

Cavendish CE Primary School

Religious Education

Long-Term Plan, Statutory Alignment and Progression

The Emmanuel Project | Adapted Mixed-Age Programme | 2025-2027

We Learn. We Love. We Belong.

Curriculum intent

Religious Education at Cavendish enables pupils to develop religious literacy: the ability to hold balanced, well-informed and respectful conversations about religion and worldviews. Through the Emmanuel Project, pupils encounter Christianity, a range of religious traditions and non-religious worldviews. They explore significant concepts and questions through theology, philosophy and the human and social sciences, building knowledge while learning to interpret, compare, reason and reflect.

Statutory and diocesan basis

- RE is part of the statutory basic curriculum, although it is not a National Curriculum subject.
- The school uses the Emmanuel Project, which links directly to the Suffolk Agreed Syllabus for Religious Education 2023-2028.
- As a Church of England school, provision is also shaped by the Church of England Statement of Entitlement for Religious Education.
- The long-term plan below is the school's agreed adaptation for its mixed-age classes. Its unit titles and order have been retained exactly.

Mixed-age organisation

Class / phase	Organisation in the attached LTP	Planning expectation
Robins	2026/27: Reception, Year 1 and Year 2	EYFS pupils access the shared context through developmentally appropriate enquiry; Year 1/2 pupils follow the named Emmanuel Project units.
Wrens	2025/26: EYFS/Y1; 2026/27: Year 3/4	Teachers retain the named unit and key question, adapting vocabulary, recording and independence without changing the intended concept.
Owls	Year 5 and Year 6	Pupils examine increasingly complex texts, beliefs, practices, interpretations and philosophical questions, with greater independence and precision.

Curriculum delivery and assessment

- Teach the named Emmanuel Project unit and preserve its central concept, key question and enquiry sequence.
- Use the Cavendish 5: retrieval; I Do, We Do, You Do; purposeful practice; high-quality questioning; and feedback.
- Make the disciplinary lens explicit: theology asks about beliefs, texts and truth claims; philosophy examines meaning, reasoning and ultimate questions; human and social science explores lived religion and worldview.
- Teach precise vocabulary and enable pupils to use evidence from texts, artefacts, practices, testimony and lived examples.
- Avoid presenting any religion or worldview as if all adherents think or act identically. Use language such as 'some', 'many' and 'within this tradition'.
- Assessment should draw on pupil talk, questioning, retrieval, concept maps, written outcomes, comparison, use of evidence and the quality of reasoning.

Progression through the Emmanuel Project

Progression strand	EYFS / KS1 foundations	Lower KS2 development	Upper KS2 application
Knowledge of religions and worldviews	Recognise important people, stories, places, objects, celebrations and ways of belonging.	Connect beliefs, texts, practices and community life; recognise diversity within traditions.	Explain how sources, teachings and interpretations influence identity, ethics and responses to life questions.
Theology	Ask what people believe and why particular stories, symbols or words matter.	Explore concepts such as reconciliation, salvation, kingdom, dharma and prophecy.	Interpret theological ideas including incarnation, resurrection, gospel, holiness, Eucharist and enlightenment.
Philosophy	Talk about meaning, fairness, care, belonging, uniqueness and prayer.	Give reasons, compare viewpoints and respond to questions about morality, inspiration and community.	Evaluate arguments and perspectives about life, death, happiness, sacredness, revelation and ultimate purpose.
Human and social science	Notice how belief is expressed through family, festival, worship, helping and care for the world.	Explain how beliefs can shape actions, duties, morality, mission and equality.	Analyse varied lived expressions of religion and non-religious worldviews, avoiding stereotypes.
Use of evidence and vocabulary	Use simple religious vocabulary and talk about what can be seen, heard or read.	Refer to stories, teachings, practices and examples to support explanations.	Select and connect evidence, use specialist terms accurately and acknowledge diversity and interpretation.

Breadth across the retained plan

Phase represented	Christianity	Religious traditions	Non-religious worldview
EYFS / KS1	God, nativity, Easter, belonging, prayer and worship	Islam, Sikhi, Buddhism, Hindu dharma and Judaism encountered through the named units	Introduced through wider comparison and worldview-sensitive discussion
Lower KS2	Reconciliation, Kingdom of God, cross, saviour, body of Christ and mission	Islam, Hindu dharma and Sikhi	Humanism: golden rule and morality
Upper KS2	Incarnation, resurrection, gospel, pilgrimage and Eucharist	Judaism, Hindu dharma, Buddhism and Islam	Humanism: happiness as a goal of life

Whole-School Long-Term Plan

The content below is reproduced from the school's agreed plan without changes to unit titles or order.

2025-2026 RE Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wrens EYFS / 1	Christianity and an encounter with Islam: Why is the word God so important to Christians?	Christianity and an encounter with Islam: Why do Christians do nativity plays at Christmas?	Christianity and an encounter with Sikhi: How can we help others when they need it?	Christianity and an encounter with Buddhism: Why do Christians put a cross in an Easter garden?	Christianity and an encounter with Hindu dharma: What makes every single person unique and precious?	Christianity and an encounter with Judaism: How can we care for our wonderful world?
Robins 2/3/4 BQ 1 - Do beliefs make any difference to someone's life? BQ2 - What beliefs drive people to make a difference in the world?	Christian - How do Christians show that reconciliation with God and others is important?	Muslim - How does a Muslim show their submission and obedience to Allah?	Hindu - Why do Hindus want to collect good karma?	Christian - What do Christians mean when they talk about the Kingdom of God?	Humanist - Why do Humanists use the golden rule as a basis for morality?	Christian - Is the cross a symbol of love, sacrifice or commitment for Christians?
Owls 5/6	Judaism: What is holiness for people, a place, a time, an object or something else?	Christianity: How do Christians show their belief that Jesus is God incarnate?	Hinduism: How do questions about Brahman and atman influence how a Hindu lives?	Christianity: Should believing in the resurrection change how Christians view life and death?	Buddhism: How does the Triple Refuge help Buddhists in their journey through life?	Humanism: Why do Humanists say happiness is a goal of life?

Whole-School Long-Term Plan

2026-2027 | Retained exactly as agreed

2026-2027 RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins EYFS / 1 / 2	EYFS: Christianity and encounter with Islam: Why is the word God so important to Christians?	EYFS: Christianity and encounter with Islam: Why do Christians do nativity plays at Christmas?	EYFS: Christianity and encounter with Sikhi: How can we help others when they need it?	EYFS: Christianity and encounter with Buddhism: Why do Christians put a cross in an Easter garden?	EYFS: Christianity and encounter with Hindu dharma: What makes every single person unique and precious?	EYFS: Christianity and encounter with Judaism: How can we care for our wonderful world?
Robins Big Questions	BQ1 - Is it important to belong?	BQ1 - Is it important to belong?	BQ2 - Why do people celebrate?	BQ2 - Why do people celebrate?	BQ3 - Should everyone learn to pray?	BQ3 - Should everyone learn to pray?
Robins Y1/2	Y1/2: Christianity: Why is belonging to God and the church family important to Christians?	Y1/2: Judaism: Why is learning to do good deeds so important to Jewish people?	Y1/2: Hindu dharma: How does a Hindu celebrate devotion to God at the festival of Holi?	Y1/2: Christianity: What are the best symbols of Jesus' death & resurrection at Easter?	Y1/2: Christianity: Why do Christians pray to God and worship him?	Y1/2: Judaism: Why do Jewish families say so many prayers and blessings?
Wrens 3/4	BQ3 - What makes some people an inspiration to others?	BQ3 - What makes some people an inspiration to others?	BQ3 - What makes some people an inspiration to others?	BQ4 - What beliefs bind a community together?	BQ4 - What beliefs bind a community together?	BQ4 - What beliefs bind a community together?
Wrens 3/4	Islam: Why do Muslims call Muhammad the 'seal of the prophets'?	Christianity: How does believing Jesus is their saviour inspire Christians to save and serve others?	Hindu dharma: How does the story of Rama and Sita inspire Hindus to follow their dharma?	Christianity: Why do Christians call themselves the 'body of Christ'?	Christianity: Why do Christians believe they are people on a mission?	Sikhi: How do Sikhs put their beliefs about equality into practice?
Owls 5/6	BQ5 - Where do people look for answers to life and living?	BQ5 - Where do people look for answers to life and living?	BQ5 - Where do people look for answers to life and living?	BQ6 - Are some things more sacred than others?	BQ6 - Are some things more sacred than others?	BQ6 - Are some things more sacred than others?
Owls 5/6	Christianity: Why is the gospel such good news for Christians?	Islam: What does the Qur'an reveal about Allah and his guidance?	Hindu dharma: What spiritual pathways to Moksha are written about in Hindu scriptures?	Christianity: Why do Christians think being a pilgrim is a good analogy for life itself?	Christianity: What is the great significance of the Eucharist for Christians?	Buddhism: How did Buddha teach his followers to find enlightenment?

Teacher planning prompt

Use the Cavendish RE Long-Term Plan and the named Emmanuel Project unit to create a coherent half-term sequence. Keep the unit title, central concept, key question and intended enquiry unchanged. Identify the principal disciplinary lens or lenses: theology, philosophy and/or human and social science. Begin by checking prior knowledge and vocabulary. For each lesson include a precise learning objective, key vocabulary, carefully selected source material, explicit teacher modelling, structured pupil talk, a purposeful task and an assessment opportunity. Build towards a final response to the key question that requires pupils to use evidence and reasoned explanation. For Robins, set distinct EYFS and Year 1/2 expectations. For Wrens and Owls, increase conceptual depth, independence, comparison, interpretation and evaluation. Represent diversity within and between religions and worldviews accurately, avoiding stereotypes.

Subject leader monitoring

Area	Evidence to retain
Long-term coverage	The retained plan is followed; all half-termly units are taught and recorded.
Progression	Pupil work and discussion show increasingly secure knowledge, vocabulary, source use, comparison and reasoning.
Disciplinary balance	Planning and outcomes demonstrate theology, philosophy and human and social science across the sequence.
Christianity and wider worldviews	Christianity is studied in depth alongside accurate and respectful study of other religions and Humanism.
Assessment	Retrieval, pupil voice, written outcomes and end-of-unit responses inform future teaching.
Inclusion	Adaptations remove barriers while preserving the central concept and curriculum ambition.
Enrichment	Visitors, artefacts, places of worship, local church links and high-quality texts deepen rather than replace taught RE.

Coverage judgement: The retained sequence provides sustained study of Christianity alongside Judaism, Islam, Hindu dharma, Sikhi, Buddhism and Humanism. Progression is secured through increasingly demanding concepts, sources, disciplinary questions and expectations of explanation rather than through changing the agreed unit titles.

Source links

- [The Emmanuel Project: RE Scheme of Work - EYFS to Y6](#)
- [Suffolk Agreed Syllabus for Religious Education 2023-2028](#)
- [Department for Education: other compulsory subjects - Religious Education](#)
- [Department for Education: RE and collective worship in academies and free schools](#)
- [Church of England / National Society: Religious Education and Statement of Entitlement](#)

Document review point: July 2027, or earlier if the agreed syllabus, Statement of Entitlement or class structure changes.