



Religious Education Long Term Plan Syllabus

Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who belongs in my family and community? Who cares for me and how do I help others?	How do people celebrate special times?		Which place special to members of our community?	How do we understand and care for the world?	Why are some objects special?
	Pathway 4 Pathway 5	Pathway 5		Pathway 1	Pathway 6	Pathway 2



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Key Stage 1

Year 1					
	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	C1.5 Why are festivals important in a community? (Pathway 5)	C1.6 Which books and stories are important? (Pathway 6)	F1.11 How do Hindu Stories help believers live their lives? (Pathways 3 / 6) F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)	C1.1 What does it mean to belong a community of belief? (Pathway 1)	
Religion/worldviews to include	Christianity, Hindu Dharma, Judaism non-religious approaches.	Christianity, Islam, Judaism	Christianity, Islam, Judaism, and non-religious approaches. Hindu Dharma	Christianity, Sikhi, Islam	
Year 2					
	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	C1.3 How can we make good choices? (Pathway 3)	C1.4 How and why do some people pray? (Pathway 4)		C1.2 How are symbols used to welcome new life? (Pathway 2)	F1.12 How do we care for others? (Pathway 3)
Religion/worldviews to include	Buddhism, Christianity, Islam	Islam, Christianity, Judaism and non-religious approaches.		Christianity, non-religious approaches, Islam, Sikhi.	Christianity, Sikhi, Buddhism, non-religious approaches to life



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Lower Key Stage 2

Year 3				
	Autumn 1	Autumn 2	Spring	Summer
Unit title	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5)	FL2.14 How are the stories of Holy Week important to Christians? (Pathway 6)	CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)	CL2.2 How do different people express their spirituality? (Pathway 2)
Religion/ worldviews to include	Christianity, Hindu Dharma, Judaism, Paganism.	Christianity, Christianity, Islam, Judaism, non-religious approaches.	Islam	Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, non-religious approaches.
Year 4				
	Autumn	Spring	Summer 1	Summer 2
Unit title	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6)	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)	CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)	FL2.11 How do creation stories help people understand the world? (Pathway 6)
Religion/ worldviews to include	Judaism	Sikhi	Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches.	Christianity, Hindu Dharma, Judaism, Sikhi non-religious approaches.



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Upper Key Stage 2

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5						
Unit title	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)	FU2.11 What is the significance of Easter, Ascension and Pentecost? (Pathway 6)	CU2.4 Why do some people go on pilgrimage? (Pathway 4)		
Religions/ worldviews to include	Judaism	Christianity	Christianity	Christianity, Hindu Dharma, Islam, Judaism, Sikhi.		
Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)	CU2.1 What do Hindu people believe about God? (Pathway 1)	CU2.3 What values do people live by? (Pathway 3)	FU2.12 Should we forgive others? (Pathway 3)		
Religions/ worldviews to include	Sikhi	Hindu Dharma,	Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches.	Christianity		

The Believing and Belonging Syllabus (2024-2029) requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism in KS2. In addition, other (non-religious) world views must be included as part of the curriculum at each key stage.