

St Micheal's C of E Primary School

RE 2026 – 2027

This document is designed to support staff in planning high-quality RE lessons. It sets out the key elements we aim to see in effective RE teaching and learning, helping to ensure consistency and depth across our curriculum. The intention is to provide helpful guidance when planning units of work. It should be used alongside the RE Unit Planning Guide and reflects what we hope to see in every RE lesson. In this document there is: expectations, the LTP/Overview and a progression of skills.

RE Expectations

Every unit will:

- Begin with a person/people – every unit starts with a case study of an individual who lives out that religion.
- Make links to world faiths where possible to further develop their understanding and encompass their personal opinion.
- Use examples/ pictures of religions across the world to show each religion as a world faith.
- Give the children the opportunity to meet an individual who lives out that religion (where possible).
- Be evidenced in a range of different ways: book work, floor book to encapsulate their voice or evidence activities and use of Voice 21 activities.
- Make links to the big frieze panels when teaching Christianity to support the children's understanding of the biblical narrative.
- When teaching or recapping a Christianity unit, use the concept cards to support.

Every lesson will:

- Begin with an enquiry question rather than a learning objective.
- Introduce key pieces of vocabulary.
- Have an activity that supports the children in answering the enquiry question.
- Make links to our Christian Values where possible.
- Make links to British Values where possible.
- Include a challenge that allows the children to deepen their understanding, make links across religions or showcase personal opinion.
- Make links to spirituality where content can be.



Understanding Christianity Resource/World Faith/Thematic Unit

Cycle A	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Nursery	Use of Godly Play – Cuthbert House Share culturally diverse texts Exposure linked with Reception topic.					
Reception	F4. Being special: where do we belong? This unit helps children explore what makes people feel special and loved. They learn how different religions welcome babies and show belonging, such as through Christian baptism or Hindu Raksha Bandhan. It encourages children to recognise their own value and the value of others. Link to Syllabus – pg. 23	F5. Which places are special and why? Children explore places that are special to them and to others, including religious buildings like churches and mosques. They learn what makes a place special and how people show respect in these spaces. Link to Syllabus – pg. 24	UC F2. Why do Christians perform nativity plays at Christmas? This unit introduces the Christian belief that Jesus is God born as a baby. Children explore the nativity story and learn why Christmas is important to Christians through storytelling, role play, and celebrations like nativity plays and carol singing. Link to UC resource	F3. Why do Christians put a cross in an Easter Garden? Children explore the Easter story, learning that Christians believe Jesus died and rose again to bring hope and forgiveness. Through storytelling and activities, they discover why the cross is a key Easter symbol for Christians. Link to UC resource	F6. Which stories are special and why? Children explore special stories from different religions and think about what they teach, such as kindness, gratitude and fairness. They learn that sacred texts like the Bible and Qur'an help believers understand God and how to live. Link to Syllabus – pg. 25	UC F1. God/Creation: Why is the word 'God' so important to Christians? Children learn that Christians believe God is the Creator of the world and giver of life. They explore how to care for the world and why God's name is special. Link to UC resource
Year 1 and 2	UC 1.2 Who do Christians say made the world? This unit explores the Christian belief that God created the world. Pupils reflect on the beauty of creation, the importance of thankfulness and how Christians care for the world as God's gift. Link to UC resource	UC 1.3 Why does Christmas matter to Christians? This unit explores the Christian belief that Jesus is God born as a baby. Pupils learn the Nativity story, discover how Christians celebrate Christmas, and reflect on why Jesus' birth is considered good news. Link to UC resource	1.6 Who is Muslim and how do they live? Pupils learn that Muslims believe in one God (Allah) and follow His guidance through the Qur'an and the Prophet Muhammad. They explore key beliefs like the Shahadah, the 99 Names of Allah and stories from the Prophet's life that teach values such as kindness, prayer and care for others. Link to Syllabus – pg. 29		UC 1.4: What is the 'good news' Christians believe Jesus brings? Children learn that Christians believe Jesus is God born on Earth, whose birth brought good news for everyone. They explore the nativity story, Advent traditions and how Christians celebrate Jesus' birth to show love and kindness to others. Link to UC resource	1.10: How should we care for the world and for others, and why does it matter? Children learn that Christians and Jews believe everyone is special and should care for others and the world. They explore stories and real-life examples showing kindness, charity, and responsibility. Link to Syllabus – pg. 37 Assessment
Year 3 and 4	UC 2.1 What do Christians learn from the creation story? This unit looks at the Christian beliefs about God as Creator and the world as good, as described in Genesis. Pupils explore the Fall, human responsibility and how Christians respond to these stories in daily life. The unit encourages	UC 2.3 What is the trinity and why is it important to Christians? This unit explores Christian belief in the Trinity - Father, Son and Holy Spirit. Pupils learn how the Trinity is expressed through texts, art, and worship and reflect on how Christians try to understand and describe God.	2.8 What does it mean to be a Sikh in Britain today? Pupils learn about Sikh beliefs in one God, equality and service and how these are shown through the Mool Mantar, the lives of the Gurus and community practices like the langar and remembering God.	UC 2.5: Why do Christians call the day Jesus died 'Good Friday'? Pupils explore how Christians see Jesus' death and resurrection as a sign of forgiveness, hope and restored relationship with God. They reflect on the	2.10 How and why do people mark significant events of life including humanism? Pupils explore how different religions and worldviews celebrate important life events like birth, growing up, marriage and commitment. They learn about ceremonies such as baptisms, bar/bat mitzvahs and Sikh initiation and reflect on the meanings of love, promises and belonging across faiths and cultures. Link to Syllabus – pg. 48	

	reflection on morality, choices and caring for the world. Link to UC resource	Link to UC resource	Link to Syllabus – pg. 44 Link to UC resource	events of Holy Week and why Good Friday is seen as ‘good’. Link to UC resource	Assessment	
Year 5 and 6	2.11 What does it mean for a Jewish person to follow God?	UC 2.4. Why do Christians believe Jesus was the Messiah?	2.13 Why do some people believe in God and some people not?	UC 2.6 What do Christians believe Jesus did to ‘save’ human beings?	UC 2.2 Creation and science: conflicting or complementary?	2.15 How does faith help when life gets hard?
	This unit starts with a case study. It explores how Jewish people live in covenant with God through the Torah, festivals and daily practices. Pupils learn how belief shape’s identity, responsibility and community life. Link to Syllabus – pg. 60	This unit explores the Christian belief that Jesus is the promised Messiah. Pupils investigate Old Testament expectations, examine Gospel accounts, and reflect on how Christians see Jesus as a Saviour who brings peace and transformation. Link to UC resource	Pupils explore and compare religious and non-religious beliefs about God, including theist, atheist and agnostic viewpoints. They investigate reasons why people may or may not believe, such as personal experience, upbringing, science and differing understandings of God’s nature and role in the world. Link to Syllabus – pg. 64	Pupils explore Christian beliefs that Jesus is the Messiah promised in the Old Testament. They examine prophecies, Gospel stories and how these shape Christian celebrations like Christmas and Easter, while also considering why not all people share this belief. Link to UC resource	Link to UC resource	Pupils learn how religious beliefs like resurrection, karma, and heaven help people cope with suffering, loss, and death. They explore how faith offers comfort and hope in difficult times, and consider different views about life after death. Link to Syllabus – pg. 68 Assessment

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Please see Cycle A					
Reception						
Year 1 and 2	1.7 Who is Jewish and how do they live?		UC 1.1. What do Christians believe God is like?	UC. 1.5 Why does Easter matter to Christians?	1.9 What makes some places sacred to believers?	1.8 Who am I? What does it mean to belong to a faith community?
	Children will learn about Jewish beliefs and ways of life, exploring how the Shema, Shabbat and Jewish festivals help Jewish people remember God and live out their faith. They will make connections between these traditions and their own experiences of belonging, remembering and celebrating.		Children will explore what Christians believe God is like through the parable of the Lost Son. They will learn how Christians understand God's love and forgiveness and consider how these beliefs encourage people to show compassion and forgiveness to others.	Children will explore the events of Holy Week and Easter and discover why Jesus' death and resurrection are important to Christians. They will reflect on how the Easter story inspires hope, new life and celebration.	Children will learn why churches, mosques and synagogues are special places for believers. They will explore the features, symbols and objects found inside places of worship and consider how this help people express their beliefs and feel part of a faith community.	Children will explore how Christians, Jewish people and Muslims show belonging through ceremonies, symbols and community life. They will compare how faith communities welcome, care for and celebrate together. Y1 – Linking Judaism Y2 – Link Judaism and Islamic faith.
Year 3 and 4	L2.7 What does it mean to be a Hindu in Britain today?	L2.11 How and why do people try to make the world a better place?	UC L2.2 What is it like for someone to follow God?	UC L2.4 What kind of world did Jesus want?	UC L2.6 For Christians, what was the impact of Pentecost?	L.29 What are the deeper meaning of festivals?
	Children will explore Hindu beliefs about God and discover how worship, festivals and family life shape the lives of many Hindus in Britain today. They will reflect on how beliefs and values influence the way people live and treat others.	Children will explore how religious beliefs inspire people to care for others and make the world a better place. They will discover how faith influences the work of charities and individuals, reflecting on how they can make a positive difference in their own communities.	Children will explore the story of Noah and discover what it teaches Christians about God's promises and faithfulness. They will reflect on how keeping promises, making wise choices and trusting others can make a positive difference in their own lives.	Children will explore Jesus' teachings and discover how the Gospel inspires Christians to show love, kindness and service to others. They will reflect on how they can make a positive difference in their own lives and communities.	Children will explore the story of Pentecost and discover why Christians believe the coming of the Holy Spirit changed the lives of Jesus' followers. They will reflect on how the values of the Kingdom of God continue to inspire Christians to make a difference in the world today.	Children will explore the deeper meanings behind festivals in Christianity and other world religions. They will compare how beliefs, stories and traditions shape celebrations and reflect on the values of hope, gratitude, forgiveness and belonging. Explore the perspective of a humanist. Y3 – Hindu, Judaism Y4 – Hindu, Sikh, Christian
Year 5 and 6	UC U2.3 For Christians, how can following God bring freedom and justice?	U2.3 What does it mean for Muslims to follow God?	UC How do Christians decide how to live? 'What would Jesus do?'	UC U2.7 What difference does the resurrection make for Christians?	U2.12 What matters most to Humanists and Christians?	UC U2.12 Why is pilgrimage important to some religious believers?
	Children will explore the story of Moses and discover how it teaches Christians about freedom, justice and God's promises. They will reflect on how these beliefs inspire Christians to stand up for others and make a positive difference in the world today.	Children will explore how Muslims follow Allah through the Five Pillars, the Qur'an and the teachings of the Prophet Muhammad. They will reflect on how beliefs shape people's actions, values and commitment to their faith and community.	Children will explore Jesus' teachings and discover how Christians use his example to guide the way they live. They will reflect on how values such as love, forgiveness, justice and compassion can inspire positive choices in their own lives.	Children will explore the accounts of Jesus' death and resurrection and discover why the Resurrection is central to Christian belief. They will reflect on how this belief inspires hope, shapes Christian living and influences the way people respond to life's challenges.	Children will explore what Christians and Humanists believe about living a good life. They will compare how different beliefs and values shape people's choices and reflect on what matters most in their own lives.	Children will explore why pilgrimage is important to some Christians and people of other faiths. They will discover how special places inspire reflection, commitment and community, considering what gives meaning and purpose to their own journeys in life. Y5 – Muslims, Hindu, Sikh Christianity Y6 – Judaism, Islam, Hinduism, Sikhism and Christianity.

End of year summative Assessment:

- At the end of each year, there is a thematic unit where the children will bring together their knowledge from their studied topics. In the final two lessons, they will answer the big question by creating/presenting their understanding. This can be chosen by you as the teacher, or higher up the school they can be given an individual choice. They can do a piece of writing, create a presentation or creating a depiction/piece of art. This would then be presented in the final lesson using voice 21 strategies. This will then inform your teacher assessment at the end of the year.

Progression of skills

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Substantive knowledge: This includes the core facts, stories, beliefs, practices and concepts from religious traditions and worldviews.

Ways of knowing (disciplinary knowledge): This is about the methods and approaches used to explore religious life.

Personal knowledge: This strand is about reflection, personal response and worldview awareness. It recognises that all pupils bring their own experiences, ideas, and beliefs, and helps them develop respectful, thoughtful understanding of religion.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive knowledge	- Can recognise and name key religious stories and symbols. - Knows that Christians believe in God and Jesus.	- Can recall key facts about Christian festivals (e.g. Christmas, Easter) and one other faith. - Can begin to name the key concepts of UC – using pictures.	- Knows some religious vocabulary and can describe basic beliefs and practices in Christianity and one other religion. - Can explain the core concepts explored in units covered e.g. what they are.	- Describes key Christian beliefs (e.g. Trinity, Creation) and compares with other worldviews. - Can name and begin to order core concept cards.	- Explains how beliefs influence how people live (e.g. charity, prayer, celebration). - Recognises diversity within a religion. - Can order the biblical narrative using concept cards.	- Explains how beliefs and practices are connected in depth. - Understands Christian theological concepts (e.g. salvation, incarnation) and can verbalise the biblical narrative.	- Shows secure knowledge of key Christian concepts and worldviews studied. - Can explain impact of beliefs in real life (e.g. justice, service).
Ways of knowing	- Begins to ask simple "why" questions about religion or stories. - Notices similarities/differences in celebrations.	- Can ask and explore questions like "What does this story mean?" - Makes simple comparisons.	- Can make simple links between beliefs and actions. - Asks questions about religion.	Can explore what different sources (texts, artefacts) say and begin to interpret meaning.	- Uses religious texts and evidence to explain ideas. - Distinguishes between facts and opinions in belief.	- Evaluates evidence and arguments in RE. - Understands how people interpret texts differently.	- Engages critically with theological and philosophical questions. - Uses structured reasoning and multiple sources.
Personal Knowledge	- Talks about their own experiences and feelings in response to stories. - Knows that people believe different things.	- Can express how a story or idea makes them feel or think. - Begins to relate ideas to their own life.	- Can talk about how beliefs might affect someone's choices. - Relates learning to key values.	Reflects on what matters most in life and how different beliefs answer big questions.	- Begins to express a personal viewpoint with reasons. - Thinks about how beliefs can guide choices.	- Articulates a personal response to complex ideas. - Respects different perspectives, even when they disagree.	- Reflects maturely on their own worldview. - Can explain how learning has influenced their values or behaviour.