Autumn 1   Autumn 2   Spring 1   Spring 2   Summer 1   Summer 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	LAS EYFS Unit	LAS EYFS Unit	LAS EYFS Unit	Salvation	Creation	LAS EYFS Unit
	Myself	Special people to me	Our special books	UC F3 (core)	UC F1 (core)	Our beautiful world
	[Introduce people	[Introduce people who are	[Introduce stories	Why do Christians	Why is the word	[Introduce stories
	who belong to a	important to members of a	from religions and	put a cross in an	'God' so important	about creation and
	religious group]	religious group, e.g. Jesus,	important books for	Easter garden?	to Christians?	some beliefs about
		Prophet Muhammad, vicar,	members of a			the natural world,
	Key Vocab	imam, etc.]	religious group;	Key Vocab	Key Vocab	e.g. the duty to
	Christian		think about ways in	Christian	Christian	care for the
	Muslim	Incarnation	which religious	Jesus	God	environment]
	Jew	UC F2 (core)	people treat their	God	Creation	
	Hindu	Why do Christians perform	special books]	Easter	Care	Key Vocab
	God	Nativity plays at Christmas?		Cross	Responsibility	Muslim
			Key Vocab			Jew
		Key Vocab	Bible			Hindu
		Vicar	Qur'an			God
		Imam	Torah			Creation
		Rabbi				Care
		Jesus				Responsibility
		Muhammad				Beautiful
		God				
Why this?	At the start of the year,	Having introduced the idea of	At this point, pupils	Having learned about	This builds on pupils'	Having learned about
Why now?	pupils will be learning	religious worldviews, this is an	should feel more	stories that are	learning about	the Christian story of
	more about each other.	opportunity to introduce some	secure in phonics.	important to religious	special books and	creation, this unit
	This is a chance for	people who are important	This is a good	people, this is an	special stories by	broadens the pupils'
	them to learn that, for	within a range of religious	opportunity to	opportunity to look in	exploring the	understanding of
	some people, occupying	worldviews. The Understanding	explore more about	depth at a story that	Christian story of	different ways in
	a religious worldview is part of who they are.	Christianity unit offers an opportunity to do this with a	religious worldviews through story.	is very important to Christians.	creation in more detail.	which religious and non-religious people
	part of who they are.	focus on the significance of	through story.	Cilistialis.	detaii.	understand and
		Jesus for Christians.				engage with the
		sesses for emissions.				natural world.
Year 1	God	Creation	LAS KS1	LAS KS1	LAS KS1 Additional	
- <del></del>	UC 1.1 (core)	UC 1.2 (core)	Compulsory	Compulsory	Places of worship (ir	cluding Christianity)

Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2
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why now?  In EYFS by exploring in detail ways in which Christians articulate their beliefs about God.  Wear 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Previous term, pupils explore how Christians articulate their defige about How on learning in EYFS and autumn term by exploring in fetral on learning in EYFS and autumn term by exploring different vays in which Muslims articulate their beliefs about Muslims articulate their beliefs about Allah (God).  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  AS KS1 Compulsory Being Human – Islam Believing [What does it mean and why does it matter to belong?]  LAS KS1 Compulsory Being Human – Islam Believing [What does it mean and why does it mean and why does it matter to belong?]  LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity, Sukkot in Judaism, Holi in Hinduism]  Salvation UC 1.5 (core) Why does Easter matter to Christians?  Christians?  Christians?  Thankfulness (including Christianity) Believing, Living, Thinking worship Allah (God).  Why does Easter matter to Christianity, Sukkot in Judaism, Holi in Hinduism]		What do Christians	Who do Christians believe	God – Islam	Community – Islam	Believing, Living, Th	ninking
described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? Pupils build on learning in EVFS by exploring in detail ways in which these connect with beliefs about God.  Weer 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an sy a obout how Muslims should treat others and live their lives? How can Muslim should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  **Rear 2**  LAS KS1 Compulsory Interventions and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  **Rear 2**  LAS KS1 Compulsory Interventions and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  **Rear 3**  **Auto Muslims and Muslims and the Qur'an? Allah (God) Muslims and beliefs about the Qur'an say about hallah (God).**  **Auto Muslims and Muslims and their pupils explored provious term by exploring in detail ways in which these connect with beliefs about God.**  **LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  **Auto Muslims and beliefs about Allah (God).**  **LAS KS1 Compulsory Living Thinking and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  **Auto the described in the Which celebrate birth? What does it mean and why does it matter to belong? The province of the Automatical terms and the provious term by exploring different places of worship across different religious traditions. This also builds on learning in Early Years.  **Automatical terms and Intervention to the community of the provious term by exploring different beliefs about the on learning in Erry Years.  **Automatical terms and the provious term by exploring different beliefs about the opportunity to build on their learning in the opportunity to build on their learning in the provious term by explorin		believe God is like?	made the world?	Believing	Living	[Choose three key o	bjects, features or
Qur'an?   What do Muslims learn about Allah and their faith through the Qur'an?   Why this?   Pupils build on learning in the in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.   LaS KS1 Compulsory Being Human – Islam Believing [What dos the Qur'an say about how Muslims should treat others and live their lives? How can Muslim should it reactions of inspirational   Allah (acg).   Allah (acg)				[How is Allah	[What do Muslims	symbols and look at	t:
Why this? Why this we the opportunity to build on learning in the opportunity to build on learning in the opportunity to build on learning in the opportunity to explore different ways in which Muslims worship Allah (God). Ways in which Muslims worship Allah (God). Ways in which Muslims worship Allah (God). Why this doed. Why this and beliefs be seen in the actions of interior to belong? Why does it matter to belong? Why does it matter to belong? Why this include at least one religion/worldview other than Christianity, Sukkot in Judaism, Holi in Hinduism Why this include at least one religion/worldview other than Christianity, Sukkot in Judaism, Holi in Hinduism Why this include at least one religion/worldview other than Christianity, Sukkot in Judaism, Holi in Hinduism Why this include at least one religion/worldview other ways in which Muslims worship Allah (God). Why this include at least one religion/worldview other ways in which Muslims worship Allah (God).				described in the	do to express their	<ul> <li>what they t</li> </ul>	ell us about beliefs
Learn about Allah and their faith through the Qur'an?]   Learning the through the Qur'an?]   Pupils build on learning in the previous term, pupils explore how Christians articulate their beliefs about God.   Pupils build on learning in the previous term, pupils explore how Christians articulate their beliefs about God.   Pupils build on their learning in the on learning in EYS and autumn term by exploring in detail ways in which ways in which these connect with beliefs about God.   Pupils build on their learning in the on learning in EYS and autumn term by exploring ifferent veligious traditions.   This also builds on learning in Early Years.				Qur'an?	beliefs?	about God/	humans/the world
and their faith through the Qur'an?]  Why this? Why this? Why this? Why now?  Pupils build on learning in the previous term, pupils explore how Christians articulate their beliefs about God.  Why now?  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How Can Muslim fith and beliefs be seen in the actions of inspirational  and their faith through the Qur'an?]  Pupils build on learning in the previous term, pupils explore how Christianis articulate their doportunity to build on learning in the opportunity to build on learning in the previous term by exploring different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of and autumn term by exploring different ways in which Muslims worship Allah (God).  Muslims worship Allah (God), ways in which Muslims worship Allah (God).  Muslims worship Allah (God), ways in which Muslims worship Allah (God).  Muslims worship Allah (God), ways in which Muslims worship Allah (God).  Muslims worship Allah (God), ways in which Muslims worship Allah (God).  Muslims w				What do Muslims	Which celebrations	around the	m
Why this? Why this? Why now? Why now?  Pupils build on learning in the previous term, pupils explore detail ways in which Christians articulate their beliefs about God.  Wear 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives?]  How can Muslim faith and beliefs be seen in the actions of inspirational  Why this?  Pupils build on learning in the previous term, pupils explore and the opportunity to build on learning in EYFS and autumn term by exploring different ways in which Muslims worship Allah (God), pupils have the opportunity to build on learning in EYFS and autumn term by exploring different ways in which Muslims worship Allah (God).  Was in which Christians articulate their beliefs about Allah (God).  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives?]  How can Muslim faith and beliefs be seen in the actions of inspirational  Why this?  Pupils build on their ereligion/worldview other bould on learning in EYFS and autumn term by exploring different ways in which Muslims worship Allah (God).  This also builds on learning in Evr S and autumn term by exploring different ways in which Muslims worship Allah (God).  Having learned about different ways in which Muslims worship Allah (God).  Muslims worship Allah (God).  This also builds on learning in Evr S and autumn term by exploring different ways in which Muslims do to forthing the previous term by exploring different ways in which double on learning in Evr S and autumn term by exploring different ways in which Muslims articulate their beliefs about Allah (God).  LAS KS1 Compulsory  Life Journey – I				learn about Allah	are important to	- how they a	re used in practice –
Why this? Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.  Year 2 LAS KS1 Compulsory Being Human — Islam Believing [What does the Qur'an say about how Muslims should treat of their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Building on learning in the previous term, pupils explore how Christianis triculate their opportunity to build on learning in EVFS and autumn term by exploring in detail ways in which these connect with beliefs about God.  Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of and autumn term by exploring different ways in which Muslims worship Allah (God).  HAS KS1 Compulsory Believing [What does the Qur'an say about how Muslims should treat others and live their lives?  How can Muslim faith and beliefs be seen in the actions of inspirational  Allaling (Sod).  LAS KS1 Compulsory Believing, Living, Thinking [Must include at least one religion/worldview other than christianity and summ term by exploring different ways in which Muslims worship Allah (God).  Must include at least on teligion/worldview other than the opportunity to explore different ways in which Muslims worship Allah (God).  Must include at least on teligion/worldview other the previous term by exploring different ways in which Muslims worship Allah (God).  This also builds on learning in the previous term by exploring different ways in which Muslims worship Allah (God).  Muslims worship Allah (God).  Bullah (God).  LAS KS1 Compulsory Living, Thinking [Must include at least one religion/worldview other than Christianity)  Bullah (God).  UC 1.5 (core) Why does Easter matter to Christians?  Christians?  This also build on their learning in the previous term by exploring different ways in				and their faith	Muslims?]	i.e. what im	pact they have on the
Why this? Why this? Why this? Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.  Year 2 LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How con Muslim faith and beliefs be seen in the actions of inspirational  Building on learning in the previous term, pupils explore opportunity to build on learning in EYFS and autumn term by exploring different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.  Pupils have the opportunity to build on learning in the previous term by exploring different ways in which Muslims worship Allah (God).  Muslims articulate their beliefs about Allah (God).  LAS KS1 Compulsory Life Journey – Islam Living [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Why this?  Pupils have the opportunity to build on learning in the previous term by exploring different ways in which Muslims worship Allah (God).  Muslims articulate their belafs about Allah (God).  LAS KS1 Compulsory Life Journey – Islam Living [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity.  Salvation UC 1.5 (core) Why does Easter matter to Christians?  Why does Christmas matter to Christians?				through the		community	
Why this? Why now? Pupils build on learning in the previous term, pupils explore how Christians articulate their beliefs about God.  Year 2 LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Why this? Why now? Pupils build on learning in the previous term, pupils explore how Christians articulate their beliefs about the origins of the universe and the ways in which these connect with beliefs about God.  LAS KS1 Compulsory Leas KS1 Compulsory Iving (What does the Qur'an say about how Muslims should treat others and live their lives?  How can Muslim faith and beliefs be seen in the actions of inspirational  Building on learning in the previous term, pupils explore different build on learning in EVFS and autumn term by exploring different ways in which Muslims worship Allah (God). Ways in which Muslims worship Allah (God).  Having learned about different ways in which Muslims worship Allah (God), ways in which Muslims worship Allah (God). This also builds on learning in Early Years.  Building on learning in the opportunity to build on learning in the previous term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).  LAS KS1 Compulsory  LAS KS1 Compulsory  LAS KS1 Additional  Thankfulness (including Christianity)  Believing, Living, Thinking  [Mhat does the Celebrate birth?  What does it mean and why does it matter to belong?]				Qur'an?]		Must include at leas	st one
Why this? Why now? Pupils build on learning in the previous term, pupils explore how Christians articulate their beliefs about God.  Year 2 LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives?]  Why now?  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives?]  How can Muslim faith and beliefs be seen in the actions of inspirational  Building on learning in the previous term, pupils explore how Christians articulate their detail ways in which chow Christians articulate their deliefs about the opportunity to build on learning in the opportunity to build on learning in the previous term by exploring different ways in which Muslims worship Allah (God).  Having learned about different ways in which Muslims worship Allah (God), poportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.  Ways in which Muslims worship Allah (God).  LAS KS1 Compulsory Living Inhalm (God).  LAS KS1 Compulsory Living, Thinking Believing, Living, Thinking and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Salvation UC 1.5 (core) Why does Easter matter to Christians?  Christians?  Christians?  Christians?  Christians?				-		religion/worldview	other than Christianity
why now?  In EYFS by exploring in detail ways in which Christians articulate their beliefs about God.  Wear 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Previous term, pupils explore how Christians articulate their defige about How on learning in EYFS and autumn term by exploring in fetral on learning in EYFS and autumn term by exploring different vays in which Muslims articulate their beliefs about Muslims articulate their beliefs about Allah (God).  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  AS KS1 Compulsory Being Human – Islam Believing [What does it mean and why does it matter to belong?]  LAS KS1 Compulsory Being Human – Islam Believing [What does it mean and why does it mean and why does it matter to belong?]  LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity, Sukkot in Judaism, Holi in Hinduism]  Salvation UC 1.5 (core) Why does Easter matter to Christians?  Christians?  Christians?  Thankfulness (including Christianity) Believing, Living, Thinking worship Allah (God).  Why does Easter matter to Christianity, Sukkot in Judaism, Holi in Hinduism]							,
detail ways in which Christians articulate their different beliefs about God.  The previous term by exploring different by exploring different places of and autumn term by exploring different ways in which muslims articulate their beliefs about God.  This also builds on learning in Early Years.  T	Why this?	Pupils build on learning	Building on learning in the	Pupils have the	Pupils build on their	Having learned about	t different ways in which
Christians articulate their beliefs about God.  Wear 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Christians articulate origins of the universe and the vays in which these connect with beliefs about the origins of the universe and the vays in which these connect with beliefs about God.  Ways in which Muslims articulate their beliefs about Allah (God).  LAS KS1 Compulsory Life Journey – Islam Living [What does the Qur'an say about how Muslims should treat others and live their lives?  How can Muslim faith and beliefs be seen in the actions of inspirational  Allah (God).  LAS KS1 Compulsory LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  LAS KS1 Compulsory LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Christians?  Christians?  Christians?  Christians?  Christians?	Why now?	in EYFS by exploring in	previous term, pupils explore	opportunity to build	learning in the	Muslims worship Alla	h (God), pupils have the
their beliefs about God.  origins of the universe and the ways in which these connect with beliefs about God.  Year 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  LAS KS1 Compulsory Being Human – Islam Believing [What does it matter to belong?]  IAS KS1 Compulsory Life Journey – Islam Living [Must include at least one religion/worldview other than Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  LAS KS1 Compulsory Life Journey – Islam Living [Must include at least one religion/worldview other than Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  This also builds on learning in Early Years.  Muslims worship Allah (God).  This also builds on learning in Early Years.		-	how Christians articulate their	on learning in EYFS		opportunity to explor	e different places of
ways in which these connect with beliefs about God.  Ways in which building articulate their beliefs about Allah (God).  Year 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Ways in which Muslims articulate their beliefs about Allah (God).  Ways in which Muslims articulate their beliefs about Allah (God).  LAS KS1 Compulsory Life Journey – Islam Las KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Ways in which Muslims worship Allah (God).  LAS KS1 Compulsory Why does Easter Why does Easter one religion/worldview other than Christianity, Sukkot in Judaism, Holi in Hinduism]  Salvation UC 1.5 (core) Why does Christmas matter to Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]				,			_
With beliefs about God.  Muslims articulate their beliefs about Allah (God).  Year 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  With beliefs about God.  Muslims articulate their beliefs about Allah (God).  Allah (God).  LAS KS1 Compulsory Believing (LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking Believing, Living, Thinking [What does the Qur'an say about celebrate birth? What does it mean and why does it mean and why does it mean and why does it matter to belong?]  What does it matter to belong?]  Salvation UC 1.5 (core) Why does Easter matter to Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Christians?  Christians?  Vo Christians?		their beliefs about God.			1	This also builds on lea	irning in Early Years.
their beliefs about Allah (God).  Year 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  LAS KS1 Compulsory Liste Journey – Islam Living (Incarnation) Liste Journey – Islam Living (Incarnation) Living (Iwhat do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]  LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Christians?  Incarnation UC 1.5 (core) Why does Christmas matter to Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]					•		
Allah (God).			with beliefs about God.		Allah (God).		
Year 2  LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  List Compulsory Life Journey – Islam Living [What do Muslims very of the content of the c				-			
Being Human – Islam Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Life Journey – Islam Living [What do Muslims Living [What do Muslims do to celebrate birth? What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]  Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  UC 1.5 (core) Why does Christmas matter to Christians?	Year 2	LAS KS1 Compulsory	LAS KS1 Compulsory		I	Salvation	Incarnation
Believing [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Living [What do Muslims do to celebrate birth? [Must include at least one religion/worldview other than Christianity, and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Why does Easter matter to Christmas matter to Christians?  Christians?		-		Thankfulness (includ	ing Christianity)	UC 1.5 (core)	UC 1.3 (core)
Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Celebrate birth?  What does it mean and why does it mean and why and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Christians?  Christians?  to Christians?			_	· ·			
Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  Celebrate birth?  What does it mean and why does it mean and why and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]  Christians?  Christians?  to Christians?		[What does the	[What do Muslims do to	[Must include at leas	at one	matter to	Christmas matter
how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational  What does it mean and why does it mean and why does it matter to belong?]  Sukkot in Judaism, Holi in Hinduism]		•	-	reliaion/worldview o	ther than Christianity	Christians?	to Christians?
treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational		*			•		
their lives?  How can Muslim faith and beliefs be seen in the actions of inspirational			*				
How can Muslim faith and beliefs be seen in the actions of inspirational			deserving of the serving of				
and beliefs be seen in the actions of inspirational							
the actions of inspirational							
inspirational		_					
		Muslims?					

Why this? Why now?	Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).	Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.	Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.	In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.	Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).
Year 3	LAS KS2 Compulsory God – Hinduism Believing [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]	LAS KS2Compulsory God – Islam Believing [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	LAS KS2 Additional Big Questions (including Christianity): What does it mean to live a good life? Believing, Living, Thinking [Opportunity to look at guidelines and laws in various religious worldviews. Chance to explore whether 'good' means the same thing to everybody]
Why this? Why now?	In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast	In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to	In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.	In this unit, pupils build on their learning in spring term by exploring the second person of the Trinity (God the Son, Jesus) in more depth.	Having explored why Christians believe the crucifixion of Jesus is a 'good' thing, pupils develop their learning by investigating

Spring 1

Spring 2

Summer 1

Summer 2

Autumn 1

Autumn 2

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	with knowledge covered on Christianity and Islam at KS1.	compare and contrast with Hindu beliefs about God.			In particular, they explore reasons why Christians understand the crucifixion to be a	different ways in which religious and non-religious people articulate what they mean by a 'good' life.	
Year 4	LAS KS2 Additional	LAS KS2 Compulsory	LAS KS2	Creation	'good' think.  LAS KS2 Additional		
Teal 4	Big Questions	Community – Hinduism	Compulsory	UC 2a.1 (core)	Pilgrimage (including	a Christianity)	
	(including	Living	Community – Islam	What do Christians	Believing, Living, Thi		
	Christianity):	[How is Hindu belief	Living	learn from the	[What is a pilgrimag		
	Why do we	expressed personally and	[How is Muslim	creation story?	pilgrimage involve? E.g. Christian		
	celebrate?	collectively? How does Hindu	worship expressed	,		ngham, Lourdes, Iona,	
	Believing, Living,	worship and celebration	collectively? How		Jerusalem, Muslim p	oilgrimage to	
	Thinking	build a sense of community?	does Muslim		Makkah, Jewish pilg	rimage to Jerusalem,	
	[What different		worship and		Hindu pilgrimage to		
	events/times of life	Worship and celebration.	celebration build a		Environmental impa	ct of pilgrimage]	
	do we celebrate? How do different people celebrate	Ways in which worship and celebration engage with/affect the natural	sense of community?				
	things differently?	world. Beliefs about creation	Worship and				
	How does celebration	and natural world	celebration. Ways				
	relate to		in which worship				
	remembrance?]		and celebration				
			engage with/affect				
			the natural world.				
			Beliefs about				
			creation and				
14/646:-2	This wait asks assails to	This wait and an acific	natural world]	This wait avalence	This wait interest and the	2 th 2 m 2 af mil muine m 2	
Why this? Why now?	This unit asks pupils to think of different	This unit explores specific celebrations related to a Hindu	This unit explores specific celebrations	This unit explores different Christian		e theme of pilgrimage, he lens of both religious	
,	reasons why humans	worldview. It builds on learning	related to a Muslim	views about the	and non-religious work		
	celebrate. It explores	about worship and celebration	worldview. It builds	natural world and	focuses on the impact		
	how people celebrate	from KS1 and the previous term,	on learning about	explores what	natural world, explorir		
	good things and	and introduces questioning	worship and	Christians believe	what happens if religion	ous beliefs and practices	

Spring 1

Spring 2

Summer 1

Summer 2

Autumn 1

Autumn 2

	THE LINE DULING ON	THE LINE INTERPORATES	L THE BEEVIAGE LIBITS BAVE TACHSEA AN WAVE IN
ways in which ways in which people act, examples of contemporary individuals] haviour, ways in people act, ples of mporary duals] hit builds on This unit builds on learning	This unit builds on	This unit interrogates	e.g. Muslims? Spirited Arts competition run by NATRE]  The previous units have focused on ways in
beliefs expressed in practice? might a Hindu to achieve ha? the ways in which beliefs impact on action: expectations of behaviour,	about Jesus and the resurrection?]		beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief,
is karma and way Muslims act in the world? How are Muslim	behave/act because of their beliefs	happen? Does it matter if it didn't?]	religious people understand the connection between beliefs about human
t their faith in should treat others? How do ay they live? Muslim teachings guide the	for Christians? [How do Christians	said he was? Did the resurrection	people understand the value of creativity? How do religious and non-
do Hindus Muslims about how they	resurrection make	[Was Jesus who he	[How do religious and non-religious
ving [What does the Qur'an teach	does the	Messiah?	Believing, Living, Thinking
ism Believing	What difference	Was Jesus the	(including Christianity)
S2 Compulsory Human – Being Human – Islam	Salvation UC 2b.7 (core)	Incarnation UC 2b.4 (core)	LAS KS2 Additional Expressing Beliefs through the Arts
tes of passage. a golden thread throughout this year.	questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms.	detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).
rning in EYFS and and celebration on the natural	and the previous	relationship between	conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the
ound festival	and and celebration on the natural s world. This latter theme runs as	and and celebration on the natural and the previous world. This latter theme runs as term, and introduces	and and celebration on the natural and the previous relationship between term, and introduces the natural world and

Spring 1

Spring 2

Summer 1

Summer 2

Autumn 1

Autumn 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.	Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.	through their decision-making and actions This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning above celebrations, places of worship and symbol  LAS KS2 Compulsory Life Journey — Hinduism/Islam Living [Hinduism: How do Hindus show they belong?  Islam: How do Muslims show they belong?  Rites of passage; include other religion e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looke at how we know whether religious clair are true or not — this unit considers whether their truth or otherwise actual matters — what impact does religion he on people's lives, regardless of whether they can prove their beliefs to be true of not]	
Year 6	God UC 2b.1 (core) What does it mean if God is loving and holy?	LAS KS2 Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? Believing, Living, Thinking [Opportunity to study Buddhism/Humanism/atheis m and explore e.g. issues of social justice]	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why this? Why now?	This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God 'in the flesh').	This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and nonreligious worldviews articulate what it means to be 'good'.	The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.	This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world.	which have all focus religious and non-readout the world are kinds of evidence to claims.  In this unit, pupils a question of whether claim actually matter explores a range of whether the value cabout God, humani rhythm it provides i	at the previous terms, sed on the question of how eligious people reason ound them, using different a support their beliefs and sk the fundamental r having 'proof' of a truth ers to religious believers. It rites of passage, asking of religion is in its claims ty and the world, or in the n a human life: every day, ear, and across a whole

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum. You can find out more about this <a href="https://example.com/here">here</a>.

For further support please visit the <u>RE section</u> of the Lincoln Diocesan Board of Education website or contact Gillian Georgiou, the Diocesan RE Adviser, <u>here</u>.