

St. Michael's CE VA Junior School - Long Term Plan for Religion and World Views (implementation) 2026-2027

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
Year 3	What is it like for someone to follow God? (Natre – Unit 19) Christianity > Units 35 develops understanding of the People of God concept	What do Christians learn from creation story? (Natre – Unit 23) Christianity >Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis	What kind of world did Jesus want? Gospel (Natre- Unit 25) Christianity >Units 37 that develops understanding of Christian concept of Gospel	How do festivals and worship show what matters to Muslims? (Natre – Unit 21) Islam >Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action	What does it mean to be Muslim in Britain today? (Natre Unit 32) Trip to the Chelmsford Mosque Islam >Units 21 where pupils explore Muslim beliefs about Ibadah and Tawhid in action	For Christians, when Jesus left, what was the impact of the Pentecost? (Kingdom of God) (Natre Unit 26) Christianity >Unit 41 that develops understanding of Christian beliefs about Kingdom of God and sources of wisdom on this

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Year 4	What is the trinity and why is it important to Christians? Incarnation/God (Natre Unit 20) Christianity Year 4 > Units 31 and 38 develops understanding of Christian beliefs about God, and Incarnation	How and why do people mark the significant events of life? (Thematic) (Natre – Unit 30)	Why do Christian's call the day Jesus died 'Good Friday'? (Natre - Unit 28) Christianity >Unit 40 that develops understanding of Christian beliefs about Salvation	How and why do people try to make the world a better place? (Natre – Unit 24) >Unit 36 develops understanding of actions, values and religious and non-religious worldviews.	What do Hindus believe God is like? (Hindusim) (Natre – Unit 27) >Units 29 and 39 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha	What does it mean to be Hindu in Britain today? (Hinduism) (Natre Unit 29) (Trip to Neasden Temple/ Visitors) < Units 27 where pupils were introduced to Hindu Dharma and Atman >Unit 39 that develops understanding of Hindu Dharma, Atman, Karma and Moksha
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Year 5	What does it mean if Christians believe God is holy and loving? (Natre Unit 31) Christianity (EAS) Visit Reverend David <Unit 20 exploring Christian ideas about God and Incarnation >Units 34, 35, 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	Why do some people believe in God and some do not? (Natre Unit 42) Christianity < Units 30, 34 that developed understanding of non religious worldviews >Unit 36 that develops understanding of non religious worldviews, specifically Humanism, if this is the first	What differences does the resurrection make to Christians? (Natre Unit 40) Christianity < 28 that developed understanding of Christian beliefs about Gospel, Incarnation and salvation >Units 31, 34 and 35 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible if this is the second year of the teaching cycle.	For Christians, what type of King was Jesus? (Natre Unit 41) Christianity <Unit 26 that developed understanding of Christian beliefs about Kingdom of God and sources of wisdom on this >Units 31, 34 and 35 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible if this is the second year of the teaching cycle	Why is the Torah so important to Jewish people? (Natre Unit 33) Judaism <Units 22 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people. < Units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events	How do festivals and family life show what matters to Jewish people? (Natre – Unit 22) Judaism > Unit 33 develops understanding of why the Torah is important to Jewish people. >Units 35 develops understanding of the People of God concept
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		year of the teaching cycle				
Year 6	Creation and Science – Conflicting or complementary? (Natre Unit 34) Christianity <Units 23 and 34 where pupils explored creation >Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line	Christians and how people live: What would Jesus do? (Natre Unit 37) Christianity >Units 34 and 35 that develop understanding of Christian concepts in line with the	Why do Christians believe that Jesus was the Messiah? (Natre Unit 38) Christianity Year 6 <Unit 20 explored understanding of Christian beliefs about Incarnation >Units 31, 34 and 35 that develop understanding of	How can following God bring freedom and justice? (Natre Unit 35) Christianity <Unit 19 were pupils developed their understanding of the People of God concept > units 37, 38, 40 and 42 which also develop understanding of Christian concepts	What matters most to Humanists and Christians? (Natre Unit 36) Humanism & Christianity < Unit 30 where pupils were introduced to key life events and ceremonies linked to them. >Unit 42 where pupils develop their	Why do Hindus want to be good? (Natre Unit 39) Trip to Bhaktivedanta Manor Temple Hinduism <Unit 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha

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	with the 'Big Story' of the Bible	'Big Story' of the Bible if this is the second year of the teaching cycle.	Christian concepts in line with the 'Big Story' of the Bible if this is the second year of the teaching cycle.	in line with the 'Big Story' of the Bible.	understanding of non-religious world views	
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Predominantly: **Theology lens;**(Thinking through believing) **Philosophy lens;** (Thinking through Thinking) **Human and Social lens** (Thinking through Living)

RED HIGHLIGHT – building on >

GREEN HIGHLIGHT – building towards <

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