

RE- Long Tem Plan

2025 - 2026








RE at Croyland primary school is designed to enable all pupils to have an understanding of and empathy for the faith or beliefs of individuals and communities in a way that is both academically challenging and personally inspiring.

We have adopted the Northamptonshire agreed Syllabus for RE. We supported the local authority in developing the syllabus. Our Long Term Plan has been devised to ensure that we build on key concepts from Reception to Year 6, meaning that children are able to make connections, knowing more and remembering more over time.



















The Syllabus has been designed, ensuring a proportionate balance between the **disciplinary lenses** of: Theology, Social Sciences and Philosophy. RE teaching is then underpinned by ensuring that children can consistently build on knowledge through the planned syllabus:



















- ‘Substantive’ knowledge: knowledge about various religious and non-religious traditions
- ‘Disciplinary’ knowledge: pupils learn ‘how to know’ about religion and non-religion
- ‘Personal knowledge’: pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

Core concepts

| 1. Beliefs and believing | 2. Words and Wisdom | 3. Respecting Places and the World | 4. Experience and Behaviour | 5. Leading a Good Life | 6. Continuity, Change, and Diversity | Vocabulary |
|--|--|---|---|---|---|---|
| The connection between identity, community, and faith, and how belief shapes personal identity | The study of sacred texts and teachings across religions and how they guide followers. | Reverence and responsibility towards sacred places and the natural world. | How religious experiences influence actions and moral decisions. | Ethical teachings within religions and philosophies on living morally good lives. | How religious beliefs evolve over time while maintaining continuity, and the coexistence of diverse perspectives. | |
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The RE progression map sets out how we have ensured that children are able to revisit and retrieve these key concepts throughout their schooling between and within units. We talk about these core concepts in our teaching, alongside the focussed Lens in order to develop meta cognition, connection making, and to build a knowledge schema.

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| EYFS | Unit Title | Where do we belong and what makes it special? | Why is the nativity story important to Christians? | What special times do we celebrate? | Why is Easter an important time for Christians and what special things to they do at Easter? | What stories are special and why? | What is special about the world? |
| | Focus lens | Philosophy | Theology | Social Sciences | Theology | Social Sciences | Philosophy |
| | Core Concept(s) |  |  |  |  |  |  |
| Year 1 | Unit Title | How do people know how to treat each other? | What do Christians say God is like? | Part 1: Diversity within Judaism: What do Jews believe and how may they live? | How can we care for the world? | Part 2: Diversity within Judaism: What do Jews believe and how may they live? | Why are holy books special to Christians and Jews? |
| | Focus lens | Philosophy | Theology | Social Sciences | Theology | Social Sciences | Philosophy |
| | Core Concept(s) |  |  |  |  |  |  |
| Year 2 | Unit Title | Part 1: Diversity within Islam: What do Muslims believe and how may they live? | Is Christmas only special to Christians? | Part 2: Diversity within Islam: What do Muslims believe and how may they live? | How do festivals bring people together? | What do different people believe about forgiveness? | Why are holy places special to some people? |
| | Focus lens | Theology | Philosophy | Social Sciences | Social Sciences | Philosophy | Theology |
| | Core Concept(s) |  |  |  |  |  |  |
| Year 3 | Unit Title | Diversity within Hindu Dharma: What do Hindus believe and how may they live? | How and Why are people welcomed into different communities? | Diversity within Hindu Dharma: What do Hindus believe and how may they live? | Why is Jesus a special person to some religious people? How might this help Christians lead a good life? | What do Jews learn about Passover? What special things might they do? What are Jewish food laws (Kashrut)? | How do beliefs and ideas about land shape the way human beings live? |
| | Focus lens | Theology | Philosophy | Social Sciences | Theology | Social Sciences | Philosophy |
| | Core Concept(s) |  |  |  |  |  |  |

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|--------|------------------------|---|---|---|---|--|--|
| Year 4 | Unit Title | Part 1: What is a Humanist? What matters most to a Humanist? | What do different people do in difficult times? What impact might it have on them? | Part 2: What is a Humanist? What do they believe about leading a good life? | What do Christians learn about the incarnation of Jesus? Do all Christians agree? | What are the five pillars of Islam and how do Muslims live by them? | What do different people believe about the creation of the world? |
| | Focus lens | Theology | Theology | Social Sciences | Philosophy | Social Sciences | Philosophy |
| | Core Concept(s) |  |  |  |  |  |  |
| Year 5 | Unit Title | What is a worldview? What are the worldviews of people where I live? | What is the role and impact of the Mandir on the lives of Hindus and the local community in your area and around the world? | Is Easter a commemoration or a celebration for Christians? | What is life like for Sikhs in Britain today? | Why is Prophet Muhammad so special to Muslims? How might this help Muslims lead a good life? | What do different people believe about what happens when you die? How might this impact the way they behave in life? |
| | Focus lens | Social Sciences | Theology | Theology | Philosophy | Social Sciences | Philosophy |
| | Core Concept(s) |  |  |  |  |  |  |
| Year 6 | Unit Title | Are science and religion in conflict when it comes to creation? | What do Hindus believe about the cycle of life and death? How does it impact their lives? | Why is Jerusalem a sacred place to people who follow Abrahamic religions? | Why is it important for Muslims to fast in Ramadan? How does Ramadan impact Muslims' lives? | Should we be able to use the natural world as we wish? | What does it mean to be a Christian? Exploring diverse beliefs and practices. |
| | Focus lens | Philosophy | Social Sciences | Theology | Social Sciences | Theology | Philosophy |
| | Core Concept(s) |  |  |  |  |  |  |