

# KS2 Long Term RE Planning 2026-27 (Rotation 3)

| 26-27             | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Unit              |  <p><u>What does it mean if God is Holy and Loving? (UC 2b.1)</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                               |  <p><u>What is the Trinity? (UC 2a.3)</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  <p><u>Why is the Torah so important to Jewish people? (WAS)</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  <p><u>What does it mean to be a Hindu in Britain today? (WAS)</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  <p><u>What would Jesus do? (UC 2b.5)</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  <p><u>Unit U2.11 What does it mean to be Humanist in Britain today?</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Learning Outcomes | <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> | <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> | <p><b>Make sense of belief:</b></p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p><b>Understand the impact:</b></p> <p>Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p><b>Make connections:</b></p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p> | <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> </ul> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</li> </ul> | <p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> | <p><b>Make sense of belief:</b></p> <p>Identify some data around numbers of non religious people and specifically Humanists using, for example, Census data</p> <p>Identify some of the core values that motivate some Humanists to strive to make the world a better place</p> <p>Give examples of reasons why Humanists value science and why they reject the existence of God</p> <p><b>Understand the impact:</b></p> <p>Give examples of ways in which Humanists put their beliefs and values into practice</p> <p>Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others</p> <p><b>Make connections:</b></p> <p>Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife</p> <p>Make connections between beliefs and behaviour in their own lives, in the light of their learning.</p> |

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| Sequence of learning | <p>'Everyone has a worldview', what does this mean?</p> <p>What do we already know about God and how would we describe 'God'?</p> <p>What key words may Christians use to describe God and why? (WV lens)</p> <p>How would a theologian explain what God is like? (using texts and people from the bible).</p> <p>What do the features of a church/cathedral teach us about God?</p> <p>Why is God described as being 'Holy' and 'Loving'? Can we use this as guidance in our everyday lives?</p> <p>How are Humanists guided in life?</p> <p>Can we create a piece of art to reflect all we have learned about God and Christian beliefs about Him?</p> | <p>What do we already know about The Trinity?</p> <p>What is water used for and what does it symbolise?</p> <p>What does the Gospel of Matthew teach us about the Trinity? (Role of a Theologian).</p> <p>Which artwork best represents the Trinity and why?</p> <p>What is the difference between infant and adult baptisms?</p> <p>How would we describe the Trinity? (through poetry).</p> <p>Where does The Trinity fit within the Big Story of the Bible?</p> <p>What links can we make between Incarnation and the Trinity?</p> | <p>What different types of Jewish communities are there?</p> <p>What do Jewish people believe about God and how do they learn about God through prayer?</p> <p>What is the Torah and how is it treated?</p> <p>What rules and laws do Jewish people try to live by?</p> <p>How do Jewish people worship in the Synagogue?</p>                   | <p>What do we already know about Sanatan Dharma?</p> <p>What is important to us?</p> <p>What does dharma and sanatan dharma mean?</p> <p>Can we link similarities and differences to our own lives?</p> <p>What information can we recall about puja in the home?</p> <p>How do Hindus worship in the Mandir?</p> <p>What is Diwali, and how is it celebrated in the UK and around the world?</p> <p>What other festivals are celebrated in Hindu communities?</p> <p>What have we learnt about what it is like to be a Hindu in Britain today?</p> <p>What connections can we make to our own lives?</p> | <p>Where does Gospel fit within the 'Big Story of the Bible'?</p> <p>What do we learn from the Gospel texts?</p> <p>What does the story of The Wise and Foolish Builders from Matthew 7:24-27 teach Christians? (Theologian)</p> <p>What are the 15 sayings from the Sermon on the Mount and what do they mean? (Theologian)</p> <p>How do Christians show 'Good News' through prayer?</p> <p>How can Christians follow Jesus' ministry (service) as a 'healer'?</p> <p>How can Christians use the teachings of Jesus to show generosity?</p> <p>What have we learned about 'What would Jesus do'?</p> | New unit taken from 2025 syllabus |
| Key Vocab            | <p>Worldview</p> <p>Old Testament</p> <p>New Testament</p> <p>Genesis</p> <p>God</p> <p>Prophet</p> <p>Holy</p> <p>Loving</p> <p>Cathedral</p> <p>Crucifix</p> <p>Altar</p> <p>Humanist</p> <p>Omnipotent</p> <p>Omniscient</p> <p>Eternal</p> <p>Spirit</p> <p>Theologian</p> <p>Philosopher</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Trinity</p> <p>Jesus</p> <p>Holy Spirit</p> <p>Baptism</p> <p>The font</p> <p>Holy water</p> <p>Gospels</p> <p>Theologian</p> <p>Philosopher</p> <p>Sociologist</p>                                                                                                                                                                                                                                                                                                                                                                | <p>Progressive</p> <p>Orthodox</p> <p>Hashem</p> <p>G-d</p> <p>Yom Kippur</p> <p>Shema</p> <p>Mezuzah</p> <p>Tefillin</p> <p>Adon olam</p> <p>Sefer Torah</p> <p>Siddur</p> <p>Old Testament</p> <p>Kosher</p> <p>Trefah</p> <p>Tenakh</p> <p>Shabbat</p> <p>Synagogue</p> <p>Rabbi</p> <p>Theologian</p> <p>Philosopher</p> <p>Sociologist</p> | <p>Sanatana Dharma, eternal, mur-tis, shrine, deities, puja tray, incense, Bhagavad Gita, aarti, ritual, (punusharthas) dharma, artha, kama, moksha, karma, liberation, reincarnation, rebirth, Mandir, offerings, bhajans, prashad, attributies, community</p>                                                                                                                                                                                                                                                                                                                                           | <p>Gospel</p> <p>Ministry</p> <p>Good News</p> <p>The Beatitudes</p> <p>Preach</p> <p>Sermon</p> <p>Disciples</p> <p>Praise</p> <p>Confession</p> <p>Thanksgiving</p> <p>Leprosy</p> <p>Humanity</p> <p>Generosity</p> <p>Miracle</p> <p>Theologian</p> <p>Philosopher</p> <p>Sociologist</p>                                                                                                                                                                                                                                                                                                          |                                   |