

**Manchester, Salford, Stockport, Tameside and Trafford  
Standing Advisory Council on Religious Education (SACRE) Agreed Syllabus**

Believing

Expressing

Living

**Religious Education (Hospitals & Galaxy House)  
Long Term Plan**

For the 'Why?' please see the Knowledge and Skills  
[RE RMCH, C. H. Subject Specific Curriculum Overview \(All Sites - September 2025 onwards\).docx](#)  
At Leo Kelly RE is taught through the Experiential curriculum.

**Autumn 1**

**Autumn 2**

**Spring 1**

**Spring 2**

**Summer 1**

**Summer 2**

**Key Stage 4 (Core)**

At Hospital sites, teachers will facilitate pupils' learning of GCSE RE where resources are supplied by the home school.

**KS4**

What is truth?

Is there a right way to live?

Does religion help or divide society?

Is everyone equal?

Can we protect the planet and still live well?

What makes life meaningful?

**Key Stage 3**

**Cycle A**

Should religious buildings be sold to feed the starving?

Is religion a power for peace or a cause of conflict in the world today?

How can people express the spiritual through music and art?

What is good and challenging about being a teenage Sikh or Muslim in Britain today?

Why is there suffering?

Does living biblically mean obeying the whole Bible?

**Cycle B**

What is so radical about Jesus?

Should happiness be the purpose of life?

Do we need to prove God's existence?

Is death the end? Does it matter?\*

What difference does it make to believe in...?

Does religion help people to be good?

\*Content may differ slightly from SACRE agreed syllabus due to the nature of our setting and the complexities of discussing death with some pupils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 2						
Year 6	What can be done to reduce racism? Can religion help?	Green religion: How and why should religious communities do more to care for the earth?	What do religions say to us when life gets hard?*	What matters most to Christians and Humanists?	Is it better to express your religion in arts and architecture or in charity and generosity?	What difference does it make to believe in ahimsa, grace and ummah?
Year 5			Why do some people believe God exists?	What would Jesus do?	If God is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today?
Year 4	How do family life and festivals show what matters to Jewish people?	Why are festivals important to religious communities?	Why do some people think that life is a journey and what significant experiences mark this?	Why is Jesus so inspiring to some people?	What can we learn from religions about deciding what is right and wrong?	What does it mean to be a Hindu in Britain today?
Year 3			Why is the Bible so important for Christians today?	What does it mean to be a Christian today?	Why do people pray?	What do different people believe about God?
Key Stage 1						
Year 2	Who is Jewish and what do they believe?	How should we care for others and the world, and why does it matter?	What can we learn from sacred books?	How do we celebrate special and sacred times?	What makes some places sacred?	Who is a Muslim and what do they believe?
Year 1	What does it mean to belong to a faith community?			Who is a Christian and what do they believe?		
EYFS						
Key questions embedded throughout curriculum						
Relates to Understanding the World EYFS areas of learning, as outlined in further detail on the Knowledge and Skills sequence of learning.						
Which stories are special and why? Which people are special and why?		Which places are special and why? Which times are special and why?		Where do we belong? What is special about our world and why?		

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