

R.E. LONG TERM & MEDIUM PLANS

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Wrenningham CE VC Primary School Curriculum Map (2025-2026) Cycle A

Year Group	Aut1	Aut2	Spr1	Spr2	Sum1
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
	Big Question: How do festivals bring people together?	Big Question: Why does Christmas matter to Christians?	Big Question: Who is God?	Big Question: What does the cross mean to a Christian?	Big Question: What difference does being a..... make to daily life?
	Human/social sciences	Theology	Philosophy	Theology	Human/social sciences
EYFS	How do Christians celebrate Harvest? Why is Sukkot important to Jews?	How do Christians celebrate Christmas?	What do Christians believe God is like?	Why do Christians put a cross in an Easter garden?	What is it like being a practising Christian?
	Judaism Christianity	Christianity	Christianity	Christianity	Christianity
1/2	How does Hanukkah bring Jewish families together? How do Christians thank God for Harvest?	Why is Jesus' birth important to Christians?	How do religious believers in Christianity and Judaism express ideas about God?	Why does Easter matter to Christians?	What is it like being a practising Christian/Jew?
	Judaism Christianity	Christianity	Judaism Christianity	Christianity	Sikhism Christianity Judaism
3/4	How do the festivals of Harvest/ Diwali bring people together?	What is the Trinity?	Do all religions and beliefs view God in the same way?	Why do Christians call the day Jesus died Good Friday?	How do the varying ways in which Hindus/ Christians worship compare (comparing practice in the UK and India Hinduism)?
	Hinduism Christianity	Christianity	Hinduism Christianity	Christianity	Hinduism Christianity
5/6	How do the festivals of Rosh Hashanah / Yom Kippur and Harvest bring people together? (analyse and evaluate)	How do Christians put their beliefs about Jesus incarnation into practice in celebrating Christmas?	Do the arguments people use to say that God exists make sense?	What difference does the resurrection make to Christians?	How do the varying ways in which Muslims/ Christians worship compare? (analyse and evaluate)
	Judaism Christianity	Christianity	Islam Humanism Christianity	Christianity	Islam Christianity

Wreningham CE VC Primary School Autumn Term Medium R.E. Plans (2025-2026)

Theology
Philosophy
Human/social sciences

Aut Term 1 2025				Aut Term 2 2025	
Human/social sciences				Theology	
Big Question: How do festivals bring people together?				Big Question: Why does Christmas matter to Christians?	
Class 1	-Sukkot -Harvest	- Know Sukkot is the name of the festival of booths and re-tell the story. Understand its significance to Jews. - Recognise why Christians celebrate Harvest.		-Nativity	Tell the nativity story, making a link with the Christian belief that Jesus is God's son. (Incarnation – Understanding Christianity) Talk about how Christians celebrate Christmas
		Judaism Focus	Christianity		
Class 2	-Hanukkah -Harvest	- Recognise some of the artefacts, symbols etc. used in Hanukkah e.g. the Menorah, a dreidel (a four-sided spinning top). - Recognise why Christians celebrate Harvest. Visit the church before Harvest and describe how the church is decorated.		-Nativity	- Retell the nativity story making a link with the Christian belief that Jesus is God's son. - Why is Jesus important for Christians? - Recognise that stories of Jesus' life come from the Gospels - Gives examples in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
		Judaism Focus	Christianity		
Class 3	-Diwali -Harvest	- Describe the way the Hindu festival of Diwali is celebrated across India (and in the UK) - Recognise why Christians celebrate Harvest and any similarities/ differences with Baisakhi.		-Nativity	- Retell nativity through class play - What is the Trinity? (Resource Understanding Christianity Incarnation/God). - Explore the idea of the Trinity and its impact on Christianity
		Hinduism Focus	Christianity		
Class 4	- Rosh Hashanah / Yom Kippur -Harvest	- Explain the varying ways in which Jews observe the rules of Rosh Hashanah & Yom Kippur. - Recognise why Christians celebrate Harvest and ways in which other major religions hold a harvest festival (e.g. Jews celebrate the week-long harvest festival of Sukkot in the autumn).		-Nativity	- Was Jesus the Messiah? (Resource Understanding Incarnation) - Begin to explain connections between biblical texts, incarnation and Messiah, using theological terms.
		Judaism Focus	Christianity		

*RE will be taught in blocks of one week per half term, 5 blocks per year.

Wreningham CE VC Primary School Spring Term Medium R.E. Plans (2025-2026)

Spring Term 1 2026			Spring Term 2 2026		
Philosophy			Theology		
Big Question: Who is God?			Big Question: What does the cross mean to Christians?		
Class 1		What do Christians believe God is like? - Listen to, and talk about, religious stories from the bible which may raise puzzling and interesting questions. - Begin to develop understanding of who God is - Know/use correct vocabulary		- Know why the cross is significant for Christians. - Give an example of how Christians use beliefs to guide their daily lives e.g. forgiveness (Resource Understanding Christianity Salvation).	
		Christianity Focus		Christianity Focus	
Class 2		How do religious believers in Christianity and Judaism express ideas about God? - Know what the Bible/Torah says about God. - Know that Judaism/Christianity are monotheistic religions that believes there is only one God that is Omnipotent, Omnibenevolent, Omniscient, and is Omnipresent and transcendent. - Know that Judaism views God as a personal god, meaning that humans can have a relationship with God and vice versa.		- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter - Recognise that Jesus gives instructions about how to behave	
		Judaism	Christianity	Christianity Focus	
Class 3		Do all religions and beliefs view God in the same way? - Explore what Christians and Hindus believe about what God is like, using examples and evidence. - If God is invisible, how do Christians describe God? - Tell the story of the Lost Son from the Bible and recognise a link with the concept of God as a forgiving Father. - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving, e.g., by saying sorry; by seeing God as welcoming them back; by forgiving others.		- Why do Christians call the day Jesus dies 'Good Friday'? - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities (2A,5Resource Understanding Christianity Salvation). - Christianity Focus	
		Hinduism	Christianity		
Class 4		Do the arguments people use to say that God exists make sense? -Raise questions about the existence and nature of God (focus on Christian ideas of God) -Compare the sources of authority of Christians (e.g., Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g., individual conscience, some philosophers, and other thinkers). -Explore some reasons why people do or do not believe in God. -Explore how and why Christians still believe in God in an age of science. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today.		- What did Jesus do to save humans beings? - Show how Christians put their beliefs into practice. - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today (Y5 Resource Understanding Christianity Salvation).	
		Islam	Humanism	Christianity	Christianity Focus

Summer Term 1 2026

Human/social sciences

Big Question: What difference does being a..... make to daily life?

Class 1		What is it like being a practising Christian? • Recognise that beliefs can have an impact on a believer's daily life, their family or local community. • Name and show understanding of some key beliefs of Christianity and how Christians show their faith. Christianity
Class 2		What is it like being a practising Christian/Jew? • Identify ways in which beliefs can have an impact on a believer's <u>daily life</u>, their family or local community, for a Christian and a Jew. • Identify and name some examples of what Christians/ Jews do to show their faith • Talk thoughtfully about how people show what they believe by how they act • *Compare with some examples of what a sikh does to show their faith. * Encountering' means aspects of this religion are studied in less detail. It may be referred to, but not studied in depth. Christianity Judaism Sikhism
Class 3		How do the varying ways in which Hindus/ Christians worship compare? (Comparing practice in the UK and India Hinduism) • Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. • Describe key beliefs of Hinduism and how these are applied to daily life for some Hindus • Describe some examples of what Christians do to show their faith • List some similarities and differences between the Hindu way of life and the Christian way of life Hinduism Christianity
Class 4		How do the varying ways in which Muslims/ Christians worship compare? (analyse and evaluate) • Explain, analyse and evaluate, how beliefs impact on and influence individual lives, communities and society and how individuals, communities and society can also shape beliefs. • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. Islam Christianity

Wreningham CE VC Primary School Curriculum Map (2026-2027) Cycle B

Year Group	Aut1 *School trip The Shrine of Our Lady of Walsingham (Anglican)	Aut2 *Deborah Carpenter Jewish Workshop	Spr1	Spr2	Sum1
	Human/social sciences	Theology	Philosophy	Philosophy	Philosophy Theology
	Big Question: Why do people make pilgrimages? Why make a journey?	Big Question: Why is light an important symbol for different religions? (symbolism)	Big Question: Does religion help people to be good? What can we learn from religions about deciding what is right and wrong?	Big Question: Is it right to forgive? (<i>Link to the Easter Story</i>)	Big Question: Why do people pray? Does prayer work?
EYFS	<i>Why are some journeys special?</i>	<i>Why is Jesus known as the light of the world?</i>	<i>Examine how Christians and Jewish people might decide what is 'right'</i>	<i>What is forgiveness?</i>	<i>What is prayer? Why do people pray?</i>
	Judaism Christianity	Christianity	Christianity Judaism	Christianity	Christianity
1/2	<i>Why do people go on pilgrimages....Walsingham? Does it have to be a religious place?</i>	<i>Why is light integral to celebrating Hannukah? Why is light important for Christians (e.g. Advent)?</i>	•Explore teachings which act as guides for living within Judaism and Christianity and that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2– 13).	<i>How does God Forgive?</i>	<i>How do people pray? Do you have to go somewhere special to pray? How do people know prayer works?</i>
	Judaism Christianity	Judaism Christianity	Judaism Christianity	Christianity	Judaism Christianity
3/4	<i>What is the importance of the River Ganges to Hindus?</i>	<i>What is the significance of light in the festival of Diwali? Why is light a great symbol in Christianity?</i>	• Does religion help people to be good?	<i>Does forgiveness make sense?</i>	<i>What does the Lord's Prayer mean....your kingdom come? Do all religious believers pray in the same way?</i>
	Hinduism Christianity	Hinduism Christianity	Hinduism Christianity	Christianity	Hinduism Christianity
5/6	<i>Do you have to be religious to be a pilgrim or go on a pilgrimage? Why is going on Hajj important to Muslims?</i>	<i>What do we mean by good? What do we mean by evil? Is light a useful symbol for 'goodness'? Is light thought of in the same way by Christians/Jews/Hindus?</i>	• Is it possible for something to always be 'right' (or 'wrong')?	<i>Is forgiveness reasonable?</i>	<i>Do all religious believers pray in the same way? Do all religious believers pray in the same place?</i>
	Islam Christianity	Christianity Hinduism Judaism	Islam Humanism Christianity	Christianity	Islam Christianity

Wreningham CE VC Primary School Autumn Term Medium R.E. Plans (2026-2027)

Theology *believing*

Philosophy *thinking*

Human/social sciences *living*

Aut Term 1 2026			Aut Term 2 2026		
Human/social sciences (exploring the diverse ways in which people practise their beliefs)			Theology – Where beliefs come from		
Big Question: Why do people make pilgrimages? Why make a journey?			Big Question: Why is light an important symbol for different religions?		
Class 1	Masada The Shrine of Our Lady Of Walsingham	- Know what a journey is and that some journeys are special. - Know why Christians go to Walsingham and why Jews go to Masada	-Nativity Why is Jesus known as the light of the world?	- Understand how/why/where light is used in celebrations - Know what the Christingle represents - Talk about Christmas and the use of light; the New testament refers to Jesus as the Light of the World (e.g. consider light symbols are often on Christmas cards etc) - Retell the nativity story and the Star of Bethlehem - make a link with the Christian belief that Jesus is God’s son.	
		Judaism Focus		Christianity	Christianity
Class 2	The Shrine of Our Lady Of Walsingham The Western Wall	- Know why the Western Wall is important to Judaism and why Jews travel to the Wailing Wall - Examine why Catholics make a pilgrimage to Walsingham	-Hannukah Why is light integral to celebrating Hannukah? -Advent Why is light important for Christians (e.g. Advent)?	- Understand how/why/where light is used in celebrations - Give a simple account of the Story of Hanukkah (The Hanukkah candle holds 9 candles and link with light demonstrates the power of God) - Describe advent candles (five candles to symbolise hope, love, joy, peace and the Christ candle) and link with the Christian belief that Jesus is the light of the world (John 8:12) and the birth of Jesus/ Jesus brings light to the world - Retell the story of the nativity	
		Judaism Focus		Christianity	Judaism Focus
Class 3	Kumbh Mela Lourdes	- Know the importance of the River Ganges to Hindus - Explain the significance of Lourdes in helping Catholics to deepen their faith - Compare and contrast pilgrims with tourists (Do you have to be religious to go on a pilgrimage?)	What is the significance of light in the festival of Diwali? Why is light a significant symbol in Christianity ?	- Retell key parts of the Rama and Sita story and describe some elements of the festival of Diwali - the annual festival of light held every autumn (link with belief: light triumphs over dark; good over evil) - Make a link between the story of Christmas and the symbol of light and describe a range of meanings for the symbol of light.	
		Hinduism Focus		Christianity	Hinduism Focus
Class 4	Hajj Vatican City	- Describe and compare two pilgrimages. - Explain the importance of pilgrimages to major religions. Explain how a pilgrimage strengthens someone’s faith	Is light a useful symbol for ‘goodness’? (What do we mean by good? What do we mean by evil?) Is light thought of in the same way by Christians/ Jews/ Hindus?	- Children discuss the significance of light and the impact it might have on the way Christmas is celebrated by Christians. - Compare and evaluate the two stories of the birth of Christ from the gospels of Mathew and Luke and how they impact on the Christian faith	
		Islam Focus		Christianity	Christianity

*RE will be taught in blocks of one week per half term, 5 blocks per year

Philosophy

Big Question: Does religion help people to be good? What can we learn from religions about deciding what is right and wrong?

(How do people decide what is right; what is wrong? What is good; what is bad?)

Class 1	New Testament Gospels	- Ask questions and talk about what people mean by 'good' and 'bad' - Explore teachings which act as guides for living within Judaism and Christianity e.g. use religious and belief stories to talk about how beliefs impact on behaviour - deciding what is right and wrong - use the teaching of Jesus in the New Testament Gospels - Examine how Christians and Jewish people might decide what is 'right'
		Judaism Focus
		Christianity
Class 2	New Testament Gospels	- Use religious and belief stories or teachings, make connections between peoples' beliefs about right and wrong and the actions they carry out as a result of these beliefs - Explore teachings which act as guides for living within Judaism and Christianity and that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2– 13).
		Judaism Focus
		Christianity
Class 3	Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.	Does religion help people to be good? - Recognise there are many different religious and non-religious views about what is right and wrong/good and bad. Recognise some of the similarities and differences between these ideas. - Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. Make connections between stories of temptation and why people can find it difficult to be good - Discuss their own and others' ideas about how people decide right and wrong. Is it always clear?
		Hinduism Focus
		Christianity
Class 4	The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists.	Is it possible for something to always be 'right' (or 'wrong')? - Give examples of ways in which some inspirational people have been guided by their religion. Consider how their religious faith inspired and guided them in their lives. - Explain some similarities and differences between the codes for living used by Christians and the followers of Islam and Humanism. What difference would it make if people keep these guides for living? - Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity
		Islam
		Humanism
		Christianity

Philosophy

Big Question: Is it right to forgive? (Link to Easter Story)

Class 1	New Testament	• What is forgiveness? • Define to FORGIVE • Ask what children know about forgiveness. What do you know? What would you like to know? • Why do others need forgiveness? • Can we think of times when people have been forgiven? • Children close eyes and recall a time when they were forgiven. • Does someone you love or someone in your family need forgiveness? What did he/she do? • How do you decide who and when to forgive? • Look at the Bible and stories including the Prodigal Son and the Easter Story.
		Christianity
Class 2	New Testament	• How does God Forgive? • Define to FORGIVE • Determine what children know about forgiveness. What do you know? What would you like to know? • Why do others need forgiveness? • Children think of times when people have been forgiven. • Children close eyes and recall a time when they were forgiven. • Does someone you love or someone in your family need forgiveness? What did he/she do? Did he/she request forgiveness or how do you know? • Children think about how they decide who and when to forgive. • Look at the Bible and the parable of the prodigal son and the key concepts within it: Forgiveness, jealousy, repentance, redemption and the story of Zacchaeus and the paralysed man and the concept of repentance and forgiveness.
		Judaism
		Christianity
Class 3		• Does forgiveness make sense? • Children decide if forgiveness makes sense to them by giving reasons to support their answer. • Children recognise that it can be difficult to define right, wrong, good or bad, and that there are many answers to this question. • Children weigh up different Hinduism views on is it right to forgive. • Look at the Bible and how Christians view forgiveness. • Read the Easter Story. How do Christians believe the Easter Story helps people to understand the meaning of forgiveness? • Explain how the Easter narrative helps believers make sense of the concepts of forgiveness, salvation and hope.
		Hinduism Focus
		Christianity
Class 4		• Is forgiveness reasonable? • Ask children what they think forgiveness means and if they think it exists. Is being forgiven by someone the same as being forgiven by God? Explain. • Children use a range of Biblical texts in a coherent way, to respond to questions related to the concepts of forgiveness. • Children give a personal view on forgiveness and explain if forgiveness is reasonable by giving coherent and logical arguments for and against. • Children use different pieces of evidence to form a conclusion on forgiveness. • Children explain that people have different opinions and why. • Children understand the key concepts in the Easter narrative and how it helps believers make sense of the concepts of forgiveness. • Redemption- Christian doctrine claims that humans have been redeemed because of Jesus' death on the cross. Can the children think of events in the Easter story that links to this concept. •
		Christianity
		Other world religions.

Summer Term 2027 – to be done in prayer space week 2027

Philosophy

Theology

Big Question: Why do people pray? Does prayer work?

Class
1

- **What is prayer? Why do people pray? How do people pray?**
- Brainstorm children's ideas of prayer.
- Can the children think of a prayer they know?
- Learn a prayer e.g., Jesus' tender, Shepherd near me...
- Who do we pray for?
- Where do people pray?
- Children write a class prayer.

Christianity

Class
2

- **What is prayer? Why do people pray?**
- Brainstorm children's ideas of prayer.
- Can the children think of a prayer they know?
- Who do the children pray for?
- Explore what the bible says about prayer.
- Read stories from the bible relating to prayer e.g., Samuel, Jesus, Disciples.
- Look at the Lord's prayer from Christianity and a prayer from the Jewish faith (e.g., The Kaddish).
- Children write a class prayer.

Judaism Focus

Christianity

Class
3

- **What is prayer? Why do people pray?**
- Children explore the meaning of the Lord's prayer.
- Describe and comment on similarities and differences between how Christians and Hindus pray e.g., Hindus have shrines in their house and have idols and statues of their gods.
- Children explore what happens when prayer doesn't seem to work.
- Children write a class prayer.

Hinduism Focus

Christianity

Class
4

- **What is prayer? Why do people pray?**
- Children explore what happens when prayer doesn't seem to work.
- How does prayer differ for Christians and Islam – Christians pray to ask for forgiveness for sins, a concept not found in Islam; Muslims pray to reinforce the article of faith that God is great and there is no God but God (Allah).
- Children write a class prayer.
- What so Humanists think about praying?

Islam

Humanism

Christianity