



# St James & St John Church of England Primary School

## RE Medium Term Plans 2025-2026

	Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> Half	Spring Term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> Half	Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> Half
<b>FS</b>	<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p> <p>1. Identify things you do with your family 2. Talk about special friends 3. Discuss our role models 4. Introduce Jesus as a role model for Christians 5. Jesus performs a healing miracle story 6. Moses commandments and rules for our classroom</p> <p><b>Bucks Agreed Syllabus (BAS):</b> 1.Their own sense of who they are and their uniqueness as a person in a family, community, and world. 2. What they believe, what they think is important and how these influence their day-to-day living</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p>1. Giving presents 2. Saying thank you 3. The Christmas Story- introducing the baby 4. The Shepherds- roleplay a scene 5. The Wise Men 6. Discussion about Christmas celebrations (past compared to the present)</p> <p><b>BAS Enquiries:</b> 1.Their own sense of who they are and their uniqueness as a person in a family, community, and world. 2. What they believe, what they think is important and how these influence their day-to-day living</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p> <p>1. Discuss how people celebrate events 2. Draw our favourite celebration 3. Discuss how people celebrate birthdays around the world 4. Discuss how people celebrate Chinese New Year 5. Discuss Hindu celebration Holi 6. Draw images to represent the Hindu celebration Holi</p> <p><b>BAS Enquiries:</b> 1.Their own sense of who they are and their uniqueness as a person in a family, community, and world. 2. What they believe, what they think is important and how these influence their day-to-day living</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p>1. Look for signs of Spring 2. Recognise new life as a sign of Spring 3. Recognise images that represent Easter and discuss our experiences of Easter 4. Learn the beginning of the Easter Story 5. Role-play the beginning and middle of the Easter story 6. Discuss the miracle of Jesus at the end of the Easter story</p> <p><b>BAS Enquiries:</b> 1.Their own sense of who they are and their uniqueness as a person in a family, community, and world. 2. What they believe, what they think is important and how these influence their day-to-day living</p>	<p><b>Theme:</b> Stories</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism, <b>some non-religious world view stories</b></p> <p>1. Explore stories from other cultures and faiths- the boy who cried wolf (fable) 2. Explore stories from other cultures and faiths- the crocodile and the priest (Sikhi) 3. Explore stories from other cultures and faiths- Bilal and the Butterfly (muslim) 4. Explore stories from other cultures and faiths - the gold giving serpent (Indian fairytale) 5. Explore stories from other cultures and faiths- Best Friends (Asia)</p> <p><b>BAS Enquiries:</b> 1.Their own sense of who they are and their uniqueness as a person in a family, community, and world. 2. What they believe, what they think is important and how these influence their day-to-day living</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p> <p>1. Explore homes around the world 2. Explore special rooms in homes 3. Explore special places around the world 4. Explore the features of a church 5. Explore the features of a synagogue 6. Explore the features of a mosque</p> <p><b>BAS Enquiries:</b> 1.Their own sense of who they are and their uniqueness as a person in a family, community, and world. 2. What they believe, what they think is important and how these influence their day-to-day living</p>



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<b>Context- An exploration of home life and how this influences the beliefs, attitudes and behaviours of children and others in relation to their sense of self, belonging and celebrating what is important in life</b>						
<b>Core Questions: • How does our background influence who we are? • How does belonging to a religion or group affect people’s lives? • How should we behave and treat others and the world?</b>						
<b>Y1</b>	<p><b>Theme:</b> Creation Story <b>Concept:</b> God/Creation <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity</p> <p>1. Reflect on how I feel about things I have made. 2. Explore objects and understand how we should respect nature 3. Retell the creation story 4. Understand where Christians think the world came from. 5. Say how God would want Christians to look after the world. 6. Explain how I think the world should be treated.</p> <p><b>BAS Enquiries:</b> 7. Why is it important to look after our world? (The natural world).</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Jesus: Why is he so important to Christians? <b>Religion:</b> Christianity</p> <p>1. The story of Christmas; explain why Jesus' birth stories are special to Christians. 2. Explain the deeper meanings of the Christmas story for Christians. 3. Understand how art is used to tell the nativity story (<b>artwork from different worldviews</b>). 4. What is a Christingle and what is its meaning for different Christians? 5. How different Christians celebrate Christmas in the UK. 6. Christmas: different ways of celebrating Christmas around the world.</p> <p><b>BAS Enquiries:</b> 2. How important are the groups people belong to? (Belonging). 5. What makes some things sacred to some groups of people? (Special things). 8. Why do we celebrate important occasions? (Special</p>	<p><b>Theme:</b> Jesus as a friend <b>Concept:</b> Incarnation <b>Key Question:</b> Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity</p> <p>1. Think what it is to be a good friend. 2. Reflect on how Jesus was a good friend. 3. Retell a story about friendship from the Bible. 4. Think about how easy or difficult it was for Jesus to be a good friend. 5. Consider what we value in our friendships</p> <p><b>BAS Enquiries:</b> 1. What does it mean to be me? (Who I am). 2. How important are the groups people belong to? (Belonging). 3. What makes some people so important? (Important people). 6. What makes some stories so important to different people? (Sacred books).</p>	<p><b>Theme:</b> Easter - Palm Sunday <b>Concept:</b> Salvation <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity</p> <p>1. Think about special people. Understand how to prepare for a special visit. 2. Retell the story of Palm Sunday. Think about how we would welcome Jesus if he came to School. 3. Know that Jesus is special to Christians. Know that the way he was welcomed on Palm Sundays show how special he is to Christians. 4. Retell the Easter story. Recognise symbols in the story 5. Reflect on the Easter story</p> <p><b>BAS Enquiries:</b> 3. What makes some people so important? (Important people). 8. Why do we celebrate important occasions? (Special occasions).</p>	<p><b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children? <b>Religion:</b> Judaism</p> <p>1. Think about which days of the week are important to us 2. Understand daily life for Jewish children. 3. Understand what children do on Shabbat 4. Understand the importance of Shabbat and relate it to our own experiences 5. Consider the perspective of a Jewish child</p> <p><b>BAS Enquiries:</b> 4. Why are some places so important? (Important places). 5. What makes some things sacred to some groups of people? (Special things). 8. Why do we celebrate important occasions? (Special occasions).</p>	<p><b>Theme:</b> Rosh Hashanah and Yom Kippur <b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children? <b>Religion:</b> Judaism</p> <p>1. Understand what forgiveness means 2. Develop an understanding of Roshanah 3. Develop an understanding of Yom Kampur. 4. Consider whether Rosh Hashanah and Yom Kippur are important to Jewish children 5. Empathise with others</p> <p><b>BAS Enquiries:</b> 5. What makes some things sacred to some groups of people? (Special things). 8. Why do we celebrate important occasions? (Special occasions).</p>



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Y2	<p><b>Theme:</b> What did Jesus teach? <b>Religion:</b> Christianity (Gospel) <b>Key question for this enquiry:</b> Is it possible to be kind to everyone all of the time?</p> <p>1. Identify when being kind is difficult. 2. Identify an important part of a story about kindness. 3. Retell a Bible story that shows kindness. 4. Write stories about being kind. 5. Evaluate why Christians try to be kind to everyone. 6. Do you have to have a faith to show kindness to the world? (<b>non-religious world view</b>) Identify ways we can all be kind to others.</p> <p><b>BAS Enquiries:</b> 3. What makes some people so important? (Important people). 6. What makes some stories so important to different people? (Sacred books).</p>	<p><b>Theme:</b> Christmas - Jesus as a gift from God <b>Religion:</b> Christianity (Incarnation) <b>Key question for this enquiry:</b> Why do Christians believe God gave Jesus to the world?</p> <p>1. Identify ways we can make the world a better place. 2. Learn about Advent and why it is important to Christians. 3. Suggest a way we can make the world a better place for a family member. 4. Explain why Christians believe God gave Jesus to the world. 5. Do I have to have a faith to show love to the world? (<b>non-religious world view</b>) Reflect on how I show love to the world.</p> <p><b>BAS Enquiries:</b> 4. Why are some places so important? (Important places). 7. Why is it important to look after our world? (The natural world). 8. Why do we celebrate important occasions? (Special occasions).</p>	<p><b>Theme:</b> Passover <b>Religion:</b> Judaism <b>Key question for this enquiry:</b> How important is it for Jewish people to do what God asks them to do?</p> <p>1. Reflect on who we listen to and respect. 2. Re-enact the story of the Exodus from Egypt. 3. Identify the items of a Seder meal and their meaning. 4. Find out the significance of the Seder meal to most Jewish people. 5. Plan a special meal for some people we love and respect. 6. Identify and analyse why Jews choose to do certain things to show God they are doing as He asks.</p> <p><b>BAS Enquiries:</b> 1. What does it mean to be me? (Who I am) 2. How important are the groups people belong to? (Belonging) 5. What makes some things sacred to some groups of people? (Special things). 6. What makes some stories so important to different people? (Sacred books). 8. Why do we celebrate important occasions? (Special occasions).</p>	<p><b>Theme:</b> Easter - Resurrection <b>Religion:</b> Christianity (Salvation) <b>Key question for this enquiry:</b> How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>1. Reflect on memories of a person who has died. 2. Sequence and retell the Easter story. 3. Investigate how the disciples felt when they saw the resurrected Jesus. 4. Reflect on what Jesus' resurrection means to a Christian. 5. Give an alternative explanation to Jesus' resurrection.</p> <p><b>BAS Enquiries:</b> 3. What makes some people so important? (Important people). 8. Why do we celebrate important occasions? (Special occasions).</p>	<p><b>Theme:</b> The Covenant <b>Religion:</b> Judaism <b>Key question for this enquiry:</b> How special is the relationship Jews have with God?</p> <p>1. Understand what a covenant is. 2. Retell the story of God making a covenant with Abraham. 3. Understand the importance of the stories of Abraham and Moses to Jews. 4. Understand how the 10 Commandments help Jews keep God's covenant. 5. Understand how the Mezuzah reminds Jews of God's covenant. 6. Make and reflect on promises.</p> <p><b>BAS Enquiries:</b> 3. What makes some people so important? (Important people). 5. What makes some things sacred to some groups of people? (Special things). 6. What makes some stories so important to different people? (Sacred books).</p>	<p><b>Theme:</b> Rites of Passage and Good Works <b>Religion:</b> Judaism <b>Key question for this enquiry:</b> What is the best way for a Jew to show commitment to God?</p> <p>1. Map out on a timeline the milestone moments in our lives. 2. Recount ways Jews show commitment to God. 3. Identify why Bar and Bat Mitzvah are important to young Jews. 4. Reflect on how Jews show commitment to God by looking after the environment. 5. List and order ways Jews show commitment to God 6. Reflect on what we are committed to in our lives.</p> <p><b>BAS Enquiries:</b> 1. What does it mean to be me? (Who I am) 2. How important are the groups people belong to? (Belonging) 5. What makes some things sacred to some groups of people? (Special things).</p>

In exploring these questions, **the children will also reflect on:**

- Their own sense of who they are and their uniqueness as a person in a family and community.



# St James & St John Church of England Primary School

## RE Medium Term Plans 2025-2026

- What they believe, what they think is important, and how those influence their day-to-day lives.





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<b>Context-An exploration of what people believe to be important in life and why, and how this is expressed.</b>						
<b>Core Questions: • What is most important in life? • How do different religions show what is most important to them? • How does this affect their attitudes and behaviour towards themselves, other people, and the world around them?</b>						
<b>Y3</b>	<p><b>Theme:</b> Diwali <b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <b>Religion:</b> Hinduism</p> <p>1.Understand 'belonging'. 2.Re-tell a religious story (Rama and Sita). 3.Understand the theme of Diwali. 4.Explore how Diwali is celebrated. 5.Discuss my own sense of belonging. 6.Say how celebrating Diwali could make me feel.</p> <p><b>BAS Enquiries:</b> : 1. How and why do people worship? (Worship). 3. What holds communities together? (Religion in the community). 4. How do religions express their beliefs about God? (Symbolism). 6. What do our celebrations show about what we think is important in life? (Festivals).</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Festivals: How do ancient stories influence modern celebrations? <b>Religion:</b> Christianity and non-religious world views.</p> <p>1. Who celebrates Christmas and why? (Using data about Christmas in the UK.) 2. How do people in the UK celebrate Christmas? 3.The changing nature of Christmas in the UK. How are modern celebrations linked to the past? 4. How are other people influenced by UK traditions? (<b>Christian and non-religious worldviews</b>) 5. Has the UK always celebrated Christmas? Discuss the Winter Solstice and make some connections with Christmas. (<b>non-religious world view</b>) 6. How are ancient stories used by pagans today?</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 4. How do religions express their beliefs about God? (Symbolism). 6. What do our</p>	<p><b>Theme:</b> Jesus' Miracles <b>Concept:</b> Incarnation <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Religion:</b> Christianity</p> <p>1.Explore what happens and how I feel when I am sick 2.Understand what a 'miracle' is 3.Use a Bible story to explore a miracle 4.Examine if miracles can happen or if there could be some other explanation 5.Use my own words to explain the term 'incarnation'</p> <p><b>BAS Enquiries:</b> 5. Why are sacred texts and holy books so important? (Sacred Texts).</p>	<p><b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> Holy week: What do the stories say and what is their meaning? <b>Religion:</b> Christianity</p> <p>1.Describing the main events of Holy Week. 2.Understand the significance of The Last Supper: Different Christian interpretations. 3. Explain the events that take place on Maundy Thursday. 4. Explain why Jesus' Crucifixion is so important for Christians and how this is commemorated on Good Friday. 5. Discuss why the resurrection is important to different Christians. 6.Explain why Holy Week is a key time for different Christians. Looking at the perspective from a Salvationist Christian.</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 2. Are places of worship really needed? (Religious buildings). 4. How do religions express their beliefs about God?</p>	<p><b>* Theme:</b> Hindu Beliefs <b>Key Question:</b> How can Brahman be everywhere and in everything? <b>Religion:</b> Hinduism</p> <p>1.Understand all aspects of myself. 2.Understand how one God can look like so many different things. 3.Understand the values represented by a God. 4.Understand the tri-murti. 5.Express a God through poetry. 6.Design a God to represent a value I consider important</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 4. How do religions express their beliefs about God? (Symbolism).</p>	<p><b>Theme:</b> Pilgrimage <b>Key Question:</b> Pilgrimage: why are people still drawn to ancient places? <b>Religion:</b> Christianity, Hinduism and Pagan world view.</p> <p>1. Describe how and why Iona became an ancient centre of pilgrimage. 2. Explain why Iona has become a modern centre of Christian pilgrimage. 3. Describe why the River Ganges is sacred to most Hindus. 4. Explain why the River Ganges is a place of pilgrimage. 5. Why is Glastonbury a centre for Christian Pilgrimage? 6. Explain how Glastonbury has developed as a site of modern Pagan pilgrimage.</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 3. What holds communities together? (Religion in the community). 4. How do religions express their beliefs about God? (Symbolism).</p>



# St James & St John Church of England Primary School

## RE Medium Term Plans 2025-2026



		celebrations show about what we think is important in life? (Festivals).		(Symbolism). 6. What do our celebrations show about what we think is important in life? (Festivals).	
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<b>Y4</b>	<p><b>Theme:</b> The 99 Names of Allah <b>Key Question:</b> How special is Allah to Muslims? <b>Religion:</b> Islam</p> <p>1.Consider ways we can show respect to others. 2. Understand the 99 names of Allah 3.Understand some of the attributes of Allah. 4.Identify how Calligrams might be used to identify attributes of Allah. 5. Describe ways that Allah is important 6. Think about how they show respect</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 4. How do religions express their beliefs about God? (Symbolism).</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity</p> <p>1. Identify commercial and Christian symbols of Christmas 2.Understand the significance of the Christingle. 3. Discuss what the most significant symbol of the Christmas story is. 4.Understand what the most significant part of the nativity story is. 5.Understand what incarnation means.</p> <p><b>BAS Enquiries:</b> 4. How do religions express their beliefs about God? (Symbolism). 6. What do our celebrations show about what we think is important in life? (Festivals).</p>	<p><b>Theme:</b> The Prophet Muhammad <b>Key Question:</b> How important is the Prophet Muhammad to Muslims? <b>Religion:</b> Islam</p> <p>1.Consider what makes people special. 2&amp;3.retell the story of the prophet Muhammad.(2 lessons) 4.Identify the 5 pillars of Islam. (2 lessons) 5. Identify why Muhammmad is an important figure in Islam. 6.reflect on what makes somebody a good role model.</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 3. What holds communities together? (Religion in the community). 5. Why are sacred texts and holy books so important? (Sacred Texts).</p>	<p><b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> Is forgiveness always possible for Christians? <b>Religion:</b> Christianity</p> <p>1.Understand what forgiveness means 2.Understand how Jesus showed forgiveness in different ways. 3.Understand how the Bible teaches about forgiveness. 4. Understand that forgiveness is not always easy. 5. Discuss if forgiveness is always possible for Christians. 6.Create a Haiku poem to show my understanding of forgiveness</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 4. How do religions express their beliefs about God? (Symbolism). 5. Why are sacred texts and holy books so important? (Sacred Texts). 6. What do our celebrations show about what we think is important in life? (Festivals).</p>	<p><b>Theme:</b> The Qur'an <b>Key Question:</b> How does the Qur'an influence Muslims today? <b>Religion:</b> Islam</p> <p>1.Reflect on special books to us and those of other religions. 2.Identify ways in which most Muslims show respect for the Qur'an. 3. Identify ways the Qur'an impacts on many Muslims' lives. 4.Identify key teachings from the Qur'an. 5.List ways the Qur'an impacts many Muslims' lives. 6.Reflect on how teachings from the Qur'an might influence our lives.</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 3. What holds communities together? (Religion in the community). 4. How do religions express their beliefs about God? (Symbolism). 5. Why are sacred texts and holy books so important? (Sacred Texts).</p>	<p><b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians? <b>Religion:</b> Christianity</p> <p>1.Describe how my special place makes me feel. 2.Learn about John the Baptist and understand what baptism means. 3.Identify the uses of a church. 4.Write a letter explaining why the local church should remain open. 5.Write a response letter explaining how Christians will show their faith.</p> <p><b>BAS Enquiries:</b> 1. How and why do people worship? (Worship). 2. Are places of worship really needed? (Religious buildings). 3. What holds communities together? (Religion in the community). 4. How do religions express their beliefs about God? (Symbolism). 6. What do our celebrations show about what we think is important in life? (Festivals).</p>



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<b>Context-</b> A reflective exploration of some of the big questions, beliefs, and concepts about life and what it means to be human, and how responses to these are expressed through ritual and ways of living.						
<b>Core Questions:</b> • What do people believe about life, the world, and the good life? • Where do these beliefs, attitudes and ways of living come from? • How are these expressed and lived out in the lives of individuals and communities?						
<b>Y5</b>	<p><b>Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Hindu to show commitment to God? <b>Religion:</b> Hinduism</p> <ol style="list-style-type: none"> <li>1. Discuss the meaning of commitment.</li> <li>2. Understand the ritual of Puja.</li> <li>3. Investigate how Hindus live their lives.</li> <li>4. Investigate the importance of the River Ganges to Hindus.</li> <li>5. Evaluate the best ways Hindus show commitment to God.</li> <li>6. Write a stilling exercise.</li> </ol> <p><b>BAS Enquiries:</b> 1. Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage). 2. Why is pilgrimage so important to some religious communities? (Pilgrimage).</p>	<p><b>Theme:</b> Pentecost <b>Concept:</b> Birth of the Church <b>Key Question:</b> The Church: Has there always been diversity? <b>Religion:</b> Christianity</p> <ol style="list-style-type: none"> <li>1. Explain the festival Pentecost and the 'birth' of the Church.</li> <li>2. Explain the importance of the Orthodox Church.</li> <li>3. Explain what the Roman Catholic church is and what it means to different Catholics today.</li> <li>4. Describe the history and work of The Salvation Army.</li> <li>5. Describe some features of Quakers and Pentecostals.</li> <li>6. How can there be diversity within and between religions in a country? Examine Sri Lanka as a case study.</li> </ol> <p><b>BAS Enquiries:</b> 3. Why</p>	<p><b>Theme:</b> Beliefs and Moral Values <b>Key Question:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? <b>Religion:</b> Hinduism</p> <ol style="list-style-type: none"> <li>1. Understand that choices have consequences</li> <li>2. Understand what Hindus believe about Karma.</li> <li>3. Understand the Hindu belief in the cycle of Samsara.</li> <li>4. Understand the Hindu belief in Moksha.</li> <li>5. Evaluate whether beliefs in Karma, Samsara and Moksha help Hindus live good lives.</li> </ol> <p><b>BAS enquiries:</b> 1. Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage). 2. Why is pilgrimage so important to some religious</p>	<p><b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die? <b>Religion:</b> Christianity</p> <ol style="list-style-type: none"> <li>1. Discuss the meaning of destiny.</li> <li>2. Debate whether Jesus was aware of God's plan (Palm Sunday and the Last Supper).</li> <li>3. Debate whether Jesus was aware of God's plan (Good Friday and Easter Sunday).</li> <li>4. Evaluate what we have learned about God's plan.</li> <li>5. Research and discuss other individuals with a strong purpose/destiny.</li> </ol> <p><b>BAS enquiries:</b> 4. How did the religions and worldviews begin? (Founders and Prophets / Roots). 6. What</p>	<p><b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Christian to show commitment to God? <b>Religion:</b> Christianity</p> <ol style="list-style-type: none"> <li>1. Debate whether it can ever be okay to tell lies</li> <li>2. Explore the importance of the ten commandments.</li> <li>3. Investigate the lives of Christians who dedicated their lives to God</li> <li>4. Explore a variety of ways in which Christians show commitment to God</li> <li>5. Evaluate how a Christian shows commitment to God</li> <li>6. Summarise our learning by writing a commitment poem</li> </ol> <p><b>BAS enquiries:</b> 3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). 6. What do</p>	<p><b>Theme:</b> Introduction to Humanism <b>Key Question:</b> How can Humanists lead good lives? <b>Religion:</b> Humanism</p> <ol style="list-style-type: none"> <li>1. Reflect on what makes us human.</li> <li>2. Understand key features of Humanism.</li> <li>3. Investigate how Humanists decide what to believe.</li> <li>4. Discuss the question 'what makes a good life?'</li> <li>5. Suggest ways to keep the Golden Rule.</li> <li>6. Reflect on how we can develop more empathy.</li> </ol> <p><b>BAS enquiries:</b> 3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). 4. How did the religions and worldviews begin? (Founders and Prophets / Roots). 5. How</p>

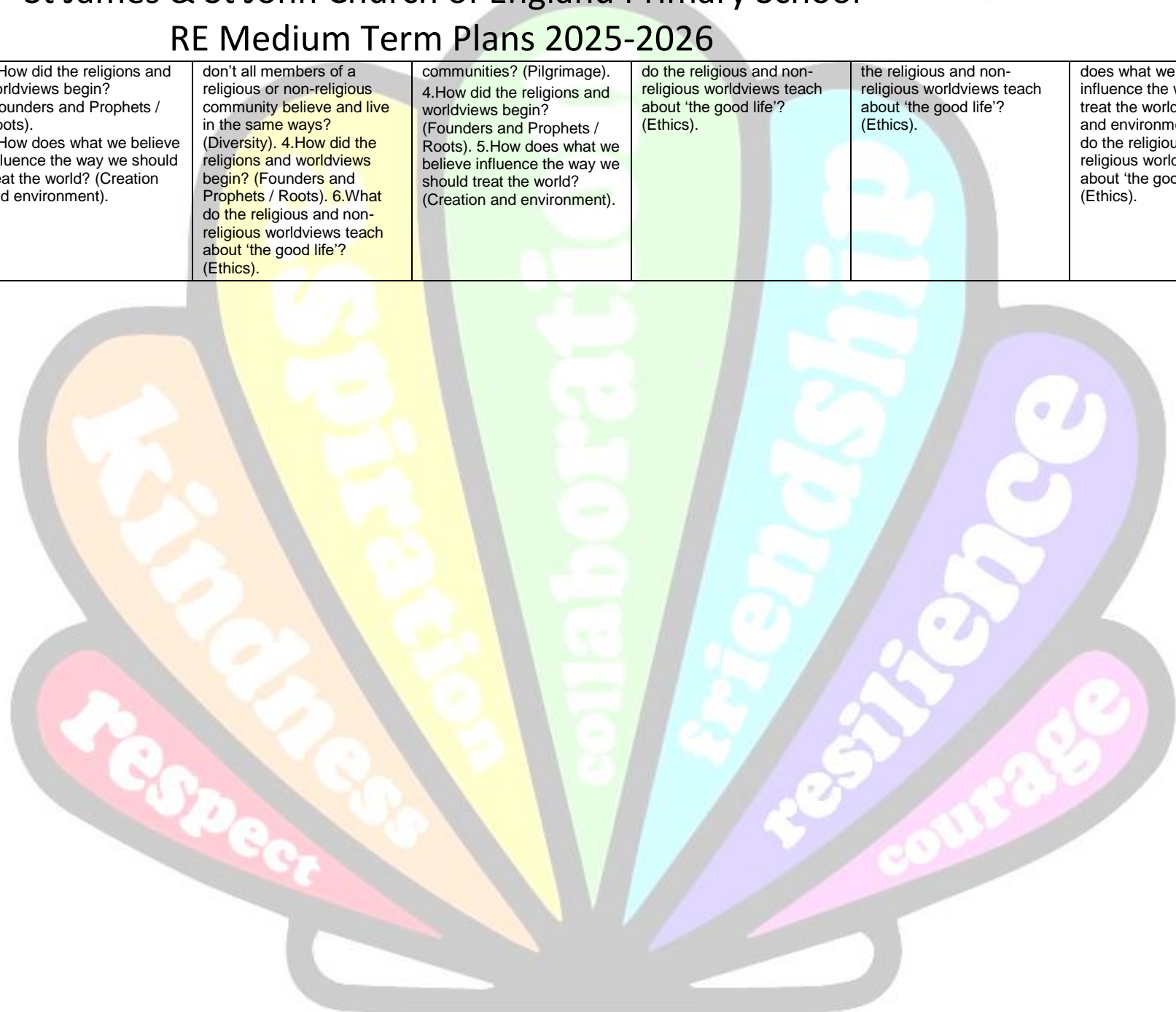


# St James & St John Church of England Primary School

## RE Medium Term Plans 2025-2026



	<p>4.How did the religions and worldviews begin? (Founders and Prophets / Roots). 5.How does what we believe influence the way we should treat the world? (Creation and environment).</p>	<p>don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). 4.How did the religions and worldviews begin? (Founders and Prophets / Roots). 6.What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).</p>	<p>communities? (Pilgrimage). 4.How did the religions and worldviews begin? (Founders and Prophets / Roots). 5.How does what we believe influence the way we should treat the world? (Creation and environment).</p>	<p>do the religious and non-religious worldviews teach about 'the good life'? (Ethics).</p>	<p>the religious and non-religious worldviews teach about 'the good life'? (Ethics).</p>	<p>does what we believe influence the way we should treat the world? (Creation and environment). 6.What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).</p>
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# St James & St John Church of England Primary School

## RE Medium Term Plans 2025-2026

	Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> Half	Spring Term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> Half	Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> Half
<b>Y6</b>	<p><b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Religion:</b> Islam</p> <ol style="list-style-type: none"> <li>Understand that different people may demonstrate differing levels of commitment to different activities.</li> <li>Explain the key commitments a Muslim must demonstrate to their faith.</li> <li>Detail the commitments to Islam represented by Shahada, Salah and Zakah.</li> <li>Detail the commitments to Islam represented by Sawm and Hajj.</li> <li>Evaluate the importance of each of the Pillars of Islam.</li> <li>Identify what commitments are needed to uphold my beliefs.</li> </ol> <p><b>BAS enquiries:</b> 2. Why is pilgrimage so important to some religious communities? (Pilgrimage). 3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). 4. How did the religions and worldviews begin? (Founders and Prophets / Roots).</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> How significant is it that Mary was Jesus' mother? <b>Religion:</b> Christianity</p> <ol style="list-style-type: none"> <li>Identify the qualities needed in order to be chosen for an important role or task.</li> <li>Identify the qualities needed in a person chosen to bear and raise God's son.</li> <li>Consider incarnation and why God sent Jesus to earth in human form.</li> <li>Consider the significance of Mary being Jesus' mother.</li> <li>Consider whether the qualities God saw in Mary would still be the same today.</li> </ol> <p><b>BAS enquiries:</b> 3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). 4. How did the religions and worldviews begin? (Founders and Prophets / Roots).</p>	<p><b>Theme:</b> Beliefs and Meaning <b>Concept:</b> Salvation <b>Key Question:</b> Is anything ever eternal? <b>Religion:</b> Christianity</p> <ol style="list-style-type: none"> <li>Explore and justify our ideas on the concept of 'forever'.</li> <li>define 'eternity'.</li> <li>Explore the idea of love and eternity in the context of the Christian faith.</li> <li>Explore how love is portrayed through the Bible.</li> <li>Examine and compare religious ideas about Heaven.</li> <li>Summarise the Christian teaching of eternal life and unconditional love.</li> </ol> <p><b>BAS enquiries:</b> 1. Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage). 4. How did the religions and worldviews begin? (Founders and Prophets / Roots). 5. How does what we believe influence the way we should treat the world? (Creation and environment). 6. What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).</p>	<p><b>Theme:</b> Easter <b>Concept:</b> Gospel <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? <b>Religion:</b> Christianity</p> <ol style="list-style-type: none"> <li>Recognising important and influential people in our lives.</li> <li>Investigating Christian symbols and festivals.</li> <li>Investigating the work of Christian charities around the globe.</li> <li>Where else in British society do we see the influence of Christianity?</li> <li>Constructing a balanced argument giving reasons for and against whether Christianity is still a strong religion.</li> <li>Creating a set of Ten Commandments that would form the basis of religions of children's own creation.</li> </ol> <p><b>BAS enquiries:</b> 1. Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage). 3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). 4. How did the religions and worldviews begin? (Founders and Prophets / Roots). 5. How does what we</p>	<p><b>Theme:</b> Beliefs and moral values <b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <b>Religion:</b> Islam <b>Theme:</b> <i>NB: This enquiry is taught in 2 sections over the term</i></p> <ol style="list-style-type: none"> <li>Explore different beliefs about what is 'right' and 'good'.</li> <li>Consider if war could ever be considered a 'good' action.</li> <li>Explore how Muslims try to live 'good' lives.</li> <li>Explore Muslim beliefs about life after death.</li> <li>Explore Muslim beliefs about life after death.</li> <li>Consider what motivates and influences us in our personal drive for a 'good' life.</li> </ol> <p><b>BAS enquiries:</b> 4. How did the religions and worldviews begin? (Founders and Prophets / Roots). 5. How does what we believe influence the way we should treat the world? (Creation and environment). 6. What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).</p>	<p><b>Theme:</b> Beliefs and moral values <b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <b>Religion:</b> Islam <b>Theme:</b> <i>NB: This enquiry is taught in 2 sections over the term</i></p> <ol style="list-style-type: none"> <li>Explore the values that drive personal decisions.</li> <li>Explore the different ways Jihad is interpreted by Muslims.</li> <li>Explore the five conditions for justifying a 'Just War'.</li> <li>Explore the messages regarding fighting given in the Qur'an.</li> <li>Reflect on whether fighting can ever be considered part of a 'good' life.</li> <li>Demonstrate our thoughts on whether belief in Akhirah helps Muslims lead good lives.</li> <li>Explore our personal and collective positive vision for the world.</li> </ol> <p><b>BAS enquiries:</b> 3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity). 4. How did the religions and worldviews begin? (Founders and Prophets / Roots). 6. What</p>



# St James & St John Church of England Primary School

## RE Medium Term Plans 2025-2026

			believe influence the way we should treat the world? (Creation and environment). 6.What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).	do the religious and non-religious worldviews teach about 'the good life'? (Ethics).
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In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community, and world.
- What they believe, what they think is important, and how these influences their day-to-day living.

