



RE Long Term Plan 2025-2026 – Cycle 1

Understanding Christianity *Living Difference Key Concept* Jewish traditions (J) Hindu traditions (H) Muslim traditions (I)

Humanist traditions referred to where appropriate throughout the units and explicitly in Years 4-6 (see orange concepts)

Golden Threads: Special ☆ Love ♥ Belonging (C) Community (C) (H) (J) (I)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	Communicate	Apply	Inquire	Contextualise	Evaluate	Contextualise
Year R Sparrows	Belonging (C) All About Me UC: Creation	Celebration (love) (C) Christmas – Jesus' birth (and other celebrations from the children's experiences) UC: Incarnation	Special (J) Special Clothing (Jewish and others from children's experiences)	Signs of new life (C) Eggs as a sign of new life UC: Salvation	Community (C) (H) Generosity	Looking Forward (C) Transition
Years 1/2 Doves	Belonging (J) Belonging in Judaism including Shabbat UC: Creation/ Fall	Journey's End (C) Nativity Journeys UC: Incarnation	Authority (C) Event's in Jesus' life UC: Gospel	Love as Sadness to Happiness (C) Key Events of Easter UC: Salvation	Remembering (J) Passover	Special (C) (J) (H) Special Books
Cyc2	Belonging (C) The Church as God House	Candle light as a symbol (C) (J) (H) Advent, Hannukah and Divali UC: Incarnation	Identity Community (J) Purim	Symbol (C) Or symbol of the cross UC: Salvation	Story (C) (J) Stories	God (C) (J) (H) Ideas about God UC: God
Years 3/4 Robins	Message (belonging) (C) Jesus' teachings and message UC: Gospel 'The Golden Rule' (H)	Angels (special) (C) Angels UC: Incarnation	Good and Evil (H) Holi	Prayer (H) (J) (C) Ritual UC: Salvation	Sacred Place (special) (C) (J) (H) Places of worship UC: People of God	Creation (C) (J) (H) Creation Stories UC: Creation How the world began (H)
Cy1						
Cy2	Temptation (C) Making choices UC: Creation and Fall	Holy (love) (C) Mary, Mother of God UC: Incarnation	Avatar (H) (C) Stories of Vishnu UC: Creation/Fall	Ritual (C) Paschal Candle UC: Salvation	Neighbour (community) (C) Neighbour UC: Gospel	Protection (H) Raksha Bandan
Years 5/6 Kingfishers	Power (belonging) (C) Systems of Rule and Citizenship UC: Kingdom of God 'The Good Life' (H)	Interpretation (C) Christmas- the two birth narratives UC: Incarnation	Wisdom (special) (I) (C) (J) (H) Sacred Texts (The Qu'ran) UC: Gospel	Rites of Passage The Journey of Life (H) (C) (J) (I)	Justice (H) (C) (J) (I) Stories of Justice UC: People of God	Umma (Community) (I) Hajj and Zakat
Cy 1						
Cy 2	Belonging (I) What does it mean to be a Muslim? (Inc. Shahada and Salat)	Incarnation (special) (C) An extraordinary baby – how Christians perceive the birth of Jesus UC: Incarnation	Science Vs Creation (C) UC: Creation and Fall Creation (H)	Resurrection (C) Easter: What happened next? UC: Salvation Life after death (H)	Ceremony (love) (H) (C) (J) (I) Death Ceremonies UC: God	Ritual (I) Eid al Fitr and Eid Ramadan

RE provision for Early Years links to the following areas for learning: PSED (Personal, Social and Emotional Development) and Understanding the World (People and Communities)

Notes

We use the **cycle of enquiry** to structure the sequence of teaching and learning in RE. Medium Term plans are adapted to suit individual classes/ prior learning/ assessment opportunities. We use the relevant resources from the relevant Understanding Christianity modules to deepen our children's understanding about Christianity, particularly to the contextualise, evaluate and enquiry parts of the cycle.

Remember Living Difference IV is the syllabus we have to follow and Understanding Christianity is a resource to help us with our planning. Its aim is to provide children with a deeper understanding of Christian concepts.

Links between UC and LDIV

- **Making sense of the text** = Apply and Enquire
- **Understanding the impact** = Contextualise
- **Making connections** = Evaluate
- Children's own experiences = Communicate and apply

Religions taught at Preston Candover CE Primary	
Abrahamic	Dharmic
Christianity Judaism Islam	Hinduism
Non religions are discussed where appropriate, particularly in Upper KS2	
Humanism Atheist Agnostic	

Teaching hours

KS1: 36 hours per year (approx. 1 hour a week)

KS2: 45 hours per year (approx.. 1 hour and 15 minutes a week)

RE is blocked into afternoon sessions to allow for thorough discussion and reflection.

Hampshire RE resource boxes are used to support the teaching of RE and their availability is taken into account when planning.

CONCEPT	Y1/2	Y3/4
GOD	1.1 What do Christians believe God is like?	(See 2a.3)
CREATION/FALL	1.2 Who made the world?	2a.1 What do Christians learn from the Creation story?
PEOPLE OF GOD		2a.2 What is it like to follow God?
INCARNATION	1.3 Why does Christmas matter to Christians?	2a.3 What is the Trinity?
GOSPEL	1.4 What is the good news that Jesus brings?	2a.4 What kind of world did Jesus want?
SALVATION	1.5 Why does Easter matter to Christians?	2a.5 Why do Christians call the day Jesus died 'Good Friday'?
KINGDOM OF GOD		2a.6 When Jesus left, what was the impact of Pentecost?

CONCEPT	Y3/4	Y5/6
GOD	(See 2a.3)	2b.1 What does it mean if God is holy and loving?
CREATION/FALL	2a.1 What do Christians learn from the Creation story?	2b.2 Creation and science: conflicting or complementary?
PEOPLE OF GOD	2a.2 What is it like to follow God?	2b.3 How can following God bring freedom and justice?
INCARNATION	2a.3 What is the Trinity?	2b.4 Was Jesus the Messiah?
GOSPEL	2a.4 What kind of world did Jesus want?	2b.5 What would Jesus do?
SALVATION	2a.5 Why do Christians call the day Jesus died 'Good Friday'?	2b.6 What did Jesus do to save human beings? [Y5] 2b.7 What difference does the Resurrection make for Christians? [Y6]
KINGDOM OF GOD	2a.6 When Jesus left, what was the impact of Pentecost?	2b.8 What kind of king is Jesus?

