

RE Long Term Plan 2025-26

Derbyshire Agreed Syllabus

Understanding Christianity

Other Faiths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
A	<p>Key Question F1: Which stories are special and why?</p> <p>Hinduism – Diwali Story Islam – Muhammed stories</p>	<p>Incarnation</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Key Question F5: Where do we belong?</p> <p>Islam - Aqiqah ceremony Hinduism - Raksha Bandhan</p>	<p>Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>God/Creation</p> <p>Why is the word 'God' so important to Christians?</p>	<p>Key question F4: Which times are special and why?</p> <p>Islam – Eid July</p>
B	<p>Key Question F2: Which people are special and why?</p> <p>Guru Nanak, Prophet Muhammad, the Buddha</p>	<p>Incarnation</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Key question F3: Which places are special and why?</p> <p>Islam – Mosque/Mecca</p>	<p>Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>God/Creation</p> <p>Why is the word 'God' so important to Christians?</p>	<p>Key Question F6: What is special about our world?</p> <p>Creation focus</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	KS1					
A	<p>Key Question: 1.3 Who is Jewish and what do they believe?</p>	<p>God What do Christians believe God is like?</p>	<p>Key Question: 1.5 What makes some places sacred? Judaism - Synagogue</p>	<p>Salvation Why does Easter matter to Christians?</p>	<p>Key Question: 1.4 What can we learn from sacred books? Judaism – Torah Noah, Jonah, David and Goliath, Samuel</p>	<p>Creation Who made the world? Key Question: 1.8 How should we care for others and the world, and why does it matter?</p>
B	<p>Key Question: 1.1 Who is a Christian and what do they believe?</p> <p>Key Question: 1.2 Who is a Muslim and what do they believe?</p>	<p>Incarnation Why does Christmas matter to Christians?</p>	<p>Key Question: 1.7 What does it mean to belong to a faith community? Islam - Aqiqah</p>	<p>Key Question: 1.6 How and why do we celebrate special and sacred times? Islam – Eid and Ramadan (fasting/lent link)</p>	<p>Gospel What is the good news Jesus brings?</p>	<p>Key Question: 1.4 What can we learn from sacred books? Islam – Qu’ran</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lower KS2					
	Integrated throughout L2.2 Why is the Bible so important for Christians today? L2.4 Why do people pray?					
A	<p>God/People of God What is it like to follow God?</p> <p>Old Testament Judaism link</p>	<p>L2.1 What do different people believe about God?</p> <p>Hinduism – Diwali, Gods, Creation</p>	<p>Creation/Fall What do Christians learn from the creation story?</p>	<p>Salvation Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p>	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>Christians, Hindus and nonreligious responses (e.g. Humanist)</p>
B	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Christians, Jewish people and non-religious responses (e.g. Humanist)</p>	<p>Incarnation What is the Trinity?</p>	<p>Gospel What kind of world did Jesus want?</p>	<p>L2.3 Why is Jesus inspiring to some people? (Holy Week)</p>	<p>L2.5 Why are festivals important to religious communities?</p> <p>Judaism – Pesach and the Sedar plate</p>	<p>Kingdom of God When Jesus left, what was the impact of Pentecost?</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Upper KS2					
A	<p>God</p> <p>What does it mean if God is holy and loving?</p> <p>Key Question U2.1 Why do some people believe God exists?</p> <p>Key Question U2.7 What matters most to Christians and Humanists?</p>	<p>Key Question U2.6 What does it mean to be a Muslim in Britain today?</p>	<p>Creation/Fall</p> <p>Creation and science: conflicting or complementary?</p>	<p>Salvation</p> <p>What did Jesus do to save human beings? What difference does the resurrection make to Christians?</p>	<p>Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Islam</p>	<p>Kingdom of God</p> <p>What kind of king is Jesus?</p>
B	<p>Key Question U2.4 If God is everywhere, why go to a place of worship?</p> <p>Hinduism/Judaism</p>	<p>Incarnation</p> <p>Was Jesus the Messiah?</p>	<p>Key Question U2.3 What do religions say to us when life gets hard?</p> <p>Hinduism</p> <p>SWITCH</p>	<p>People of God</p> <p>How can following God bring freedom and justice?</p> <p>Judaism connections Moses stories</p>	<p>Key Question U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p> <p>Islam and Hinduism</p>	<p>Gospel</p> <p>What would Jesus do?</p> <p>Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p>

Religious traditions are to be studied in depth as follows: Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:

4–5s EYFS	36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision	Reception Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s KS1	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)	Key Stage 1 Christians and Muslims or Jewish people
7–11s KS2	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)	Christians, Muslims, Hindus and Jewish people
11–14s KS3		Christians, Muslims, Sikhs and Buddhists
14–16s KS4		4 Two religions required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 9611 16–19s RE for all Religions and worldviews to be selected by schools and colleges as appropriate.

Important notes: This is the minimum requirement. Many schools may wish to go beyond the minimum.

- The range of religious groups in the UK. Groups such as Jehovah’s Witnesses, The Church of Jesus Christ of Latter-day Saints, the Bahá’í faith or the Jains are not excluded from study in this scheme for RE. Schools are always advised to make space for the worldviews of the local community, which is why the table above expresses minimum requirements.
- Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions and beliefs.
- Notice the language: Christians rather than Christianity; Hindus rather than Hinduism. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.
- Non-religious worldviews: Good practice in RE, as well as European and domestic legislation, has established the principle that RE in schools without a religious character should be inclusive of both religions and non-religious worldviews.
- However, learning from four religions across a key stage is demanding: the syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth. Schools are encouraged to teach less but teach it better.
- The key questions offered in this syllabus allow for schools to draw in different traditions, where they fit the theme and question, and where there are representatives of those traditions in the school and local community.