

St Anne's C of E Primary Religious Education Long Term Plan 2026-2031



Intent

Quality Christian Worship and RE are valued and are an essential part of the school curriculum. Through both RE and Collective Worship the children will gain a sound knowledge and understanding of the Christian faith. They are given opportunity to explore their own thoughts and feelings.

Implementation

With the support of the locally agreed syllabus and units from the ' Understanding Christianity' resource to further deepen the children's understanding of Christianity, we aim as a school to give the children the opportunity through RE to learn about, understand and respect other cultures and beliefs. Questioning and the development of thinking skills will be an important element of the teaching process alongside developing each child's spirituality within their own context. RE is enhanced through visits and incoming visitors with the anticipation that children gain knowledge and understanding of faiths in our world today. We approach RE in a variety of ways and we feel it is important for our children to ask questions and to learn that we are not all the same but everything we have to say is valued.

The school fosters close links with St Anne's Church. Rev Dave and Millie Archer (Children's and Family Worker) lead worship once a week; worship on other days is led by a member of the teaching staff.

R.E. is also taught as an integral part of general education, and relates closely to the moral and spiritual "ethos" of the school which permeates all that we do. The Scheme of Work illustrates the key religion to be studied within a term and the connections to be made as well as our values on a half termly basis.

Impact

The children at St Anne's enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children make links between their own lives and those of others in their community and in the wider world. They develop a broad and balanced understanding and awareness of the world around them; of other people's cultures and ways of life. Children acknowledge the diversity, religions and beliefs of their local community, and know their own value in adding to this. Children are confident in discussing philosophical questions and know how to be respectful as a listener. They are sensitive to the views and beliefs of others. They know that they are in a community where their own thoughts, views and beliefs are valued and are safe to be shared. Our children leave St. Anne's with a strong sense of belonging, with the confidence and skills to make decisions, to self-evaluate, and to continue to ask important questions.

Understanding Christianity

The Understanding Christianity materials are intended to support teachers in teaching about Christianity in Religious Education. Its themes offer:

- A theological and conceptual basis, taking seriously Christian accounts of the 'big story' of salvation and the relationship of the reader/pupil to these texts
- A clear outline of core knowledge 'building blocks' in relation to Christianity, to enable teachers to see what pupils should know, understand and be able to do
- Support for teachers who have little or no theological training, through straightforward essential background information for the teacher about Christian concepts, theology and practice;
- A teaching and learning approach to enable pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world

St Anne’s C of E Primary Religious Education Long Term Plan 2026-2031					
Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retrieval of Prior Learning					
Recall ‘All about me’ transition.	Describe their favourite stories Suggest and describe a special place to them.	Suggest and describe a special place to them.	Suggest and recall key members of their family and friends.	Recall key stories from A2.	Suggest and describe our local area and the world.
Notts Syllabus Learning 2026-2031					
F5 - Who are we and how do we belong?	F4 - What times are special and why?	F3 - What places are special and why?	F2 - Which people are special and why?	F1 - Which stories are special and why? link with Creation	F6 - Our Wonderful World:how can we care for living things and the earth? (Christianity, Judaism, Non Religious World Views)
Understanding Christianity Learning					
	Why do Christians perform nativity plays at Christmas? Incarnation		Why do Christians put a cross in an Easter garden?(F3) (Salvation)		Creation F1 – why is the word God so important to Christians?
Additional Learning for St Anne’s					
Harvest	Nativity		Easter Pilgrimage		
Outcomes					

Children think about their own identity and communities and the ways we all depend upon each other. They discover how some children belong to a religious community, and find out about different baby welcoming ceremonies. They think about questions like: Where do I belong? Do we all belong to God?	- Children are introduced to the ‘how and why’ of celebrations and festivities from different religions and worldviews. Example: Christmas, Easter, Divali, Eid Al Fitr, Pesach, Guru Nanak’s Birthday. They find out what is being celebrated and how these festivals express the values of a religion or worldview. - Retell the nativity story - Explain why Jesus is special to Christians. - Christians believe God came to Earth in human form as Jesus. - Christians believe Jesus came to show that all people are precious and special to God.	Children explore what holy buildings and places of worship there are locally and discover and find out about what makes these places special for some, thinking also about their own ‘special places’. Examples: school visits to Southwell Minster, or to a local synagogue, mosque, mandir or church. Some globally famous examples could be included.	- Children find out about people who help us and people who we might admire for their goodness, including key figures from religious traditions and local examples of those who serve in religious and non-religious communities. Examples might include Rabbis, Imams or Church Ministers as well as those famous from religious history. - Learn a palm Sunday Song e.g. sing Hosanna - Retell the story of Palm Sunday - Know the key days of Holy week inc. Good Friday, Easter Saturday and Easter Sunday. - Christians remember Jesus’ last week at Easter. - Jesus’ name means ‘He saves’ - Christians believe Jesus came to show God’s love. - Christians try to show love to others.	Children find out about key stories from different faiths and use their skills to explore, enjoy and engage with these narratives. Examples: Jesus born in Bethlehem, the Lost Sheep, Moses in the Bulrushes, Muhammad at Makkah, the stories of Lakshmi and Rama and Sita at Divali, stories of Guru Nanak as a boy.	- Children discover how the natural world can inspire us, and think about the animals, birds, plants and places that are precious to us. From stories of creation, they begin to explore our place in the world and the importance of caring for the earth and the world of nature. They think about questions such as: did God make everything? How can we preserve and care for animals and nature? - Explain that God is important to Christians - Explain how Christians show that God is important to them e.g. pray, sing. - The word God is a name. - Christians believe God is the creator of the universe. - Christians believe God made our wonderful world and so we should look after it.
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St Anne's C of E Primary Religious Education Long Term Plan 2026-2031

Year 1

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Retrieval of Prior Learning

- The word God is a name.
- Christians believe God is the creator of the universe.
- Christians believe God made our wonderful world and so we should look after it.

- Retell the nativity story
- Explain why Jesus is special to Christians.
- Christians believe God came to Earth in human form as Jesus.
- Christians believe Jesus came to show that all people are precious and special to God.

- Children find out about people who help us and people who we might admire for their goodness, including key figures from religious traditions and local examples of those who serve in religious and non-religious communities. Examples might include Rabbis, Imams or Church Ministers as well as those famous from religious history.

- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves'
- Christians believe Jesus came to show God's love.
- Christians try to show love to others.

- Children find out about key stories from different faiths and use their skills to explore, enjoy and engage with these narratives. Examples: Jesus born in Bethlehem, the Lost Sheep, Moses in the Bulrushes, Muhammad at Makkah, the stories of Lakshmi and Rama and Sita at Divali, stories of Guru Nanak as a boy.

- Explain that God is important to Christians
- Explain how Christians show that God is important to them e.g. pray, sing.

Notts Syllabus Learning 2026-2031

1.1 - Celebrating
(Christians & Jewish people.)

1.2 - Caring. (Christians and Jewish people. Non-religious worldviews such as Humanism can also be considered.)

1.4 - Easter
linked with
Why does Easter matter to Christians?(1.5)
(Salvation)

1.3 -Stories of Jesus
(God)
(Gospel)

1.5 - Churches & Synagogues

Understanding Christianity Learning

What do Christians believe God is like?(1.1)
(God)
(Gospel)

Why does Christmas matter to Christians?
(Incarnation)

(Creation) (Gospel)

1.4 - Easter
linked with
Why does Easter matter to Christians?(1.5)
(Salvation)

Additional Learning for St Anne's

Harvest

Half-termly Godly Play session.

Half-termly Godly Play session.

Easter Pilgrimage
Half-termly Godly Play session.

Half-termly Godly Play session.

Visit to St Anne's Church
Half-termly Godly Play session.

Half-termly Godly Play session.

Outcomes					
- Recall the parable and people's feelings. - Share the impact of the parable for Christians. - Explain what Christians believe God is like and why they choose to live their lives as they do. - Share a prayer. - Explain feeling associated with forgiveness. - The story of Jonah – Godly Play.	- Retell a story that lies behind a festival. - Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community. - Give an example of a big day in their own lives and talk about what made it special. - The Nativity Story – Godly Play	- Recall and name the main characters in RE stories they have heard. - Respond to ideas and values such as care, kindness and generosity with simple ideas of their own. - Give an example of how a person can show their values in a religion or in their own lives.	- Retell key events from the stories of Holy Week and Easter in the Bible (A1). - Respond personally and thoughtfully to the emotions and beliefs of Holy Week and Easter (B2). - Express an idea of their own about the big themes of the story: 'Good' Friday, because Jesus forgave those who killed him. Jesus' empty grave and Christian beliefs that Jesus is alive, and promises new life to his followers (C3). - Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	- Recall and name key figures and ideas in two or more stories of Jesus they have learned. - Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own. - Find out more about Jesus, inferring a simple idea or belief about what made him special from a story.	- Recognise that holy buildings house symbols and are a place of worship, and are connected to beliefs about worshipping God: talk about these connections. - Ask questions about what happens and why in holy buildings. - Express ideas of their own about why some people go to holy buildings.

St Anne's C of E Primary Religious Education Long Term Plan 2026-2031					
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retrieval of Prior Learning					
Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.	Retell a story that lies behind a festival. Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community. Give an example of a big day in their own lives and talk about what made it special. The Nativity Story – Godly Play	Recall and name the main characters in RE stories they have heard. Respond to ideas and values such as care, kindness and generosity with simple ideas of their own. Give an example of how a person can show their values in a religion or in their own lives.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Recall and name key figures and ideas in two or more stories of Jesus they have learned. Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own. Find out more about Jesus, inferring a simple idea or belief about what made him special from a story.	Recognise that holy buildings house symbols and are a place of worship, and are connected to beliefs about worshipping God: talk about these connections. Ask questions about what happens and why in holy buildings. Express ideas of their own about why some people go to holy buildings.
Notts Syllabus Learning 2026-2031					
2.1 - Local Christianity		2.2 - Jewish Beliefs		2.3 - Humanists	2.6 - Torah and Bible stories. Judaism & Christianity
Understanding Christianity Learning					
	What is the good news that Jesus brings?(1.4) (Gospel) Why does Christmas matter to Christians (1.3 – Digging Deeper (incarnation)	Who made the world? (1.2) (Creation)	What does Easter mean to Christians? (Digging Deeper) (Salvation)		
Additional Learning for St Anne's					
Harvest	Church Personnel to discuss the significance of birth	Judaism Experience Day	Easter Pilgrimage	Visit to Church – focus Old Testament	

Outcomes					
• Suggest some reasons why it matters to people to belong to groups and communities such as Nottingham / Shire churches. • Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging? What makes belonging to each other valuable?	• Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	• Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal). • Retell the story of Genesis 1 and suggest meanings and messages from the story. • Ask questions about God for themselves – the bigger the better. • Find out more about Jewish beliefs and ways of talking about God, responding for themselves to the ideas. • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world.	• Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	• Describe some Humanist ideas and practices (A1). • Recognise and respond to big questions about our lives (B3). • Say clearly what matters to them and to others, including Humanists – and consider what doesn't matter so much (C3).	• Retell stories from the Jewish Bible skilfully, suggesting meanings and messages in the stories. • Ask questions about the stories they study, and suggest answers that respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? • Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.

St Anne’s C of E Primary Religious Education Long Term Plan 2026-2031					
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retrieval of Prior Learning					
Suggest some reasons why it matters to people to belong to groups and communities such as Nottingham / Shire churches.	Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. ecognise that Incarnation is part of the ‘Big Story’ of the Bible.	Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal). Give at least one example of what Christians do to say thank you to God for the Creation.	Know that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.	Recall how Christians show that God is special to them. Recall and name key figures and ideas in two or more stories of Jesus they have learned. Suggest what a place of worship is.	Retell stories from the Jewish Bible skilfully, suggesting meanings and messages in the stories. Ask questions about the stories they study, and suggest answers that respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? Give at least two examples of Bible characters who ‘got it wrong’ and say what happened in the story.
Notts Syllabus Learning 2026-2031					
Link with 3.1 - Impact of Christianity.		3.2 - Prayer Focus Islam & Christianity		3.3 - Places for worship Islam, Christianity & Hinduism	3.4 - Inspiring people from the past. (Moses, Jesus and Muhammad.)
Understanding Christianity Learning					
What is it like to follow God? People of God (2a2)	What is Trinity? KS2a.3 (Incarnation)		Why do Christians call the day Jesus died, Good Friday?(2a.5) (Salvation)		
Additional Learning for St Anne’s					
Harvest		Faith Experience Day	Easter Pilgrimage & Production		
Outcomes					

• Describe what Christians do at two different festivals. • Connect the celebrations to Bible texts and to beliefs about God. • Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem Easter and Harvest. • Express their own ideas about the deeper meanings of these festivals. • Connect the celebrations to Bible texts and to beliefs about God. • Consider ideas such as generosity, community and love-in-action. • List similarities between the four different Christian festivals. • Explain their own ideas about Creation stories of Genesis 1 and 2.	• Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	• Describe how Muslims and Christians pray, connecting ideas and beliefs to what people in these two religions do. • Ask and answer thoughtful questions about prayer in Islam and Christianity. • List 3 or more similarities between the two ways of prayer in Christianity and Islam.	• Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	• Describe 4 key features of each of three religious buildings, a mosque, mandir and church, connecting the key features of the buildings with beliefs about God. • Respond thoughtfully to the task of designing a new religious building for their locality. • Consider and discuss ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special.	• Describe at least one 'inspirational' story about each of these key figures: Moses, Jesus and Muhammad. • Ask and answer questions about leadership and inspiration, using details from the stories they learned. • Consider ideas such as 'patriarch' 'prophet' or 'messiah' and list similarities between the key leaders studied.
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St Anne’s C of E Primary Religious Education Long Term Plan 2026-2031					
Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retrieval of Prior Learning					
Describe what Christians do at two different festivals. Connect the celebrations to Bible texts and to beliefs about God.	Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.	Describe how Muslims and Christians pray, connecting ideas and beliefs to what people in these two religions do. Recall how people show their faith e.g., prayer, singing	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians.	Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation.
Notts Syllabus Learning 2026-2031					
4.6 - Hindu Practice.	4.1 - Life as a journey. Christianity & Hinduism	4.2 - Pilgrimages Islam, Hinduism, Christianity, Non-religious world views			
Understanding Christianity Learning					
	(Incarnation) (KS2a.3 – Digging Deeper – what is Trinity?)		What kind of world did Jesus want?(2a.4) (Gospel) (Salvation (KS2a.5) Digging deeper)	The Kingdom of God (Ks2a.6) What was the impact of Pentecost when Jesus left? (Kingdom of God)	Creation (KS2a.1) What do Christians learn from creation? (Creation)
Additional Learning for St Anne’s					
Harvest			Easter Pilgrimage & Production		

Outcomes					
- Describe Hindu beliefs about the gods and goddesses and what happens at Hindu worship in the home or the mandir. - Respond with thoughtful ideas of their own to the ways Hindus celebrate, expressing some 'deeper meanings' of the festivals they study. - Explain similarities and differences between two Hindu festivals and some 'big days' they celebrate.	- Describe 4 different beliefs about life after death, connecting viewpoints they have studied with texts from different religions. - Express reasons why they hold their own views about life after death. - Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death. - Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. - Offer suggestions for what texts about God might mean. - Give examples of what the texts studied mean to some Christians. - Describe how Christians show their beliefs about God the Trinity in the way they live. - Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.	- Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions, and the impacts going on pilgrimage can have for believers. - Express reasons why they would choose their own kind of pilgrimage if they could: where in the world would you go for spiritual growth? - Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews, giving ideas of their own.	- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. - Make simple links between Bible texts and the concept of 'Gospel' (good news). - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly - Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. - Give examples of what the texts studied mean to some Christians. - Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. - Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. - Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs	- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to some Christians now. - Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. - Make clear links between Genesis 1 and what Christians believe about God and Creation. - Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) - Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

			might make a difference to how pupils think and live.		
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St Anne's C of E Primary Religious Education Long Term Plan 2026-2031					
Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retrieval of Prior Learning					
Describe Hindu beliefs about the gods and goddesses and what happens at Hindu worship in the home or the mandir.	Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. Describe 4 different beliefs about life after death, connecting viewpoints they have studied with texts from different religions.	Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews, giving ideas of their own. Recall key people from the Bible and other religions and stories linked to them.	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Describe how Christians show their beliefs about Jesus in their everyday lives.	Recall key information about the Pentecost Give examples of what Pentecost means to some Christians now.	Recall how different people practice their faith. Recall key holy buildings for different religions
Notts Syllabus Learning 2026-2031					
5.3 - Impacts of belief.	5.2 - What matters to Christians?	5.1 - Inspiring Leaders Today. Islam/Christianity/Hinduism/ Non religious			5.4 - Expressing Spirituality (Beliefs in action.)
Understanding Christianity Learning					
	(Incarnation) (KS2b4) – Was Jesus the Messiah?		What would Jesus do (KS2b5) (Gospel) What did Jesus do to save human beings (KS2b6) (Salvation)	What kind of King was Jesus?(KS2b8) (Kingdom of God)	
Additional Learning for St Anne's					
Harvest			Pilgrimage	Archbishop of York Award	Archbishop of York Award

Outcomes					
• Explain the main beliefs of Hindus about God, saying why the worship of Brahman Hindus. • Explain the main beliefs of Muslims, Hindus and Sikhs about God, saying why the worship of Allah / Brahman / gods and goddesses / Waheguru matters to them. • Clearly express reasons why they hold their own views about questions to do with God. • Explain what matters about worshipping God to Muslims. Explain what matters about worshipping gods and goddesses to Hindus. Explain what matters about worshipping Waheguru to Sikhs.	• Explain three or more key Christian beliefs, showing that they understand what matters to Christians. • Explain with reasons why they select one of the 4 elements of Christianity studied as the most important. • Explain similarities and differences between different celebrations that are part of Christian worship. • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	• Show that they understand how inspirational leaders are examples of their religion's ideals. • Consider varied answers to questions about what makes a person inspiring, explaining their own ideas about the inspiring leaders they studied. • Apply the idea of inspiration for themselves to stories of leaders, talking about questions such as: do we all need role models? Do the leaders exemplify their beliefs?	• Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	• Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.	• Show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty. • Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion. ▀ • Apply the ideas of worship and service to the key question in the unit, explaining what matters in different religions about worship and about generosity or charity.

St Anne's C of E Primary Religious Education Long Term Plan 2026-2031					
Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retrieval of Prior Learning					
Explain the main beliefs of Muslims and Hindus and Sikhs about God, saying why the worship of Allah / Brahman / gods and goddesses / Waheguru matters to Muslims, Hindus and Sikhs.	Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms.	Show that they understand how inspirational leaders are examples of their religion's ideals. Show how Christians put their beliefs into practice	Identify features of Gospel texts (for example, teachings, parable, narrative). Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Suggest how different people practice their faiths.	Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion Recall what a pilgrimage is and why they are completed. Recall the different religious view pints on Life and Death.
Notts Syllabus Learning 2026-2031					
6.4 - Learning from the Holocaust		6.2 - Respect for everyone			Life as a journey and pilgrimage. Significant places to visit linked to Jesus. / Hinduism – Journey of Life & Death. Islam/Hinduism/Christianity
Understanding Christianity Learning					
	Was Jesus the Messiah? (KS2b4) (Digging Deeper) (Incarnation)	How can following God bring freedom and justice? (KS22b3) (People of God)	What difference does the resurrection make to Christians? (Salvation) Creation and Science: conflicting or complementary? (2b2)(Creation/Fall)	What does it mean if God is holy and loving?(KS2b.1) (God)	

Additional Learning for St Anne's

Visit to Holocaust Centre – History Link Harvest

Pilgrimage

Time travelling/transit

It's your move

Outcomes

- Show that they understand a story of a survivor of Nazi hatred by writing a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis.
- explain about the Jewish religion and community before WWII.
- understand and explain some aspects of persecution of Jewish people.
- understand and explain about Kindertransport and the importance of providing refuge for those who are persecuted.
- analyse case studies to deepen their understanding.
- explore how to become and upstander.

- Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.
- Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.
- Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.
- Weigh up how far the world needs a Messiah, expressing their own insights.

- Explain the impact of beliefs about communities and living in harmony on people from different religions.
- Use census data and other demographic information to explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger.
- Apply the ideas of tolerance and respect to some tensions or problems in community relations, explaining their ideas on what makes for 'respect for all'.
- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

- Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.
- Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.
- Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.
- Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.
- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

- Explain the impact of beliefs about sacred writings, God and values. (6.1)
- Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them. (6.1)
- Explain how their life is a journey and how belief has an impact

			• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.		
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Unit specific Vocabulary
Each unit within our RE curriculum has specific vocabulary that is progressive. This can be found on unit overviews to allow more in-depth and detailed planning.