

RE Two-Year Rolling Plan 2026–2027

Five Lanes CE Primary School

Aligned with the Wiltshire Agreed Syllabus, with Kapow Primary and Emmanuel Project resources to support planning.

Planning resources

Kapow Primary and the Emmanuel Project are supporting resources for the Five Lanes RE curriculum. Where more than one resource is identified, teachers should use professional judgement to select and adapt materials that best support the curriculum enquiry, required knowledge and pupils' needs. Teachers are not expected to teach both resource units in full.

Beech Class — Cycle A

Term	Five Lanes curriculum enquiry	Wiltshire core link	Theme	Disciplines	Scheme	Exact Kapow resource	Exact Emmanuel Project resource
Autumn 1	What do some people believe God looks like?	What do different people believe about God?	Belief in God	Believing / Living / Thinking	K+EP	Year 1: What do some people believe God looks like?	What did Jesus teach about God in his parables? / Why do Christians pray to God and worship him?
Autumn 2	How did the world begin?	What do stories of creation teach people?	Creation	Believing / Living / Thinking	K+EP	Year 1: How did the world begin?	No direct KS1 EP unit identified
Spring 1	Why should we care for the world?	Why should we care for the environment?	Creation	Believing / Living / Thinking	K	Year 1: Why should we care for the world?	—
Spring 2	Why do we give thanks?	How do beliefs influence actions?	Belonging / Community	Believing / Living / Thinking	K	Year 2: Why do we need to give thanks?	—
Summer 1	How do people feel close to God?	How do people express belief?	Belief in God	Believing / Living / Thinking	K	Year 2: How do we know some people feel a special connection to a god?	—
Summer 2	What is a prophet?	How do religious figures influence believers?	Belief in God	Believing / Living / Thinking	K+EP	Year 2: What is a prophet?	LKS2: Why do Muslims call Muhammad the 'Seal of the Prophets'? (adapt selected material if appropriate)

Beech Class — Cycle B

Term	Five Lanes curriculum enquiry	Wiltshire core link	Theme	Disciplines	Scheme	Exact Kapow resource	Exact Emmanuel Project resource
Autumn 1	Why is belonging to God important?	Is everyone part of a community?	Belonging / Community	Believing / Living / Thinking	EP	—	Why is belonging to God and the church family important to Christians?
Autumn 2	Why is doing good important to Jewish people?	How do we know what is right?	Ethics	Believing / Living / Thinking	EP	—	Why is learning to do good deeds so important to Jewish families?
Spring 1	How do Muslims show Allah is compassionate?	How do beliefs influence actions?	Belief in God	Believing / Living / Thinking	EP	—	How do some Muslims show Allah is compassionate and merciful?
Spring 2	Why do Christians celebrate Easter?	Why do people celebrate religious events?	Life, death and meaning	Believing / Living / Thinking	EP	—	What are the best symbols of Jesus' resurrection at Easter?
Summer 1	Why do Christians follow Jesus?	How do religious leaders influence followers?	Belonging / Community	Believing / Living / Thinking	EP	—	Why do Christians trust Jesus and follow him?
Summer 2	Why is the Torah important?	What do sacred texts teach people?	Belief in God	Believing / Living / Thinking	EP	—	Why is the Torah such a joy for the Jewish Community?

Hazel Class — Cycle A

Term	Five Lanes curriculum enquiry	Wiltshire core link	Theme	Disciplines	Scheme	Exact Kapow resource	Exact Emmanuel Project resource
Autumn 1	What makes us human?	What does it mean to be human?	Life, death and meaning	Believing / Living / Thinking	K	LKS2: What makes us human?	—
Autumn 2	Why is water symbolic?	How do symbols express belief?	Belonging / Community	Believing / Living / Thinking	K+EP	LKS2: Why is water symbolic?	No direct EP unit identified
Spring 1	What makes texts sacred?	What do sacred texts teach people?	Belief in God	Believing / Living / Thinking	K+EP	LKS2: What makes some texts sacred?	No single direct comparative EP unit identified; religion-specific EP units may provide supplementary material
Spring 2	Who was Jesus really?	How do religious figures influence believers?	Belief in God	Believing / Living / Thinking	K+EP	LKS2: Who was Jesus really?	How does believing Jesus is their saviour inspire Christians to save and serve others?
Summer 1	Why is fire used ceremonially?	How do symbols express belief?	Belonging / Community	Believing / Living / Thinking	K	LKS2: Why is fire used ceremonially?	—
Summer 2	Why is the Bible important?	What do sacred texts teach people?	Belief in God	Believing / Living / Thinking	K+EP	LKS2: Why is the Bible the best-selling book of all time?	No direct LKS2 EP Bible unit identified

Hazel Class — Cycle B

Term	Five Lanes curriculum enquiry	Wiltshire core link	Theme	Disciplines	Scheme	Exact Kapow resource	Exact Emmanuel Project resource
Autumn 1	How do Christians show reconciliation?	How do beliefs influence actions?	Ethics	Believing / Living / Thinking	EP	—	How do Christians show that reconciliation with God and other people is important?
Autumn 2	How do Muslims show submission to Allah?	How do beliefs influence actions?	Belief in God	Believing / Living / Thinking	EP	—	How does a Muslim show their submission and obedience to Allah?
Spring 1	Why do Hindus seek good karma?	How do beliefs influence actions?	Life, death and meaning	Believing / Living / Thinking	EP	—	Why does a Hindu want to collect good karma?
Spring 2	How do Sikhs follow the teachings of the Gurus?	How do religious leaders influence followers?	Belonging / Community	Believing / Living / Thinking	EP	—	How does the teaching of the gurus move Sikhs from dark to light?
Summer 1	What do Christians believe about mission?	How do beliefs influence actions?	Ethics	Believing / Living / Thinking	EP	—	Why do Christians believe they are people on a mission?
Summer 2	How do Jews remember their covenant?	How do traditions shape communities?	Belonging / Community	Believing / Living / Thinking	EP	—	What symbols and stories help Jewish people remember their covenant with God?

Elder Class — Cycle A

Term	Five Lanes curriculum enquiry	Wiltshire core link	Theme	Disciplines	Scheme	Exact Kapow resource	Exact Emmanuel Project resource
Autumn 1	Why do people stand up for beliefs?	Should beliefs influence actions?	Ethics	Believing / Living / Thinking	K+EP	UKS2: Why do people have to stand up for what they believe in?	How do the 'Heroes of Faith' encourage Christians today?
Autumn 2	Why do religions look different globally?	How do beliefs vary across the world?	Belonging / Community	Believing / Living / Thinking	K+EP	UKS2: Why does religion look different around the world?	How does tawhid create a sense of belonging to the Muslim community? (supplementary perspective)
Spring 1	What happens when we die? (Part 1)	Is there life after death?	Life, death and meaning	Believing / Living / Thinking	K+EP	UKS2: What happens when we die? Part 1	Should believing in the resurrection change how Christians view life and death?
Spring 2	What place does religion have today?	What role does religion play in society?	Ethics	Believing / Living / Thinking	K	UKS2: What place does religion have in our world today?	—
Summer 1	What happens when we die? (Part 2)	Is there life after death?	Life, death and meaning	Believing / Living / Thinking	K+EP	UKS2: What happens when we die? Part 2	What spiritual pathways to Moksha are written about in Hindu scriptures? (supplementary perspective)
Summer 2	Who should be in charge?	Should beliefs influence laws?	Ethics	Believing / Living / Thinking	K+EP	UKS2: Who should get to be in charge?	When Christians need real wisdom where do they look for it? (supplementary perspective)

Elder Class — Cycle B

Term	Five Lanes curriculum enquiry	Wiltshire core link	Theme	Disciplines	Scheme	Exact Kapow resource	Exact Emmanuel Project resource
Autumn 1	Why is the Gospel important?	What do religious teachings say about life?	Belief in God	Believing / Living / Thinking	EP	—	Why is the gospel such good news for Christians?
Autumn 2	What does the Qur'an teach?	What do sacred texts teach people?	Belief in God	Believing / Living / Thinking	EP	—	What does the Qur'an reveal about Allah and his guidance?
Spring 1	How do Hindu beliefs shape life?	How do beliefs influence actions?	Life, death and meaning	Believing / Living / Thinking	EP	—	How do questions about Brahman and atman influence the way a Hindu lives?
Spring 2	How do Buddhists follow the Triple Refuge?	How do beliefs influence actions?	Life, death and meaning	Believing / Living / Thinking	EP	—	How does the Triple Refuge help Buddhists in their journey through life?
Summer 1	Should belief affect how we live?	Should beliefs influence actions?	Ethics	Believing / Living / Thinking	EP	—	Why do Christians think being a pilgrim is a good analogy for life itself?
Summer 2	Do we need God to be good?	Do we need religion to be moral?	Ethics	Believing / Living / Thinking	EP	—	Why do Humanists say happiness is the goal of life?

Resource verification note

The Emmanuel Project titles in this document have been checked against the uploaded 'EP 2020 Complete List of Units'. Where no direct Emmanuel Project match exists, this is stated clearly. Some K+EP enquiries include a relevant religion-specific or higher-key-stage Emmanuel Project resource as supplementary material; teachers should adapt such material appropriately and are not expected to teach both schemes in full.