

EYFS & KS1 Long Term RE Planning 2026-27 (Rotation 3)

26-27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Question	 <u>1.1 GOD:</u> <u>What do Christians believe God is like? (UC)</u>	 <u>Which places are special and why? (WAS)</u>	 <u>1.7 Who is Jewish and how do they live? (PART 2)</u> <u>(WAS)</u>	 <u>F3 SALVATION:</u> <u>Why do Christians put a cross in an Easter garden? (UC)</u>	 <u>Who is Muslim and how do they live? (PART 1)</u> <u>(WAS)</u>	 <u>What does it mean to belong to a faith community? (WAS)</u>
Learning Outcomes	Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) Express a personal response to the natural world.	Make sense of belief: Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuza, on Shabbat) Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	Talk about the key events in the Easter story (Good Friday, Easter Saturday, Easter Sunday). Identify a palm cross and make links to Palm Sunday. Begin to make connections between forgiveness and the death of Jesus. Identify symbols of 'new life' and how this links to the Easter story. Understand why the cross is important to Christians and what it symbolises.	Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action. Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Make sense of beliefs: Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Sequence of learning	What do we already know about God? What happens in the parable of 'The Lost Son'? Can we make connections between the meaning of the Lost Son and beliefs about God the Father? Who in our own lives shows love and forgiveness like God does to Christians? How can Christians show love towards God and each other? What types of Christian prayer are there? Can we link the idea of forgiveness to our own lives?	Where is my special place and why? Where is a special place for Christians and what is inside? Where is a holy place for Muslims to go? (Where is a special place for Jehovah's Witnesses to go?) What is important in a Church and Mosque? What is similar and different about them? What is needed to make a special place of our own?	What stories do Jewish people tell from the Jewish Bible? What does the story of Chanukah make us think about? How do Jewish people celebrate Chanukah? How do Jewish people think about miracles at Chanukah? What have we learned about Jewish people and how they live?	Why is a palm cross a special symbol for Christians? How are crosses used to celebrate Easter at home and at church? What happens in the Easter story? Why is Easter Sunday a happy time for Christians? What have we learnt about the symbol of the cross at Easter time?	Who is important to me? Who do Muslims worship? What is Shahadah? How is Allah described? Who was the Prophet Muhammad (PBUH) and why is he important to Muslims? What do the Prophet Muhammad's (PBUH) stories teach Muslims? How do Muslims treat their holy book? What can people learn from Muslim holy words?	What communities do we belong to? How do Christians, Muslims and Jewish people show they belong? How do Christians, Muslims and Jewish people show love towards one another? How do Christians and Muslims welcome a new baby? How do Christians, Muslims and other groups show belonging when they get married?
Key Vocab	Parable, Bible, forgiveness, Christian, God, Jesus, father, prayer, praise, emotions.	Sacred, holy, special, precious, worship, signs, symbols, artefacts, Church— font, cross, candle, Bible, priest Mosque: washing area, prayer hall, prayer mats, minaret, Allah, Arabic, Qur'an, Imam. Kingdom Hall, Jehovah, Gurdwara, Waheguru.	Synagogue, Shema, Mezuzah, Shabbat, Tenakah Challah bread, Torah, Sukkoth Chanukah, Menorah, Kosher Star of David, Theologian, Philosopher, Sociologist	Easter, Cross, Crucifix, Bible. Palm Sunday, Good Friday, Easter Saturday, Easter Sunday, Holy Week, Jerusalem, king, resurrection, save, Hosanna, vicar, tomb, church, Spring.	Islam, Muslim, Qur'an, Mosque, Arabic, Shahadah, Salah/Salat, Mecca, Imam, Wudu, Prophet, Muhammad, 5 pillars.	Christian, Muslim, Jewish person, symbols, Christening, wedding, Chuppah, community, belonging, baptism, fish/ICHTHUS, holy, sin, dedication, ceremony, Brit Milah, Aqiqah, promise, vow, ketubah.