



Rosley C of E School

RE LONG TERM PLAN 2025-2027



At Rosley CE Primary School, we use 'Understanding Christianity' resources to assist teacher planning. Below is an overview of the learning focus for each half term in each class. Pupils receive 1 hour per week of timetabled RE lessons. RE is taught in sequenced weekly lessons. Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage throughout the two-yearly cycle.

	Year B 2025 - 26			Year A 2026-27		
CLASS	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Class 1 YEARS R, 1 & 2	Intro to RE	P4C		Intro to RE	P4C	
	Christianity Why do Christians celebrate harvest?	Christianity What is the Good News that Jesus brings? (Gospel)	Islam Who was the Prophet Muhammed pbuh and what are the 5 pillars of Islam	Christianity How do Christians show they are thankful at harvest?	Christianity Why do Christians put a cross in the Easter garden? (Salvation)	Islam Who is Allah and how might ceremonies give people a sense of identity & belonging?
	Christianity Why does Christmas matter to Christians? (Incarnation)	Christianity Why is baptism important to Christians?	Christianity What do Christians believe God is like? (Kingdom of God)	Christianity Why do Christians give gifts at Christmas? What are the messages of Christmas?	Christianity Why does Easter matter to Christians? (Salvation)	Christianity Why is the word 'God' so important to Christians? Who made the world? (Creation)
	FS Special days & Celebrations: Diwali, Bonfire Night, Poppy Day	FS Special days & Celebrations: Lunar New Year, Mother's Day	FS Special days & Celebrations: Father's Day	FS Special days & Celebrations: Diwali, Bonfire Night, Poppy Day	FS Special days & Celebrations: Lunar New Year, Mother's Day	FS Special days & Celebrations: Father's Day



Rosley C of E School
RE LONG TERM PLAN 2025-2027



Class 2 YEARS 3 & 4	Christianity What is the Trinity? (Incarnation /God)	P4C Christianity Why do Christians call it 'Good Friday'? (Salvation)	Buddhism Can I outline key features of a World view? Is there a God? Christianity What do Christians learn from the Creation story? (Creation/Fall)	Christianity What is it like to follow God? (People of God)	P4C Christianity What kind of world did Jesus want? (Gospel)	Islam Where might religious beliefs come from? What difference might being a Muslim make to daily life? Christianity When Jesus left, what was the impact of Pentecost? (Kingdom of God)
Class 3 YEARS 5 & 6	Christianity Was Jesus the Messiah? (Incarnation)	P4C Christianity What did Jesus do to save human beings? (Salvation) P4C	Buddhism Can I outline key features of a World view? How might beliefs shape identity for Buddhists? Christianity What would Jesus do? (Gospel)	Christianity How can following God bring justice and freedom? (People of God)	P4C Christianity What kind of king is Jesus? (Kingdom of God) P4C	Islam How reliable are sources of authority? What might it be like to be part of a global religious community? Christianity Creation and science: conflicting or complementary? (Creation/Fall)



Rosley C of E School
RE LONG TERM PLAN 2025-2027



Visits and visitors	Values Launch Day Spirituality Day	Visit to cathedral	Values Launch Day Visit to Buddhist temple / visitor from local Buddhist temple	Spirituality Day Visitor – Imran Kotwal	Values Launch Day	
School Events in Church open to community	Harvest Carol Service Christingle	Easter Service	Y6 Leavers Service	Harvest Service Carol Service Christingle	Easter Service	Y6 Leavers Service
Key Services children and families invited to at Holy Trinity Rosley	Harvest Festival Crib Service	Mother's Day Easter Sunday		Harvest Festival Crib Service	Mother's Day Easter Sunday	



World Religions and Worldviews

At Rosley CE Primary School, we teach about Islam in KS1 and Islam and Buddhism in KS2. Each class will also have focused P4C session aimed at developing pupils' independent, philosophical thinking.

	Year B 2025-2026	Year A 2026 - 2027
Class 1 YEARS R & 1	Autumn - Diwali , Spirituality Day	Autumn - Diwali, Spirituality Day
	Spring - Lunar New Year, P4C (ownership – the boat)	Spring - Lunar New Year, P4C (believe what we see? The bicycle)
	Summer - Islam <i>Who was the prophet Muhammed pbuh, and what are the 5 pillars of Islam?</i>	Summer - Islam <i>Who is Allah and how might ceremonies give Muslims a sense of identity and belonging?</i>
Class 2 YEARS 2,3&4	Autumn - Spirituality Day	Autumn - Spirituality Day
	Spring - P4C	Spring - P4C
	Summer - Buddhism: <i>Can I outline key features of a World view?</i> - Understand the story of the origins of Buddhism - Explore the 4 noble truths - Consider what the symbol of the Dharmic wheel represents - Explore meditation and consider its importance to Buddhists <i>Is there a God?</i> - Visit a Buddhist temple	Summer - Islam <i>Where might religious beliefs come from?</i> - Explore the life of the Prophet from birth to death - Consider the origins of the Qur'an and its importance as a source of authority in the lives of Muslims today <i>What difference might being a Muslim make to daily life?</i> - Develop a deeper understanding of the 5 pillars of Islam (Shahadah, Salah, Zakat, Sawm and Hajj) - Explore the importance of Ramadan in British Muslim life



Rosley C of E School
RE LONG TERM PLAN 2025-2027



	- Observe and consider the similarities and differences between different sacred buildings and the beliefs and worldviews of those who use them - How does the Buddhist understanding of creation contrast with that of Christianity?	Explain the role of the 2 Eid Festivals and Jummah prayers?
--	--	---

Class 3 YEARS 5 & 6	Autumn – Spirituality Day	Autumn – Spirituality Day
	Spring P4C – tba	Spring P4C – tba
	Summer - Buddhism <i>Can I outline key features of a world view?</i> - Understand the story of the origins of Buddhism - Explore the 4 noble truths - Consider what the symbol of the Dharmic wheel represents - Explore meditation and consider its importance to Buddhists <i>How might beliefs shape identity for Buddhists?</i> - Visit a Buddhist temple - Recognise different sacred places and consider their purposes - Consider how Buddhists incorporate into their daily lives, the importance of benefitting all sentient beings and the environment - Discuss the concept of Karma and the consequences of actions of body, speech and mind	Summer – Islam <i>How reliable are sources of authority?</i> - Explore the Bible and Qur'an as contrasting sources of religious authority - Recognise that different Abrahamic religions tell different versions of key stories (focus on Abraham and Isaac / Ibrahim & Ishmael) - Investigate similarities and differences in the key prophets in Christianity and Islam <i>What might it be like to be part of a global religious community?</i> - Consider how the 5 pillars of Islam bring Muslims across the world together - Develop an understanding of the importance of going on Hajj - Develop an understanding of the key events that Muslims experience when on Hajj - Consider the impact on daily life after having gone on Hajj



Rosley C of E School

RE LONG TERM PLAN 2025-2027



Where possible, appropriate links / contrasts between the different celebrations and religions should be discussed during each teaching unit. As the revised world religions teaching becomes embedded, making link with prior learning, even across key stages, should become normal practice. Initial areas where this could be incorporated into teaching include:

Class 1

- the sense of belonging when teaching about Diwali, Baptism, and Muslim birth ceremonies
- contrasting Muslim / Christian ceremonies involving babies (Baptism & Aqiqah)
- discuss the shared importance of light when teaching Diwali, Advent, Christmas, Bonfire Night
- compare what Christians believe God is like with how Muslims see Allah
- compare Creation stories
- Compare prayer between Muslims and Christians

Class 2

- Buddhism - Is there a God – compare & contrast this idea with prior learning about Christianity and Islam
- Compare Creation stories
- Compare prayer across religions – as relevant
- Where might religious beliefs come from Islam focus – compare with Why do Christians call it Good Friday (UC unit) – Jesus a prophet of Islam later followed by new teachings of Muhammed or Jesus the Son of God & the saviour?
- Compare What is it like to follow God (UC unit) with What difference might being a Muslim make in daily life
- Compare festivals and celebrations – as relevant e.g. Ramadan & Lent, Eid & Christmas
- Refer and compare religious texts – Qur'an & Bible

Class 3

- Creation & Science (UC unit) compare with Buddhist and Islamic teaching on Creation
- Hajj – links to Christian pilgrimage, Buddhist retreats
- What did Jesus do to save (UC unit) compare with Buddhist teachings on karma / 8 fold path and 5 pillars of Islam
- Compare prayer across religions – as relevant
- Comparing festivals and celebrations – as relevant e.g. Ramadan & Lent, Eid & Christmas
- How to live - What kind of a King is Jesus (UC unit) links to 5 pillars of Islam – prayer, charity
- Refer to and compare religious texts – Qur'an & Bible (especially during Islam focus on sources of authority)