

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | <p>LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i></p> <p>Key Vocab Christian Muslim Jew Hindu God</p> | <p>LAS EYFS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i></p> <p>Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?</p> <p>Key Vocab Vicar Imam Rabbi Jesus Muhammad God</p> | <p>LAS EYFS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books]</i></p> <p>Key Vocab Bible Qur'an Torah</p> | <p>Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?</p> <p>Key Vocab Christian Jesus God Easter Cross</p> | <p>Creation UC F1 (core) Why is the word 'God' so important to Christians?</p> <p>Key Vocab Christian God Creation Care Responsibility</p> | <p>LAS EYFS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i></p> <p>Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful</p> |
| Year 1 | <p>God UC 1.1 (core) What do Christians believe God is like?</p> | <p>Creation UC 1.2 (core) Who do Christians believe made the world?</p> | <p>LAS KS1 Compulsory God – Islam <i>Believing</i> <i>[How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i></p> | <p>LAS KS1 Compulsory Community – Islam <i>Living</i> <i>[What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</i></p> | <p>LAS KS1 Additional <i>Places of worship (including Christianity)</i> <i>Believing, Living, Thinking</i> <i>[Choose three key objects, features or symbols and look at:</i></p> <ul style="list-style-type: none"> - <i>what they tell us about beliefs about God/humans/the world around them</i> - <i>how they are used in practice – i.e. what impact they have on the community</i> | |

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| | | | | | <i>Must include at least one religion/worldview other than Christianity and Islam]</i> | |
| Year 2 | LAS KS1 Compulsory Being Human – Islam <i>Believing</i> <i>[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 Muslims?]</i> | LAS KS1 Compulsory Life Journey – Islam <i>Living</i> <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i> | LAS KS1 Additional Thankfulness <i>(including Christianity)</i> <i>Believing, Living, Thinking</i> <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i> | | Salvation UC 1.5 (core) Why does Easter matter to Christians? | Incarnation UC 1.3 (core) Why does Christmas matter to Christians? |
| Year 3 | LAS KS2 Additional Big Questions <i>(including Christianity)</i> : Why do we celebrate? <i>Believing, Living, Thinking</i> <i>[What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</i> | LAS KS2 Compulsory Community – Hinduism <i>Living</i> <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?]</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> | LAS KS2 Compulsory Community – Islam <i>Living</i> <i>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?]</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> | | Creation UC 2a.1 (core) What do Christians learn from the creation story? | LAS KS2 Additional Pilgrimage <i>(including Christianity)</i> <i>Believing, Living, Thinking</i> <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish</i> |

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| | | PUPILS IN YEAR 3 MAY NEED SOME PRE-TEACHING ON THE CORE CONCEPTS THAT UNDERPIN A HINDU DHARMA WORLDVIEW | | | | <i>pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i> |
| Year 4 | LAS KS2 Compulsory God – Hinduism <i>Believing</i> <i>[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?]</i> | LAS KS2 Compulsory God – Islam <i>Believing</i> <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i> | 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? <i>Believing, Living, Thinking</i> <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]</i> |
| Year 5/6 A | LAS KS2 Compulsory Being Human – Hinduism <i>Believing</i> <i>[How do Hindus reflect their faith in</i> | LAS KS2 Compulsory Being Human – Islam <i>Believing</i> <i>[What does the Qur'an teach Muslims about how they should treat others? How do</i> | Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? | Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did</i> | LAS KS2 Additional Expressing Beliefs through the Arts (including Christianity) <i>Believing, Living, Thinking</i> <i>[How do religious and non-religious people understand the value of</i> | |

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| | <p><i>the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> | <p><i>Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> | <p><i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i></p> | <p><i>the resurrection happen? Does it matter if it didn't?]</i></p> | <p><i>creativity? How do religious and non-religious people understand the connection between beliefs about human 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, e.g. Muslims? Spirited Arts competition run by NATRE]</i></p> | |
| Year 5/6 B | <p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p> | <p>LAS KS2 Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? <i>Believing, Living, Thinking</i> [Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]</p> | <p>Creation UC 2b.2 (core spr1 & digging deeper spr2) Creation and Science: Conflicting or Complementary?</p> | | <p>LAS KS2 Compulsory Life Journey – Hinduism/Islam <i>Living</i> <i>[Hinduism: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i> <i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether</i></p> | |

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| | | | | | | <i>they can prove their beliefs to be true or not]</i> |
| Spare (Taught to Year 4 23/24) | <p>LAS KS2 Additional Forgiveness</p> <p><i>[How is the concept of forgiveness presented in different religious and non-religious worldviews? What do different people understand to be the value of forgiveness and the implications of forgiveness for the one being forgiven and the one forgiving?]</i></p> | <p>LAS KS2 Compulsory Being Human – Christianity Believing</p> <p><i>[In what ways does the Bible teach Christians to treat others? How is this expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> | <p>LAS KS2 Compulsory Community – Christianity Living</p> <p><i>[How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community?]</i></p> | <p>LAS KS2 Additional Unit Designed by the School (including Christianity): Sacred spaces</p> <p><i>[What makes a space special? How do people use different kinds of spaces to express their beliefs? How is worshipping in a sacred space part of showing the relationship between God and human beings in a number of religious traditions? E.g. architecture of places of worship, Forest Church, standing stones in pagan worship, etc.]</i></p> | | |

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum. You can find out more about this [here](#).