

Redbrook C of E Primary School

Glos Syllabus Long Term Planning Ideas – September 2026



Summary Overview: Four Year Rolling Plan

YR	Reception/Year 1 & Year 2						Years 3, 4, 5 & 6					
Year A	1.6 (F3)	1.2 (F2)	1.5 (F3)	1.1 (F1)	1.9 (F6)	1.9 (F6)	L2.7 (U2.7)	U2.1 (L2.2)	L2.5 (U2.5)	U2.4 (L2.4)	L2.9 (U2.9)	L2.10
Year B	1.4 F3	1.7 F3	1.8 F3	1.3 F1	1.10 F5	1.10 F5	L2.1 (U2.2)	U2.8 (L2.8)	L2.6 (U2.6)	U2.3 (L2.3)	U2.11 (double)	U2.11 (double)
Year C	1.6 (F3)	1.2 (F2)	1.5 (F3)	1.1 (F1)	1.9 (F6)	1.9 (F6)	U2.7 (L2.7)	L2.2 (U2.1)	U2.5 (L2.5)	L2.4 (U2.4)	U2.9 (L2.9)	L2.12
Year D	1.4 F3	1.7 F3	1.8 F3	1.3 F1	1.10 F5	1.10 F5	U2.2 L2.1	L2.8 U2.8	U2.6 L2.6	L2.3 U2.10	U2.10	L2.11

Reception/Year 1 & Year 2: Unit in bold to be the focus of learning but the additional unit to fill gaps of knowledge, support or stretch pupils across all year groups.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	1.6 What is it like to be brought up in Jewish home in the UK today? (F3 How might people in Gloucestershire show they belong together?)	1.2 Why does Christmas matter to Christians and how do people celebrate it? (F2 Why is Christmas special to Christians?)	1.5 What is it like to be brought up in a Hindu home in Britain today? (F3 How might people in Gloucestershire show they belong together?)	1.1 What do Christians believe God is like? (F1 Why is God so important to Christians?)	1.9 How do stories and art express worldviews? (Christian focus for church schools) (F6 What stories are important in our school community/ local area and why?)	1.9 How do stories and art express worldviews? (F6 What stories are important in our school community/ local area and why?)
Year B	1.4 What is it like to be brought up in a Christian home in the UK today? (F3 How might people in Gloucestershire show they belong together?)	1.7 What is it like to be brought up in a Muslim home in the UK today? (F3 How might people in Gloucestershire show they belong together?)	1.8 What is it like to be part of the Muslim community in the UK (and beyond)? (F3 How might people in Gloucestershire show they belong together?)	1.3 Why does Easter matter to Christians and how do people celebrate it? (F1 Why is God so important to Christians?)	1.10 How can someone's worldview be seen in the choices they make? (Christian focus for church schools) (F5 Which places are special for people living in Gloucestershire and why?)	1.10 How can someone's worldview be seen in the choices they make? (F5 Which places are special for people living in Gloucestershire and why?)

Rationale Points

- Focus on the unit in bold as these sit within the Reception Year Group Outcomes and worldview areas. If there is an opportunity to teach the reception children separately, then follow the yearly plans as found in the syllabus on page 22. The units in brackets may provide scaffolding ideas to support EYFS pupils if they need additional support in the whole class context.
- Each year starts with a KS1 unit that can be used to explore the concepts highlighted during the unit F3 which is recommended as the starting unit for Reception in the Agreed Syllabus
- Units 1.7 and 1.8 in this long-term plan form a double-unit focussed on those with Muslim worldviews which allows children to broaden and deepen their understanding.

Years 3, 4, 5 & 6: Unit in bold to be the focus of learning but the additional unit to fill gaps of knowledge, support or stretch pupils across all year groups.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	L2.7 Why is Muhammad important to Muslims today? U2.7 How does the Hajj show what matters to Muslims in Britain?	U2.1 What influence does believing in the Trinity have on Christian worldviews? L2.2 What might Christians learn from the Old Testament about how to live?	L2.5 What beliefs do Hindus hold about the Supreme Being? U2.5 Why might Hindus want to be good?	U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians? L2.4 Do all Christians believe and behave in the same way? Exploring diversity.	L2.9 What is it like to be a Humanist in the UK today? U2.9 How do non-religious people understand and respond to the world and to life? Exploring diverse responses, including Humanism	L2.10 How and why do people from three different traditions use ceremonies to show their commitments? <i>(Christian traditions in a church school)</i>
Year B	L2.1 What do Christians learn from the Creation narrative? U2.2 Creation and Science: conflicting or complementary?	U2.8 How do Muslims decide what is right and wrong? L2.8 What do Muslims believe about God and how do they respond?	L2.6 How do Jewish people in England celebrate festivals and how does this show what matters to them? U2.6 What does it mean to live as a Jew in the UK today?	U2.3 How and why do Christians follow the example of Jesus? L2.3 For Christians, what kind of world did Jesus want?	U2.11 How might someone’s worldview affect how they view and treat the natural world?	U2.11 How might someone’s worldview affect how they view and treat the natural world?
Year C	U2.7 How does the Hajj show what matters to Muslims in Britain? L2.7 Why is Muhammad important to Muslims today?	L2.2 What might Christians learn from the Old Testament about how to live? U2.1 What influence does believing in the Trinity have on Christian worldviews?	U2.5 What might ideas about samsara mean for Hindus? How might these ideas affect how Hindus live? L2.5 What beliefs do Hindus hold about the Supreme Being?	L2.4 Do all Christians believe and behave in the same way? Exploring diversity. U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians?	U2.9 How do non-religious people understand and respond to the world and to life? Exploring diverse responses, including Humanist L2.9 What is it like to be a Humanist in the UK today?	L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils’ own) (Christian worldviews in a church school)

Year D	U2.2 Creation and Science: conflicting or complementary? L2.1 What do Christians learn from the Creation narrative?	L2.8 What do Muslims believe about God and how do they respond? U2.8 How do Muslims decide what is right and wrong?	U2.6 What does it mean to live as a Jew in the UK today? L2.6 How do Jewish people in England celebrate festivals and how does this show what matters to them?	L2.3 For Christians, what kind of King is Jesus? U2.10 How do organised and individual worldviews help propel when times get hard?	U2.10 How do organised and individual worldviews help propel when times get hard? Christianity unit – TBC	L2.11 What is the ‘Golden Rule’ and how might it be brought into practice by people from different religious and non-religious worldviews?
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Rationale Points

- Focus on the unit in bold as these sit within the Phase Outcomes and worldview areas. If there is an opportunity to teach children not in Phase separately, then follow the yearly plans as found in the syllabus on page 22. The units in brackets may provide scaffolding ideas to support EYFS pupils if they need additional support in the whole class context.
- Where possible units alternate between LKS2 units and those in UKS2
- Mirroring Units across phase has not always been possible but this is largely due to the thematic nature of these units. In these units, teacher will be able to adjust content and engagement outcomes to allow all children to access expected outcomes