

Class	Year A – Even Years			Year B – Odd Years		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Willow Y3/4	L2.3 What is the ‘Trinity’ and why is it important to Christians? (<i>GOD/INCARNATION</i>)	L2.7 What do Hindus believe God is like? (Brahman/atman) <i>Also use aspects of L2.13 focusing how different Hindus celebrate Diwali</i> <i>BV = Mutual tolerance and respectful attitudes.</i>	L2.11 How and why do people mark the significant events of life? (<i>Thematic</i>)	L2.4 What kind of world did Jesus want? (<i>GOSPEL</i>)	L2.8 What does it mean to be Hindu in Britain today? (<i>Dharma</i>) <i>Also use aspects of L2.13 focusing how different Hindus celebrate Holi</i> <i>BV = Mutual tolerance and respectful attitudes.</i>	L2.10 How do festivals and family life show what matters to Jewish people? (<i>God/Torah/People</i>) <i>Also use aspects of L2.13 focusing how different Jews celebrate Sukkot</i>
	L2.10 How do festivals and family life show matters to Jewish people? (<i>God/Torah/People</i>) <i>Also use aspects of L2.13 focusing how different Jews celebrate Hannukah</i>		L2.12 How and why do people try to make the world a better place? (<i>Thematic</i>)	L2.2 What is it like for someone to follow God? (<i>PEOPLE OF GOD</i>)		L2.12 How and why do people try to make the world a better place? (<i>Thematic</i>) <i>Link to U2.14 L.O. focusing on environment though not content of planning</i>
Rowan Y4/5	U2.4 How do Christians decide to live? What would Jesus do? (<i>GOSPEL</i>)	L2.5 Why do Christians call the day Jesus died ‘Good Friday’? (<i>SALVATION</i>) <i>Access Digging Deeper from Understanding Christianity</i> <i>Also use aspects of L2.13 focusing how different Christians celebrate Easter</i>	U2.14 What do religious and non-religious worldviews teach about caring for the Earth? <i>Link to local area</i>	L2.1 What do Christians learn from the Creation story? (<i>CREATION</i>)	L2.6 For Christians, what was the impact of Pentecost? (<i>KINGDOM OF GOD</i>) <i>Access Digging Deeper from Understanding Christianity</i>	L2.9 How do festivals and worship show what matters to Muslims? <i>Also use aspects of L2.13 focusing how different Muslims celebrate Eid.</i> <i>BV = Mutual tolerance and respectful attitudes.</i>
	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/Iman/Ibadah). <i>BV = Mutual tolerance and respectful attitudes.</i>			U2.1 What does it mean for Christians to call God holy and loving? (<i>GOD/INCARNATION</i>)		
Oak Y5/6	U2.7 Why do Hindus try to be good? (Karma/dharma/samsara)	U2.9 Why is the Torah so important to Jewish people? (<i>God / Torah</i>)	U2.10 What matters most to Humanists and Christians? (<i>Thematic</i>)	U2.2 Creation and Science: conflicting or complementary? (<i>CREATION</i>)	U2.5 <i>What do Christians believe Jesus did to ‘save people’?</i> (<i>SALVATION</i>)	U2.11 What does it mean to be a Humanist in Britain today? (NR)

	U2.6 For Christians, what kind of king was Jesus? (KINGDOM OF GOD)	<i>BV = Mutual tolerance and respectful attitudes.</i>	U2.12 How does faith help people when life gets hard? <i>(Thematic – light touch)</i>	U2.3 Why do Christians believe Jesus was the Messiah? (INCARNATION)	U2.7 Why do Hindus try to be good? (Karma/dharma/samsara)	U2.13 – What can be done to reduce racism? Can religion help?
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KEY: CHRISTIANITY, HINDUISM, JUDAISM, ISLAM, NON-RELIGIOUS & THEMATIC

Rationale behind changes to previous long-term plan following the introduction of the Worcestershire Agreed Syllabus 2025:

- Thematic units moved to summer 2 so comparisons can take place across religions from key knowledge and understanding being taught in previous terms.
- Optional L2.13 unit utilised to run alongside existing units to emphasise the difference within and across world faiths and how different denominations worship within each. This is aligned with the Church of England Agenda to focus on the environment.
- Replaced new unit focusing on racism, U2.13 in place of U2.12 based on the context of school. This was prioritised to fit in with our school vision and due to the safeguarding risks identified with some right-wing beliefs in the community.