

# Religious Education

St Thomas and St Anne's CE Primary School



Long Term Rolling Programme

2025-2027

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

RE explores big questions about life. It enables us to find out what people believe and the difference it makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

RE is about knowledge of world religions and their practices. An effective curriculum is planned carefully to help pupils develop:

- Substantive RE Knowledge – facts, practices, beliefs, symbols
- Personal RE Knowledge –reflecting on our own ideas and ways of thinking
- Ways of knowing – being able to ask questions and think about how we know.

Substantive RE Knowledge	Personal RE Knowledge	Ways of Knowing
Making sense of a range of beliefs	Understanding the impact	Making connections

We have an ambitious curriculum designed for learners to succeed in life: all jobs need to understand people. To understand people, you need to have an understanding of people’s beliefs and practices. We need to have a respectful understanding of different communities to be successful in our lives, regardless of our career choice. Our curriculum has been developed using Shropshire Agreed Syllabus 2021. We also use Understanding Christianity along with other resources to support the teaching of RE.

We plan for a weekly lesson of 1 hour in RE as a discrete subject to ensure children know and understand more. There is flexibility in how and when our lessons are taught in order to help our pupils develop and retain the information within their long-term memory.

Our curriculum has:

- systematic teaching that provides sufficient prior knowledge to make sense of new work. Using the systematic, systematic, thematic approach.
- quality explanations that makes links between knowledge explicit

- specific vocabulary taught that is reinforced through the use of examples

Our rolling programme has been adopted to cater for our mixed age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year.

We ensure that children are building on previously learning by visiting the big ideas in RE over the programme of study:

Making sense of a range of beliefs	Understanding the impact	Making connections
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# Long Term Plan

St Thomas and St Anne's CE Primary School						
RE Long Term Plan (2025-2026 Year A) (2026-2027 Year B)						
	Christians	Jews	Muslims	Hindus	Thematic including non religious world views	
Class/Year	Autumn Term		Spring Term		Summer Term	
<b>Fir Year A</b>	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians? (God)	F1 Why is the word 'God' so important to Christians? (Incarnation)	F3 Why is Easter special to Christians? (Salvation)	F5 What places are special and why?	F6 Wat times/ stories are special and why?
Fir Year B	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians? (God)	F1 Why is the word 'God' so important to Christians? (Incarnation)	F3 Why is Easter special to Christians? (Salvation)	F5 What places are special and why?	F6 What times/ stories are special and why?
<b>Elm Year A</b>	1.2 Who do Christians say made the world? (Creation)	1.3 Why does Christmas matter to Christians? (Incarnation)	1.7 Who is Jewish and how do they live?		1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)	1.8 What makes some places sacred to believers?
Elm Year B	1.6 Who is a Muslim and how do they live?	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? (God)	1.5 Why does Easter matter to Christians? (Salvation)	1.6 Who is a Muslim and how do they live? Part 2	1.9 How should we care for the world and for others, and why does it matter?

<b>Ash Year A</b>	L2.3 What is the 'Trinity' and why is it important for Christians? (God/ Incarnation)	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.4 What kind of world did Jesus want? (Gospel)	L2.12 How and why do people try to make the world a better place?
Ash Year B	L2.1 What do Christians learn from the Creation story? (Creation)	L2.2 What is it like for someone to follow God? (People of God)	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.6 For Christians when Jesus left what was the impact of Pentecost? (Kingdom of God)	L2.11 How and why do people mark the significant events of life?
<b>Oak Year A</b>	U2.1 What does it mean if Christians believe God is holy and loving? (God)	U2.11 Why do some people believe in God and some people not?	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)	U2.4 Christians and how to live: 'What would Jesus do?' (Gospel)	U2.10 What matters most to Humanists and Christians?
Oak Year B	U2.2 Creation and science: conflicting or complementary? (Creation)	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)	U2.9 Why is the Torah so important for Jewish people?	U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)	U2.12 How does faith help people when life gets hard?