

# RE Long Term Plan

## RE– Half-Termly Themes – Bradford Agreed Syllabus

	RE– Half-Termly Themes – Bradford Agreed Syllabus						
	<b>Pathway 1: Nature of Religion and Belief</b> <ul style="list-style-type: none"> <li>Focuses on what people believe about God, reality and the world</li> <li>Explores key concepts such as belief, truth, meaning and interpretation</li> <li>Recognises that beliefs vary within and between religions</li> <li>Encourages understanding of diversity and complexity within worldviews</li> <li>Supports pupils in asking big questions about existence and belief</li> </ul>	<b>Pathway 2: Expressing Beliefs</b> <ul style="list-style-type: none"> <li>Examines how beliefs are expressed through symbols, rituals, worship and art</li> <li>Explores the role of stories, music, drama and sacred texts</li> <li>Shows how people communicate beliefs through actions, traditions and creativity</li> <li>Develops understanding that expression is both personal and shared</li> <li>Encourages pupils to reflect on how they express their own ideas and values</li> </ul>	<b>Pathway 3: A Good Life</b> <ul style="list-style-type: none"> <li>Focuses on moral values and ethical guidance</li> <li>Explores how religions and worldviews answer questions about right and wrong</li> <li>Investigates codes for living (e.g. commandments, teachings, principles)</li> <li>Considers themes such as justice, forgiveness, compassion and responsibility</li> <li>Encourages pupils to reflect on their own choices, values and behaviour</li> </ul>	<b>Pathway 4: Personal Journey</b> <ul style="list-style-type: none"> <li>Explores religion as a personal and spiritual journey</li> <li>Focuses on experiences such as pilgrimage, transformation and reflection</li> <li>Examines how beliefs develop through life events and experiences</li> <li>Encourages empathy with how individuals find meaning and purpose</li> <li>Supports pupils in reflecting on their own life journey and growth</li> </ul>	<b>Pathway 5: Influence and Authority</b> <ul style="list-style-type: none"> <li>Examines sources of authority such as sacred texts, leaders and traditions</li> <li>Explores how these sources guide beliefs, actions and communities</li> <li>Considers how religious teachings shape identity and behaviour</li> <li>Recognises that authority can be interpreted in different ways</li> <li>Encourages comparison of tradition, change and diversity within religions</li> </ul>	<b>Pathway 6: The Big Picture</b> <ul style="list-style-type: none"> <li>Explores the overall narrative or “big story” of a religion or worldview</li> <li>Connects key beliefs such as creation, salvation, covenant and purpose</li> <li>Examines how different parts of a religion fit together coherently</li> <li>Develops understanding of theology and overarching beliefs</li> <li>Helps pupils see religion as a complete worldview rather than isolated ideas</li> </ul>	
	<b>Nursery/Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>AUTUMN 1</b>	Which places are special to our community? PW1	Why are festivals in our community? PW5	How can we make good choices? PW3	How do Jews use stories to remember God’s covenant? PW6	How do ancient stories influence modern celebrations? PW5	How and why are Jewish festivals celebrated today? PW5	How do Sikhs symbolise their commitment? PW2
<b>AUTUMN 2</b>	Why are some objects special? PW2					Why do some people go on pilgrimage? PW4	
<b>SPRING 1</b>	Who cares for me and how do I help others? PW3	Which books and stories are important? PW6	How and why do some people pray? PW4	How do the 5 pillars help Muslims to lead a good life? PW3	Why do the lives of the Gurus inspire Sikh believers? PW4	What do Christians believe about the old and new covenants? PW6	What do Hindu people believe about God? PW1

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<b>SPRING 2</b>	Who belongs in my family and my community? PW4						
<b>SUMMER 1</b>	How do people celebrate special times? PW5	What does it mean to belong to a community of belief? PW1	How are symbols used to welcome new life? PW2	How do different people express their spirituality? PW2	What faiths and beliefs can be found in our country and community? PW1	How do Buddhists live a meaningful life? PW1 & 4	What values do people live by? PW3
<b>SUMMER 2</b>	How do we understand and care for the world? PW6	How do Hindu stories help them to live their lives? PW3&6	What did Jesus teach and how did he live? PW3 & 6	Why do people follow inspirational leaders? PW3 & 5	How does the Bible help Christians to live a good life? PW3	What is the significance of Easter, Ascension and Pentecost? PW6	Should we forgive others? PW3
	<b>Nursery/Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Autumn 1	<p><b>Unit Title:</b> Which places are special to members of our community? (E1)</p> <p><b>Overview of the Unit:</b> This Early Years unit introduces children to the concept of special places, beginning with their own experiences and extending to places that are important within religious and local communities. Through discussion, stories, visits and sensory exploration, children learn that certain places are meaningful because of what happens there and how people feel about them. They encounter examples from Christianity, Islam, Hindu Dharma and Sikhi, exploring places such as churches, mosques, mandirs and gurdwaras. The unit emphasises first-hand experiences, including handling artefacts and, where possible, visiting or welcoming representatives from local faith communities.</p>	<p><b>Unit Title:</b> Why are festivals important in a community? (C1.5)</p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit explores the concept of celebration within communities, focusing on both religious and non-religious festivals. Pupils learn about how and why people celebrate important events, including festivals such as Harvest, Eid ul-Fitr, Sukkot, Diwali and Bandi Chhor Divas. Through stories, artefacts, discussion and creative activities, pupils explore the meaning behind celebrations, including themes of gratitude, remembrance, joy and community. The unit also encourages pupils to reflect on their own experiences and to recognise similarities and differences between celebrations across</p>	<p><b>Unit Title:</b> How can we make good choices? (C1.3)</p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit explores the concept of making good choices and living well. Pupils begin by reflecting on their own experiences of rules and behaviour within the classroom and school, considering what makes a happy and fair community. They then explore how different religions and worldviews provide guidance for living, including teachings such as the Ten Commandments, the Five Pillars of Islam, and ideas like karma, dharma and compassion. Through stories, discussion and practical activities, pupils learn that people from both religious and non-religious backgrounds use rules,</p>	<p><b>Unit Title:</b> How do Jews remember God's covenant? (CL2.1)</p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores the concept of covenant (a special promise between God and people) within Judaism. Pupils learn about key stories including Noah, Abraham and Moses, and examine how these stories reveal beliefs about God and the relationship between God and the Jewish people. Pupils explore how Jewish beliefs are expressed through stories, rituals and celebrations, particularly through Pesach (Passover) and Shabbat. They learn how these practices help Jewish people remember important events such as the Exodus and reflect on themes of freedom, faith, identity and continuity. The unit also introduces pupils to the Torah as a sacred text and explores how traditions are maintained and adapted over time.</p>	<p><b>Unit Title:</b> How do ancient stories influence modern celebrations? (CL2.6)</p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores how ancient stories and religious narratives continue to shape modern celebrations across different religions and worldviews. Pupils study stories from Judaism, Hindu Dharma, Christianity, Sikhi and Pagan traditions, including Hanukkah, Diwali, Advent and solstice celebrations. Through these examples, pupils examine how stories are passed down over time and how they influence rituals, symbols and traditions used in festivals today. A key theme throughout the unit is the symbolism of light, exploring how it represents ideas such as hope, freedom, good overcoming evil and new beginnings. Pupils investigate how these meanings are expressed in both religious and non-religious contexts..</p>	<p><b>Unit Title:</b> How and why do Jewish communities celebrate their festivals? (CU2.5)</p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores how Jewish beliefs, traditions and identity are expressed through festivals. Pupils study a range of key celebrations including Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Purim and Hanukkah, and examine the stories, rituals and meanings behind them. Pupils explore how festivals are rooted in historical events and sacred texts (particularly the Torah), and how they continue to shape Jewish life today. A key focus is on how festivals express ideas such as reflection, forgiveness, freedom, remembrance, identity and community. Pupils also consider diversity within Judaism,</p>	<p><b>Unit Title:</b> How do Sikhs express their beliefs? (CU2.2)</p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores how Sikh beliefs and values are expressed through actions, symbols and daily practice. Pupils deepen their understanding of Sikh identity and commitment, examining how beliefs are communicated through worship, service (sewa), symbols and rituals. Key areas of study include the Guru Granth Sahib and its importance, the 5Ks as symbols of identity for Khalsa Sikhs, and the initiation ceremony of Amrit. Pupils also explore practices such as langar (community kitchen) and sewa, which demonstrate key Sikh values including equality, generosity and service to others. The unit encourages pupils to consider how beliefs</p>

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<p><b>Why are children learning this?</b> This unit supports children in developing early understanding of belief, belonging and diversity, which are central to the purpose of RE in the Bradford syllabus. It helps children to:</p> <ul style="list-style-type: none"> <li>• recognise that people have different beliefs and ways of life</li> <li>• understand that some places are considered special or holy by different communities</li> <li>• develop respect, curiosity and empathy towards others</li> </ul> <p>By exploring both personal and religious special places, children begin to make connections between their own experiences and those of others, laying the foundations for spiritual, moral, social and cultural development.</p> <p><b>Why now? (Curriculum Sequence):</b> This unit sits within Pathway 1: The Nature of Religion and Belief, which focuses on helping children recognise that some things are special, sacred or important. In the Early Years, learning is rooted in children's immediate experiences. This unit is therefore positioned early in the RE curriculum to:</p> <ul style="list-style-type: none"> <li>• build on children's understanding of their own special places (home, school, community)</li> <li>• introduce key vocabulary and concepts such as special, holy and worship</li> <li>• provide a foundation for later learning about symbols, practices and beliefs in Key Stage 1</li> </ul> <p><b>Future learning</b></p>	<p>different religions and cultures. Pupils apply their learning by planning and participating in a class celebration, demonstrating their understanding of how celebrations bring people together.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belief, diversity and community, key aims of the Bradford Agreed Syllabus. It enables pupils to:</p> <p>recognise that festivals are important to individuals and communities understand that religious celebrations express beliefs, values and identity explore similarities and differences between religions and worldviews develop respect for different traditions and ways of life</p> <p>By connecting pupils' own experiences of celebration with those of others, the unit deepens their understanding of how beliefs are lived out in practice and strengthens their sense of belonging within a diverse society.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>• explored in EYFS how people celebrate special times (E.5) and that celebrations are meaningful for different communities</li> </ul>	<p>teachings and examples to help them decide what is right and wrong. They apply this learning by considering their own choices and creating rules for living well.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of morality, responsibility and values, which are central to the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• recognise that everyone makes choices that affect themselves and others</li> <li>• understand that religions and worldviews provide guidance about right and wrong</li> <li>• explore how rules, stories and teachings influence behaviour</li> <li>• develop their own ideas about fairness, kindness and responsibility</li> <li>• By connecting religious teachings with everyday life, the unit supports pupils' moral development and helps them begin to understand how beliefs shape behaviour</li> </ul> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>• explored caring for others (EYFS E.3) and begun to understand</li> </ul>	<p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belief, identity and continuity, central to the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• understand the concept of covenant and its importance in Judaism</li> <li>• explore how beliefs are expressed through story, ritual and celebration</li> <li>• recognise how religious traditions are maintained across time</li> <li>• develop respect and understanding of Jewish life and practice</li> </ul> <p>By examining how Jewish people remember and live out their beliefs, pupils deepen their understanding of how religion shapes identity and community.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>• explored belonging to communities of belief (KS1 C1.1) and how people express identity</li> <li>• learned about stories, symbols and celebrations (EYFS &amp; KS1 units)</li> <li>• begun to understand how beliefs influence actions and practices</li> </ul> <p>This provides a foundation for recognising that religious beliefs are expressed in both stories and lived traditions.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 1: The Nature of Religion and Belief, focusing on continuity and belief over time. Pupils begin to:</p>	<p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of meaning, continuity and symbolism, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• understand that religious celebrations are rooted in stories from the past</li> <li>• explore how symbols (especially light) communicate deeper meanings</li> <li>• recognise how traditions are passed down and adapted over time</li> <li>• develop respect for different celebrations and cultural practices</li> </ul> <p>By connecting stories with lived practice, pupils begin to understand how religion remains relevant and meaningful in contemporary</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>• explored stories and sacred texts (KS1 C1.6)</li> <li>• learned about festivals and celebrations (EYFS and KS1)</li> <li>• developed understanding of belief and practice (CL2.1, CL2.3)</li> <li>• explored creative and symbolic expression (CL2.2)</li> </ul> <p>This provides a strong foundation for recognising that stories are not just narratives, but sources of meaning that shape real-life practices.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 6: The Big Picture, focusing on meaning across time. Pupils begin to:</p> <ul style="list-style-type: none"> <li>• explore ancient religious stories and their meanings</li> <li>• understand how these stories are remembered through festivals and rituals</li> </ul>	<p>exploring how different Jewish communities may celebrate in varied ways.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of identity, tradition and continuity, which are key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• understand how religious traditions influence daily life and identity</li> <li>• explore how beliefs are expressed through rituals, celebrations and community practices</li> <li>• recognise the role of sacred texts (e.g. the Torah) in guiding behaviour</li> <li>• develop appreciation of diversity within a religious tradition</li> </ul> <p>By examining Jewish festivals, pupils gain a deeper understanding of how religion is lived, remembered and celebrated across generations.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>• explored Jewish beliefs and covenant (Year 3 CL2.1)</li> <li>• learned about symbols, festivals and celebration (CL2.6, KS1 units)</li> <li>• developed understanding of religious diversity and community (Year 4 CL2.5)</li> </ul> <p>This provides a strong foundation for recognising that festivals are meaningful expressions of belief rooted in history and tradition.</p> <p><b>Current Learning (This Unit):</b></p>	<p>influence both individual behaviour and community life.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of expression, identity and commitment, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• understand how beliefs are expressed through symbols, actions and rituals</li> <li>• explore key Sikh values such as equality, service and commitment</li> <li>• recognise how religious identity is shaped through practice and belonging</li> <li>• reflect on their own values and how these are expressed in everyday life</li> </ul> <p>By studying Sikhi in depth, pupils develop a richer understanding of how religion is lived and expressed in meaningful, practical ways.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>• explored Sikhism in earlier units (e.g. Year 4 CL2.4 on the Gurus)</li> <li>• learned about religious expression and symbolism (CL2.2)</li> <li>• developed understanding of belief in action and moral living (CL2/CU2 units)</li> </ul> <p>This provides a strong foundation for understanding that beliefs are expressed through visible practices, symbols and commitments.</p>
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<p>It prepares children for future units by establishing core knowledge about places of worship and the idea that religious beliefs are expressed through spaces, actions and community life. This ensures a progressive and sequenced approach, where early experiential learning supports more structured understanding in later years.</p>	<ul style="list-style-type: none"> <li>developed understanding of belonging (E.4) and how people are part of different groups</li> <li>learned that beliefs can be expressed through places, objects and actions (E.1–E.3)</li> </ul> <p>This prior learning provides a foundation for recognising that festivals are an important way that communities express shared beliefs and values.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 5: Influence and Authority, focusing on how celebrations reflect what is important to people. Pupils begin to:</p> <ul style="list-style-type: none"> <li>identify and describe different religious and cultural celebrations</li> <li>understand why people celebrate and what celebrations mean</li> <li>recognise key features of festivals (e.g. food, light, gifts, worship, family gatherings)</li> <li>explore how beliefs influence the ways communities celebrate</li> </ul> <p>Pupils move from simply recognising celebrations to beginning to explain their purpose and significance within different communities.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p>	<ul style="list-style-type: none"> <li>learned about belonging to communities (E.4, C1.1), including shared expectations and behaviour</li> <li>encountered stories and teachings (C1.6) that introduce moral messages</li> </ul> <p>This provides a foundation for understanding that rules and values help people live well together.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 3: A Good Life, focusing on moral decision-making. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand why rules are important and how they affect communities</li> <li>explore religious teachings about right and wrong from different traditions</li> <li>recognise the consequences of choices and actions</li> <li>reflect on their own behaviour and consider how to make good choices</li> </ul> <p>Pupils move from recognising rules to understanding why rules exist and how they guide behaviour.]</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later KS1 and KS2 units exploring ethical teachings, moral dilemmas and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>kindness and responsibility</li> <li>learned about belonging to communities (E.4, C1.1), including shared expectations and behaviour</li> <li>encountered stories and teachings (C1.6) that introduce moral messages</li> </ul> <p>This provides a foundation for understanding that rules and values help people live well together.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 3: A Good Life, focusing on moral decision-making. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand why rules are important and how they affect communities</li> <li>explore religious teachings about right and wrong from different traditions</li> <li>recognise the consequences of choices and actions</li> <li>reflect on their own behaviour and consider how to make good choices</li> </ul> <p>Pupils move from recognising rules to understanding why rules exist and how they guide behaviour.]</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later KS1 and KS2 units exploring ethical teachings, moral dilemmas and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>understand the concept of covenant as a guiding belief in Judaism</li> <li>explore key figures (Noah, Abraham, Moses) and their importance</li> <li>examine how beliefs are remembered through festivals (Pesach) and weekly practices (Shabbat)</li> <li>recognise similarities and differences within a religious tradition</li> </ul> <p>Pupils move from simple understanding of belief to recognising how beliefs are sustained through practice, ritual and community life over time.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later KS2 study of religious identity, continuity and change</li> <li>enabling pupils to explore comparative religion, including Abrahamic faiths</li> <li>developing understanding of sacred texts, authority and interpretation</li> <li>preparing pupils to consider how beliefs influence ethical decisions and ways of life</li> </ul> <p>It also strengthens pupils' ability to make connections between beliefs, practices and identity, supporting deeper analytical RE learning.</p>	<ul style="list-style-type: none"> <li>examine the symbolism of light across different traditions</li> <li>identify similarities and differences between celebrations</li> </ul> <p>Pupils move from learning about individual stories or festivals to understanding how beliefs are sustained through tradition and symbolic practices over time..</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper KS2 exploration of symbolism, meaning and interpretation</li> <li>enabling pupils to compare themes across religions and worldviews (e.g. light, hope, freedom)</li> <li>developing understanding of continuity and change in religious traditions</li> <li>preparing pupils to engage with more complex ideas about meaning, identity and worldview</li> </ul> <p>It also strengthens pupils' ability to make connections across different religions, helping them to see both shared human themes and diversity of belief.</p>	<p>This unit builds on these foundations through Pathway 5: Influence and Authority, focusing on how tradition shapes communities. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand how festivals reflect Jewish beliefs and values</li> <li>explore the role of Torah teachings and commandments in guiding practice</li> <li>analyse the significance of stories (e.g. Esther, Exodus, Jonah) in shaping celebration</li> <li>recognise how traditions are maintained and adapted in contemporary communities</li> </ul> <p>Pupils move from learning about individual beliefs or practices to understanding how shared traditions create identity and continuity within a global religious community.</p> <p><b>Future Learning:</b></p> <ul style="list-style-type: none"> <li>This unit prepares pupils for further learning by:</li> <li>supporting deeper UKS2 study of religious identity, diversity and interpretation</li> <li>enabling pupils to compare how different religions celebrate and remember key events</li> </ul> <p>developing understanding of how traditions change over time while maintaining core beliefs preparing pupils to engage with more complex questions about belief, identity and belonging in a global context</p> <p>It also strengthens pupils' ability to analyse how traditions influence both individual lives and wider communities, supporting deeper RE thinking and cultural understanding.</p>	<p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 2: Expressing Beliefs, focusing on lived religion. Pupils begin to:</p> <p>explore how Sikhs express beliefs through daily worship and use of sacred texts understand the meaning and significance of the 5Ks and the Khalsa examine the role of Amrit (initiation) and commitment in Sikh identity analyse how sewa and langar demonstrate values such as equality and community reflect on how beliefs are expressed through actions, not just words Pupils move from understanding religious ideas to evaluating how beliefs are demonstrated through real-life practices and commitments.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper UKS2 exploration of identity, commitment and belonging</li> <li>enabling pupils to compare how different religions express beliefs through practice</li> <li>developing understanding of how values shape behaviour and community life</li> <li>preparing pupils to engage with complex questions about belief, identity and expression in a diverse society</li> </ul> <p>It also strengthens pupils' ability to reflect on their own values and how these are expressed,</p>
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<p>Autumn 2</p>	<p><b>Unit Title:</b> <b>Which places are special to members of our community? E2</b></p> <p><b>Overview of the Unit:</b> This Early Years unit introduces children to the concept of special places, beginning with their own experiences and extending to places that are important within religious and local communities. Through discussion, stories, sensory exploration and visits, children learn that places can be special because of what happens there and how people feel about them. They encounter examples from Christianity, Islam, Hindu Dharma and Sikhi, exploring places such as churches, mosques, mandirs and gurdwaras. The unit emphasises first-hand experience and engagement with people, artefacts and environments.</p> <p><b>Why are children learning this?</b> This unit supports children in developing early understanding of belief, belonging and diversity, central to the Bradford Agreed Syllabus. It enables children to:</p> <ul style="list-style-type: none"> <li>• recognise that people have different beliefs and ways of life</li> <li>• understand that some places are special or holy for different communities</li> <li>• develop respect, curiosity and empathy towards others</li> </ul> <p>By linking children’s own experiences of special places to those of others, the unit strengthens their sense of identity and supports their spiritual, moral, social and cultural development.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, learning is largely experiential and rooted in children’s everyday lives and</p>	<ul style="list-style-type: none"> <li>• supporting later KS1 and KS2 units where pupils explore individual festivals in greater depth, including their meanings and stories</li> <li>• enabling pupils to make connections between beliefs, stories and practices</li> <li>• developing early understanding of similarities and differences between religious traditions</li> <li>• preparing pupils to consider how religion influences daily life and identity</li> </ul> <p>It also contributes to wider curriculum development by strengthening pupils’ ability to reflect, compare and express their own ideas about belonging, celebration and community life.</p>	<ul style="list-style-type: none"> <li>• enabling pupils to compare different religious approaches to living a good life</li> <li>• developing understanding of how beliefs influence values and actions</li> <li>• preparing pupils to reflect more deeply on ethical questions and personal responsibility</li> </ul> <p>It also supports wider personal development by encouraging pupils to think critically about their own choices and how they contribute to a positive community</p>			<p><b>Unit Title:</b> <b>How might pilgrimage transform people’s lives? (CU2.4)</b></p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores the concept of pilgrimage as a spiritual journey and how it can transform people’s lives. Pupils study pilgrimage across a range of religions including Islam (Hajj to Makkah), Christianity (e.g. Lourdes, Santiago), Judaism (the Western Wall), and Hindu Dharma (the River Ganges), as well as Sikh perspectives. Pupils examine why people undertake pilgrimages, the rituals and experiences associated with them, and the sacrifices involved in making such journeys. The unit emphasises how pilgrimage can lead to reflection, personal change, a sense of belonging and deeper understanding of faith. Pupils also explore the idea of life as a journey, considering both physical and spiritual development</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of personal reflection, belief and transformation, which are key aspects of the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• understand the meaning and purpose of pilgrimage across different religions</li> <li>• explore how experiences can influence belief, identity and behaviour</li> <li>• reflect on themes such as sacrifice, commitment, belonging and spiritual growth</li> <li>• develop empathy by considering the experiences and motivations of others</li> </ul>	<p>supporting both RE and wider personal development.</p>
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<p>continuous provision. Children will already have:</p> <ul style="list-style-type: none"> <li>• explored their own homes, families and familiar environments</li> <li>• begun to talk about places they enjoy or feel safe in</li> <li>• developed early vocabulary linked to feelings and personal experiences</li> </ul> <p>These experiences provide a foundation for understanding the idea of something being special or important.</p> <p><b>Current Learning (This Unit):</b> This unit builds on those personal experiences by introducing the concept that specialness can extend beyond the individual to communities and religions. Within Pathway 1: The Nature of Religion and Belief, children begin to:</p> <ul style="list-style-type: none"> <li>• recognise that some places are set apart as special, sacred or holy</li> <li>• understand that different people have different special places</li> <li>• explore places of worship and the feelings, practices and meanings associated with them</li> </ul> <p>This establishes key foundations of substantive knowledge about religion and belief, grounded in real-life experiences and sensory learning.</p> <p><b>Future Learning:</b> This unit prepares children for subsequent learning across the Early Years RE curriculum and into Key Stage 1. For example: In E.2 (Why are some objects special?), children build on the idea of special places to explore special objects and books, understanding how beliefs are expressed through artefacts. [</p>					<p>By engaging with the idea of pilgrimage, pupils develop insight into how significant experiences shape people's lives and worldviews.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>• explored belief and practice in different religions (CL2 units)</li> <li>• learned about festivals, traditions and identity (CL2.6, CU2.5)</li> <li>• developed understanding of inspirational leaders and lived religion (FL2 units)</li> </ul> <p>This provides a foundation for understanding that religious belief is expressed not only through practices, but also through powerful personal experiences.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 4: Personal Journey, focusing on experience and transformation. Pupils begin to:</p> <ul style="list-style-type: none"> <li>• understand pilgrimage as a spiritual journey rather than simply travel</li> <li>• explore key pilgrimage destinations and their significance</li> <li>• analyse how rituals and experiences encourage reflection and change</li> <li>• consider how shared journeys create a sense of community and belonging</li> <li>• reflect on their own life journeys and the concept of transformation</li> </ul> <p>Pupils move from learning about religious practices to</p>	
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	<p>In later units, they will explore belonging, celebrations and caring for others, developing a broader understanding of how beliefs shape people's lives In Key Stage 1, pupils deepen this learning by examining symbols, practices and places of worship in more structured ways</p> <p>Overall, this unit lays the groundwork for recognising that religions/worldviews involve meaningful places, practices and communities, supporting a coherent and progressive RE curriculum.</p>					<p>understanding how deep personal experiences can shape belief and identity.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>• supporting deeper UKS2 study of belief, identity and personal meaning</li> <li>• enabling comparison of religious experiences across different worldviews</li> <li>• developing understanding of how belief influences life decisions and actions</li> <li>• preparing pupils to engage with complex ideas about purpose, meaning and transformation</li> </ul> <p>It also strengthens pupils' ability to reflect on their own experiences and values, supporting both RE and wider personal and spiritual development</p>	
Spring 1	<p><b>Unit Title:</b> <b>Who cares for me and how do I help others? (E.3)</b></p> <p><b>Overview of the Unit:</b> This Early Years unit explores the concept of <i>caring for others</i> and what it means to live a "good life." Children learn about relationships within their families, school and wider community, and begin to understand the importance of rules, kindness and responsibility. Through stories from Christianity, Islam, Buddhism and Hindu Dharma, children encounter examples of people who demonstrate care and compassion, including Jesus and the Prophet Muhammad. The unit also introduces the idea of helping others beyond their immediate</p>	<p><b>Unit Title:</b> <b>Which books and stories are important? (C1.6)</b></p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit explores the importance of stories and sacred texts in religions and worldviews. Pupils learn that religions provide answers to big questions about life through important texts and stories, often referred to as "grand narratives." They encounter stories from the Bible, Qur'an and Guru Granth Sahib, and explore how these stories are used to teach values and guide how people live. Through discussion, storytelling and creative</p>	<p><b>Unit Title:</b> <b>How and why do some people pray? (C1.4)</b></p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit explores the concept of prayer and reflection across different religions and worldviews. Pupils learn that prayer can be a way of communicating, reflecting or expressing thoughts and feelings, and that it may look different depending on beliefs and traditions. Through the study of Christianity, Islam, Hindu Dharma and Buddhism, pupils explore a variety of practices including the Lord's Prayer, Muslim salah, Hindu puja and</p>	<p><b>Unit Title:</b> <b>How do the Five Pillars help Muslims to live a good life? (CL2.3)</b></p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores how Muslim beliefs and practices guide the way Muslims live their lives. Pupils learn about the Five Pillars of Islam—Shahadah (faith), Salah (prayer), Zakah (charity), Sawm (fasting) and Hajj (pilgrimage)—and how these form a framework for living a good and purposeful life. Pupils also study the importance of Allah (God) and the Prophet Muhammad (pbuh) as a role model, exploring how beliefs are reflected in everyday actions. Through enquiry, discussion and reflection, pupils consider how the pillars</p>	<p><b>Unit Title:</b> <b>How do the lives of the Gurus inspire Sikh believers? (CL2.4)</b></p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores the lives and teachings of the Sikh Gurus, focusing particularly on Guru Nanak and Guru Gobind Singh, and how their teachings continue to influence Sikh beliefs and practices today. Pupils learn about key stories from the Gurus' lives, including Guru Nanak's spiritual experiences and teachings about equality, honesty and compassion. The unit also examines how these teachings were passed on through the line of Gurus and are now preserved in the Guru Granth Sahib, the Sikh holy scripture, which is treated as the living Guru. Pupils explore the</p>	<p><b>Unit Title:</b> <b>What do Bible narratives say about covenant? (CU2.6)</b></p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores the concept of covenant as a central idea in Christianity, focusing on key Bible narratives from both the Old and New Testaments. Pupils study the covenants between God and significant figures such as Abraham, Moses and David, and examine how these promises shape Christian beliefs about God's relationship with humanity. The unit also introduces the idea of the new covenant through Jesus, exploring Christian beliefs about incarnation, salvation and the role of Jesus as Messiah.</p>	<p><b>Unit Title:</b> <b>What do different Hindu people believe? (CU2.1)</b></p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores the diversity within Hindu Dharma, focusing on how Hindu people understand and express beliefs about God, worship and life's purpose. Pupils examine the idea of Brahman as one ultimate reality, expressed through many forms and aspects, including the Trimurti (Brahma, Vishnu and Shiva) and other deities. Pupils investigate how beliefs are expressed through puja (worship) at home and in the mandir, and how symbols and murtis are used as a focus for</p>

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<p>community, including through charity and shared responsibility.</p> <p><b>Why are children learning this?</b> This unit supports children in developing early understanding of morality, community and responsibility, which are central to the Bradford Agreed Syllabus. It enables children to: begin to understand right and wrong through simple rules and shared expectations recognise the importance of caring, kindness and helping others develop empathy and awareness of the needs of others By connecting everyday experiences of care with religious stories and values, children begin to understand that beliefs and worldviews influence how people choose to live. This contributes strongly to their personal, social and emotional development.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, children will have: explored their own experiences of <i>special places</i> (E.1) and begun to recognise belonging within family, school and community talked about people important to them and begun to describe relationships begun to develop language linked to feelings and experiences These experiences support children in recognising who cares for them and why relationships matter.</p> <p><b>Current Learning (This Unit):</b> This unit builds on those foundations through Pathway 3: A Good Life, focusing on how people behave and care for others. Children begin to: understand simple rules and why they are important</p>	<p>activities, pupils examine the meaning behind stories, identify their morals and consider why these stories are retold across generations. They also explore how holy books are treated with respect and what makes them special to believers.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belief, meaning and authority, which are central to the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>recognise that some books are special or sacred to believers</li> <li>understand that stories can teach important lessons about how to live</li> <li>begin to explore big questions about life, such as how people should treat others</li> <li>develop respect for different religious traditions</li> </ul> <p>By engaging with both religious and non-religious stories, pupils begin to understand that stories are a key way that people communicate values, beliefs and ideas about the world.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored special objects and books (EYFS E.2) and begun to understand that</li> </ul>	<p>Buddhist meditation. They consider how prayer may involve actions, objects, quiet thinking or communal worship. The unit also encourages pupils to reflect on their own experiences, including times when people think deeply, hope or express gratitude.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of personal reflection, spirituality and belief, which are central to the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>recognise that people express beliefs in different ways, including through prayer and meditation</li> <li>understand that prayer can be personal, communal, symbolic or reflective</li> <li>explore how people make sense of experiences and ask big questions</li> <li>develop respect for different practices and perspectives</li> </ul> <p>By linking religious practices with pupils' own experiences of reflection and wonder, the unit develops their spiritual awareness and ability to think about meaning in their lives.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored belonging to communities (C1.1) and how people</li> </ul>	<p>demonstrate commitment, discipline, compassion and community, and how these values are shared across religions and worldviews.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of morality, belief and lived religion, key aims of the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>understand how religious beliefs influence everyday behaviour</li> <li>explore how the Five Pillars guide Muslim life and identity</li> <li>recognise shared values such as generosity, commitment and self-discipline</li> <li>develop respect for Islam as a lived and diverse religion</li> </ul> <p>By examining how beliefs are translated into action, pupils deepen their understanding that religion is not just about ideas, but about how people choose to live.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored a good life (KS1 C1.3) and how rules and teachings guide behaviour</li> <li>learned about belonging to communities of belief (C1.1)</li> <li>encountered religious stories and figures (e.g. Jesus, Moses) and their influence on followers</li> </ul> <p>This provides a foundation for understanding that religions offer guidance for living and making choices.</p> <p><b>Current Learning (This Unit):</b></p>	<p>importance of the Gurdwara and practices such as langar, understanding how Sikh values are lived out in everyday life.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of personal belief, inspiration and identity, key elements of the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>understand how religious leaders inspire followers</li> <li>explore key Sikh values such as equality, service and compassion</li> <li>recognise how teachings are passed on through scripture and practice</li> <li>develop respect for Sikh beliefs and lived experiences</li> </ul> <p>By learning about the Gurus, pupils gain insight into how beliefs are shaped by individual experiences and teachings, and how these continue to influence communities today.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored inspirational leaders (Year 3 FL2.13) and how individuals influence others</li> <li>learned about belief and practice in religions (CL2.1, CL2.3)</li> <li>explored spiritual expression (CL2.2)</li> </ul> <p>This provides a foundation for understanding that religious leaders play a key role in shaping beliefs and guiding ways of life.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 4: Personal Journey, focusing on how experiences shape belief. Pupils begin to:</p>	<p>Pupils consider how these narratives form part of the "big picture" of Christianity and compare interpretations across Christianity, Judaism and Islam, particularly in relation to Abraham.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belief, meaning and interpretation, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>understand covenant as a core theological idea in Christianity</li> <li>explore how beliefs are expressed through key religious narratives</li> <li>recognise connections between different parts of the Bible</li> <li>compare perspectives across Abrahamic faiths</li> </ul> <p>By studying these narratives, pupils deepen their understanding of how religion provides a coherent worldview about relationships, responsibility and faith.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored Jewish covenant and identity (Year 3 CL2.1)</li> <li>studied religious practices, festivals and belief (CL2 units and CU2.5)</li> <li>developed understanding of religious stories and moral teachings (FL2 units)</li> </ul> <p>This provides a strong foundation for exploring how beliefs are</p>	<p>devotion. The unit also explores key philosophical concepts such as karma (actions), dharma (duty), moksha (liberation) and ahimsa (non-violence), helping pupils understand how beliefs influence ethical living. A key focus throughout is recognising the diversity of belief and practice within Hinduism.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belief, diversity and worldview, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>understand that religions contain a range of beliefs and practices</li> <li>explore how Hindus understand God in different ways</li> <li>recognise how beliefs influence worship, behaviour and ways of life</li> <li>develop respect for diversity within a single religious tradition</li> </ul> <p>By studying Hindu Dharma in depth, pupils gain insight into how religion is complex, varied and meaningful for different people..</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored Hindu beliefs, stories and festivals (KS1 and LKS2 units)</li> <li>learned about religious expression and symbolism (CL2.2)</li> <li>developed understanding of belief</li> </ul>
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	<p>explore the idea of the <i>Golden Rule</i> (treating others as you would like to be treated) learn from religious stories about kindness, compassion and responsibility recognise ways they can help in their own lives and communities This develops both substantive knowledge (about religious teachings) and personal knowledge (about how to act and relate to others).</p> <p><b>Future Learning:</b> This unit prepares children for deeper learning across the curriculum by: supporting future units where children explore belonging, celebrations and responsibility within communities linking to units such as E.4 (Who belongs in my family and community?), where children further develop understanding of relationships and identity preparing for Key Stage 1 learning about moral choices, rules for living and examples from religious figures It establishes early understanding that religions and worldviews provide guidance about how to live well, which will be revisited and developed throughout the RE curriculum.</p>	<p>some items are important to people</p> <ul style="list-style-type: none"> <li>learned about celebrations (C1.5) and how beliefs are expressed through festivals and traditions</li> <li>encountered ideas of belonging and community in EYFS, including how people share beliefs and practices</li> </ul> <p>This provides a foundation for recognising that beliefs are often recorded and shared through important texts and stories.</p> <p><b>Current Learning (This Unit):</b> This unit builds on those foundations through Pathway 6: The Big Picture, focusing on meaning and big questions about life. Pupils begin to:</p> <ul style="list-style-type: none"> <li>identify holy books such as the Bible, Qur'an and Guru Granth Sahib</li> <li>understand that these books contain important stories and teachings</li> <li>explore how stories communicate morals (e.g. kindness, forgiveness, honesty)</li> <li>consider how stories help people answer big questions about how to live</li> </ul> <p>Pupils move beyond recognising special books to beginning to explain why they are important and what they teach.</p> <p><b>Future Learning:</b></p>	<p>express shared beliefs</p> <ul style="list-style-type: none"> <li>learned about making good choices (C1.3) and how beliefs influence behaviour</li> <li>encountered special books and stories (C1.6) which introduce ideas about belief and meaning</li> </ul> <p>This prior learning helps pupils recognise that beliefs are not only thought about but also expressed through actions and practices such as prayer.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 4: Personal Journey, focusing on personal experience and reflection. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand what prayer is and why people pray</li> <li>explore similarities and differences in prayer practices across religions</li> <li>recognise that prayer can include words, actions, silence and symbols</li> <li>consider how prayer and reflection help people respond to life's experiences</li> </ul> <p>Pupils move from learning about beliefs to understanding how individuals experience and express those beliefs personally.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper study of religious practices and lived experience in KS2</li> <li>enabling pupils to explore spiritual</li> </ul>	<p>This unit builds on these foundations through Pathway 3: A Good Life, focusing on how beliefs shape behaviour. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand the Five Pillars as a framework for Muslim life</li> <li>explore how practices such as prayer, fasting and charity express commitment to God</li> <li>examine the role of the Prophet Muhammad (pbuh) as a model for behaviour</li> <li>make connections between religious teachings and everyday actions</li> </ul> <p>Pupils move from general ideas about right and wrong to understanding structured religious ways of living based on belief.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later KS2 exploration of belief in action, including deeper study of Islam and other religions</li> <li>enabling pupils to compare ethical teachings across religions and worldviews</li> <li>developing understanding of commitment, identity and religious practice</li> <li>preparing pupils to engage with more complex ideas about morality, purpose and worldview</li> </ul> <p>It also supports pupils in reflecting on their own values and what it means to live a good life, strengthening both RE knowledge and personal development.</p>	<ul style="list-style-type: none"> <li>understand what a guru is as a spiritual teacher (moving from ignorance to wisdom)</li> <li>explore key stories and teachings from the Sikh Gurus</li> <li>recognise how teachings are preserved in the Guru Granth Sahib</li> <li>examine how Sikh values are expressed through practices such as langar and worship in the Gurdwara</li> </ul> <p>Pupils move from studying leaders in general to understanding how spiritual experiences and teachings shape a whole religious tradition..</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper KS2 study of religious identity, authority and sacred texts</li> <li>enabling pupils to explore how teachings influence ethical decisions and lifestyle</li> <li>developing understanding of continuity and change in religious traditions</li> <li>preparing pupils to engage with more complex questions about belief, meaning and worldvie</li> </ul> <p>It also strengthens pupils' ability to reflect on how values such as equality and compassion can be lived out in their own lives and communities.</p>	<p>connected through larger religious narratives and themes.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 6: The Big Picture, focusing on overarching beliefs. Pupils begin to:</p> <ul style="list-style-type: none"> <li>define and understand covenant as a binding promise between God and people</li> <li>explore key Old Testament covenants (Abraham, Moses, David)</li> <li>examine how these covenants shape Christian beliefs about law, promise and identity</li> <li>understand the concept of the new covenant through Jesus</li> <li>compare interpretations across Christianity, Judaism and Islam</li> </ul> <p>Pupils move from studying individual stories to understanding how they form part of a larger, connected religious narrative.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper UKS2 exploration of theology, belief systems and interpretation</li> <li>enabling pupils to analyse connections across religious texts and traditions</li> <li>developing understanding of how beliefs develop and are understood differently</li> <li>preparing pupils to engage with complex questions about faith,</li> </ul>	<p>influencing behaviour and identity (CL2/CU2 units)</p> <p>This provides a foundation for recognising that beliefs can be interpreted and expressed in different ways within a religion.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 1: Nature of Religion and Belief, focusing on diversity and interpretation. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand the concept of one God (Brahman) with many aspects</li> <li>explore the role of murtis and symbolism in Hindu worship</li> <li>compare home worship and mandir worship</li> <li>examine key beliefs about karma, dharma and moksha</li> <li>recognise similarities and differences within Hindu belief and practice</li> </ul> <p>Pupils move from learning about general religious beliefs to understanding how beliefs are interpreted and practiced differently by individuals and communities.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper UKS2 exploration of worldviews, diversity and interpretation</li> <li>enabling pupils to compare belief systems across religions and non-religious perspectives</li> <li>developing understanding of how</li> </ul>
Spring 2	<p><b>Unit Title:</b> <b>Who belongs in my family and community? (E.4)</b></p> <p><b>Overview of the Unit:</b> This Early Years unit introduces the concept of belonging and explores how children are part of families, schools and wider communities. Children reflect on their own experiences of belonging and learn about the importance of relationships, friendship and shared experiences. They explore a range of</p>	<p><b>Future Learning:</b></p>	<p><b>Future Learning:</b></p>	<p><b>Future Learning:</b></p>	<p><b>Future Learning:</b></p>	<p><b>Future Learning:</b></p>	<p><b>Future Learning:</b></p>

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<p>communities, including religious communities, and consider how people show that they belong. Through stories, discussion and practical activities, children learn that belonging can be expressed through relationships, shared values and traditions, including examples from Christianity and Hindu Dharma.</p> <p><b>Why are children learning this?</b> This unit supports children in developing early understanding of identity, belonging and community, which are central to the Bradford Agreed Syllabus. It enables children to:</p> <p>recognise who they belong to and who is important in their lives understand that people belong to different kinds of communities, including religious communities develop respect for similarities and differences between families and communities</p> <p>By exploring their own experiences alongside those of others, children strengthen their sense of identity and begin to understand that belonging plays an important role in people's lives and beliefs.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, children will have:</p> <ul style="list-style-type: none"> <li>explored special places (E.1) and begun to understand belonging through shared spaces such as home, school and places of worship</li> <li>explored caring for others (E.3) and developed understanding of relationships, kindness and responsibility</li> <li>discussed their own families, feelings and</li> </ul>	<p>This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later KS1 and KS2 study of sacred texts in greater depth, including their structure, meaning and use</li> <li>enabling pupils to explore interpretation, understanding that people may understand stories in different ways</li> <li>developing understanding of religious authority and sources of guidance</li> <li>preparing pupils to make connections between beliefs, texts and lived practice</li> </ul> <p>It also strengthens pupils' ability to reflect on moral questions and articulate how stories influence behaviour, underpinning future RE learning across all pathways.</p>	<p>expression, including symbolism, ritual and reflection</p> <ul style="list-style-type: none"> <li>developing understanding of personal belief and worldview</li> <li>preparing pupils to engage with more complex ideas about meaning, purpose and identity</li> </ul> <p>It also strengthens pupils' ability to reflect thoughtfully on their own experiences and to respect the different ways people understand and respond to the world.</p>				<p>identity, authority and worldview</p> <p>It also strengthens pupils' ability to think critically about how stories communicate meaning and how beliefs influence both individual lives and wider communities.</p>	<p>beliefs shape ethical decision-making</p> <ul style="list-style-type: none"> <li>preparing pupils to engage with complex questions about identity, belief and meaning in a diverse society</li> </ul> <p>It also strengthens pupils' ability to appreciate diversity and think critically about how beliefs influence both personal and cultural identity.</p>
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	<p>experiences in a personal and social context This provides a foundation for thinking more deeply about who they belong to and how communities are formed.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 4: Personal Journey, focusing on identity and belonging. Children begin to:</p> <ul style="list-style-type: none"> <li>• recognise that they belong to different groups (family, class, school, community)</li> <li>• explore the meaning of friendship and relationships</li> <li>• understand that people can belong to religious and non-religious communities</li> <li>• consider how belonging is expressed through shared experiences, traditions and support</li> </ul> <p>This helps children connect their own personal experiences with wider ideas about identity and community.</p> <p><b>Future Learning:</b> This unit prepares children for further learning by:</p> <ul style="list-style-type: none"> <li>• supporting later units where children explore celebrations and community life (E.5) and how belonging is expressed through shared events</li> <li>• preparing for Key Stage 1 learning about belonging to communities of belief, including symbols, practices and shared values</li> <li>• establishing early understanding of personal identity and worldview, which will be</li> </ul>						
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	<p>developed into more complex thinking about beliefs, experiences and belonging across the RE curriculum</p> <p>It ensures children have a secure foundation in understanding that people belong in different ways and that this influences how they live and relate to others.</p>						
Summer 1	<p><b>Unit Title:</b> <b>How do people celebrate special times? (E.5)</b></p> <p><b>Overview of the Unit:</b> This Early Years unit explores how and why people celebrate special times, focusing on a range of religious and cultural festivals throughout the year. Children reflect on their own experiences of celebration and learn about how different communities mark important events through food, music, symbols, stories and shared activities. They encounter festivals from Christianity, Islam, Judaism, Sikhi, Hindu Dharma and Chinese cultural traditions, including Harvest, Diwali, Christmas, Eid and Chinese New Year. The unit is designed to be revisited across the year, allowing children to engage with festivals as they occur in real time.</p> <p><b>Why are children learning this?</b> This unit supports children in developing early understanding of belief, diversity and cultural expression, key aims of the Bradford Agreed Syllabus. It enables children to:</p> <ul style="list-style-type: none"> <li>• recognise that people celebrate special times in different ways</li> <li>• understand that celebrations often express beliefs, values and identity</li> </ul>	<p><b>Unit Title:</b> <b>What does it mean to belong to a community of belief? (C1.1)</b></p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit introduces pupils to the concept of belonging within religious and non-religious communities. Pupils explore what it means to belong to a group and how people show this through shared actions, symbols and places. They learn about places of worship such as churches, mosques and synagogues, and investigate what happens inside them and why they are important to believers. Through discussion, visits (real or virtual) and the use of artefacts, pupils begin to recognise similarities and differences between faith communities. They also explore the idea that some places and objects are considered sacred or special, and that belonging involves shared values, practices and a sense of community.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belonging, identity and community, which are key concepts within the Bradford</p>	<p><b>Unit Title:</b> <b>How are symbols used to welcome new life? (C1.2)</b></p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit explores how symbols, rituals and actions are used to welcome new life within different religions and worldviews. Pupils learn about ceremonies such as Christian baptism and dedication, Sikh naam karan and Muslim aqiqah, alongside non-religious naming ceremonies. Through stories, artefacts and discussion, pupils examine how symbolic actions (e.g. water, light, food, naming and promises) express meaning and belonging. They explore how families and communities celebrate the arrival of a baby and consider the importance of wishes, promises and identity. Pupils also compare similarities and differences between traditions and reflect on how they might welcome a new baby themselves.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of expression, symbolism and belonging, which are key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p>	<p><b>Unit Title:</b> <b>How do different people express their spirituality? (CL2.2)</b></p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores the concept of spirituality and how it can be expressed through a range of creative and artistic forms. Pupils investigate how individuals and communities express beliefs, values and emotions through art, music, dance, poetry and symbolism. The unit draws on examples from Christianity, Islam, Judaism, Hindu Dharma and Sikhi, as well as non-religious approaches, to highlight diversity in expression. Pupils explore how some traditions use images and visual art, while others use pattern, calligraphy, words or movement to communicate spiritual ideas. The unit is highly experiential, encouraging pupils to create their own forms of expression and reflect on what matters to them.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of expression, identity and spirituality, which are central to the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• recognise that spirituality can be expressed in many different ways</li> <li>• understand how beliefs and values are communicated through creative forms</li> </ul>	<p><b>Unit Title:</b> <b>What faiths and beliefs can be found in our country and community? (CL2.5)</b></p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores the diversity of religions and worldviews within the local community and across the UK. Pupils investigate a range of faiths including Christianity, Islam, Judaism, Sikhi, Hindu Dharma and Buddhism, as well as non-religious perspectives such as Humanism. Pupils examine places of worship (e.g. churches, mosques, gurdwaras, mandirs and synagogues) and consider their significance for believers. They explore how these spaces are used not only for worship but also for community activities, highlighting the role religion plays in wider society. The unit also develops understanding of interfaith relationships, encouraging pupils to consider how different groups live and work together.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of diversity, community and identity, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• recognise the range of religions and beliefs present in their community</li> <li>• understand how places of worship support both religious and wider community life</li> </ul>	<p><b>Unit Title:</b> <b>How do Buddhists live a meaningful life? (FU2.14)</b></p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores how Buddhist beliefs and practices help individuals live a meaningful life. Pupils learn about the life of Prince Siddhartha (the Buddha) and his journey to enlightenment, focusing on how his experiences led to key teachings about suffering and happiness. The unit introduces core Buddhist concepts including the Four Noble Truths, the Noble Eightfold Path, the Five Precepts and the Three Jewels. Pupils explore how these teachings guide Buddhists in overcoming suffering and living ethically. They also engage with Buddhist stories (e.g. Jataka tales) to understand how moral lessons are communicated and applied in everyday life.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belief, meaning and personal development, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• explore how religions address fundamental questions about suffering and happiness</li> <li>• understand how Buddhist teachings</li> </ul>	<p><b>Unit Title:</b> <b>What values do people live by? (CU2.3)</b></p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores how religions and worldviews provide guidance for living a good life, focusing on values, ethics and personal responsibility. Pupils investigate how different traditions (including Christianity, Islam, Judaism, Hindu Dharma, Buddhism, Sikhi and Humanism) offer codes for living that help followers make moral decisions. The unit explores shared ideas such as the Golden Rule (treat others as you wish to be treated), as well as specific teachings including Christian love and forgiveness, Islamic charity and honesty, Jewish Tikkun Olam (repairing the world), Sikh sewa (service), Hindu dharma and ahimsa, and the Buddhist Eightfold Path. Pupils consider how these values are expressed in real life and how they may be similar or different across traditions.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of morality, values and ethical decision-making, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• understand how religions and</li> </ul>

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<ul style="list-style-type: none"> <li>develop respect for diversity through learning about different traditions</li> </ul> <p>By connecting children’s own experiences of celebrations with those of others, the unit promotes curiosity, respect and a sense of shared humanity, contributing to their spiritual, moral, social and cultural development. [E.5How do...cial times   Word]</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b></p> <p><b>Prior Learning:</b> Before this unit, children will have:</p> <ul style="list-style-type: none"> <li>explored special places (E.1) and understood that places can hold meaning for individuals and communities</li> <li>learned about special objects (E.2) and how beliefs can be expressed through artefacts</li> <li>explored caring and values (E.3) and how people live out beliefs through actions</li> <li>developed understanding of belonging (E.4) within families, communities and faith groups</li> </ul> <p>These units provide the foundation for understanding that beliefs and belonging are often expressed through shared celebrations and traditions.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 5: Influence and Authority, focusing on how beliefs are expressed through festivals. Children begin to:</p> <ul style="list-style-type: none"> <li>recognise that festivals are special times for individuals and communities</li> <li>explore similarities and differences between</li> </ul>	<p>Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>recognise that people belong to different groups, including religious communities</li> <li>understand that some places, objects and symbols are considered special or sacred</li> <li>explore how people show they belong through actions, clothing, symbols and shared practices</li> <li>develop respect for different beliefs and ways of life</li> </ul> <p>By connecting pupils’ own experiences of belonging with those of religious communities, the unit builds empathy and helps pupils make sense of diversity in the world around them.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b></p> <p><b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored belonging to family and community (EYFS E.4)</li> <li>learned about special places (E.1) and how places can be meaningful</li> <li>explored celebrations (E.5) and how groups come together for important events</li> </ul> <p>These experiences give pupils a foundation for understanding that belonging is expressed in shared spaces, relationships and practices.</p>	<ul style="list-style-type: none"> <li>recognise that people express beliefs through symbols, rituals and ceremonies</li> <li>understand that welcoming a baby is an important event in many communities</li> <li>explore how meanings can be communicated through actions, objects and words</li> <li>develop respect for different traditions and ways of celebrating life events</li> </ul> <p>By linking personal experiences (e.g. family events, names and welcoming) with religious practices, the unit helps pupils understand how beliefs are expressed in meaningful ways.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b></p> <p><b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored belonging to communities (EYFS E.4, C1.1)</li> <li>learned about special objects and places (E.1, E.2) and how meaning is attached to them</li> <li>explored celebrations (E.5) and how communities mark important events</li> </ul> <p>These experiences provide a foundation for understanding that important life events, such as birth, are often marked through meaningful actions and shared practices.</p> <p><b>Current Learning (This Unit):</b></p>	<ul style="list-style-type: none"> <li>explore similarities and differences in how religions express meaning</li> <li>develop their own ability to express ideas, beliefs and emotions</li> </ul> <p>By connecting personal creativity with religious expression, the unit promotes self-reflection, empathy and cultural awareness, supporting pupils’ spiritual, social and cultural development.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b></p> <p><b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored symbols, stories and celebrations (EYFS and KS1 units)</li> <li>learned how beliefs are expressed through actions and practices (e.g. festivals, prayer, rituals)</li> <li>begun to understand belonging and identity within communities of belief</li> </ul> <p>This prior learning helps pupils recognise that beliefs are not only practiced but also expressed creatively and emotionally.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 2: Expressing Beliefs, focusing on creative and symbolic expression. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand the concept of spirituality and how it can be difficult to explain</li> <li>explore how different religions use art, calligraphy, music and dance to express beliefs</li> <li>recognise why some traditions avoid certain forms of representation (e.g. images in Islam)</li> </ul>	<ul style="list-style-type: none"> <li>explore similarities and differences between faiths and worldviews</li> <li>develop respect for diversity and the importance of living together peacefully</li> </ul> <p>By focusing on real-life communities, the unit helps pupils make meaningful connections between religion and everyday life, supporting their awareness of the world around them.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b></p> <p><b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored belonging and communities (EYFS, KS1 C1.1)</li> <li>learned about religious beliefs and practices (CL2.1, CL2.3, CL2.4)</li> <li>explored expression and symbolism in religion (CL2.2)</li> <li>studied festivals and traditions across religions (CL2.6)</li> </ul> <p>This provides a strong foundation for understanding that religion exists within real communities and influences everyday life.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 5: Influence and Authority, focusing on religion in society. Pupils begin to:</p> <ul style="list-style-type: none"> <li>recognise different faiths and worldviews within their local area and the UK</li> <li>explore the purpose and features of places of worship</li> <li>understand diversity within religions (e.g. denominations in Christianity, traditions in Islam)</li> <li>examine how faith communities contribute to society and work together through interfaith activity</li> </ul> <p>Pupils move from learning about individual religions to understanding</p>	<p>provide guidance for living a meaningful life</p> <ul style="list-style-type: none"> <li>reflect on values such as compassion, self-control and mindfulness</li> <li>compare their own ideas about living well with those found in Buddhism</li> </ul> <p>By engaging with Buddhist philosophy, pupils develop deeper insight into how beliefs can influence thoughts, actions and ways of living.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b></p> <p><b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored beliefs, practices and values across different religions (CL2 and CU2 units)</li> <li>learned about personal reflection and spiritual experience (CU2.4 pilgrimage)</li> <li>developed understanding of moral guidance and ways of living (FL2 units)</li> </ul> <p>This provides a strong foundation for exploring how a religion offers a coherent approach to life’s challenges and big questions.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 4: Personal Journey and Pathway 1: Nature of Religion and Belief. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand the Buddha’s journey as a search for meaning and truth</li> <li>explore the concept of suffering (dukkha) and how it arises</li> <li>analyse the Four Noble Truths and the path to overcoming suffering</li> </ul>	<p>worldviews provide guidance for living</p> <ul style="list-style-type: none"> <li>explore shared and differing values about right and wrong</li> <li>recognise the importance of choice, consequences and responsibility</li> <li>reflect on their own values and how these influence behaviour</li> </ul> <p>By examining a range of perspectives, pupils develop the ability to think critically about how people decide what is right and how to live well.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b></p> <p><b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored moral teachings in religions (FL2 units, Bible teachings, Sikh values)</li> <li>studied beliefs, practices and identity across religions (CL2 and CU2 units)</li> <li>developed understanding of how beliefs influence behaviour and community life</li> </ul> <p>This provides a foundation for understanding that religions offer guidance through teachings, stories and role models.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 3: A Good Life, focusing on ethics and values. Pupils begin to:</p> <ul style="list-style-type: none"> <li>explore what a “code for living” is and why people follow one</li> <li>examine moral teachings from a range</li> </ul>
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	<p>religious and cultural celebrations</p> <ul style="list-style-type: none"> <li>understand that stories, symbols, food and actions help express meaning in festivals</li> <li>make connections between beliefs and the ways people celebrate</li> </ul> <p>Learning is cyclical and responsive, with festivals revisited across the year to deepen understanding through lived and meaningful experiences.</p> <p><b>Future Learning:</b> This unit prepares children for further learning by:</p> <ul style="list-style-type: none"> <li>supporting Key Stage 1 study of specific religious festivals and their meanings, including deeper exploration of beliefs and practices</li> <li>enabling children to make connections between stories, symbols and practices in more structured ways</li> <li>developing early understanding of how beliefs influence behaviour and traditions, which will be extended across all RE pathways</li> </ul> <p>It also underpins wider curriculum learning by reinforcing the idea that communities express identity, belief and values through shared celebrations, preparing pupils for more analytical study of religion and worldview in later years.</p>	<p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 1: The Nature of Religion and Belief, focusing on belonging and sacred spaces. Pupils begin to:</p> <ul style="list-style-type: none"> <li>recognise different communities of belief (e.g. Christianity, Islam, Judaism)</li> <li>identify features of places of worship and understand their purpose</li> <li>explore how people show belonging through symbols, rituals and actions</li> <li>understand that some places and objects are treated as special or holy</li> </ul> <p>Pupils move from personal ideas of belonging to recognising how belonging is expressed in religious contexts.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later KS1 and KS2 units that explore belief, identity and community in greater depth</li> <li>enabling pupils to make connections between beliefs, practices and places</li> <li>developing early understanding of sacred space and religious identity</li> <li>preparing pupils to compare different religious traditions and worldviews</li> </ul>	<p>This unit builds on these foundations through Pathway 2: Expressing Beliefs, focusing on symbolism and ritual. Pupils begin to:</p> <ul style="list-style-type: none"> <li>identify symbols used in welcoming ceremonies (e.g. water, light, food, names)</li> <li>understand that actions and objects can express beliefs and values</li> <li>explore similarities and differences between religious and non-religious practices</li> <li>reflect on the importance of welcoming and belonging in their own lives</li> </ul> <p>Pupils move from recognising special events to understanding how meaning is communicated through symbolic actions.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper study of symbols, rituals and religious expression in KS2</li> <li>enabling pupils to explore life events (e.g. marriage, death, belonging rituals) in greater depth</li> <li>developing understanding of how beliefs are expressed through actions and traditions</li> <li>preparing pupils to analyse and interpret symbolism and meaning across religions and worldviews</li> </ul>	<ul style="list-style-type: none"> <li>create their own artistic responses to express personal beliefs and values</li> </ul> <p>Pupils move from recognising symbols to developing an understanding of how deeper beliefs and emotions are expressed through creative forms.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper KS2 study of belief, identity and interpretation</li> <li>enabling pupils to analyse symbolism, art and expression across religions</li> <li>developing understanding of diversity within and between religions</li> <li>preparing pupils to engage with more complex ideas about spirituality, meaning and worldview</li> </ul> <p>It also strengthens pupils' confidence in expressing their own ideas creatively, supporting both RE and wider curriculum development.</p>	<p>how different beliefs coexist and interact within a shared community.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper KS2 exploration of religious diversity, identity and global communities</li> <li>enabling pupils to compare beliefs and practices across a wider range of worldviews</li> <li>developing understanding of community cohesion and respect for difference</li> <li>preparing pupils to engage with more complex ideas about belief, society and coexistence</li> </ul> <p>It also strengthens pupils' awareness of their own place within a diverse society, encouraging them to value respect, tolerance and shared responsibility.</p>	<ul style="list-style-type: none"> <li>examine the Five Precepts as guidelines for ethical living</li> <li>reflect on how Buddhist teachings can be applied to everyday decision-making</li> </ul> <p>Pupils move from learning about religious practice to understanding how a philosophical worldview shapes attitudes to life, happiness and suffering.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper UKS2 exploration of worldviews and philosophical beliefs</li> <li>enabling pupils to compare different approaches to meaning and purpose across religions</li> <li>developing understanding of how beliefs influence ethics and behaviour</li> <li>preparing pupils to engage with complex questions about suffering, happiness and what makes life meaningful</li> </ul> <p>It also strengthens pupils' ability to reflect on their own values and consider how they can lead thoughtful, balanced and meaningful lives.</p>	<p>of religious and non-religious worldviews</p> <ul style="list-style-type: none"> <li>compare ideas about right and wrong across traditions</li> <li>understand how values influence actions, choices and consequences</li> <li>reflect on their own beliefs about what makes a good and meaningful life</li> </ul> <p>Pupils move from studying individual teachings to analysing how different worldviews provide frameworks for ethical living.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper UKS2 exploration of ethics, philosophy and worldview</li> <li>enabling pupils to evaluate different perspectives on morality and behaviour</li> <li>developing understanding of how beliefs influence real-life decisions</li> <li>preparing pupils to engage with complex questions about justice, responsibility and what it means to live well</li> </ul> <p>It also strengthens pupils' ability to reflect on and articulate their own values, supporting both RE and wider personal development.</p>
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		It establishes key foundations for understanding how religion shapes community life, identity and belonging, which will be revisited and deepened throughout the RE curriculum.	It also supports wider curriculum development by strengthening pupils' ability to reflect on identity, belonging and how meaning is communicated through shared practices.				
<b>Summer 2</b>	<p><b>Unit Title:</b> <b>How do we understand and care for the world? (E.6)</b></p> <p><b>Overview of the Unit:</b> This Early Years unit explores the natural world and children's place within it, focusing on wonder, creation and responsibility. Through outdoor exploration and sensory experiences, children develop an appreciation of nature and begin to ask questions about how the world came to be. They encounter a range of religious creation stories from Christianity, Islam, Judaism and Hindu Dharma, alongside opportunities to explore other cultural stories. Children also consider how beliefs influence the way people care for the world, and are encouraged to take practical steps to look after their environment.</p> <p><b>Why are children learning this?</b> This unit supports children in developing early understanding of belief, responsibility and the natural world, which are key elements of the Bradford Agreed Syllabus. It enables children to:</p> <ul style="list-style-type: none"> <li>• experience awe and wonder at the natural world</li> <li>• recognise that people have different beliefs about how the world began</li> <li>• understand that many people believe they have a responsibility to care for the world</li> </ul> <p>By linking exploration of nature with religious and non-religious</p>	<p><b>Unit Title:</b> <b>How do stories help Hindus live their lives? (F1.11)</b></p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit explores how stories from Hindu Dharma help people understand the world and guide how they live. Pupils encounter a range of well-known and traditional Hindu stories, including those about deities such as Krishna and Ganesha, as well as wisdom stories from texts like the Panchatantra. Through storytelling, discussion and reflection, pupils learn that these stories often contain messages or morals about how to behave, how to treat others and how to understand life's big questions. Pupils explore themes such as kindness, cooperation, truth and respect, and consider how stories help people make sense of their place in the world.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of meaning, morality and worldview, central to the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• recognise that stories can communicate important messages and values</li> </ul>	<p><b>Unit Title:</b> <b>What did Jesus teach and how did he live? (F1.15)</b></p> <p><b>Overview of the Unit:</b> This Key Stage 1 unit explores the life and teachings of Jesus as a key figure in Christianity and as an example of how to live a good life. Pupils learn about important events in Jesus' life, including his baptism, the calling of his disciples, his miracles and his teachings, as well as key events leading up to Easter. Through stories, parables and role-play, pupils explore themes such as love, forgiveness, generosity, kindness and caring for others. They examine how Jesus taught people to live, particularly through the command to "love one another", and consider how Christians today are influenced by his teachings.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of morality, belief and influence, which are central to the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• learn about the life and significance of Jesus for Christians</li> <li>• understand how teachings can guide behaviour and choices</li> <li>• explore key moral values such as love, forgiveness and generosity</li> </ul>	<p><b>Unit Title:</b> <b>Why do people follow inspirational leaders? (FL2.13)</b></p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores the idea of leadership and inspiration through the study of key religious figures and modern-day role models. Pupils learn about Jesus, the Prophet Muhammad (pbuh) and Moses as important leaders in Christianity, Islam and Judaism, examining their teachings, actions and the values they represent. Pupils explore how these leaders inspire followers through stories, teachings and examples of behaviour, and consider how their messages continue to influence believers today. The unit also includes the study of modern-day inspirational leaders, allowing pupils to make connections between religious and non-religious role models and reflect on what makes a good leader.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of morality, influence and role models, which are key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• recognise the importance of inspirational leaders in religions and worldviews</li> <li>• understand how leaders communicate values and guide behaviour</li> <li>• explore qualities such as kindness, courage, fairness and compassion</li> </ul>	<p><b>Unit Title:</b> <b>How does the Bible help Christians to live a good life? (FL2.12)</b></p> <p><b>Overview of the Unit:</b> This Lower Key Stage 2 unit explores how the Bible guides Christians in living a good life. Pupils learn about the structure of the Bible (Old and New Testaments) and explore key teachings, including the Ten Commandments, the Golden Rule and a range of parables told by Jesus. Through stories such as The Sheep and the Goats and Zacchaeus, pupils examine themes including forgiveness, compassion, friendship, generosity and caring for others. They also explore how stories of Jesus' actions, such as healing and helping those in need, offer practical examples of how Christians should live. The unit encourages pupils to reflect on how these teachings influence both individuals and communities today.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of morality, values and guidance, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• understand the importance of the Bible as a source of guidance for Christians</li> <li>• explore how teachings, rules and stories influence behaviour</li> <li>• recognise key moral values such as honesty, compassion and forgiveness</li> <li>• reflect on their own ideas about what it means to live a good life</li> </ul>	<p><b>Unit Title:</b> <b>What is the significance of Easter, Ascension and Pentecost? (FU2.11)</b></p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores key "grand narratives" of Christianity, focusing on Easter, Ascension and Pentecost as central events in the Christian story. Pupils examine Gospel accounts of Jesus' death and resurrection, followed by the Ascension and the coming of the Holy Spirit at Pentecost. Through enquiry, pupils explore how these events shape Christian beliefs about Jesus' identity (Christology), including ideas of sacrifice, victory, kingship and the Kingdom of God. They also investigate how different Christians interpret these events and how they are remembered and celebrated today. The unit develops understanding of how scripture informs both belief and practice in the Christian community.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of belief, meaning and interpretation, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• explore the significance of key Christian events and what they reveal about Jesus</li> <li>• understand how religious beliefs are grounded in sacred texts and narratives</li> </ul>	<p><b>Unit Title:</b> <b>Should we forgive others? (FU2.12)</b></p> <p><b>Overview of the Unit:</b> This Upper Key Stage 2 unit explores the concept of forgiveness and reconciliation, focusing on how these ideas are understood within Christian teaching. Pupils examine Jesus as a model of forgiveness, studying key New Testament stories and parables such as The Unforgiving Servant and The Lost Son, as well as Jesus' actions, including forgiving others during the crucifixion. [FU2.12_ Sh...ive others   Word] The unit also explores how forgiveness relates to concepts such as repentance, confession, redemption and reconciliation, and how these are practised by Christians today. Pupils consider real-life examples of forgiveness, including individuals and communities, and reflect on how forgiveness can transform relationships and communities.</p> <p><b>Why are children learning this?</b> This unit supports pupils in developing understanding of morality, relationships and personal responsibility, key concepts within the Bradford Agreed Syllabus. It enables pupils to:</p> <ul style="list-style-type: none"> <li>• explore the meaning and challenges of forgiveness and reconciliation</li> <li>• understand how Christian teachings</li> </ul>

# RE Long Term Plan

<p>viewpoints, children begin to understand that beliefs influence actions, including caring for living things and the environment. This contributes strongly to their spiritual, moral and environmental development.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, children will have:</p> <ul style="list-style-type: none"> <li>explored special places (E.1) and how environments can be meaningful</li> <li>learned about special objects (E.2) and how meaning is expressed</li> <li>developed understanding of caring for others (E.3) and responsibility</li> <li>explored belonging (E.4) within families and communities</li> <li>learned about celebrations (E.5) and how beliefs are expressed through shared practices</li> </ul> <p>These units provide a foundation for understanding that beliefs influence both identity and behaviour, including how people treat the world around them.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 6: The Big Picture, focusing on big questions about the world and our place within it. Children begin to:</p> <ul style="list-style-type: none"> <li>explore the natural world through observation, sensory experience and outdoor learning</li> <li>encounter different religious creation stories and recognise similarities and differences</li> <li>understand that some people believe the world was created by God or a higher power</li> </ul>	<ul style="list-style-type: none"> <li>understand that religions use stories to help people answer big questions about life</li> <li>explore how beliefs influence actions, such as kindness, respect and care for others</li> <li>develop empathy and respect for different religious traditions</li> </ul> <p>By engaging with Hindu stories, pupils begin to understand that beliefs are often expressed through narratives, and that these shape how people think and live.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored special books and stories (EYFS E.2 and C1.6) and begun to understand that stories can carry meaning</li> <li>learned about belonging and community (E.4, C1.1) and how beliefs are shared</li> <li>encountered festivals and practices (C1.5) where stories are often retold and celebrated</li> </ul> <p>This prior learning provides a foundation for recognising that stories are an important way of expressing and passing on beliefs.</p> <p><b>Current Learning (This Unit):</b></p>	<p>recognise how beliefs influence how people live today</p> <p>By engaging with stories from the life of Jesus, pupils begin to understand how religion provides guidance for living a good life and how beliefs are expressed through actions.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored making good choices (C1.3) and how rules and teachings guide behaviour</li> <li>learned about stories and sacred texts (C1.6) and how stories communicate meaning</li> <li>developed understanding of belonging and belief (C1.1) and how communities share values</li> </ul> <p>This prior learning provides a foundation for understanding that teachings from religious figures help guide how people live their lives.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathways 3 (A Good Life) and 6 (The Big Picture). Pupils begin to:</p> <ul style="list-style-type: none"> <li>explore key stories from the life of Jesus and identify their meanings</li> <li>understand that Jesus is an important figure whose life influences Christians</li> </ul>	<ul style="list-style-type: none"> <li>reflect on who influences their own lives and why</li> </ul> <p>By examining both religious and contemporary leaders, pupils develop a deeper understanding of how beliefs and values are lived out through people and how individuals can influence others.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored a good life (KS1 C1.3 and CL2.3) and how beliefs guide behaviour</li> <li>learned about key religious figures (e.g. Jesus, Moses) in earlier units</li> <li>developed understanding of belonging and belief (C1.1, CL2.1)</li> </ul> <p>This provides a strong foundation for understanding that beliefs are often taught and modelled through influential individuals.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 3: A Good Life, focusing on leadership and moral example. Pupils begin to:</p> <ul style="list-style-type: none"> <li>identify qualities of effective and inspirational leaders</li> <li>explore how religious figures teach values through stories and actions</li> <li>understand how followers apply these teachings in their own lives</li> <li>compare religious leaders with modern-day role models</li> </ul> <p>Pupils move from understanding beliefs and practices to recognising how individuals embody and communicate those beliefs.</p> <p><b>Future Learning:</b></p>	<p>By linking religious teachings to real-life situations, pupils develop a deeper understanding of how beliefs can shape choices, actions and relationships.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored making good choices (KS1 C1.3)</li> <li>learned about stories and teachings in religions (C1.6, F1.15, F1.11)</li> <li>studied inspirational leaders and moral guidance (Year 3 FL2.13)</li> </ul> <p>This provides a strong foundation for understanding that religions offer guidance for living through stories, rules and role models.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 3: A Good Life, focusing on moral guidance. Pupils begin to:</p> <ul style="list-style-type: none"> <li>understand the Bible as a source of authority and guidance</li> <li>explore the Ten Commandments as rules for living</li> <li>examine Jesus' teachings, including the Golden Rule ("love your neighbour")</li> <li>analyse parables and stories to understand their meanings and messages</li> <li>consider how Christians apply these teachings in everyday life</li> </ul> <p>Pupils move from general ideas about right and wrong to understanding how religious texts provide structured guidance for moral living.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p>	<ul style="list-style-type: none"> <li>consider different interpretations of important theological ideas (e.g. resurrection, salvation)</li> <li>reflect on how beliefs influence practices and celebrations</li> </ul> <p>By engaging with these core Christian beliefs, pupils develop a deeper understanding of how religion provides a coherent explanation of life, death and hope.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored Holy Week and Easter stories (LKS2 FL2 units)</li> <li>learned about biblical narratives and beliefs (CU2.6 covenant unit)</li> <li>developed understanding of religious practices and identity (earlier CL2/CU2 units)</li> </ul> <p>This provides a strong foundation for analysing how key stories connect to wider Christian beliefs and theological ideas.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 6: The Big Picture, focusing on overarching beliefs. Pupils begin to:</p> <ul style="list-style-type: none"> <li>explore the events of Holy Week and Easter and their meanings</li> <li>analyse Gospel accounts of the resurrection and consider different interpretations (physical and spiritual)</li> <li>understand the significance of the Ascension and Jesus' role as "king"</li> </ul>	<p>encourage people to forgive and seek forgiveness</p> <ul style="list-style-type: none"> <li>consider the impact of forgiveness on individuals and communities</li> <li>reflect on their own responses to conflict and wrongdoing</li> </ul> <p>By linking religious teaching to real-life situations, pupils develop deeper awareness of how values such as forgiveness can influence behaviour, relationships and decision-making.</p> <p><b>Why are we learning this now? (Curriculum Sequencing)</b> <b>Prior Learning:</b> Before this unit, pupils will have:</p> <ul style="list-style-type: none"> <li>explored moral teachings and values in religions (CU2.3)</li> <li>studied Christian beliefs and narratives (CU2.6, FU2.11)</li> <li>developed understanding of living a good life and making choices (FL2 units)</li> </ul> <p>This provides a strong foundation for understanding that religions offer guidance on how to respond to conflict and wrongdoing.</p> <p><b>Current Learning (This Unit):</b> This unit builds on these foundations through Pathway 3: A Good Life, focusing on ethics and relationships. Pupils begin to:</p> <ul style="list-style-type: none"> <li>define and explore the concepts of forgiveness and reconciliation</li> <li>analyse Jesus' teachings and examples of forgiveness</li> </ul>
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	<ul style="list-style-type: none"> <li>make connections between beliefs about creation and actions such as caring for the environment</li> </ul> <p>Learning is both experiential and reflective, encouraging curiosity, questioning and real-world action.</p> <p><b>Future Learning:</b> This unit prepares children for further learning by:</p> <ul style="list-style-type: none"> <li>supporting Key Stage 1 units that explore creation stories and beliefs about the natural world in more depth</li> <li>laying foundations for understanding belief-based responsibility, ethics and stewardship</li> <li>enabling children to make connections between beliefs, values and actions, particularly in relation to environmental care</li> </ul> <p>It also provides a foundation for later curriculum links in science and geography, as well as more complex RE learning about worldview, meaning and purpose.</p>	<p>This unit builds on these foundations through Pathways 3 (A Good Life) and 6 (The Big Picture), focusing on meaning and moral understanding. Pupils begin to:</p> <ul style="list-style-type: none"> <li>explore Hindu stories and identify their key messages or morals</li> <li>understand that stories can help answer big questions (e.g. truth, kindness, how to live)</li> <li>recognise that different people may interpret stories in different ways</li> <li>make connections between stories and real-life actions and values</li> </ul> <p>Pupils move from recognising stories as enjoyable narratives to understanding their deeper meaning and purpose within a religious worldview.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later study of religious texts, narratives and teachings in greater depth across KS1 and KS2</li> <li>enabling pupils to explore interpretation, recognising that meanings can vary between individuals and traditions</li> <li>developing understanding of how beliefs</li> </ul>	<ul style="list-style-type: none"> <li>recognise how teachings such as love, forgiveness and generosity guide behaviour</li> <li>make connections between stories and how people live today</li> </ul> <p>Pupils move from learning about rules and stories to understanding how a key religious figure models a way of living.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting later KS1 and KS2 study of Jesus' teachings in greater depth, including parables and ethical teachings</li> <li>enabling pupils to explore influence and authority, understanding why religious figures are important</li> <li>developing understanding of how beliefs shape actions and identity</li> <li>preparing pupils to engage with more complex ideas about morality, purpose and worldview</li> </ul> <p>It also strengthens pupils' ability to reflect on their own behaviour and values, supporting both RE and wider personal development.</p>	<p>This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper KS2 exploration of influence, authority and leadership in religion</li> <li>enabling pupils to compare leaders across religions and worldviews</li> <li>developing understanding of how beliefs shape communities and individuals</li> <li>preparing pupils to engage with more complex ideas about ethics, responsibility and identity</li> </ul> <p>It also strengthens pupils' ability to evaluate role models and reflect on their own values, supporting both RE and wider personal development.</p>	<ul style="list-style-type: none"> <li>supporting deeper KS2 study of sacred texts and religious authority</li> <li>enabling pupils to compare moral teachings across religions and worldviews</li> <li>developing understanding of interpretation of religious teachings</li> <li>preparing pupils to engage with more complex ethical questions about right and wrong, justice and responsibility</li> </ul> <p>It also strengthens pupils' ability to reflect on their own values and decisions, linking RE learning with personal development and real-life application.</p>	<ul style="list-style-type: none"> <li>examine the story of Pentecost and the role of the Holy Spirit</li> <li>make connections between scripture, belief and contemporary Christian practice</li> </ul> <p>Pupils move from learning individual Bible stories to understanding how these events form a central theological framework for Christian belief.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper UKS2 exploration of theology, belief and interpretation</li> <li>enabling pupils to evaluate different perspectives within Christianity</li> <li>developing understanding of how beliefs shape identity and community life</li> <li>preparing pupils to engage with complex questions about life, death, hope and meaning</li> </ul> <p>It also strengthens pupils' ability to think critically about how religious narratives communicate meaning and how they continue to influence beliefs and practices today.</p>	<ul style="list-style-type: none"> <li>understand the role of repentance and confession in Christian practice</li> <li>examine real-life examples of forgiveness and their impact</li> <li>apply ideas about forgiveness to situations in their own lives</li> </ul> <p>Pupils move from understanding general moral values to considering how challenging principles like forgiveness can be applied in real-life contexts.</p> <p><b>Future Learning:</b> This unit prepares pupils for further learning by:</p> <ul style="list-style-type: none"> <li>supporting deeper UKS2 exploration of ethics, morality and worldview</li> <li>enabling pupils to evaluate different responses to conflict and wrongdoing</li> <li>developing understanding of how beliefs influence actions and relationships</li> <li>preparing pupils to engage with complex questions about justice, forgiveness and reconciliation</li> </ul> <p>It also strengthens pupils' ability to reflect on their own values and behaviours, supporting both RE learning and personal development.</p>
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	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>• Fresh experiences</li> <li>• Possibilities</li> <li>• Healthy Me (inc keeping safe)</li> <li>• Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>• Fresh experiences</li> <li>• Possibilities</li> <li>• Healthy Me (inc keeping safe)</li> <li>• Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>• Fresh experiences</li> <li>• Possibilities</li> <li>• Healthy Me (inc keeping safe)</li> <li>• Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>• Fresh experiences</li> <li>• Possibilities</li> <li>• Healthy Me (inc keeping safe)</li> <li>• Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>• Fresh experiences</li> <li>• Possibilities</li> <li>• Healthy Me (inc keeping safe)</li> <li>• Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>• Fresh experiences</li> <li>• Possibilities</li> <li>• Healthy Me (inc keeping safe)</li> <li>• Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>• Fresh experiences</li> <li>• Possibilities</li> <li>• Healthy Me (inc keeping safe)</li> <li>• Equality and Diversity</li> </ul>