



Religious Education - Long Term Plan

Pupils should be taught to:

EYFS

Religious Education in Early Years should allow exploration of the world and respond to children's natural curiosity about things around them. RE is not part of the statutory curriculum for children in nurseries and early years settings. However, there are elements of religious education which can contribute to the areas outlined in the Early Learning Goals and in the Development Matters for 3-4 years and sets a foundation for learning in RE in Reception classes.

Throughout the year, our EYFS children will be encouraged to ask questions, and explore answers which can:

Support children to develop emotionally, spiritually and morally.

Support their developing thinking skills, both abstract and imaginative.

Help them find out about themselves, their family and community.

Help them to develop a sense of place in their family and community, in the world and in the universe.

Help them learn about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1

- explore through faith stories what religions say about the value of each individual
- observe and/or participate in religious ceremonies connected with important times in life
- explore creation stories from holy books
- consider the ways in which the world is a special place and how faiths say it should be cared for
- explore and discuss sacred stories
- find out about different religious festivals and rituals



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Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

- find out about different ways in which people worship
- explore a place of worship and how the building is used
- find out about different religious festivals and rituals
- find out about how a person of faith lives their life
- explore how values provide rules for living
- explore the idea of committing to a faith
- explore beliefs and find out what people of faith believe
- explore and discuss sacred stories
- identify different ways in which people of faith express their beliefs through use of artefacts, symbols and actions
- explore creation stories from holy books
- ask, think and talk about some big questions of meaning, purpose and truth

Key Stage 2

- investigate the significance of religious festivals and rituals
- explore religious teachings of forgiveness and reconciliation
- explore how people express their beliefs through personal symbols and artefacts
- investigate key teachings of faith founders and make links with key religious beliefs
- explore how values provide rules for living and may be influenced by religious belief
- investigate different forms of worship
- explore the diversity and significance of local religious places to faith groups and members of the community
- explore issues of justice and freedom
- explore religious rituals that show identity and belonging in different religious traditions
- explore commitment as demonstrated in the lives and work of significant people of faith
- explore teachings of significant religious people



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- explore beliefs about how the universe began
- recognise that the Earth is unique and consider the concept of stewardship
- explore how people express their beliefs through personal symbols and artefacts
- investigate the significance of religious festivals and rituals
- explore how values provide rules for living and may be influenced by religious belief
- consider what motivates faith believers to get involved in different causes
- explore teachings of significant religious people
- explore commitment as demonstrated in the lives and work of significant people of faith
- explore how a person of faith may make a special journey
- explore the diversity and significance of local religious places to faith groups and members of the community
- explore issues of justice and freedom
- explore religious teachings of forgiveness and reconciliation
- Investigate different forms of worship
- explore religious rituals that show identity and belonging in different religious traditions
- investigate the life and key teachings of faith founders and make links with key religious beliefs
- consider some ultimate questions

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- providing a broad and balance curriculum to all children



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- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets are challenging and achievable.

GARTON ON THE WOLDS PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Here, at Garton on the Wolds Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements as well as respect and tolerance about religious and moral issues and enhance their spiritual, moral, social and cultural development. We have designed our Religious Education scheme of learning to be bespoke to our school, through the use of local and national faith groups and worldviews.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of our school using our School Vision which is underpinned by our 7 Christian Values. At Garton on the Wolds, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE in promoting the spiritual, moral, social, and cultural development of our children.

Our school curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews

Implementation



At Garton on the Wolds, it has been agreed that having considered the requirements and guidelines presented in the East Riding Agreed Syllabus 2022, the following religions and non-religious worldviews have been selected for study:

- Christianity – Foundation Stage, Key Stage 1 and Key Stage 2
- Judaism – Foundation Stage, Key Stage 1 and Key Stage 2
- Islam – Key Stage 2
- Buddhism – Stage 1 and Key Stage 2
- Humanism – Key Stage 1 and Key Stage 2

As Garton on the Wolds is a Church of England Primary School, Christianity is the predominant religion which is taught within school. As well as following the East Riding Agreed Syllabus for religious education we also use the Church of England resource 'Understanding Christianity' and resources from 'RE Today', with the aim to deepen our students knowledge.

There are no presumptions made as to the religious backgrounds, beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry, discussion and first-hand experiences wherever possible for both staff and children.

Impact

The children at Garton on the Wolds Primary School, through their R.E. learning, are able to make links between their own lives and those of others in their community and in the wider world. Our Christian Values help children develop into caring individuals who value the community of people around them both inside and outside of school. Through weekly R.E. and PSHE lessons our children are developing an understanding of other people's cultures and worldviews. By being taught respect and tolerance towards different ways of life, as well as personal choices by individuals, which they are then in turn able to communicate to the wider community. R.E. offers our children the means by which to confidently understand how other people choose to live and to understand why they choose to live in that way.

LTP 2026-2028 Agreed syllabus



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Religion Education Curriculum

When do our pupils encounter and reenounter Christianity as a diverse global faith?

EYFS	Cycle A Year 1	Cycle B Year 2	Cycle A Year 3	Cycle B Year 4	Cycle A Year 5	Cycle B Year 6
Special People- 	1.1 Belonging Who belongs? 	What do Christians believe God is like? (UC God)	3.1 Remembering Why remember? 	4.1 Communities Where is religion? 	5.1 Expressions 	What does it mean if God is holy and loving?
Why do Christians perform nativity plays at Christmas? (UC Incarnation)	Why does Christmas matter to Christians? (UC Incarnation)	Who is Jewish and what do they believe? RE Today	What is the Trinity? (UC Incarnation)	What does it mean to be a Buddhist today? (RE Today)	Was Jesus the Messiah? (UC Incarnation)	6.1 Justice & Freedom
Special Books	1.2 Worship Why worship? 	2.1 Lead us not into temptation Right or wrong?	3.2 Founders of Faith Who, what and when?	4.2 People who inspire us 	Faith in Action 	What does it mean to be a Muslim? (RE Today)
Why do Christians put a cross in an Easter Garden? (UC Gospel)	What is the good news that Jesus brings? (UC Gospel)	Why does Easter matter to Christians? (UC Salvation)	Why do Christians call the day Jesus died 'Good Friday'? (UC Salvation)	What kind of world did Jesus want?	What difference does the resurrection make? 	6.2 Living a Faith
Special Places 	1.3 Wonderful World Why is the world special?	2.2 Believing What is true?	3.3 Sacred Places What is sacred	4.3 Our World 	5.3 Pilgrimage 	What matters most to Christians and Humanists?
Why is the word 'God' so important? (UC Creation)	Who made the world? (UC Creation)	Questions, Questions? Humanism What are the big questions?	What do Christians learn from Creation? (UC Creation)	What can we learn about right and wrong?	Creation and Science	6.3 Hopes & Visions



Specific Christianity modules



Thematic modules including secular worldviews



Christianity as a global living faith