



# RE: Long Term Overview

## Cycle B - 2025 to 2026

NYCC planning

Love to Celebrate lessons to supplement NYCC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Which stories are special and why?</b></p> <p>This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.</p>	<p><b>Which people are special and why?</b></p> <p>The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'.</p>	<p><b>Which places are special and why?</b></p> <p>This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and it is incredibly beneficial if the class can go on a visit. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all of their learning to create a special place for the whole class</p>	<p><b>What times are special and why?</b></p> <p>Which times are special and why? This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth. However, teachers may decide to focus on other religious special times depending on their class' needs.</p>	<p><b>Where do we belong?</b></p> <p>This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.</p>	<p><b>What is special about our world and why?</b></p> <p>This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it.</p>
<b>Year 1 &amp; 2</b>	<p><b>Who is a Christian and what do they believe?</b></p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. This unit also allow pupils to study prayer and in particular the Lord's prayer.</p> <p><b>Christianity Harvest</b></p> <p>Children will learn about saying thank you at Harvest time and how Christians show they are thankful during the Harvest festival. They will talk about miracles and why it is important to share.</p>	<p><b>Hinduism Diwali</b></p> <p>Children will be able to describe a mandir and explain how Hindus prepare for Diwali. They will learn about the story of Rama and Sita and what happens during Diwali. From this, they will be able to compare Diwali to other festivals.</p>	<p><b>What makes some places sacred?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims. Within the unit pupils will visit to at least one of the places of worship (not including Christian churches).</p>	<p><b>How do we celebrate special and sacred times?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.</p>	<p><b>What does it mean to belong to a faith?</b></p> <p>This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone</p>	<p><b>Who is Jewish and what do they believe?</b></p> <p>This investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life.</p>
<b>Year 3 &amp; 4</b>	<p><b>Hinduism Ganesh Chaturthi</b></p> <p>Children will learn about Hindu's praying to Ganesh and what puja is. They will learn why Hindus make murtis and what the symbols of Ganesh are. They will learn how to help someone who is different to them and how to overcome obstacles and learn right from wrong.</p>	<p><b>What do different people believe about God?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</p>	<p><b>Why are festivals important to religious communities?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Diwali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam.</p>	<p><b>Christianity Holy Week and Easter</b></p> <p>Children will learn what Palm Sunday is and what the Eucharist symbolises. Children will explain the importance of the cross as a symbol and what happens when someone dies, including the resurrection. The topic finishes by discussing how Christians celebrate Holy Week and Easter.</p>	<p><b>What can we learn from religions about deciding what is right and wrong?</b></p> <p>This investigation starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.</p>	<p><b>Islam Hajj</b></p> <p>Children will learn why Hajj is a special journey for Muslims. They will learn the places and activities associated with Hajj and be able to name the Five Pillars of Islam. They will then compare Hajj to other similar spiritual journeys.</p>
<b>Year 5 &amp; 6</b>	<p><b>Why do some people think God exists?</b></p> <p>This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question-raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life.</p>	<p><b>If God is everywhere, why go to a place of worship?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.</p>	<p><b>Hinduism Holi</b></p> <p>Children will learn what the story of Holika and Prahlad is and how people are treated at Holi. They will learn about the features of weddings and why God is worshipped during special occasions. Finally, they will discuss what happiness means to them.</p>	<p><b>Judaism Passover</b></p> <p>The children will learn how the story of the Exodus shows that God is powerful and how it makes a difference to practicing Jews. They will learn about the Passover meal and talk about rights, responsibilities and freedom. Children will talk about events from the past and discuss whether 'God cares'.</p>	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.</p> <p><b>Islam Ramadan &amp; Eid al-Fitr</b></p> <p>Children will learn how Muslim people observe Ramadan through fasting and why they practice this custom. They will learn about Eid al-Fitr and how it marks the end of Ramadan.</p>	<p><b>Christianity Pentecost</b></p> <p>Children will explain what happens at Pentecost and what the fruits of the Spirit are. Children will discuss the Holy Spirit and how we can work as part of a community to show belief in action.</p>



# RE: Long Term Overview

Cycle A – 2026 to 2027

NYCC planning Love to Celebrate lessons to supplement NYCC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Which stories are special and why?</b></p> <p>This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.</p>	<p><b>Which people are special and why?</b></p> <p>The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'.</p>	<p><b>Which places are special and why?</b></p> <p>This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and it is incredibly beneficial if the class can go on a visit. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all of their learning to create a special place for the whole class</p>	<p><b>What times are special and why?</b></p> <p>Which times are special and why? This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth. However, teachers may decide to focus on other religious special times depending on their class' needs.</p>	<p><b>Where do we belong?</b></p> <p>This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.</p>	<p><b>What is special about our world and why?</b></p> <p>This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it.</p>
<b>Year 1 &amp; 2</b>	<p><b>Who is a Muslim and what do they believe?</b></p> <p>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p> <p><b>Islam</b> <b>Milad un Nabi</b></p> <p>Children will learn about Muhammad's life and why Muslims find him important. Children will show how to be honest, trustworthy and a good leader. They will also discover who is special to them and how to respect similarities and differences between people.</p>	<p><b>Christianity</b> <b>Christmas</b></p> <p>Children will learn what an advent wreath is and why the Christmas story is special. They will learn about the importance of giving gifts and how it spreads joy. Traditions of Christmas will be explored and why Jesus is called the light of the world?</p>	<p><b>What can we learn from sacred books?</b></p> <p>This investigation enables pupils to find out about sacred books from more than one religion. Pupils may study the Bible and the Torah or the Bible and the Qur'an rather than looking at all three sacred books.</p>	<p><b>How can we celebrate special and sacred times?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.</p>	<p><b>Sikhism</b> <b>Anand Karaj</b></p> <p>Children will learn about weddings and how promises are made at different points in your life. They will then compare this to a Sikh wedding and discuss whether all weddings are the same.</p>	<p><b>How should we care for the world and why does it matter?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying Bible stories, the lives of believers such as Dr Barnardo, Mother Teresa or a local believer, the Jewish practice of Tzedakah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity through the use of art and music.</p>
<b>Year 3 &amp; 4</b>	<p><b>Hinduism</b> <b>Janmashtami</b></p> <p>Children will learn why Hindu worship different gods. They will discover who Krishna was and about the festival Janmashtami. They will explore the purpose of such an occasion and how music and dance is important.</p>	<p><b>Why is Jesus inspiring to some people?</b></p> <p>This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians –and by many other people too.</p>	<p><b>Judaism</b> <b>Shabbat</b></p> <p>Children will learn how Jesus believe the world was created and how they think the world was created. They will learn about the day of rest as Jewish Person and what they customs are of Shabbat. Discovering how people care about plants and animals will finish this topic.</p>	<p><b>Christianity</b> <b>Holy Week &amp; Easter</b></p> <p>Children will learn what Palm Sunday is and what the Eucharist symbolises. Children will explain the importance of the cross as a symbol and what happens when someone dies, including the resurrection. The topic finishes by discussing how Christians celebrate Holy Week and Easter.</p>	<p><b>What does it mean to be a Christian in Britain today?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p>	<p><b>Islam</b> <b>Eid ul-Adha</b></p> <p>Children will learn about the story of Ibrahim and Ishma'il and about the celebration Eid-ul-Adha. The importance of charity will be discussed and what the word sacrifice means. Children will discuss the similarities and differences between the texts they have read.</p>
<b>Year 5 &amp; 6</b>	<p><b>Judaism</b> <b>Rosh Hashanah</b></p> <p>Children will discuss the importance of repentance and forgiveness. They will describe the customs of Yom Kippur and how objects are used in a synagogue. By also discussing Rosh Hashanah they will be able to compare how different religions ask for forgiveness.</p>	<p><b>What would Jesus do?</b></p> <p>This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.</p>	<p><b>Islam</b> <b>Lailat al Miraj</b></p> <p>Children will learn why Jibreel washed Muhammad's heart clean and what a prophet is. They will learn about Jannah and why Salat is one of the five pillars of Islam. They will discover the different opinions about Muhammad's journey and why stories in holy texts are important to believers.</p>	<p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <p>This investigation enables pupils to learn in depth from two different religions (Islam and Christianity) about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.</p>	<p><b>What matters most to Christians and Humanists?</b></p> <p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a non-religious way of life means, both similar to and different from.</p>	<p><b>Hinduism</b> <b>Kumbh Mela</b></p> <p>Children will learn the story behind the Kumbh Mela and it is similar to other religious pilgrimages. They will find out why there are four different pilgrimage sites. They will discuss their thoughts about karma and what challenges are faced by Naga Sadhus. They will explain the way the Ganges is used in everyday and religious life.</p>