Long Term RE Plan 2025- Enmore C of E Primary School **UC**= Understanding Christianity Resource **All other units are Enmore RE Curriculum or Somerset Agreed**

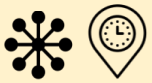
Key concepts: Somerset Agreed Syllabus 2025

Syllabus Concepts	 Origins and expression	 Personal and collective	 Place and time	 Meaning and purpose	 Ethics and values	 Influence and power
REC Core statement	**Nature/ formation/ expression (a)**	**Organised /individual (b)**	**Contexts (c)**	**Meaning and purpose (d)**	**Values, commitments and morality (e)**	**Influence and power (f)**
Content	What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences	How people's individual worldviews relate to wider, organised or institutional worldviews	How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change	How worldviews may offer responses to fundamental questions raised by human experience	How worldviews may provide guidance on how to live a good life	How worldviews influence, and are influenced by, people and societies

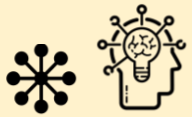
FS/KS1 - Featured World Views: Christianity and Judaism, Humanism, Thematic						
	Autumn		***Spring***		***Summer***	
	Year 1 (2025-26)	**Year 2 (2026-27)**	**Year 1**	**Year 2**	**Year 1**	**Year 2**
Class 1	**During the foundation Stage, children explore the world of religion and belief in terms of special people, books, times, objects and places by visiting places of worship and through celebrations. These opportunities are planned for by the class teacher in line with the early learning goals.**					
	UC Unit F2: Incarnation – Why do Christians perform nativity plays?		**UC Unit F3: Salvation**- Why do Christians put a cross in an Easter garden?		**UC Unit F1: God/Creation** - Who made the world?	
	• **Christians believe God came to Earth in human form as Jesus.** • **Christians believe Jesus came to show that all people are precious and special to God.** • Give a simple account of the story of Jesus' birth • Recognise that stories of Jesus' life come from the Gospels. • Decide what they personally have to be thankful for at Christmas time.		• **Christians remember Jesus' last week at Easter.** • **Jesus' name means 'He saves'.** • **Christians believe Jesus came to show God's love.** • **Christians try to show love to others.** • Tell stories of Holy Week & Easter from the Bible & recognise a link with the idea of Salvation (Jesus rescuing people).		• **The word God is a name.** • **Christians believe God is the creator of the universe.** • **Christians believe God made our wonderful world and so we should look after it.**	

Enmore Syllabus	Who am I and where do I belong?	Why do we have celebrations	What makes a place special?	What can we learn from stories?	What makes something 'special'?	What makes our world wonderful?
	• Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious & non-religious) • Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses)	• Each person has a "birth-day" and this is celebrated on the anniversary of their birth • Celebrations are joyful times • Celebrations are often a time to say "thank you" • Christians celebrate special festivals e.g. Harvest, Christmas, Easter • Other religions have different festivals School-based celebrations	• Some people have places that are special to them • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places	• People can have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God • Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.	• Different things are special to people for different reasons • How to look after special things and respect things that are special to others • People can use objects to help them remember special times and places • Memories can be special • Some objects are 'religious' objects and help people to think about God	• Our world is a place of wonder & we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books • Some people believe that it came about naturally and that science is the best way to understand it
Why this? Why now?	***Settling into school, focus on :*** ***• Every person is special and unique*** ***• People belong together in different ways*** ***• People have different ways of showing they 'belong' together (religious & non-religious)*** 	***Getting to know each other.*** ***• Each person has a "birth-day" and this is celebrated on the anniversary of their birth*** ***• Christians celebrate special festivals e.g. Christmas*** ***• Other religions have different festivals*** ***Link to School-based celebrations*** 	***Visit the Church to understand:*** ***• We have places that are special to them*** ***• There are special buildings where some people go to think and learn about God*** 	***Introduction to the Bible:*** ***• People can have favourite stories*** ***• Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God*** ***• Some stories are about special people*** 	***Reflect on Big Questions. Introduction to artefacts:*** ***• Different things are special to people for different reasons*** ***• How to look after special things and respect things that are special to others*** ***• Some objects are 'religious' objects and help people to think about God*** 	***Summer term, art and outdoor activities:*** ***• Our world is a place of wonder & we should look after it*** ***• People are naturally 'creative'*** ***• Some people believe our world was created by God and that this is an important story in their special books*** ***• science helps us understand*** 

KS1 - Featured World Views: Christianity and Judaism, Humanism, Thematic

	Autumn		*Spring*		*Summer*	
	Year A (2025-26)	**Year B (2026-27))**	**Year A**	**Year B**	**Year A**	**Year B**
Class 2	**World views – KS1 Class 2** 	**KS1 Humanism: Is it better to give or receive?** THEOLOGY/SOCIAL SCIENCE/ PHILOSOPHY 	**UC KS1 Unit 1.1: God** **What do Christians believe God was like?** 	**KS1 JUDAISM: Why do Jewish families celebrate the gift of Shabbat?**  THEOLOGY	**KS1 What makes a good leader?** Judaism Humanism Christian 	**UC KS1 Unit 1.2: Creation** **Who made the world?** 
Why this? Why now?	*To start the year understanding what lenses we can use to learn in RE.*	*Links to giving & receiving through festivals e.g. Harvest festivals. Introduce some Jewish traditions ready for next term. Introduce non-religious perspectives ready for thematic units later in the year. Links to unit on torah.*	*Learning about parables and how people understand God through them. Use Theo questioning. Building on previous Bible story themes and concepts. Use ideas from World Views unit.*	*Shabbat as a special gift of rest.* *Links with creation story from Class 1. Build on Torah learning from last year. Links to Passover in April.*	*Link to school vision and values .Focus on Christain and Jewish world views.* ***Can*** *serve as introduction to Islam, in preparation for Class 3 but not essential*	*Build deeper understanding of Christian views of creation and God as creator from Class 1. Reflect on value of thankfulness, in preparation for unit on caring for the world in Class 3.*
	UC KS1 Unit 1.3: Incarnation- Why does Christmas matter to Christians? 	**World views – KS1** 	**KS1 JUDAISM: What is the Torah & why is it so important to Jewish families?** 	**UC KS1 Unit 1.5: Salvation- Why does Easter matter to Christians?** 	**UC KS1 Unit 1.4: Gospel** **What is the Good News that Jesus brings?** 	**KS1 Why do people tell stories?** Judaism Christian Non-religious Hindu 
Why this? Why now?	*Building on from the Christmas story from class 1, understanding the differing Christian interpretations, and traditions. Developing the vocabulary to provide deeper meaning. Links to Nativity at school. Introduction to the new testament and the gospels.*	*Revisit lenses used to learn RE, new knowledge for children from Class 1. Preparation for next term looking at Judaism and Christianity as organised world views, and to support reflection of personal world view from previous unit on giving and receiving.*	*Introduction to Jewish theology. Link to Passover in April. Building on previous unit on Bible parables- the concept that stories hold meaning about what God is like. Link to what Jewish people learn about God from the Torah.* *Link to Local expression of Judaism*	*Continue to explore the big story of the Bible. Links to different belief about Easter. Reflect on own beliefs, building on World views approach.*	*Build on Incarnation unit exploring Gospel texts. Introduce the concept of scared texts as guides for living life. This will be built upon in Class 3.*	*Continue to explore stories such as creation stories that create connection, link to literacy- Traditional Tales. Focus on the value of FORGIVENESS. Opportunity to reflect on stories used in RE and across the curriculum throughout the year. Could introduce Hindu stories ready for Class 3 unit.*

KS1/LKS2 - Featured World Views: Christianity, Hinduism, Islam and Judaism ,Humanism

	Autumn		Spring		Summer	
	Year A (2025-26)	**Year B (2026-27))**	**Year A**	**Year B**	**Year A**	**Year B**
Class 3	**World Views Class 3** 	**KS1 Why should we look after the world? (Harvest)** **Judaism Hindu Christian Non-religious/Humanist Islam** 	**UC LKS2 Unit 2A.2: People of God** 	**LKS2: How do non-religious people celebrate new life?** **Humanism /Christian links** 	**UC LKS2 Unit 2A.4: Gospel What kind of World did Jesus want?** 	**UC LKS2 Unit 2A.1: Creation and Fall What do Christians learn from the creation story?** 
Why this? Why now?	*Recap from last year and reinforce questioning. Explore own world view in more detail and how we show respect in our school community to different views. Set the tone for rest of the year.*	*Re-visit Judaism from Class 2, and introduction new organised world views to be covered. Links to harvest school/church festival. Ensure Hindu beliefs are covered in year A and B.*	*Focus on covenant with Noah and promises. Link to Promises unit in summer term year 2. Preparing for Judaism unit next – covenants.*	*Links to spring and new life. Links to milestones as seen in Judaism unit year 1 and Promises unit, summer term. Preparation for deeper understanding of Humanism as a world view in UKS2.*	*Focus on life and teachings of Jesus. Build upon Gospel unit in class 2. Preparation for Salvation unit year 2.*	*Build on Telling Stories unit from class 2. Focus on creation beliefs and variety of interpretations using lenses. Links to looking after the world unit, Autumn term. Preparation for Creation unit UKS2.*
	UC Unit KS1 1.3: Incarnation DIGGING DEEPER 	**Somerset Local Unit: LKS2 How does living in Somerset affect how different Hindus live out their faith?** 	**LKS2 What are important times for Jewish people?** 	**UC LKS2 Unit 2A.5: Salvation** 	**LKS2 How do people make the world a fairer place?** **Judaism Humanism** 	**LKS2 Why do people make promises?** **Christian Judaism Islam Non-religious/Humanist** 
Why this? Why now?	*Building on from Incarnation unit in Class 2, seeing the nativity as part pf the big story of the Bible. Give children an overview and focus on the different traditions and practises seen in the Christian community, including globally- CONTEXT and SOCIAL SCIENCE.*	*Links to Diwali. Focus on our Locality and world views represented in our community.* *Class 4 Hindu unit in Year 1 to ensure coverage for all pupils.*	*Links to Passover in April. Focus on bar/bat mitzvah, to link to/ensure coverage of promises such as in marriage. Sukkot*	*Links to Easter at school/church. Connect again as in Incarnation unit with Big Story of the Bible and Gospel texts from year 1. Preparation for Salvation unit class 4.*	*Build on previous unit, looking at making the world better by following teachings/ideas. Summary of the world views covered so far. Reflection on school vision and values. Launch ideas of courageous advocacy.*	*Links to parables from the Gospel unit. Link to Humanism new life unit and baptism. Build on previous unit on Judaism through bar/bat mitzvah and People of God unit on covenants.*

LKS2 /UKS2 - Featured World Views: Christianity, Hinduism, Islam and Judaism ,Humanism Thematic						
	Autumn		*Spring*		*Summer*	
	Year 1 (2025-26)	**Year 2 (2026-27))**	**Year 1**	**Year 2**	**Year 1**	**Year 2**
Class 4	**World Views KS2** 	**LKS2 Are words more important than actions?** Judaism Christian Non-religious/Humanist 	**LKS2 How does worship show what is important to Muslims?** 	**UC UKS2 Unit 2B.5: Gospel** 	**Somerset Local Unit: How does data help us understand religion and worldviews in Somerset?** 	**Somerset Local Unit: What does submission mean to Muslims in Somerset?** 
Why this? Why now?	*Introduction to world views approach at deeper level than in class 3.*	*Focus on school vision, **Jewish Shema**, Apostle's creed. Build on class 3 unit on Jewish special times to include daily practice for some.*	*Link to ideas used in class 3 thematic units, but now look closer at theology about Allah, use of the Quran, mosques for worship. Preparation for unit in year 2 looking at local Mosque.*	*Focus on types on text, different interpretations, making links to beliefs and values.*	*Focus on local diversity and change over time. At the end of the year so children have understanding of variety of world views.*	*Focus on world views as represented in our area. Follow on from unit on Muslim worship. Visit local mosque.*
	UC LKS2 Unit 2A.3: Incarnation/God 	**UKS2 Why should Hindus live a good life?** 	**UC UKS2 Unit 2B.6: Salvation (year 5)** What did Jesus do to save human beings? 	**Somerset Local Unit: What part did Wells Cathedral play in the trans-Atlantic slave trade? OR UKS2 What can we do to reduce racism?** 	**LKS2 What is the golden rule and why do so many people live by it?** Judaism Hindu Christian Non-religious/Humanist 	**UC LKS2 Unit 2A.6: Kingdom of God** 
Why this? Why now?	*Focus on the trinity. \links to Christmas celebrations/nativity. Building upon understanding from Incarnation in class 3. Chance to practices lenses and questioning from previous unit with Biblical texts and Christian practices.*	*Links with Diwali and focus on duty. Preparation for unit in class 5 on individual world view on living a good life. Build on unit in class 3 on Hindu faith locally. Prepare for class 5 unit on worship and visit.*	*Focus more in-depth than class 3 on theological terms around Easter, especially sacrifice, looking at communion.*	*Links to learning in History and Geography abut slave trade. Study how views and beliefs have changed over time, even within organised religions.*	*A look at world views and review of the year. Focus on individual world view and school vision. Focus on **Judaism** to ensure coverage.*	*Focus on Pentecost, building on Incarnation unit from year 1, ensuring coverage of trinity concept for all pupils. Link to Pentecost celebrations in church (May)*

UKS2 - Featured World Views: Christianity, Hinduism, Islam and Judaism ,Humanism						
Class 5	**World Views KS2** 	**UKS2 What does it mean to live a good life?** 	**UKS2 What helps Muslims live a good life?** 	**UC UKS2 Unit 2B.3: People of God** 	**UKS2 What helps Hindus to worship?** 	**UC UKS2 Unit 2B.2: Creation and Science: Conflicting or complementary** 
Why this? Why now?	*Introduction to world views approach at deeper level than in class 4.*	*Begin by reflecting on previous learning. Build on class 4 summer units on Golden Rule and Hindu-Live a good life, as well as year 1 unit on Muslim-Live a good life. Focus on school vision at the start of the year.*	*Build on class 4 work on Allah, now learning about how beliefs inform practices and traditions. Introduce concept of hajj.*	*Focus on Moses, commandments and covenant, in preparation for next unit on Judaism. Develop understanding of Passover from class 3.*	*Link with visit to Mandir in Bristol. Use of artefacts. Build upon class 3 and 4 to include detail about deities, belief in Brahma and Holi. Link to class 2 unit on stories.*	*Build upon learning in class 3 Creation, looking at diversity in Christian thinking (science). Links to Darwin.*
	UC UKS2 Unit 2B.1: God What does it mean if God is holy and loving? 	**UC UKS2 Unit 2B.4: Incarnation** Was Jesus the Messiah? 	**UC UKS2 Unit 2B.7: Salvation (Year 6) What did Jesus do to save human beings?** 	**UKS2 What does it mean to be part of a synagogue community?** 	**UKS2 Is life a journey? Judaism Hindu Christian Non-religious/Humanist Islam** 	**UKS2 Who am I and where do I belong?** 
Why this? Why now?	*Build on class 4 units on Words and actions unit on creed and unit on Wells Cathedral. Visit the cathedral.*	*Focus on messiah, prophecy and extend theological language. Build on understanding from class 4 Incarnation unit. Links to Christmas celebrations.*	Links to Easter service at school. Build on class 4 unit, focus on resurrection accounts and differing beliefs and practices.	*Build upon learning across the school on torah (class 2) festivals (class 3)and prayer (class 4). Build upon previous unit on Moses and community. Link to local diversity and data unit class 4.*	*Focus on pilgrimage/ moving on to secondary school. Build upon learning about Wells Cathedral (pilgrimage) autumn term and hajj spring term year 1.*	*Focus on self reflection and individual world view. Links to moving on Leaver's Service.*