 8 - Sawm\Diary Entry Task.docx Adapted: Lubnas folder\RE\SPRING 1\YEAR 3\Week 8 - Sawm\la.docx Card Sorting activity: Lubnas folder\RE\SPRING 1\YEAR 3\Week 8 - Sawm\card sort.docx Lesson 7: Describe and explain what happens during the five days of Hajj, the fifth pillar of Islam./ Explain why Hajj is important to Muslims PowerPoint: MTP\Year 3\Spring\cl23-presentation-7.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 3\Week 9 Hajj\Hajj Postcard.docx Lesson 8: Demonstrate understanding of Muslim beliefs and practices learned during the unit/ Present ideas to explain the Five Pillars of Islam PowerPoint: MTP\Year 3\Spring\cl23-presentation-8.pptx Resources: N/A	Resources: T:\LUBNA\RE\SUMMER\YEAR 3\Summer 1 + Summer 2-Spirituality\Lesson 3 - Islamic Art\Lesson 3 TASKS.docx Lesson 4: Explore and describe how some faith communities use words and poetry to represent beliefs. PowerPoint: MTP\Year 3\Summer\cl22-presentation-4.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 3\Summer 1 + Summer 2-Spirituality\Lesson 4-5 - How do religions use words to express spirituality\Lesson 4.docx Lesson 5: Explain how and why some faiths use music as an expression of beliefs./ Respond thoughtfully to some forms of religious music and explain their meaning. PowerPoint: MTP\Year 3\Summer\cl22-presentation-5.pptx Resources: N/A (Oral responses) Lesson 6: Recognise that some faiths use dance as an expression of beliefs/ Explain how dance might express emotions, values and beliefs PowerPoint: MTP\Year 3\Summer\cl22-presentation-6.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 3\Summer 1 + Summer 2-Spirituality\Lesson 6 - Dance\Lesson 6 - Dance.docx Adapted version: T:\LUBNA\RE\SUMMER\YEAR 3\Summer 1 + Summer 2-Spirituality\Lesson 6 - Dance\Task-LA.docx
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	Adapted: T:\LUBNA\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 5 - Pesach Seder Meal\WorksheetLA.docx Lesson 6: Demonstrate understanding and express ideas about the meaning of Pesach to Jewish people today/ Give opinions about freedom and why this is a good thing/ Make a link with the story of the Exodus PowerPoint: MTP\Year 3\Autumn 1\cl21-presentation-6.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 6 - Why do Jews celebrate Pesach\Freedom Banner.docx Lesson 7: Give examples of some of the things some Jewish families would and would not do on Shabbat/ Make links with the ways in which rest and family time are important to me PowerPoint: MTP\Year 3\Autumn 1\cl21-presentation-7.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Lesson 7 - Shabbat\Shabbat Poster.docx	PowerPoint: MTP\Year 3\Autumn 2\fl2-13-presentation-6.pptx Resources: print Page 19: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 3-LS\LESSON 6\PRINT PAGE 19-RESOURCES_FL2.13_Inspirational Leaders (1).pdf		
Lyfta Storyworld/Quest (support the unit)	 Happy Hanukkah	 Mohammed's garden	 Islam	 Boxer in Uganda - identity and personal beliefs (spirituality)
Opportunities to read, write and do mathematics.	Reading: Jewish stories (Noah, Moses, Exodus). Writing: Explanations of promises and their importance. Freedom banner and Poetry Mathematics: Timelines of Jewish history and festivals.	Reading: Stories about religious and non-religious leaders. Writing: Character descriptions; persuasive writing about role models. Mathematics: Ranking leadership qualities; simple survey data.	Reading: Information texts about the Five Pillars. Writing: Explanation texts about beliefs and practice. Mathematics: Sequencing pillars; interpreting charity amounts in simple word problems.	Reading: Poems, hymns, psalms, spiritual texts. Writing: Poetry, reflective writing, captions for artwork. Mathematics: Pattern and symmetry in religious art.

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End Point (VIPs)	Pupils will be able to: - Re-tell some Jewish stories and consider their importance. - Explain how Jews express their faith through rituals and actions. - Express ideas about the rituals and practices which demonstrate belonging to a community.	Pupils will be able to: - Explain how leaders put their teachings and values into practice. - Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. - Give examples of the ways in which communities follow their leaders	Pupils will be able to: *Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers; *Express ideas about how Muslim beliefs have an impact on the life of believers; *Explain how a Muslim might follow the example of the Prophet Mohammed.	Pupils will be able to: *Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms *Express their beliefs and values through creating a piece of expressive art
Prior Knowledge	Prior learning – Key Stage One What it means to belong to a community of belief. Making good choices – the ten commandments. How Jews pray at home and in the synagogue. The Festival of Sukkot. The Torah and some of its messages and morals. The story of Moses.	Prior learning – Lower Key stage 2 Children may have studied leaders in the following core units: CL2.3 How do the 5 Pillars help Muslims to live a good life? CL2.4 How do the lives of the Gurus inspire Sikh believers? CL2.6 How do Jews use stories to remember God’s covenant?	Prior learning - Key Stage One The Qur’an and why it is important to Muslims. How Muslims prepare themselves for worship and how they pray. The clothing worn by Muslims and the artefacts associated with Muslim prayer. How Muslims welcome a new baby. How Muslims make good choices and their commitment to the Five Pillars of Islam. The month of Ramadan and the celebration of Eid.	The concept of spirituality is new to LKS2. In KS1 pupils will have learned how people celebrate special events and how and why people pray. Celebration and prayer can be linked to how people express spirituality.
Misconceptions	Children may think all Jewish people practise their religion in the same way, or that Jewish beliefs and traditions only happened in the past rather than being part of everyday life today. They may misunderstand key ideas such as God’s covenant, thinking “chosen people” means being better than others, or see festivals like Pesach and Shabbat as only about food or rules rather than their deeper religious meaning and importance for Jewish identity and community.	Pupils may think leadership means being in charge rather than showing qualities like kindness and guidance. They may confuse the roles of Jesus Christ, Prophet Muhammad and Moses, believing they lived at the same time, belong to the same religion, or are fictional/superhuman. Pupils may also assume all religious people believe the same things or that religion is only about the past. Additionally, they may think only famous people are leaders and that all leaders are entirely positive.	Children may think Muslims must complete all Five Pillars perfectly at all times, but practice can depend on age, health, and ability. Some may think Salah is once a day, rather than five daily prayers. Zakah may be misunderstood as optional giving, rather than a required annual charity (if eligible). Sawm may be seen as total fasting all the time, rather than during daylight in Ramadan. Hajj may be thought of as yearly, rather than once in a lifetime if able. Some may believe only very religious Muslims follow the Five Pillars or that they are optional, rather than core duties in Islam.	Some children may hold misconceptions about spirituality and religious art. They may think that “spiritual” only refers to religion, rather than also meaning personal reflection and a sense of meaning. Pupils may assume that all Christians use images or statues in worship, without recognising that practices differ between denominations. Some may believe that Muslims do not use art, rather than understanding the importance of pattern, calligraphy and geometric design in Islamic tradition. Children may also think that all faiths use art in the same way, or that religious art is purely decorative, rather than a means of expressing belief and worship.
Key Vocabulary	<i>Moses, Abraham, Exodus, Hebrew, Covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, kosher, Seder, matzah, prayer, belief, worship.</i>	<i>leader, qualities, authority, Jesus, inspiration, Christianity, Muhammad, prophet, Hadith, Moses, Judaism, Exodus, role-model, values, influence, character, religious, non-religious</i>	<i>Islam, Muslim, Qur’an, Prophet Muhammad, Makkah, Five Pillars of Islam, Shahadah, worship, monotheistic, Salah, wudu, Zakah, almsgiving, charity, Sawm, fasting, Ramadan, Hajj, pilgrimage</i>	<i>Spirituality, symbol, arts, imagery, icon, abstract, Allah, calligraphy, attribute, psalm, hymn, banner, mool mantar, Sufism, hymn, whirling dervish, mudras, liturgical dance</i>
Assessment	Formative Assessment (Retrieval Grid) Lubnas folder\RE\AUTUMN 1\YEAR 3\Autumn ONE - Judaism\Retrieval grid Y3 an.docx Summative Assessment: Assessment\Year 3\End of unit assessment\Autumn 1 EoUA Y3 V2.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 3\Autumn\Autumn 2\Retrieval grid Y3.docx Summative Assessment: Assessment\Year 3\End of unit assessment\Autumn 2 EoUA Y3.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 3\Spring\RG Spring Y3 2026.docx Summative Assessment: Assessment\Year 3\End of unit assessment\Spring EoUA Y3.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 3\Summer\RG Summer Y3 2026.docx Summative Assessment: Assessment\Year 3\End of unit assessment\Summer EoUA Y3.docx

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Links to other subjects	Drama, Oracy, PSHE	Drama, Oracy, PSHE	Drama, Oracy, PSHE, Geography, ICT (Research)	Art, Oracy
DTM	Why are promises important in religions and everyday life? How do stories help people remember important beliefs? Can remembering the past change how people live today?	Are all leaders positive role models? What makes someone a good leader rather than just a powerful one?	How can daily routines help people live by their beliefs? Why might commitment look different for different people? How do beliefs turn into actions?	<i>Why might taking time to pause and reflect be important?</i> <i>How do people express feelings and beliefs without using words?</i> <i>Can art, music or movement be a form of worship?</i>



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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Social Sciences/ Philosophy	Theology/ ethics	Theology/ethics		Social Sciences	
Enquiry Question	How do ancient stories influence modern celebrations?	How do the lives of the Gurus inspire Sikh believers?	How are the stories of Holy Week important to Christians?		What faiths and beliefs can be found in our country and community?	
Knowledge Organiser	MTP\Year 4\Autumn 1\cl25-knowledge-organiser Y4 A1.pptx	MTP\Year 4\Autumn 2\cl24-knowledge-organiser.pptx	MTP\Year 4\Spring\fl214-knowledge-organiser.pptx		MTP\Year 4\Summer\cl25-knowledge-organiser (4).pptx	
PD Link including recommended visits and visitors	Creativity and Diversity; expressing yourself through artwork Diwali Dance Workshop. Email to book: office@westendinschools.org.uk	Empathy and Diversity Christmas assembly delivered by Reverend Chris Chorlton. Email Chris to make a booking: chris.chorlton@leeds.anglican.org Sikh Visitor (Make a booking via Interfaith and Diversity Education Team: interfaith@bradford.gov.uk)	Empathy and Diversity Easter Assembly delivered by Reverend Chris Chorlton: Email Chris to make a booking chris.chorlton@leeds.anglican.org		Empathy, Diversity and sense of belonging Humanist Visitor Link to make a booking: https://humanists.uk/civicism/speakers/request/school/	
Lesson by Lesson Title	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Retell the story of Hanukkah and suggest deeper meanings for the story/Explain why Jewish people use food and actions to reaffirm their beliefs PowerPoint: MTP\Year 4\Autumn 1\cl25-lesson-1.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 4\PLANNING FROM PREVIOUS YEAR\Autumn 1\Week 1\Lesson 1 Resources.docx Lesson 2: Re-enact the story of Guru Hargobind and make links with the story of the Macabees/ Describe what light represents during Bandi Chhor Divas PowerPoint: MTP\Year 4\Autumn 1\cl25-lesson-2.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 4\LESSON 2\activity.docx Lesson 3: Explain how light is a representation of good overcoming evil during Diwali/Respond thoughtfully to the themes of the Diwali story about Prince Rama and Princess Sita	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Give examples of their experiences of learning from a teacher/ Explain that a guru is a spiritual teacher PowerPoint: MTP\Year 4\Autumn 2\cl24-presentation-1.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON 1\TASK.docx Print Page 1: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON 1\TASK-PRINT page 1-RESOURCES CL2.4 How do the lives of Gurus inspire Sikhs.pdf Lesson 2: Identify key information about Guru Nanak and his early life/ Explain Guru Nanak’s characteristics PowerPoint: MTP\Year 4\Autumn 2\cl24-presentation-2.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON 2\TASK DRAWING.docx Lesson 3: Explain the meaning of important Sikh stories/ Make links between stories and their own experiences PowerPoint: MTP\Year 4\Autumn 2\cl24-presentation-3.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON 3\TASK-DRAMA-.docx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Spring Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Recall information about Holy Week and Easter/ Ask questions about what the gospel texts on Palm Sunday might mean to Christians/ Explain how Christians show their beliefs about Palm Sunday in worship PowerPoint: MTP\Year 4\Spring\fl214-presentation-1.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 4\Lesson 1\Palm Sunday worksheet.docx Answer sheet: Lubnas folder\RE\SPRING 1\YEAR 4\Lesson 1\Answers-Palm Sunday.docx Lesson 2: Recall the events of the Last Supper Express ideas about gospel accounts of the Last Supper Give reasons for Christian traditions on Maundy Thursday PowerPoint: MTP\Year 4\Spring\fl214-presentation-2.pptx Resources 1 :Lubnas folder\RE\SPRING 1\YEAR 4\Lesson 2\Last Supper worksheet.odt Resource 2:Lubnas folder\RE\SPRING 1\YEAR 4\Lesson 2b\lesson 2b.docx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Summer Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Identify groups that I belong to and the symbols and actions associated with them/ Explore what being part of a community means, including welcoming someone new PowerPoint: MTP\Year 4\Summer\cl25-presentation-1 (1).pptx Resource 1: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 1\Task 1A.docx Resource 2: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 1\TASK 1B.docx Lesson 2: Identify and find out about the religions represented in the local area or community/Reflect on and express some ideas about religious diversity PowerPoint: MTP\Year 4\Summer\cl25-presentation-2 (1).pptx Resource 1: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 2\TASK.docx Resource 2: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 2\Task 2b.docx Adapted resource for LA: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 2\LA task.docx		

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PowerPoint: MTP\Year 4\Autumn 1\cl25-lesson-3.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 4\LESSON 3\Lesson 3 Resources Comprehension sheet.docx Lesson 4: Explain the purpose of Advent for Christians/Recall information about past and present Advent traditions PowerPoint: MTP\Year 4\Autumn 1\cl25-lesson-4.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 4\Week 4\Lesson 4 Advent wreath pictures.docx Lesson 5: Give examples to show that light has been important to many different civilisations in the past/ Describe how and why one other celebration uses light PowerPoint: MTP\Year 4\Autumn 1\cl25-lesson-5.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 4\WEEK 5\task.docx Lesson 6: Describe how the winter and summer solstices are celebrated/ Explain the significance of the sun to Pagans and others PowerPoint: MTP\Year 4\Autumn 1\cl25-lesson-6.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 4\LESSON 6\task.docx Adapted for LA: Lubnas folder\RE\AUTUMN 1\YEAR 4\LESSON 6\task-venn diagram Adapted for LA.docx Lesson 7: Show understanding of light as a representation of many things including hope, freedom, reflection and new life/ Explain at least one way that light is used as a symbol PowerPoint: MTP\Year 4\Autumn 1\cl25-lesson-7.pptx	Lesson 4: Express ideas about Sikh beliefs/ Respond thoughtfully to a religious text PowerPoint: MTP\Year 4\Autumn 2\cl24-presentation-4.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON-4\HYMN TASK.docx Adapted: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON-4\HYMN TASK LA.docx Lesson 5: Describe the way Guru Nanak appointed his successor/ Demonstrate understanding of the significance of the Golden Temple as the resting place of the Guru Granth Sahib PowerPoint: MTP\Year 4\Autumn 2\cl24-presentation-5.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON-5\Task.docx Lesson 6: Recall information and give examples of how Sikhs treat their scripture, Guru Granth Sahib/ Describe similarities and differences between how Sikhs treat their scripture, Guru Granth Sahib, and the way pupils treat books which are special to them PowerPoint: MTP\Year 4\Autumn 2\cl24-presentation-6.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON-6\TASK.docx Adapted version: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON-6\Task sheet for LA.pdf Lesson 7: Express ideas about Guru Nanak's teaching and give reasons why it is still followed today/ Create a guide to the gurdwara, showing why it's important to Sikhs PowerPoint: MTP\Year 4\Autumn 2\cl24-presentation-7.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON-7\TASK.docx Adapted version: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 4-LS\LESSON-7\LA-TASK-gurdwara leaflet inside two columns with line.docx General resources: MTP\Year 4\Autumn 2\RESOURCES CL2.4 How do the lives of Gurus inspire Sikhs.pdf	Lesson 3: Recall the events of Good Friday/Explain why Christians call the day Jesus died 'Good Friday'/Give reasons why Good Friday is important to Christians/Apply a range of ideas to crucifixion artwork PowerPoint: MTP\Year 4\Spring\fl214-presentation-3.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 4\Lesson 3a\RE lesson 3.docx Lesson 4A: Recall the events of Easter Sunday/Give reasons why Easter Sunday is important to Christians/ PowerPoint: MTP\Year 4\Spring\fl214-presentation-4a.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 4\Lesson 4a\Task sheet.docx Lesson 4B: Understand the meaning of 'the resurrection' PowerPoint: MTP\Year 4\Spring\fl214-presentation-4b.pptx Resources: Please use the Drama/role play activity within the PowerPoint. (No recording in books) Lesson 5: Describe how Christians celebrate Holy Week and Easter PowerPoint: MTP\Year 4\Spring\fl214-presentation-5.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 4\Lesson 6\Task sheet.docx General Resources :MTP\Year 4\Spring\RESOURCES_FL2.14_Holy Week.pdf	Lesson 3: Demonstrate understanding of the local significance of places of worship and symbols/Find out about and describe similarities and differences between faiths PowerPoint: MTP\Year 4\Summer\cl25-presentation-3 (1).pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 3\Task-census 3A.docx Lesson 4: Explain what diversity means/Find out about different faiths and explore their differences and similarities PowerPoint: MTP\Year 4\Summer\cl25-presentation-4 (1).pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 4B\Task-leaflet.docx Lesson 5: Describe what is important about the place of worship for believers/ Explore differences and similarities within faiths PowerPoint: MTP\Year 4\Summer\cl25-presentation-5 (1).pptx Resource 1: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 5A\Task.docx Resource 2: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 5A\bradford map-enlarge to A3.docx Resource 3: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 5B\Task-venn diagram.docx Resource 4:T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 5B\cfe2-re-139-christian-artefacts-matching-activity.pdf Lesson 6: Explain how different faiths work together for community cohesion/Plan a project to support different faiths and believers getting on together PowerPoint: MTP\Year 4\Summer\cl25-presentation-6 (1).pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 4\Lesson 6A\Task Sheet.docx
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	Resources: Lubnas folder\RE\AUTUMN 1\YEAR 4\LESSON 7\Blank Two Page Spread Template.docx General resources for the unit: MTP\Year 4\Autumn 1\RESOURCES CL2.5 Ancient Stories.pdf			
Lyfta Storyworld/Quest (support the unit)	Nowruz, the festival of Spring 	Sikhism 	Christianity 	Compassion and community 
Opportunities to read, write and do mathematics.	Reading various stories including story of Hanukkah, Diwali,: Festival stories and non-fiction explanations. Writing: Comparative writing about ancient and modern celebrations. Mathematics: Timelines of festivals across the year.	Reading: Biographies and stories of Sikh Gurus. Writing: Guides to the gurdwara; explanations of Sikh values. Mathematics: Categorising teachings and values; simple sequencing.	Reading: Gospel accounts; comparing versions of the same event. Writing: Diary entries, explanations, reflection writing. Mathematics: Ordering events of Holy Week; comparing traditions.	Reading: Census and community information texts. Writing: Non-fiction reports about religions in the UK. Mathematics: Interpreting census data; charts showing diversity.
End Point (VIPs)	Pupils will be able to: *Give examples to show how festivals and seasons are celebrated in different countries, making links between them. *Explain and give reasons for the celebration of each festival including ancient stories behind them. *Express ideas and opinions about what light represents.	Pupils will be able to: *Give examples of Sikh beliefs and stories about their Gurus. *Describe Sikh practices relating to the Guru Granth Sahib. *Explain and give reasons for Sikh values e.g. equality, honesty.	Pupils will be able to: - Describe the events of Holy week, using a range of narratives from the Gospels - Ask questions about the importance of the stories of Holy Week for Christians - Describe similarities and differences in the ways different Christians celebrate and remember the stories of Holy Week.	Pupils will be able to: *Describe some characteristics of religions and their places of worship. *Recognise that each religion / worldview is made up of several groups of people and compare some of the different beliefs and practices.
Prior Knowledge	Prior learning - Key Stage One Why festivals are important in a community Harvest festival- Christian community Eid ul Fitr and Ramadan- Muslim community Sukkot- harvest festival in the Jewish community Diwali- Hindu community Bandi Chhor Divas- Sikh community	Prior learning - Key Stage One How Sikhs make good choices Guru Nanak’s teachings and the Langar The importance of prayer for Sikhs How and when Sikhs pray Praying at a gurdwara The festivals of Bandi Chor Divas and Diwali The Guru Granth Sahib and how it is treated	Prior learning - Key Stage One God as creator. Jesus is called the ‘Son of God’. Covenant is a special promise between God and people. How the Bible is important for Christians. Recognise key features of a church building. Know some stories about Jesus and his teachings .	Prior learning – Key Stage One Pupils will have studied what it means to belong to a community of belief. They should be able to name some places of worship and know what might be seen in a religious building or sacred place. They should be able to talk about some faith communities and their practices.

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Misconceptions	Pupils may confuse different religions, thinking all stories come from the same tradition, and may take symbols (e.g. light, candles, the sun) literally rather than understanding their meanings. They might struggle to distinguish between historical events and religious stories, oversimplify ideas like good versus evil, and confuse astronomical events like solstices with religious celebrations, as well as misunderstand differences in time and place.	Pupils may think that “guru” means any teacher rather than a specific spiritual role in Sikhi, or assume that Guru Nanak is the only important Guru, not understanding the role of the ten Gurus. They might take the story of his three-day disappearance literally without recognising its spiritual significance. Some may misunderstand the belief in one God as being the same as all other religions without recognising distinct Sikh beliefs. Pupils may also think the Guru Granth Sahib is a person rather than a sacred text treated with the respect of a living Guru, or believe “living Guru” means it is physically alive	Pupils may think Holy Week is just a series of celebrations rather than a time for reflection, or assume all Christians celebrate it in the same way. They might believe Easter is mainly about modern traditions (e.g. eggs) rather than its religious importance. Some may misunderstand the events as simple stories rather than beliefs about the death and resurrection of Jesus Christ, or think these events happened exactly as described without recognising differences in interpretation.	Pupils may develop several misconceptions when learning about religion and community. They may think that belonging is limited to one group or only applies to religious people, and assume that everyone in a community is the same. Some may believe that the UK is mainly Christian and be unaware of the range of religions in their local area, or confuse religion with nationality. Pupils might view less common faiths as unimportant, and assume all Christian places of worship are the same, not recognising differences between denominations such as the Church of England and the Roman Catholic Church. Additionally, they may think that different faith groups do not work together, rather than understanding their role in promoting community cohesion.
Key Vocabulary	Menorah, dreidel, shammash, Guru, liberation, Lakshmi, rangoli, diyas, ancient civilisations, worship, solstice, Stonehenge, representations, symbolises	<i>Guru, spiritual, ignorance, wisdom, Guru Nanak, Panjab, equality, honesty, compassion, Guru Granth Sahib, Mool Mantar, Ik Onkar, successor, Guru Angad, Guru Gobind Singh, Golden Temple, ritual, gurdwara</i>	Hosanna, gospel, Palm Sunday, Maundy Thursday, Last Supper, Holy Communion, Betrayal, Good Friday, Crucifixion, forgiveness, Easter, resurrection, salvation, reflection, congregation, denomination	<i>community, belong, welcome, place of worship, mosque, gurdwara, synagogue, mandir, church, census, diverse, faith, belief, diversity, Christian, denomination, interfaith, community cohesion</i>
Assessment	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 4\Autumn\Retrieval grid Y4.docx Summative Assessment: Assessment\Year 4\End of unit Assessment\Autumn 1 EoUA Y4 V2.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 4\Autumn\Autumn 2\Retrieval grid Y4 Autumn 2.docx Summative Assessment: Assessment\Year 4\End of unit Assessment\Autumn 2 EoUA Y4.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 4\Spring\RG Spring Y4 2026.docx Summative Assessment: Assessment\Year 4\End of unit Assessment\Spring EoUA Y4.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 4\Summer\Y4 RG Summer.docx Summative Assessment: Assessment\Year 4\End of unit Assessment\Summer EoUA Y4.docx
Links to other subjects	Drama/Writing/Oracy/Science/IT-Research	Drama/Oracy/Writing	Drama/Oracy/Writing/Art/Music	Geography, History, PSHE
DTM	Why does the light of Hanukkah help Jews focus on their belief in God? Think of a time when lighting a candle meant something special to you.	<i>Why do people look to spiritual leaders for guidance? How can stories inspire people to live differently? Which Sikh values are still important today, and why?</i>	<i>Why do Christians retell the events of Holy Week every year? How can stories help people make sense of sadness and hope? Why might the same story mean different things to different people?</i>	<i>Why is it important to learn about beliefs different from our own? How does understanding others help communities live together peacefully? What makes our local community diverse?</i>

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Theology/ social Sciences	Social Sciences	Theology			
Enquiry Question	How and why are Jewish festivals celebrated today?	How do Buddhists live a meaningful life?	What is the significance of Easter, Ascension and Pentecost?		Why do some people go on pilgrimage?	
Knowledge Organiser	MTP\Year 5\Autumn 1\cu25-knowledge-organiser Y5 A1.pptx	MTP\Year 5\Autumn 2\fu214-knowledge-organiser.pptx	MTP\Year 5\Spring\fu211-knowledge-organiser (1).pptx		MTP\Year 5\Summer\cu24-knowledge-organiser.pptx	
PD Link	Empathy and Diversity Synagogue visit (Arranged via Interfaith and Diversity Education Team- Email to arrange a visit: interfaith@bradford.gov.uk	Empathy, Diversity and Creativity Christmas assembly delivered by Reverend Chris Chorlton. Email Chris to make a booking: chris.chorlton@leeds.anglican.org	Empathy, Diversity and Creativity Easter Assembly delivered by Reverend Chris Chorlton: Email Chris to make a booking chris.chorlton@leeds.anglican.org		Empathy, Diversity, Self-expression and Sense of Belonging Humanist visitor Email to request a booking: https://humanists.uk/civicism/speakers/request/school/	
Lesson by Lesson Title	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Summarise our knowledge of Judaism including some key facts about festivals PowerPoint: MTP\Year 5\Autumn 1\cu25-lesson-1 (1).pptx Resources: T:\LUBNA\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 1\Week 1 Task.docx Lesson 2: Give examples of new year resolutions and explain why people make them/Identify and explain the symbolism used at Rosh Hashanah and Yom Kippur PowerPoint: MTP\Year 5\Autumn 1\cu25-lesson-2.pptx Resources:1) Lubnas folder\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 2\Jewish New Year Leaflet with pics.pdf 2) T:\LUBNA\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 2\Worksheet Lesson 2.docx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Define and describe happiness and contentment/ Reflect on the happiness and contentment in your own life PowerPoint: MTP\Year 5\Autumn 2\fu214-presentation-1.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON 1\TASK.docx Lesson 2: Define and describe different types of suffering/Discuss how suffering might be overcome PowerPoint: MTP\Year 5\Autumn 2\fu214-presentation-2.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON-2\TASK-GROUP.docx First News: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON-2\FIRST-NEWS.pdf Lesson 3: Identify Siddhartha Gautama and explain why and how he searched for the answer to suffering/Identify Siddhartha Gautama and explain why	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Spring Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Recall and summarise what happened in Holy Week/ Explain why Holy Week is important for Christians and how they remember it PowerPoint: MTP\Year 5\Spring\Original PowerPoints\fu211-presentation-1-easter-ascension-and-pentecost.pptx Resources: MTP\Year 5\Spring\Lesson 1\L1.docx Lesson 2: Summarise the gospel accounts of Jesus’ resurrection/ Explain how the disciples came to believe in Jesus was alive and how this changed them PowerPoint: MTP\Year 5\Spring\Original PowerPoints\fu211-presentation-2-easter-ascension-and-pentecost.pptx Resources: MTP\Year 5\Spring\Lesson 3\Lesson 3 HA MA Task.docx Adapted version: MTP\Year 5\Spring\Lesson 3\Lesson 3 Task LA.docx Lesson 3: Describe a range of Christian beliefs about the resurrection/ Make connections between the Bible accounts of the resurrection and the lives of Christians today PowerPoint: MTP\Year 5\Spring\Lesson 5\fu211-presentation-3-easter-ascension-and-pentecost.pptx Resources: MTP\Year 5\Spring\Lesson 5\Task sheet.docx Adapted: MTP\Year 5\Spring\Lesson 5\Task sheet LA.docx		All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Summer Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Give an example of a special religious place in the world./Explain the difference between a holiday and a pilgrimage. PowerPoint: MTP\Year 5\Summer\cu24-presentation-1.pptx Resources: MTP\Year 5\Summer\Lessson 1 resources\task sheet.docx Adapted: MTP\Year 5\Summer\Lessson 1 resources\task sheet LA.docx Lesson 2: Describe how a Jewish person might feel about visiting the Western Wall./ Give examples of experiences some pilgrims might have at the Western Wall. PowerPoint: MTP\Year 5\Summer\cu24-presentation-2.pptx Resources: Lubnas folder\RE\SUMMER 1\YEAR 5\Lesson 2\Task Sheet week 2.docx Lesson 3:Describe and explain the significance of the journey to Mecca for Muslims PowerPoint: MTP\Year 5\Summer\cu24-presentation-3.pptx Resources: Lubnas folder\RE\SUMMER 1\YEAR 5\Lesson 3\Task sheet L3.docx	

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Lesson 3: Summarise the celebration of Sukkot and explain how it acts as a reminder/ Make connection between ancient stories and modern celebrations PowerPoint: MTP\Year 5\Autumn 1\cu25-lesson-3.pptx Resources: T:\LUBNA\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 3\Task sheet Lesson 3.docx Adapted version: T:\LUBNA\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 3\LA SEN.docx Lesson 4: Summarise why the Torah is so important to Jewish people/ Make connections between the festival of Shavuot and the story of Ruth PowerPoint: MTP\Year 5\Autumn 1\cu25-lesson-4.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 4\Task sheet.docx Adapted Version: Lubnas folder\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 4\LA Task sheet.docx Lesson 5: Summarise the story of Esther/ Explain how and why Purim is celebrated and give examples of symbolism from modern celebrations PowerPoint: MTP\Year 5\Autumn 1\cu25-lesson-5.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 5\Autumn 1\WEEK 5\LS\task.docx Lesson 6: Explain reasons for Jewish celebrations and compare the way different people celebrate/ Plan and produce a leaflet/presentation to demonstrate understanding	and how he searched for the answer to suffering PowerPoint: MTP\Year 5\Autumn 2\fu214-presentation-3.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON-3\Task.docx Lesson 4: Summarise the story of Prince Siddhartha and explain its importance to Buddhists/Relate the Four Noble Truths to your own life PowerPoint: MTP\Year 5\Autumn 2\fu214-presentation-4.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON 4\TASK-sheet.docx Support Sheet: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON 4\Suffering-Examples-Support-Sheet.docx Lesson 5: Explain guidelines for living that help to overcome suffering/ Give a considered response to the Buddhist Precepts as a means of living a good life PowerPoint: MTP\Year 5\Autumn 2\fu214-presentation-5.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON 5\TASK.docx Lesson 6: Weigh up the causes of suffering and how suffering is overcome in some of the Buddhist Jataka Tales/Give reasons for suffering in the world PowerPoint: MTP\Year 5\Autumn 2\fu214-presentation-6.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 5LS\LESSON-6\TASK-story board.pdf.docx	Lesson 4: Weigh up evidence about the resurrection of Jesus/ Compare and contrast different kinds of statements and truths PowerPoint: MTP\Year 5\Spring\Original PowerPoints\fu211-presentation-4-easter-ascension-and-pentecost.pptx Resources: MTP\Year 5\Spring\Lesson 6\Task sheet.docx Debating sentence stems: MTP\Year 5\Spring\Lesson 6\debating prompts.docx Judging sheet for debate: MTP\Year 5\Spring\Lesson 6\Judging Sheet LP.docx Lesson 5: Explain why Jesus is called a ‘king’ and how Christians work to bring in the ‘Kingdom of God’/ Show what is meant by Jesus’ ascension and show what this means for Christians PowerPoint: MTP\Year 5\Spring\Original PowerPoints\fu211-presentation-5-easter-ascension-and-pentecost.pptx Resources: MTP\Year 5\Spring\Lesson 7\Task sheet.docx Lesson 6: Explain the importance of the Day of Pentecost and how it is seen as the beginning of the church/ Summarise what Christians believe about the Holy Spirit and compare different ways of expressing these beliefs PowerPoint: MTP\Year 5\Spring\Original PowerPoints\fu211-presentation-6-easter-ascension-and-pentecost.pptx Resources: MTP\Year 5\Spring\Lesson 8\Task sheet Pentecost.docx	Lesson 4: Describe some Christian special places and explain how journeys influence individual Christians and give them new insights. PowerPoint: MTP\Year 5\Summer\cu24-presentation-4.pptx Resources: Lubnas folder\RE\SUMMER 1\YEAR 5\Lesson 4\Task sheet L4.docx Lesson 5: Explain why Jerusalem is special to Christians, Jews and Muslims./ Reflect on how people can work together for tolerance PowerPoint: MTP\Year 5\Summer\cu24-presentation-5.pptx Resources: Lubnas folder\RE\SUMMER 1\YEAR 5\Lesson 5\Task sheet L5.docx Lesson 6: Describe and explain the significance of pilgrimage for Hindus/ Give examples of new insights Hindu pilgrims might gain from their journey PowerPoint: MTP\Year 5\Summer\cu24-presentation-6.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 5\Lesson 6\Task.docx Lesson 7: Give reasons why Sikhs might visit Amritsar. PowerPoint: MTP\Year 5\Summer\cu24-presentation-7.pptx Resource 1: T:\LUBNA\RE\SUMMER\YEAR 5\Lesson 7\postcard.docx Resource 2: T:\LUBNA\RE\SUMMER\YEAR 5\Lesson 7\LA postcard senetnce stems.docx Lesson 8: Recap previous learning on pilgrimage./ Give reasons why pilgrimage might transform people’s lives PowerPoint: MTP\Year 5\Summer\cu24-presentation-8.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 5\Lesson 8\Task.docx Adapted resource: T:\LUBNA\RE\SUMMER\YEAR 5\Lesson 8\LA task.docx
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	PowerPoint: MTP\Year 5\Autumn 1\cu25-lesson-6.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 5\Autumn 1\Week 6 LS\task.docx Other resources: MTP\Year 5\Autumn 1\RESOURCES CU2.5 Jewish Festivals.pdf			
Lyfta Storyworld/Quest (support the unit)	 Judaism	 Anna -kids cup and suffering with defeat	 Michael in Helsinki – Anti-bullying / change and belief” - Ballet	 Heart of an Athlete: Faith in higher power (Denmark)
Opportunities to read, write and do mathematics.	Reading: Information texts about Jewish festivals. Writing: Leaflets explaining festivals and their meanings. Mathematics: Calendars and timelines; comparing festival lengths.	Reading: Buddhist stories and teachings. Writing: Reflective writing; narratives with morals. Mathematics: Comparing causes of suffering; ranking solutions.	Reading: Gospel accounts; different viewpoints and accounts of Jesus’ resurrection Writing: Balanced arguments; explanations of belief. Mathematics: Evaluating evidence; sorting types of truth.	Reading: First-person pilgrimage accounts. Writing: Travel journals; evaluative writing. Mathematics: Mapping journeys; distance comparison.
End Point (VIPs)	Pupils will be able to: *Summarise ideas about Jewish festivals and how and why they are commemorated. *Give a considered response to how and why Jewish people follow the commandments set out in the Torah *Choose appropriate questions for an interview.	Pupils will be able to: - Summarise the story of Prince Siddhartha’s birth and upbringing and give reasons why he looked for enlightenment. - Identify and explain their own precepts for life and find similarities with the Buddhist Precepts relating these to their beliefs Find and explain the meanings in Buddhist stories	Pupils will be able to: - Weigh up different ideas about Jesus’ resurrection, considering Gospel narratives. - Summarise Christian beliefs about Jesus’ kingship and the Kingdom of God. Show understanding of these terms and weigh up what they mean for Christians.	Pupils will be able to: *Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage. *Suggest reasons why special places and journeys make people ask big questions about life. *Express ideas about new insights pilgrims might gain from their journey
Prior Knowledge	Prior learning - Key Stage One and Lower Key Stage Two The covenant between God and Abraham. The importance of the Torah and how it is treated respectfully. The Story of Moses and the Exodus, and why Moses is important to Jewish people. The meaning behind the festival of Sukkot and how it is celebrated. The importance of the festivals of Hanukkah, Shabbat and Pesach, including how and why they are celebrated today.	Prior learning – Key Stage One Know how and why Buddhists meditate? Understand how Buddhists follow the example of the Buddha in their daily lives. Know how Buddhists will look after or protect the planet. Remember some examples of stories from Buddhism that help Buddhists live a good life.	Prior learning – Lower Key Stage Two Pupils will have studied Holy Week in Lower KS2 in unit FL2.14 This explores how the narratives of Holy Week help Christians understand the significance of Jesus’ death and resurrection. Pupils will have considered stories from the gospels and have had opportunities to explore how these religious texts inform the beliefs and practices of Christians and others. This unit now builds on that knowledge and understanding.	Prior learning – Lower Key Stage Two The beliefs and practices of Christians, Muslims, Jews and Sikhs. The five pillars of Islam and why Muslims go on Hajj. The meaning of spirituality and feeling spiritual.

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Misconceptions	Pupils may develop misconceptions about Jewish festivals by viewing them as separate events rather than part of a connected cycle of beliefs and history. They may think all Jewish people celebrate festivals in exactly the same way, or misunderstand key concepts such as forgiveness, atonement, and reflection, particularly in relation to Yom Kippur. Some may interpret stories linked to festivals, such as Purim, as fictional rather than meaningful religious narratives, or assume events like the giving of the Torah at Shavuot are celebrated in the same way as other festivals. Pupils might also think festivals such as Rosh Hashanah are purely about celebration rather than reflection, or misunderstand the purpose of Sukkot as only a harvest festival, missing its link to God’s protection. Additionally, they may not recognise how these festivals contribute to a shared global Jewish identity.	Pupils may hold several misconceptions when learning about Buddhism and concepts such as happiness, suffering, and the life of Siddhartha Gautama. They may confuse happiness with constant excitement or material possessions, rather than understanding it as a sense of peace or contentment, and may think suffering only refers to physical pain rather than emotional or mental difficulties. Some pupils may incorrectly believe that the Buddha is a god rather than a human who became enlightened through his own experiences. The story of Prince Siddhartha may be misinterpreted as purely fictional or overly simplified, without recognising its religious significance in explaining how Siddhartha Gautama came to understand suffering. Pupils may also view the Four Noble Truths as strict rules rather than guiding principles for understanding and overcoming suffering, or assume that suffering can be completely removed in everyday life. In addition, they may see Buddhist Precepts as commandments rather than voluntary guidelines for ethical living and may struggle to relate these ideas to their own experiences in a meaningful way.	Common misconceptions in Year 5 RE include pupils interpreting Jesus’ “kingship” as political or military rule rather than spiritual authority, and understanding the resurrection as a simple return to life rather than a unique transformation in Christian belief. They may also think “victory” refers to defeating earthly enemies instead of overcoming sin and death. The ascension is sometimes imagined as a physical journey into the sky, and the Holy Spirit at Pentecost may be seen as a literal ghost rather than God’s spiritual presence. Pupils may also treat gospel accounts as purely historical reports rather than faith-based theological narratives.	Common misconceptions in this unit include pupils thinking pilgrimage is mainly a “holiday” or tourist trip rather than a religious act of worship, reflection, or obedience. They may assume all pilgrims visit the same places or have identical practices, without recognising differences between faiths such as Christianity, Islam, Judaism, Sikhism, and Hinduism. Another misconception is that pilgrimage always guarantees a specific emotional experience, rather than understanding that feelings vary between individuals. Pupils may also think sacred places are only important to one religion, rather than recognising that some sites are shared or significant to more than one faith. Finally, they may assume the value of pilgrimage is only in the destination, rather than the spiritual journey and personal meaning gained along the way.
Key Vocabulary	<i>Jewish, Menorah, Torah, Rosh Hashanah, Yom Kippur, Atonement, Exodus, Hebrew, Simchat Torah, Shavuot, Mount Sinai, Ruth, Purim, Esther, Persecution, Tradition, Custom</i>	<i>happiness, contentment, rights, suffering, overcome, Siddhartha Gautama (the Buddha), the Four Sights, Four Noble Truths, Noble Eightfold Path, precept, Buddhist Five Precepts, Three Jewels of Buddhism, Jataka Tales</i>	Holy Week, sacrifice, resurrection, physical resurrection, spiritual resurrection, gospel, disciple, Easter, victory, redemption, evidence, Kingdom of God, Ascension, Pentecost, Holy Spirit, Pentecostal	<i>Journey, belief, pilgrimage, pilgrim, reflection, spiritual, sacred, transform, experience</i>
Assessment	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 5\Autumn\RG Autumn 1 Y5.docx Summative Assessment: Assessment\Year 5\End of unit assessment\Autumn 1 EoUA Y5.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 5\Autumn\Autumn 2\RG Autumn 2 Y5.docx Summative Assessment: Assessment\Year 5\End of unit assessment\Autumn 2 EoUA Y5.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 5\Spring\RG Spring Y5.docx Summative Assessment: Assessment\Year 5\End of unit assessment\Spring EoUA Y5.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 5\Summer\RG Summer Y5.docx Summative Assessment: Assessment\Year 5\End of unit assessment\Summer EoUA Y5.docx
Links to other subjects	<i>IT (research)/Leaflet writing/Oracy/Reading</i>	<i>Writing/Reading/Oracy/Drama</i>	<i>Drama/Writing/Oracy</i>	<i>Geography/IT (Research)</i>
DTM	<i>Why do people continue traditions over many generations? How do festivals connect beliefs, history and community? Can celebrations change while still keeping their meaning?</i>	<i>What does it mean to live a “good life”? Can happiness come from helping others rather than ourselves? How do stories help people think about suffering?</i>	Why are different Christian beliefs about resurrection important? Can faith explain things that are difficult to prove? How do beliefs shape actions?	Why might a journey be important even after it ends? How can a place make people think differently about life? Is pilgrimage about the destination or the experience?

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Theology/ social Sciences	Theology			Social Sciences/ Ethics	
Enquiry Question	How do Sikhs symbolise their commitment?	What do different Hindu people believe about God	Why are rites of passage important?		What values do people live by?	
Knowledge Organiser	MTP\Year 6\Autumn 1\cu22-knowledge-organiser (2).pptx	MTP\Year 6\Autumn 2\cu21-knowledge-organiser.pptx	MTP\Year 6\Spring\fu213-knowlege-organiser.pptx		MTP\Year 6\Summer\cu23-knowledge-organiser.pptx	
PD Link	Empathy, Diversity and Self-expression Diwali Dance Workshop. Email to book: office@westendinschools.org.uk Gurdwara Visit (Arranged via Interfaith and Diversity Education Team- Email to make a booking: interfaith@bradford.gov.uk)	Empathy, Diversity Christmas assembly delivered by Reverend Chris Chorlton. Email Chris to make a booking: chris.chorlton@leeds.anglican.org	Empathy, Diversity Easter Assembly delivered by Reverend Chris Chorlton: Email Chris to make a booking chris.chorlton@leeds.anglican.org		Self-expression; creativity and diversity Humanist Visitor https://humanists.uk/civicrm/speakers/request/school/	
Lesson by Lesson Title	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: Explore and weigh up values/ Give reasons for the different ideas people have about what is important/ Reflect on and consider own values PowerPoint: MTP\Year 6\Autumn 1\cu22-presentation-1.pptx Resources: Values Game: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 1\values.docx Task sheet: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 1\Task sheet.docx Ideas sheet: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 1\Ideas for Making a Values Poster.docx Lesson 2: Identify and explain how Sikhs demonstrate values through daily religious observance/ Find meanings in a Sikh text	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Lesson 1: To describe how different people show different aspects of their life/To describe how Hindus believe in one God with many aspects PowerPoint: MTP\Year 6\Autumn 2\cu21-presentation-1.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON 1\TASK.docx Adapted version: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON 1\TASK A.docx Lesson 2: To understand the concept of the Trimurti/To describe how Hindu murtis show different aspects of God PowerPoint: MTP\Year 6\Autumn 2\cu21-presentation-2.pptx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Spring Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Enquire into the responsibilities, rights and ceremonies connected to growing up/ Consider the question of when a young person might be said to have reached adulthood PowerPoint: MTP\Year 6\Spring\fu213-presentation-1.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 6\Spring\Lesson 1\Task.docx Lesson 2: Investigate Jewish rites of passage for teenagers PowerPoint: MTP\Year 6\Spring\fu213-presentation-2.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 6\Spring\Lesson 2\Task.docx Lesson 3: Investigate Amrit, the story of the formation of the Khalsa and the importance of commitment for Sikhs PowerPoint: MTP\Year 6\Spring\fu213-presentation-3.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 6\Spring\Lesson 3\Task-freeze frame.docx Lesson 4: Investigate the Sacred Thread ceremony/ Explain why this is important to some Hindus PowerPoint: MTP\Year 6\Spring\fu213-presentation-4.pptx	All worksheets and supporting materials provided with each lesson are recommended for use and could be adapted to meet the needs of the children. Additional activities are included in the PowerPoint presentations and may be used at the teacher’s discretion. Due to the unit being taught over the entire Summer Term, teachers may complete one PowerPoint over 2–3 lessons. In this case, teachers can also use other recommended activities included within the PowerPoint. Lesson 1: Explain the concept of ‘consequences’ and give examples/ Explain the concept of ‘code for living’ and give examples of some rules to live by PowerPoint: MTP\Year 6\Summer\cu23-presentation-1.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 1\Task sheet.docx Lesson 2: Ask thoughtful questions about religious and non-religious ways of life. Make links between religious and non-religious ideas. Some ideas are the same, but others are different PowerPoint: MTP\Year 6\Summer\cu23-presentation-2.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 2\Task Sheet.docx Lesson 3: Summarise some Christian teaching about values and behaviour. Make links between thoughts and ideas and words and actions. Suggest ways in which thinking can lead to action PowerPoint: MTP\Year 6\Summer\cu23-presentation-3.pptx		

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	PowerPoint: MTP\Year 6\Autumn 1\cu22-presentation-2.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 2\prayer.docx Lesson 3: Summarise Sikh beliefs about symbols of identity and what they represent PowerPoint: MTP\Year 6\Autumn 1\cu22-presentation-3.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 3\LO-TASK OUTLINE.docx Images of 5K's: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 3\artefacts.docx Lesson 4: Investigate and explain how Sikh teachings and stories influence Sikh practice PowerPoint: MTP\Year 6\Autumn 1\cu22-presentation-4.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 4\worksheet.docx Ideas sheet: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 4\Symbol Completed Example Diagram.docx Lesson 5: Define the concept of 'commitment' / Weigh up different points of view about Sikh commitment and initiation practices PowerPoint: MTP\Year 6\Autumn 1\cu22-presentation-5.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 5\task.docx Lesson 6: Give examples of Sikh teachings and practice about service to others. / Define	Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-2\TASK-Key Facts About God.docx Prompt sheet: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-2\RESEARCH-TASK-PRINT-GOD-SLIDES.pptx Lesson 3: To understand how Hindus worship at home/ To understand how Hindus worship at the mandir PowerPoint: MTP\Year 6\Autumn 2\cu21-presentation-3.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-3\TASK-CUT-AND-STICK-PRINT-OUT.pptx Lesson 4: I can explain ideas about karma and moksha/ I can explain ideas about dharma PowerPoint: MTP\Year 6\Autumn 2\cu21-presentation-4.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-4\LO-for-task.docx Adapted version: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-4\LA-task.docx Prompt sheet: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-4\SCAFFOLD-life_stages_scaffold.docx Lesson 5: I can describe how many Hindu people show compassion and service/ I can explain the	Resources: Lubnas folder\RE\SPRING 1\YEAR 6\Spring\Lesson 4\Task-promises figure.docx Lesson 5: Investigate what happens at Confirmation and Believer's Baptism and find out about the promises that are made/ Enquire into the differences between Confirmation and Believer's Baptism PowerPoint: MTP\Year 6\Spring\fu213-presentation-5.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 6\Spring\Lesson 5\Task.docx Lesson 6: Reflect on their learning about rites of passages and the promises made/ Reflect on and express their own beliefs and values PowerPoint: MTP\Year 6\Spring\fu213-presentation-6.pptx Resources: Lubnas folder\RE\SPRING 1\YEAR 6\Spring\Lesson 6\Task.docx	Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 3\Task.docx Lesson 4: Summarise some Muslim teaching about values and behaviour Make connections between some Muslim teachings and how Muslims choose to live PowerPoint: MTP\Year 6\Summer\cu23-presentation-4.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 4\worksheet.docx Lesson 5: Explain how some Jewish people observe commandments such as the Shema as a foundation for their values Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action PowerPoint: MTP\Year 6\Summer\cu23-presentation-5.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 5\Task.docx Lesson 6: Explain the importance of Jewish values such as care for the world Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action PowerPoint: MTP\Year 6\Summer\cu23-presentation-6.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 6\Task.docx Lesson 7: Identify some key Buddhist beliefs and explain how these are put into practice Summarise the difference that following Buddhist codes makes to the lives of Buddhists PowerPoint: MTP\Year 6\Summer\cu23-presentation-7.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 7\worksheet.docx Lesson 8: Explain and weigh up a range of opinions about important attitudes and values Compare, contrast and evaluate codes for living PowerPoint: MTP\Year 6\Summer\cu23-presentation-8.pptx Resources: T:\LUBNA\RE\SUMMER\YEAR 6\What values do people live by\Lesson 9\task.docx
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	‘sewa’ and give examples of each aspect, reflecting on their own experience and ideas PowerPoint: MTP\Year 6\Autumn 1\cu22-presentation-6.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 6\worksheet.docx Lesson 7: Reflect on Sikh practices and lifestyle choices. / Plan and produce something that demonstrates your understanding of Sikh values PowerPoint: MTP\Year 6\Autumn 1\cu22-presentation-7.pptx Resources: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 7\Task.docx Prompt sheet: Lubnas folder\RE\AUTUMN 1\YEAR 6\How do Sikhs symbolise their commitment\Lesson 7\Sikh Values Prompts Year6 Expanded.docx	importance of giving and serving based on Hindu scriptures PowerPoint: MTP\Year 6\Autumn 2\cu21-presentation-5.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-5\LO.docx Information sheet: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-5\PRINT-SLIDES-FOR-TASK.pptx Lesson 6: To understand Hindu teachings on the environment/ To link Hindu teachings on God to the environment PowerPoint: MTP\Year 6\Autumn 2\cu21-presentation-6.pptx Resources: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-6\task sheet.docx Research Info: Lubnas folder\RE\AUTUMN 2\AUTUMN 2-25-26\YEAR 6-LS\Autumn 2\LESSON-6\Research-print slides.docx		Additional resources for the Unit: MTP\Year 6\Summer\RESOURCES CU2.3 What values do people live by.pdf
Lyfta Storyworld/Quest (support the unit)	Sikhism 	Make a Mandala 	In service of others 	Faith and belief Compassion and community Building a united world 
Opportunities to read, write and do mathematics.	Reading: Sikh texts, teachings and explanations of symbols. Writing: Discursive writing about identity and commitment. Mathematics: Comparing perspectives through data or ranking tasks.	Reading: Hindu scriptures and explanations of key concepts. Writing: Explanatory writing about belief systems. Mathematics: Diagrams showing relationships between concepts.	Reading: Case studies of ceremonies. Writing: Comparative essays; reflective writing. Mathematics: Timelines of life stages; age-related comparisons.	Reading: Religious and non-religious codes for living. Writing: Argument writing; personal value statements. Mathematics: Surveys analysing shared values; interpreting results.

Religious Education Long Term Plan

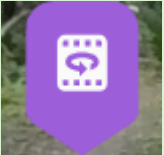
End Point (VIPs)	Pupils will be able to: *Describe and give examples of how Sikhs express their beliefs through story, symbols and actions. *Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. *Weigh up a range of opinions about wearing the 5Ks and taking amrit.	Pupils will be able to: *Describe some examples of what different Hindus do to show their faith. *Describe some ways in which Hindus express their faith through puja, aarti and bhajans. *Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with.	Pupils will be able to: - explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others. - Explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement	Pupils will be able to: *Identify and explain some of the moral teachings practised by religious communities and make connections between them. *Compare religious ideas about right and wrong with non-religious worldviews such as Humanism. *Apply ideas about values and how religious and non-religious people choose to live their lives.
Prior Knowledge	Prior learning – Lower Key Stage Two The beliefs and practices of modern-day Sikhs. Their origins in the teaching of Sikh leaders such as Guru Nanak and Guru Gobind Singh. The Gurus’ new insights into the meaning of life. The ways those insights were taught or passed on to others. The Guru Granth Sahib.	Prior learning – Lower Key Stage Two How do stories tell us about ourselves and the world: Ganesha goes to a party, how Mother Ganga came to India, the Blind Men and the elephant, Krishna opens his mouth, Waiting for God, The Four Friends. Why are festivals important: Rama and Sita, Diwali Why do Hindus care for others: Dana and Sewa	Prior learning - Key Stage One and Lower Key Stage Two The holy books and holy texts of major world religions Places of worship for major world religions How and why people of different religions pray Beliefs and practices of modern-day Sikhs, and the teachings of Sikh Gurus The teachings of Jesus and how Christians make good choices Key Jewish beliefs, the Ten Commandments and Jewish festivals	Prior learning – Lower Key Stage Two The beliefs and practices of Muslims and how the Five Pillars of Islam help Muslims live a good life. Pupils will know about the Ten Commandments and what religious and non-religious stories say about rules and guidelines.
Misconceptions	Pupils may develop misconceptions about Sikhism when exploring values, identity, and practice. They may think Sikh values are very different from their own, rather than recognising shared ideas like equality and kindness. Some may assume all Sikhs practise in the same way or follow identical daily routines, and may misunderstand that the Five Ks are worn by all Sikhs rather than specifically by initiated members of the Sikhism. Pupils might see symbols as only about appearance, not understanding their deeper meaning, or view teachings as separate from everyday life rather than shaping actions such as service (<i>seva</i>). There can also be confusion about initiation, with children believing all Sikhs take part or that it is simply “joining” the religion. Additionally, pupils may think service only happens in religious settings, or that religion is only about belief rather than action. More broadly, they may confuse Sikhism with other religions or form stereotypes based on appearance, highlighting the need for clear, accurate teaching.	Pupils may develop misconceptions when learning about Hinduism. They may think Hindus believe in many separate gods, rather than understanding that Brahman is one ultimate reality expressed in different forms. Some may misunderstand the Trimurti as three different gods instead of three aspects of one divine power. Pupils might also see reincarnation as random, without linking it to karma, or think Moksha is a place like heaven rather than freedom from the cycle of rebirth. Additionally, they may view karma as simple reward and punishment, dharma as a fixed set of rules, or puja as just ritual actions rather than meaningful expressions of devotion.	Pupils may misunderstand coming-of-age ceremonies such as Bar/Bat Mitzvah, the Sikh Amrit ceremony, Hindu Upanayana, and Christian Baptism or Confirmation by thinking they are compulsory, identical across all religions, or mark legal adulthood. In reality, these ceremonies vary between traditions and individuals, represent spiritual commitment rather than legal status, and are still meaningful and adapted in modern religious life rather than being purely social or outdated events.	Pupils may misunderstand religions and worldviews by thinking they only involve beliefs, rather than also providing guidance on how to live a good life. They may not fully recognise that values such as the “Golden Rule” (treating others as you want to be treated) appear across many religions and in non-religious Humanism. Pupils may also find it challenging to understand how values are actively lived out in practice, for example through Sewa in Sikhi (selfless service to others) and Ahimsa in Hindu Dharma (non-violence towards all living things), rather than being just ideas or rules to learn.

Religious Education Long Term Plan

Key Vocabulary	<i>Guru Gobind Singh, Guru Granth Sahib, Khalsa, Amrit, Baptism, Sewa, Langar, The 5Ks (kesh, kangha, kara kachera, kirpan).</i>	<i>Aspects, Brahman, Paramatma, Trimurti, Murtis, Puja, Mandir, Shrine, ahimsa, dharma, karma, moksha, sewa, dana.</i>	<i>rite of passage, adulthood, ceremony, Bar Mitzvah, Bat Mitzvah, commitment, promise, Khalsa, Amrit, Amrit ceremony, Upanayana, Vedas, guru, Believer’s Baptism, Confirmation, Holy Communion, journey</i>	<i>Rule, code for living, consequence, Humanism, Humanist, religious, values, motive, Holy Spirit, Hadith, Qur’an, mitzvot, Shema, tefillin, Tikkun Olam, Buddhism, Buddhist, worldview</i>
Assessment	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 6\Autumn\RG Autumn 1 Y6 2026.docx Summative Assessment: Assessment\Year 6\End of unit assessment\Autumn 1 EoUA Y6 2026.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 6\Autumn\Autumn 2\RG Autumn 2 Y6 2026.docx Summative Assessment: Assessment\Year 6\End of unit assessment\Autumn 2 EoUA Y6.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 6\Spring\RG Spring Y6 2026.docx Summative Assessment: Assessment\Year 6\End of unit assessment\Spring EoUA Y6.docx	Formative Assessment (Retrieval Grid) Retrieval Grids\Year 6\Summer\Retrieval grid Y6 Summer.docx Summative Assessment: Assessment\Year 6\End of unit assessment\Summer EoUA Y6.docx
Links to other subjects	Oracy/Reading/Writing/art	Oracy/ICT (research) PSHE	Oracy/PSHE/Art	PSHE/Art/Reading
DTM	Are there any values which you think should be added to our school core values ? Why do people use symbols to show commitment? Can commitment look different at different stages of life? How do beliefs influence everyday choices?	How can one belief be expressed in many different ways? Why might symbols help people understand complex ideas? Can beliefs about God influence how people treat the world?	Why do communities mark important life changes? How do promises and responsibilities change as people grow? Do rites of passage need to be religious to be meaningful?	Are there any values you think should be added to our school’s core values? Where do our values come from? Can people with different beliefs share the same values?

Lyfta –
stroyworlds





360 videos
(interpretation)
What can you see?

