

KLT LTM for RE – Two-year cycle (2025 – 2026 and 2026 – 2027)

| | Autumn | | Spring | | Summer | |
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| | 1 | 2 | 1 | 2 | 1 | 1 |
| Nursery/Reception Cycle A (2025 – 2026) | What Makes Me Special? <ul style="list-style-type: none"> • There is only one me and I am special • One thing that makes me special • Similarities and differences between me and others • People who are familiar to me | Who is Special to Different People? <ul style="list-style-type: none"> • The word ‘God’ is special to some people, but not to all people • the words ‘Christian’, ‘Jewish’ and ‘Hindu’ • Jesus is special to Christians • Rama and Sita are special to Hindus • God is special to Jewish people • People who are special to them • Different people have different special people | Which Stories are Special to Different People? <ul style="list-style-type: none"> • The Bible is a special book to Christians • The Qur’an is a special book to Muslims • Some stories can help people know how to live their lives • Why different books and stories are special to different people | How Do Different People Celebrate their Special Times? <ul style="list-style-type: none"> • People celebrate special times • Christian people celebrate Easter • Sikh people celebrate Vaisakhi • How people celebrate • Different ways in which people celebrate | What Places are Special to Different People? <ul style="list-style-type: none"> • Places and things are special to some people • Special places to Christians, Jews, Muslims and Sikhs • Finding out about special places and things • Similarities and differences between special places and things, | If the World is Special, How Should We Treat It? <ul style="list-style-type: none"> • Why people think the natural world is special • Similarities and differences between the Christian and Muslim creation stories • ways people can show care and respect for the natural world |
| Nursery/Reception Cycle B (2026 – 2027) | What Makes Me Special? <ul style="list-style-type: none"> • There is only one me and I am special • One thing that makes me special • Similarities and differences between me and others People who are familiar to me | Who is Special to Different People? <ul style="list-style-type: none"> • The word ‘God’ is special to some people, but not to all people • the words ‘Christian’, ‘Jewish’ and ‘Hindu’ • Jesus is special to Christians • Rama and Sita are special to Hindus | Which Stories are Special to Different People? <ul style="list-style-type: none"> • The Bible is a special book to Christians • The Qur’an is a special book to Muslims • Some stories can help people know how to live their lives • Why different books and stories are | How Do Different People Celebrate their Special Times? <ul style="list-style-type: none"> • People celebrate special times • Christian people celebrate Easter • Sikh people celebrate Vaisakhi • How people celebrate | What Places are Special to Different People? <ul style="list-style-type: none"> • Places and things are special to some people • Special places to Christians, Jews, Muslims and Sikhs • Finding out about special places and things | If the World is Special, How Should We Treat It? <ul style="list-style-type: none"> • Why people think the natural world is special • Similarities and differences between the Christian and Muslim creation stories |

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| | | <ul style="list-style-type: none"> • God is special to Jewish people • People who are special to them <p>Different people have different special people</p> | special to different people | <ul style="list-style-type: none"> • Different ways in which people celebrate | Similarities and differences between special places and things, | ways people can show care and respect for the natural world |
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| Year 1 / 2 Cycle A (2025 – 2026) | <p>Who is God to Christians and why does God matter to them?</p> <ul style="list-style-type: none"> • Introducing Sam • Sam’s special place • Why the word ‘God’ is important to Sam • Finding out about God in the Bible • A story from the Bible—creation • Expressing Christian beliefs about God | <p>Why is it important to say thank you?</p> <ul style="list-style-type: none"> • A trip to New Zealand • Celebrating the natural world • Saying thank you in Christian worldviews • Jewish beliefs about God and the natural world • Saying thank you in Jewish worldviews • Do we always have to say thank you? | <p>Who is Allah (God) to Muslims and why does Allah (God) matter to them?</p> <ul style="list-style-type: none"> • Sara’s special place • Allah • The Qur’an—99 Names of Allah • The Qur’an—the Prophet Muhammad • Following the straight path • Who is Allah to Muslims and why does he matter to them? | <p>Is it possible to speak to God?</p> <ul style="list-style-type: none"> • Ways of communicating • Prayer • Muslim Prayer • Christian Prayer • Jewish Prayer • Sikh Prayer | <p>What is my view of the world?</p> <ul style="list-style-type: none"> • What do I notice? • Empathy • Organised worldviews • Individual worldviews • Context • My worldview | <p>Is there a right way to worship?</p> <ul style="list-style-type: none"> • Exploring worldviews • What is worship? • Asking big questions • Christian worship • Muslim worship • Is there a right way to worship? |

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| <p>Year 1 / 2 Cycle B (2026 – 2027)</p> | <p>What is a human being? (Part 1)</p> <ul style="list-style-type: none"> • What is a human being? • Who am I? • Being human: the Bible • Being human: Orthodox • Being human: Methodist • What is a human being—Christian worldviews | <p>What is a human being? (Part 2)</p> <ul style="list-style-type: none"> • Being Human • Being human: the Qur'an • Being human: Muslim worldviews • Being human: the Guru Granth Sahib • Being human: Sikh worldviews • What is a human being? | <p>Local Case Study 1</p> <ul style="list-style-type: none"> • Britain in the 1700s • Introducing John Wesley • The Good Samaritans • The Samaritans • Local Christian community • Summative | <p>Local Case Study 2</p> <ul style="list-style-type: none"> • Being a good leader • Shaykh Abdal-Hakim Murad • Local Muslim community • Maharaja Duleep Singh • Local Sikh community • Summative | <p>How do people welcome a new human into their community? (Part 1)</p> <ul style="list-style-type: none"> • Celebrations • Christian worldviews—baptism • Christian worldviews—baptism • Humanist worldviews • Humanist worldviews—naming ceremony • Summative | <p>How do people welcome a new human into their community? (Part 2)</p> <ul style="list-style-type: none"> • Welcome • Joining a Baptist Christian community • Joining a Muslim community • Joining the monastic community • Why is belonging important? • Summative |
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| <p>Year 3 / 4 Cycle A (2025 – 2026)</p> | <p>What is my duty, how do I know and why does it matter? Sikh worldviews</p> <ul style="list-style-type: none"> • Sri Harmandir Sahib • Waheguru and Gurmukh • Guru Granth Sahib • Guru Nana • Sewa and Langar • Summative | <p>What is my duty, how do I know and why does it matter? Hindu worldviews</p> <ul style="list-style-type: none"> • Origins of Hindu Dharma • Being Hindu in Leicester • Celebrating Diwali in Leicester • Dharma (Rama and Sita) • Dharma (Arjuna and Krishna) • Doing your duty | <p>What is a good life? Non-religious worldviews</p> <ul style="list-style-type: none"> • What are equality, equity and justice? • Who was James Baldwin? • What are the key principles of Humanism? • Humanist approaches to living a good life • The Golden Rule in James Baldwin's life • Summative | <p>What is a good life? Christian worldviews</p> <ul style="list-style-type: none"> • What is a saint? • Who was St Francis of Assisi? • The Golden Rule (the Bible) • The Golden Rule (Christian theology) • The Franciscan Order • Summative | <p>Do Christians have to believe in God as Trinity? (Part 1)</p> <ul style="list-style-type: none"> • Asking Theo's questions • Christian beliefs about God: Jesus' Baptism • Christian beliefs about God: the Grace • Christian beliefs about God: the Nicene Creed • Christian beliefs about God: Roman Catholic Christians • Christian beliefs about God: Church of England Christians | <p>Do Christians have to believe in God as Trinity? (Part 2)</p> <ul style="list-style-type: none"> • Asking Theo's and Livvy's questions • Quaker Christianity: timeline • Quaker Christianity: Inner Light • Case study: Quaker worship • Case study: Quaker social action • Do Christians have to believe in God as Trinity? |
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| <p>Year 3 / 4 Cycle B (2026 – 2027)</p> | <p>What is religion? What is spirituality?</p> <ul style="list-style-type: none"> • What is Religion? • What is Spirituality? • Christian Spirituality • Non-Religious Spirituality • Sikh Spirituality • My Spirituality | <p>Are all homes spiritual places?</p> <ul style="list-style-type: none"> • Sacred Pathways • Spirituality in Christian homes • Spirituality in Catholic homes • Spirituality in Jewish homes • Spirituality in Buddhist homes • Spirituality in our homes | <p>Can spirituality make things better? Case Study 1 Non-religious worldview</p> <ul style="list-style-type: none"> • Human Beings and the Natural World • Spirituality and Non-Religious Worldviews • Humanist Beliefs about the Natural World • Humanist Climate Action • Local Survey 1 • Local Survey 2 (may be two lessons) | <p>Can spirituality make things better? Case Study 2 Sikh worldview</p> <ul style="list-style-type: none"> • Getting to know you • Spirituality and community • The Interfaith Network UK • Council of Christians and Jews • Mitzvah Day • Summative | <p>How do people express their spirituality together? Pilgrimage – Muslim and Hindu worldviews</p> <ul style="list-style-type: none"> • The River Ganges • Journeys, pilgrimage and spirituality • Kumbh Mela Pilgrimage and the natural world • Hajj • Pilgrimage and spirituality | <p>How do people express their spirituality together? Pilgrimage - Christian worldviews</p> <ul style="list-style-type: none"> • Boston • Being Puritan • The Boston Pilgrims • Pilgrimage to Boston • Pilgrimage and Spirituality • Independent Case Study |
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| <p>Year 5 / 6 Cycle A (2025 – 2026)</p> | <p>Does creativity matter in religious worldviews? Music</p> <ul style="list-style-type: none"> • What makes humans human? • Music and religious worldviews • Music in Christian worldviews • Music in Muslim worldviews • Music in Jewish worldviews | <p>Does creativity matter in religious worldviews? Art</p> <ul style="list-style-type: none"> • How do humans make meaning? • Art and Christian worldviews • Art and Jewish worldviews • Art and Muslim worldviews • Art and Hindu worldviews • Art and Non-religious | <p>Do people always put their beliefs into action? Christian worldviews</p> <ul style="list-style-type: none"> • What is justice? • 16th Street Baptist Church, Alabama • 16th Street Baptist Church, Alabama cont.d • Christian perspectives on slavery | <p>Do people always put their beliefs into action? Muslim worldviews</p> <ul style="list-style-type: none"> • Migration and Movement • Aerosol Ali • Teachings about the ummah and justice • Justice (Historical Case Study) • Justice (Contemporary Case Study) • Summative | <p>Are all people equal? Sikh worldviews</p> <ul style="list-style-type: none"> • Sikhi worldviews—asking Livvy's questions • Equality—asking Sophie's questions • Gurmukh—asking Theo's questions • Equality and Sikhi • Sikh women—history • Sikh women—today | <p>Are all people equal? Christian and non-religious worldviews</p> <ul style="list-style-type: none"> • Christian and Humanist worldviews • Freedom of religion and belief • Worship and schools • Collective worship and Christian worldviews • Collective worship and Humanist worldviews |
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| | <ul style="list-style-type: none"> • Music in Sikh worldviews • Does creativity matter in religious worldviews? | <ul style="list-style-type: none"> • worldviews • Does creativity matter? | <ul style="list-style-type: none"> • Black and Christian (Historical Case Study) • Black and Christian (Contemporary Case Study) • Summative | | <ul style="list-style-type: none"> • Are all people equal? | |
| Year 5 / 6 Cycle B (2026 – 2027) | <p>Should a worldview always stay the same? (Part 1)</p> <ul style="list-style-type: none"> • The Protestant Reformation • Mass / Holy Communion • Theological perspectives • Women in Christian tradition • Truth and falsity • Trailblazer or rebel? | <p>Should a worldview always stay the same? (Part 2)</p> <ul style="list-style-type: none"> • Denominations of Christianity • Women in Methodist Christianity • Women in Quaker Christianity • Women in Church of England Christianity 1 • Women in Church of England Christianity 1 • Do religious worldviews change over time? | <p>Is technology a good thing for religious worldviews? (Part 1)</p> <ul style="list-style-type: none"> • Recording sources of authority • Recording sources of authority • Case study: William Tyndale • Case study: the printing press • Printing and Protestant Christianity • Summative | <p>Is technology a good thing for religious worldviews? (Part 2)</p> <ul style="list-style-type: none"> • Using technology to serve others • Using technology for mission • Using technology for mission • Using technology for community and belonging • Ethics and technology • Summative | <p>What is my view of the world? Case Study</p> <ul style="list-style-type: none"> • What is a Worldview? • Case Study: Ashoka (Human / Social Sciences) • Case Study: A Buddhist Worldview (Theology) • Case Study: Ashoka (Philosophy) • Independent Research • Presentation | <p>Does Religion Matter?</p> <ul style="list-style-type: none"> • What is Religion? The changing face of religion in the UK • Religion and Culture • Religion and Sport • Religion and Social Action • Does Religion Matter? |
| | <p><u>Kindness, learning and Trust</u></p> <p>Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.</p> <p>Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.</p> <p>Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.</p> <p>Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can build a better future.</p> <p>Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.</p> | | | | | |