



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Unit Title					
	Who belongs in my family and community? (Pathway 4)	How do people celebrate special times? (Pathway 5)	How do we understand and care for the world? (Pathway 6)	Which places are special to members of our community? (Pathway 1)	Who cares for me and how do I help others? (Pathway 3)	Why are some objects special? (Pathway 2)
	Religion/Worldviews:					
	Christianity, Hindu Dharma, and non-religious approaches	Christianity, Islam, Judaism, Sikhi, Hindu Dharma and non-religious approaches	Christianity, Islam, Judaism, Hindu Dharma and non-religious approaches.	Christianity, Islam, Hindu Dharma, Sikhi	Christianity, Buddhism, Hindu Dharma, Islam, and non-religious approaches	Christianity, Judaism, Islam, Hindu Dharma and non-religious approaches
	Why now?					
	We begin in EYFS by learning about families and friendships, touching on acts of worship, which will be expanded in Year 2 when they investigate why some people pray.	We explore how people celebrate special times, providing a foundation for Year 1's study of festivals and their significance in communities.	This unit encourages children to think about the world and how we care for it, including the Christian creation story, which leads into Year 1's focus on important religious and moral stories.	We explore places that are special to members of our community, laying the groundwork for Year 1, where children will learn what it means to belong to a community of belief.	Building on early social development, we focus on who cares for us and how we help others, linking to Year 2's deeper exploration of making good choices in different religious contexts.	This unit introduces children to special objects, particularly within Judaism, which prepares them for Year 2, where they will study how symbols are used to welcome new life.
Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.						
Focus: <i>Who belongs in my family and community? (Pathway 4)</i> <ul style="list-style-type: none"> Visitor: Rev. Caroline Greenwood (St John Warley & St Hilda Halifax) <ul style="list-style-type: none"> Local Christian vicar can discuss family, community, and acts of worship in simple terms. Visit: Halifax Minster (Christianity) <ul style="list-style-type: none"> Explore a "special place" in the community, linking to the unit's focus on belonging. 						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Who belongs in my family and community? (Pathway 4)	How do people celebrate special times? (Pathway 5)	Who cares for me and how do I help others? (Pathway 3)	Which places are special to members of our community? (Pathway 1)	How do we understand and care for the world? (Pathway 6)	Why are some objects special? (Pathway 2)
	Religion/Worldviews:					
	Christianity, Hindu Dharma, and non-religious approaches	Christianity, Islam, Judaism, Sikhi, Hindu Dharma and non-religious approaches	Christianity, Buddhism, Hindu Dharma, Islam, and non-religious approaches	Christianity, Islam, Hindu Dharma, Sikhi	Christianity, Islam, Judaism, Hindu Dharma and non-religious approaches	Christianity, Judaism, Islam, Hindu Dharma and non-religious approaches
	Why now?					
	We begin in EYFS by learning about families and friendships, touching on acts of worship, which will be expanded in Year 2 when they investigate why some people pray.	We explore how people celebrate special times, providing a foundation for Year 1's study of festivals and their significance in communities.	Building on early social development, we focus on who cares for us and how we help others, linking to Year 2's deeper exploration of making good choices in different religious contexts.	We explore places that are special to members of our community, laying the groundwork for Year 1, where children will learn what it means to belong to a community of belief.	This unit encourages children to think about the world and how we care for it, including the Christian creation story, which leads into Year 1's focus on important religious and moral stories.	This unit introduces children to special objects, particularly within Judaism, which prepares them for Year 2, where they will study how symbols are used to welcome new life.
Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.						
Focus: <i>How do people celebrate special times? (Pathway 5)</i> <ul style="list-style-type: none"> Visitor: Kiran Bali (Huddersfield Hindu Mandir) <ul style="list-style-type: none"> Introduce Hindu celebrations (e.g., Diwali) with artefacts and stories. Visit: Shree Lakshmi Narayan Hindu Temple (Bradford) <ul style="list-style-type: none"> Experience a Hindu festival celebration (e.g., lights, rangoli). 						

Long Term Plan R.E – Year 1 September 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Unit Title					
	C1.5 Why are festivals important in a community? (Pathway 5)		C1.6 Which books and stories are important? (Pathway 6)		C1.1 What does it mean to belong a community of belief? (Pathway 1)	
	Religion/Worldviews:					
	Christianity, Hindu Dharma, Judaism, non-religious approaches		Christianity, Islam, and Sikhi		Christianity, Hindu Dharma, Islam	
	Why now?					
	Having learnt about celebrations in EYFS, we now examine why festivals are important in different communities, exploring how ancient stories influence modern traditions.		Following the EYFS unit on the Christian creation story, we broaden our study to include sacred texts and stories from Christianity, Islam, and Sikhism, discussing their significance.		This unit builds on EYFS learning about belonging by introducing the concept of faith communities, which will be revisited in Year 4 when studying faiths in our local and national context.	
Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.						
Focus: <i>What does it mean to belong to a community of belief? (Pathway 1)</i> <ul style="list-style-type: none">Visitor: Rev. Sue Pegg (Lepton Methodist Church)<ul style="list-style-type: none">Can lead a child-friendly session on "belonging" through stories (e.g., Noah’s Ark) and show baptismal fonts.Visit: Salvation Army, Huddersfield<ul style="list-style-type: none">See the baptismal pool (different from Anglican fonts)Explore how uniforms/uniqueness build identityPack pretend "food parcels" to understand helping others						

Additional Focus Unit: F1.12 How and why do we care for others? (Pathway 3)

Long Term Plan R.E – Year 2 September 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	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)	
	Religion/Worldviews:					
	Christianity, Judaism, Islam, and non-religious approaches		Buddhism, Hindu Dharma, Islam		Christianity, Islam, Sikhi and non-religious approaches	
	Why now?					
	Drawing from EYFS themes of care and helping others, we now investigate how different religions teach us to make good choices, linking to Christianity, Judaism, and Islam.		After discussing group worship in EYFS, we explore how and why people pray, examining practices in Islam, Hinduism, and Buddhism, which will later connect to Year 4’s study of Sikh worship.		Building on EYFS learning about symbols, we study how religious and non-religious traditions use symbols to welcome new life, particularly in Sikhism, Christianity, and Islam.	
Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.						
Focus: How are symbols used to welcome new life? (Pathway 2) <ul style="list-style-type: none">Visitor: Helen Frai (Jewish educator and challah baker)<ul style="list-style-type: none">Will demonstrate Jewish baby naming ceremonies and the symbolism of challah breadVisit: Sinai Synagogue, Leeds (Reform)<ul style="list-style-type: none">Children can see the Torah ark, mezuzah, and learn how Jewish babies are welcomedOpportunity to handle a child-sized tallit and see a baby naming cup						

Additional Focus Unit: F1.11 How do Hindu Stories help believers live their lives? (Pathways 3 and 6)

Long Term Plan R.E – Year 3 September 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Unit Title					
	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6)	FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)	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:					
	Judaism	Christianity, Islam, Judaism and non-religious approaches	Islam		Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, non-religious approaches	
	Why now?					
	Following Year 1's study of important stories, we focus on how Jews use narratives to remember God's covenant, deepening understanding of sacred texts.	We study inspirational leaders, linking to Year 4's exploration of Sikh Gurus and their influence on believers.	After learning about making good choices in Year 2, we examine the Five Pillars of Islam and how they guide Muslims in living a moral life.		Expanding on Year 2's work on symbols, we explore how different people express spirituality, including non-religious perspectives.	
Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.						
Focus: <i>How do the 5 Pillars help Muslims lead a good life? (Pathway 3)</i> <ul style="list-style-type: none"> Visitor: Imam Saeed Makda (Batley) <ul style="list-style-type: none"> Explain the 5 Pillars and daily Muslim practices. Visit: Al-Hidayah Mosque (Dewsbury) <ul style="list-style-type: none"> Observe prayer spaces and discuss 5 pillars in action. 						

Additional Focus Unit: FL2.11 How do creation stories help people understand the world? (Pathway 6)

Long Term Plan R.E – Year 4 September 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	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)	CL2.4 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)	
	Religion/Worldviews:					
	Christianity, Hindu Dharma, Judaism, Paganism	Christianity	Sikhi		Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches	
	Why now?					
	Revisiting festivals from EYFS and Year 1, we now investigate how ancient stories shape modern celebrations, including lesser-known traditions like Paganism.	Building on Year 1's study of Christian festivals and Year 3's exploration of Jewish covenants, this unit deepens understanding of Holy Week's significance, preparing pupils for Year 6's focus on Easter, Ascension, and Pentecost.	After studying prayer in Year 2 and inspirational leaders in Year 3, we focus on Sikhism, learning how the lives of the Gurus inspire worship and community values.		Building on Year 1's theme of belonging, we explore the diverse faiths and beliefs present in our local and national communities.	
Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.						
Focus: <i>Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)</i> <ul style="list-style-type: none"> Visitor: Gurpreet Singh (from Guru Nanak Gurdwara, Huddersfield) <ul style="list-style-type: none"> Will share stories of Guru Nanak and the other Gurus, can demonstrate how the Gurus' teachings are applied today through the 5Ks Visit: Guru Nanak Niskam Sevak Jatha Gurdwara, Leeds <ul style="list-style-type: none"> Children will see the Guru Granth Sahib and learn how it's treated with respect and will experience of how Sikhs honour their Gurus' legacy today. 						

Additional Focus Unit: FL2.12 How does the Bible help Christians to live a good life? (Pathway 3)



Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.

Focus: *How do Buddhists live a meaningful life? (Pathways 1 and 4)*

- **Visitor: Howard Quinn** (Kagyu Dechen Dzong Buddhist Centre, Harrogate)
 - Will lead simple meditation and explain Buddhist spiritual practices
 - Can demonstrate prayer beads and prayer wheels
- **Visit: Jamyang Buddhist Centre, Leeds**
 - Children will see a Buddhist shrine and learn about offerings
 - Opportunity to try mindful walking meditation in their garden



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Unit Title					
	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)	FU2.13 Why are rites of passage important? (Pathways 2 and 4)	FU2.11 What is the significance of Easter, Ascension and Pentecost? (Pathway 6)	CU2.1 What do Hindu people believe about God? (Pathway 1)	CU2.3 What values do people live by? (Pathway 3)	
	Religion/Worldviews:					
	Sikhi	Islam, Hindu Dharma, Christianity, Judaism and Sikhi	Christianity	Hindu Dharma	Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches	
	Why now?					
	We take a deeper look at how Sikhs symbolise commitment, building on Year 3's exploration of spiritual expression and Year 4's Sikhism unit.	Following Year 2's work on symbols in welcoming new life and Year 4's study of Sikh rites, this unit examines how different religions mark key life stages, reinforcing the theme of belonging.	This extends Year 4's learning about Holy Week, exploring how these events shape Christian belief, and connects to prior units on festivals, covenants, and pilgrimage.	Following Year 1's introduction to Hindu stories and Year 4's interfaith studies, we examine Hindu beliefs about God in more detail.	We compare values across religions, drawing from Year 2's work on making good choices and Year 3's study of the Five Pillars of Islam.	
Visits/Visitors - These are suggestions based on the provided document and can be adjusted, especially as we have many local places of worship as well.						
Unit: What do Hindu people believe about God? (Pathway 1) <ul style="list-style-type: none"> Visitor: Sangeeta Sharma (Leeds Hindu Temple) <ul style="list-style-type: none"> Will explain concepts like Brahman, deities, and puja Can demonstrate how different gods represent aspects of the divine Visit: BAPS Shri Swaminarayan Mandir, Leeds <ul style="list-style-type: none"> Children will see the murtis (deities) and learn about their symbolism Can observe or participate in a simple aarti ceremony 						