



Whole School RE Long Term Curriculum Overview

(Gloucestershire Agreed Syllabus for Religious Education 2025-2030)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Class 1	F3. How might people in Gloucestershire show they belong together? a e h MYSELF SPECIAL TIMES	F2. Why is Christmas special to Christians? UC a e f SPECIAL PEOPLE SPECIAL TIMES	F1. Why is God important to Christians? UC a d SPECIAL PEOPLE SPECIAL BOOKS	F4. What special times do people celebrate and why might these times be very important? a b c SPECIAL TIMES	F6. What stories are important in our school community/ local area and why? a d e SPECIAL BOOKS / STORIES	F5. Which places are special for people living in Gloucestershire and why? a c d SPECIAL PLACES OUT COMMUNITY
Year 1/2 Class 2 Cycle A	1.1 What do Christians believe God is like? UC b d f g i	1.2 Why does Christmas matter to Christians and how do people celebrate it? UC a b h i	1.7 What is it like to be brought up in a Muslim home in the UK today? a c e g h	1.5 What is it like to be brought up in a Hindu home in the UK today? a c e	1.9 How do stories and art express worldviews? d e a Christian, Muslim, Hindu, NR/ Humanist	
Year 1/2 Class 2 Cycle B	1.8 What is it like to be part of the Muslim community in the UK (and beyond)? a c e g h	1.6 What is it like to be brought up in a Jewish home in the UK today? a c e h	1.4 What is it like to be brought up in a Christian home in the UK today? a c e	1.3 Why does Easter matter to Christians, and how do people celebrate it? UC a b	1.10 How can someone's worldview be seen in the choices they make? d e a	
Year 2/3 Class 3 Cycle A	L2.2 What might Christians learn from the Old Testament about how to live? UC e f i	L2.7 Why is Muhammad important to Muslims today? c d e f g h	L2.9 What is it like to be a Humanist in the UK today? a b d	L2.4 Do all Christians believe and behave in the same way? Exploring diversity. a b c g	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? a b d e	L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? e c b
Year 2/3	1.8 What is it like to be part of the	1.6 What is it like to be brought up in a	1.4 What is it like to be brought up in a	1.3 Why does Easter matter to Christians,	1.10 How can someone's worldview be seen in the choices they make? d e a	

Class 3 Cycle B	Muslim community in the UK (and beyond)? a c e g h	Jewish home in the UK today? a c e h	Christian home in the UK today? a c e	and how do people celebrate it? UC a b		
Year 4/5 Class 4 Cycle A	U2.1 What influence does believing in God as Trinity have on Christian worldviews? UC d b f i	U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h	U2.6 How does the Torah influence Jewish people today? a b e	U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians? UC d e f	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e	U2.10 How do organised and individual worldviews help people when times get hard? b d e f
Year 4/5 Class 4 Cycle B	L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e	L2.8 What do Muslims believe about God and how do they respond? a d b	L2.1 What do Christians learn from the Creation narrative? UC d a e i	L2.5 What beliefs do Hindus hold about the Supreme Being? d a	L2.3 For Christians, what kind of world did Jesus want? UC e f b i	L2.12 What brings people meaning and purpose in life? Case studies from three world views (plus pupils’ own) d f j
Year 5/6 Class 5 Cycle A	U2.1 What influence does believing in God as Trinity have on Christian worldviews? UC d b f i	U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h	U2.6 How does the Torah influence Jewish people today? a b e	U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians? UC d e f	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e	U2.10 How do organised and individual worldviews help people when times get hard? b d e f
Year 5/6 Class 5 Cycle B	U2.2 Creation and Science: conflict or complementary? UC d a b i	U2.3 How and why do Christians follow the example of Jesus? UC e a b f h	U2.5 Why might Hindus want to be good? a d e f	U2.8 How do Muslims decide what is right and wrong? b c e f	U2.11 How might someone’s worldview affect how they view and treat the natural world? a d e	