



# The Federation of Longhorsley and Whalton C of E Schools

**Love your Neighbour as yourself so we can all aspire, believe and achieve to be the very best that we can be...**

**Hope - Honesty - Forgiveness - Friendship - Trust - Love**



## R.E - Overview 2025-2026

<p><b>4-5s Reception</b> Children will encounter Christian and other worldviews represented in the local area.</p> <p><b>5-7s Key Stage 1</b> Christians for at least 50% of study time and Muslims and Jews. Pupils may also learn from other religions and non-religious worldviews in thematic units.</p> <p><b>7-11s Key Stage 2</b> Christians for at least 50% of study time and Hindus, Jews, Muslims and Sikhs. Pupils may also learn from other religions and non-religious worldviews in thematic units.</p>			<p>In this syllabus, RE teaching and learning should enable pupils to</p> <table border="1"> <tr> <td>A. Make sense of a range of religious and non-religious concepts and beliefs.</td><td>B. Understand the impact and significance of religious and non-religious beliefs.</td><td>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</td></tr> </table> <p><b>End of Key Stage 1 outcomes</b></p> <p>RE should enable pupils to</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>Identify the core concepts and beliefs studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>Give examples of ways in which believers put their beliefs into action</li> </ul></td><td> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>Give a good reason for the views they have and the connections they make</li> <li>Talk about what they have learned</li> </ul> </td></tr> </table>				A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.	<ul style="list-style-type: none"> <li>Identify the core concepts and beliefs studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>Give examples of ways in which believers put their beliefs into action</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>Give a good reason for the views they have and the connections they make</li> <li>Talk about what they have learned</li> </ul>
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>						
EYFS	Understanding Christianity: Creation EYFS - A Wet and Windy Harvest for Puddles	Understanding Christianity: Incarnation	F4: Being Special: where do we belong?  Puddles lends a paw	Understanding Christianity: Salvation	F5: Which places are specially valued and why?  A Wedding Day Wish for Puddles	F6: Which stories are specially valued and why?						
Year 1	Y1 - 1.2 Who made the world? (CREATION)	1.3 Why does Christmas matter to Christians? (INCARNATION)	1.8 Who am I? What does it mean to belong?	1.5 Why does Easter matter to Christians? (SALVATION)	Comparing Christian places of worship	1.4 What is the good news that Jesus brings? (GOSPEL)						

Year 2	KS1 unit is: 1.2 Who do Christians say made the world? (CREATION)	KS1 unit is: 1.1 What do Christians believe God is like?	KS1 unit is: 1.6 Who is a Muslim and what do they believe?	KS1 unit is: 1.4 What is the 'good news' Christians believe Jesus brings?	KS1 unit is: 1.9 What makes some places sacred to believers?	KS1 unit is: 1.10 How should we care for the world and for others, and why does it matter?
Year 3	KS2 A.1 What do Christians learn from the Creation Story?	KS2 A.2 People of God - What is it like to follow God?	Unit 2.7 What does it mean to be a Hindu today?	KS2 A.4 Gospel What kind of world did Jesus want?	2.9 What are the deeper meanings of festivals? (multi faiths)	KS 2 A.6 Kingdom of God When Jesus left, what next?
Year 4	KS2 A.1 What do Christians learn from the Creation Story?	KS2 A2.3 What is the Trinity?	KS2 2.9 What is the deeper meaning of festivals?	KS2 A2.5 Why do Christians call the day that Jesus died 'Good Friday?'	KS2 2.12 What will make our city/town/village a more respectful place?	KS 2 A.6 Kingdom of God When Jesus left, what next?
Upper KS2	KS2 U2.1 What does it mean if God is holy and loving?	KS2 U2.3 How can following God bring freedom and justice?	KS2 Unit 2.9 What does it mean for Muslims to follow God?	KS2 U2.5 What would Jesus do?	U2.14 How do religions help people live through good times and bad times?	KS2 U2.8 What kind of King is Jesus?