





























 <p>RE MTP culture & community</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Spiritual</p>	<p>Moral</p>	<p>Social</p>	<p>Cultural</p>
<p>Phase 2 3 Year Rolling Plan Year A 2024 - 2025 Year 2027 - 2028</p> <p>Autumn</p> <p>cause & effect </p>	<p>Should we always forgive?</p> 	<p>Conscience Penance Repentance Penal Reform Corporal Punishment Capital Punishment</p>	<p>Children listen to a simple story about forgiveness and talk about how the characters showed kindness.</p> <p>Children consider if there are wrongs that can not be forgiven. What might they be? Teach the Parable of the Unmerciful Servant.</p> <p>See Mathew 6:14-15</p>	<p>Children learn that there are consequences for actions. Children know that consequences are proportionate to the action (i.e. time out, missing break time, for adults - community service or prison)</p>	 <p>Children learn the meaning of forgiveness. Debate whether any action can be forgiven.</p> <p>Children recognise when they have hurt someone and learn simple ways to say sorry and forgive.</p>	<p>Children have explored whether forgiveness looks different in different religions. Compare Catholicism and Sikhism.</p>
<p>Phase 2 3 Year Rolling Plan Year A 2024 - 2025 Year 2027 - 2028</p> <p>Spring</p> <p>comparison </p>	<p>If there is a God, why do bad things happen in religious stories?</p> 	<p>Faith Belief Moral Comfort Sadness Hope Kindness Symbol Parable Community</p>	 <p>Study the story of Kisa Gotami (The Mustard Seed) from the Buddhist faith.</p> <p>Children understand that we all experience sad things from time to time.</p>	<p>Children know Faith is a comfort and can be a healer for some. Children compare The Mustard Seed to The Monkey King or The Hungry Tigress.</p> <p>Biblical characters</p>	<p>Introduce simple symbols linked to the stories (mustard seed, lotus flower, candle) to help children understand key ideas of faith and comfort.</p>  <p>Children know that religious stories are similar to morals and can say what is the same and different.</p>	<p>Children reflect in how this story help people who are sad?</p> <p>challenge </p> <p>Children can retell a religious story with a moral.</p> 
<p>Phase 2 3 Year Rolling Plan Year A 2024 - 2025 Year A 2027 - 2028</p> <p>Summer</p> <p>culture & community </p>	<p>Is it ok to be different?</p> 	<p>Unique Similar Different Respect Inclusion Tradition Custom Opinion Feelings Community</p>	<p>Children know that people believe in different faiths and can name a range of religions and their deity.</p> <p>Children learn that having different beliefs and opinions brings diversity to the community.</p>	<p>comparison </p> <p>Children can explain how two different faiths are similar and different.</p> <p>Children demonstrate an understanding of respect and diversity through sharing opinions and listening to others.</p>	 <p>Children demonstrate their understanding and acceptance of difference through a social action project.</p>	 <p>Children understand that differences can be visual, emotional or faith related. Children know the importance of celebrating in groups or families (i.e. birthdays, Eid, Ramadan)</p>

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<p>Phase 2 3 Year Rolling Plan Year B 2025 - 2026 Year B 2029 - 2030</p> <p>Autumn</p> <p>comparison </p>	<p>Which stories are important to people of faith?</p> 	<p>Story Bible Festival Diwali Old Testament New Testament Compare Faith Moral Celebrate</p>	<p>Children learn about key bible stories eg Old Testament: Daniel in the Lion's Den, Joseph, David and Goliath.</p> <p>New Testament: Feeding of the 5000, Calming the Storm, The Prodigal Son, The Good Samaritan.</p>	<p>Children sequence the text and recall characters.</p> <p>Children learn the moral lessons in some religious stories.</p>	<p>Children understand that people gather in special places (e.g., church) to hear and share stories.</p> <p>Diwali</p> <p>Children know why Hindu's celebrate Diwali and Christians celebrate Christmas.</p> 	<p>Children compare the Bible stories to Hindu stories (Rama and Sita)</p> <p>Children learn the importance of stories in religious Festivals.</p>
<p>Phase 2 3 Year Rolling Plan Year B 2025 - 2026 Year B 2029 - 2030</p> <p>Spring</p> <p>culture & community </p>	<p>Who is important to you?</p>  	<p>Characteristic Moral Bible Samaritan Qualities</p>	<p>Children learn stories from The Bible relating to special people i.e. The good Samaritan.</p>	<p>Children can retell the Bible story that focuses on a special person</p> 	<p>Children can explain how different people show care and support in their lives.</p>  <p>Children recognise, name and describe the characteristics of people who are important to them.</p>	<p>Children know people in their lives who are important and can name them e.g. parents, teachers, doctors, nurses etc. Children discuss what makes a particular person important.</p>
<p>Phase 2 3 Year Rolling Plan Year B 2025 - 2026 Year B 2029 - 2030</p> <p>Summer</p> <p>comparison </p> <p>cause & effect </p>	<p>Where can we worship?</p> 	<p>Christian Church Symbol Moral Artefact Mosque Temple</p>	<p>Children experience going to a Christian Church. Know that the Church is a symbol of Christian community.</p> <p>Recognise and name some religious symbols and artefacts.</p> 	<p>Children understand: What is a moral code and why should we live by one? Do we need to be in a religious building to live by a good moral code?</p> 	<p>Children know what happens during a church service. They understand the importance of prayers to people with a faith.</p> <p>Children hear the Lord's prayer and learn the vocabulary associated with this.</p>	<p>Children compare a Mosque to a Church and identify what is the same and what is different. Virtual mosque</p>



Vocabulary

Spiritual

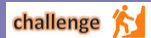
Moral

Social

Cultural

Phase 2
3 Year Rolling Plan
Year C 2026 - 2027
Year C 2030 - 2031

Autumn



Why should I say sorry?



Apology
Acceptance
Forgiveness
Genuine
Compassion
Empathy
Understanding
Healing
Trust
Humility
Respect
Reconciliation

Children know that their actions have consequences.

Study Jonah and the Whale – bible story and Sorry Really Sorry by Joanna Cotler



Children can explain what good choices look like in relation to relationships.

Children Explore why it is important to say sorry and mean it.

Children will understand that their actions affect others and will be able to explain why saying sorry is important for repairing relationships and restoring fairness.

Children Understand that in a social situation you have to make good choices for a happy society.

Consider school “rules”
Respect, Ready, Safe.



Children can understand how we say sorry in British culture.
Cards, gifts, physical display (hug)

Phase 2
3 Year Rolling Plan
Year C 2026 - 2027
Year C 2030 - 2031

Spring



How do Christians believe the world began?



Creation
Garden of Eden
Genesis
God
Light
Earth
Animals
Adam
Eve
Serpent

Children learn about the story of creation in the Bible .



Children Learn that this is not what everyone believes.
Children learn that scientists believe in the big bang theory.
Children know how to respect others’ ideas even when they are different from their own.

Children read traditional hymns:
All Things Bright and Beautiful.
He’s Got the Whole World in His Hands.

Children can compare the Christian creation story to the Hindu story of Brahma.
Children demonstrate their own belief relating to Creation.



Phase 1
3 Year Rolling Plan
Year C 2026 - 2027
Year C 2030 - 2031

Summer



Are we all the same?



Similarities
Differences
Compare
Contrast
Religious Beliefs
Traditions
Values
Culture


Children explore how their families, traditions, and celebrations may be similar or different to those of others.

Identify the things that are important in their own lives and compare these to religious beliefs



Children can ask questions about puzzling aspects of life




Children recognise some similarities and differences between each other.

Children begin to explain how people’s values and beliefs influence the choices they make in everyday life.

Children begin to understand that children around the world value things differently.



Vocabulary

Spiritual

Moral

Social

Cultural

Phase 3
3 Year Rolling Plan
Year A 2024 - 2025
Year A 2027 - 2028

Autumn



Should we all be equal?

Equality
Persecution
Holocaust
Discrimination
Belief

cause & effect

Consider events that have happened in recent history that are related to religions . Holocaust, Israel and Gaza.
Children discuss why Religions and conflict are sometimes interwoven.

chronology



Children know about the Human Rights Act of 1998 and that people have a right to Freedom of religion and political belief.

Children identify how we can encourage integration of religion and culture in our society through sport, art and education.



Children understand the term Religious equality.
Children understand that religious extremists are often politically motivated views.

Phase 3
3 Year Rolling Plan
Year A 2024 - 2025
Year A 2027 - 2028

Spring

challenge

If there is a God why do bad things happen to people?



Human nature
Multicultural
Tolerance
Diversity



Children can consider how faith helps people through times of difficulty.

Children know that religious stories teach the reader about sin.

Understand what some believe to be sins.

Understand how different faiths view sin.

Children know some strategies that people use to deal with negative emotional events.

Know that there are people and groups who help others in times of need.

Children work collaboratively to help people in need through social action. (raise money for a charity)



Phase 3
3 Year Rolling Plan
Year A 2024 - 2025
Year A 2027 - 2028

What does it mean to be multicultural?



Multicultural
Respect
Diversity
Beliefs
Religion
Faith
Tolerance

Children know how religious beliefs shape the lives of individuals and communities.

Children know that some teachings and beliefs are shared between religions.

Children can identify how peace and conflict are affected in some multicultural societies.



comparison

Children can compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.

culture & community

Children can identify ways in which multiculturalism is visible in Britain. (food, celebrations, music, language, customs)



Vocabulary

Spiritual

Moral

Social

Cultural

Phase 3
3 Year Rolling Plan
Year B 2025 - 2026
Year B 2028 - 2029

Autumn

What do key stories in holy books have in common?



Culture
Heritage
Legacy



Children recap stories they know from KS1 (Christian Bible stories and compare these to famous stories from other religions eg Rama and Sita – Hindu, The Blind Men and the Elephant – Buddhism, The Binding of Isaac – Judaism, Malik Bhago and Lalo Sikhism

Children learn the moral lessons in some religious stories

Children understand the importance of the retelling of stories. (Pre technology)



Children learn that people with different beliefs and opinions can live in peace

Phase 3
3 Year Rolling Plan
Year B 2025 - 2026
Year B 2028 - 2029

Spring

Do all religions have an inspirational figure?



Sikh
Sikhism
Christian
Christianity
Similarities
Difference

Different religions have figures who are considered inspirational.

Children learn the significance of 2 religious figures e.g. Jesus, Mohammed, Guru Nanek

Recall and retell stories about inspirational religious figures.

Children can compare two inspirational religious figures from different religions i.e. Jesus compared to Guru Nanek.



Recognise, name and describe the characteristics of figures from different religions

Phase 3
3 Year Rolling Plan
Year B 2025 - 2026
Year B 2028 - 2029

Summer

Do all places of religious worship look the same?



Mosque
Muslim
Temple
Prayer

Children to visit a mosque or other religious building near by and talk to a leader from this religion – compare with what they know of the Christian Church.

Virtual tours

Children know what a moral code is – Explore the 10 commandments and relate this to a moral code.

Compare this to the moral code from a different religion – e.g. pillars of Islam Or Hindu – Sanatana Dharma




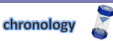


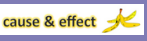







Children know that the Church supports communities in ways other than communal service. I.e charity work



Compare a Catholic Church and Quaker chapel

Identify similarities and difference Identify how beliefs are symbolised in religious buildings



 <p>RE MTP</p> 		<p>Vocabulary</p>	<p>Spiritual</p>	<p>Moral</p>	<p>Social</p>	<p>Cultural</p>
<p>Phase 3 3 Year Rolling Plan Year C -2026 - 2027 Year C 2029 - 2030</p> <p>Autumn</p> 	 <p>Why is storytelling important in religion?</p>	<p>Conscience Meditation Curiosity Respect</p>	<p>Revisit stories of religions they learnt previously.</p> <p>Consider why these stories have survived.</p> <p>Understand that the retelling of a story verbally may change the story overtime.</p>	<p>Children are able to discuss their opinions and listen to others respectfully.</p>	 <p>Children understand how the use of images in stories can maintain key information.</p>	<p>Children explore the use of stained glass windows and frescos in story telling.</p> <p>Children can identify famous religious artworks such as the Sistine chapel, Statues of Buddha and Rembrant's Moses.</p>
<p>Phase 3 3 Year Rolling Plan Year C -2026 - 2027 Year C 2029 - 2030</p> <p>Spring</p> 	 <p>Why are some people seen to be inspirational in religion?</p>	<p>Spiritual Inspirational Belief Compare Religion Leader</p>	<p>Different religions have people who are considered spiritual leaders e.g. Mother Theresa, Dali Lama, Gandhi, Pope ect.</p>	<p>Recognise and express feelings about their beliefs. Relate these to religious beliefs and compare with those of spiritual leaders.</p>	<p>Children can give reasons to explain which spiritual leader they most align with.</p> 	 <p>Consider people in British culture that are leaders. Compare these leaders with spiritual leaders. Discuss why these people are considered inspirational.</p>
<p>Phase 3 3 Year Rolling Plan Year C -2026 - 2027 Year C 2029 - 2030</p> <p>Summer</p>	<p>Do you need a building to worship?</p> 	<p>Mediatate Sing Chant Serving Others</p>	 <p>Children consider different kinds of worship and where they take place.</p> <p>Formal prayer, Meditation, Pilgrimage</p> 	<p>Children look at how worship informs religious beliefs - eg look at people who dedicate life to prayer - monks, nuns ect.</p>	<p>Children know what a 'sacred space' is and what this might look like for different religions.</p> <p>Develop awareness of similarities and differences in religion.</p> 	<p>Children consider different kinds of worship they have seen, and what if any they would like to participate in and why.</p> <p>Look at Judaism and how this faith believes in prayer at home as well as the Synagogue.</p>