

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>LAS Unit Myself <i>[Introduce people who belong to a religious group]</i></p> <p>Key Vocab Christian Muslim Jew Hindu God</p>	<p>LAS 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 Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group]</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 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>
Why this? Why now?	<p><i>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</i></p>	<p><i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews.</i></p>	<p><i>At this point, pupils should feel more secure in phonics. This is a good opportunity to do this with a focus on the significance of Jesus for Christians.</i></p>	<p><i>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</i></p>	<p><i>This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.</i></p>	<p><i>Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.</i></p>

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KS1 (A)	<p>God UC 1.1 (core) What do Christians believe God is like?</p> <p>B1, B2 L3, L4a, L4b T1, T3</p>	<p>Creation UC 1.2 (core) Who do Christians believe made the world?</p> <p>B1, B2 L3, L4a, L4b T1, T2, T3</p>	<p>LAS Compulsory God – Islam [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</p> <p>B1, B2 T1, T3</p>	<p>LAS Compulsory Community – Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</p> <p>B2 L2, L3, L4a, L4b T1, T3</p>	<p>LAS Additional Places of worship (including Christianity) [Choose three key objects, features or symbols and look at:</p> <ul style="list-style-type: none"> - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community <p>Must include at least one religion/worldview other than Christianity and Islam]</p> <p>B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3</p>	
Why this? Why now?	<p><i>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. Y4 will also be able to expand their knowledge of Christians beliefs about God from the units on salvation and incarnation.</i></p>	<p><i>Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.</i></p>	<p><i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</i></p>	<p><i>Pupils build on their learning in the previous term by exploring different ways Muslims worship God (Allah).</i></p>	<p><i>Having learned about 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 the early Years.</i></p>	

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KS1 (B)	<p>LAS Compulsory Being Human – Islam <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></p> <p>B1, B2 T1, T3</p>	<p>LAS Compulsory Life Journey – Islam <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i></p> <p>B2 L3, L4a, L4b T1, T3</p>	<p>LAS Additional Thankfulness <i>(including Christianity)</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></p> <p>B1, B2 L1, L2, L3, L4a, L4b T1, T3</p>	<p>Salvation UC 1.5 (core) Why does Easter matter to Christians?</p> <p>B1, B2 L2, L3, L4a, L4b T1, T3</p>	<p>Incarnation UC 1.3 (core) Why does Christmas matter to Christians?</p> <p>B1, B2 L2, L3, L4a, L4b T1, T3</p>	
Why this? Why now?	<p><i>Having learned about different religious people in EYFS children will begin to understand more about Muslim faith and beliefs. Y2 children will develop their knowledge about what Muslims believe about humans and their relationship with Allah (God).</i></p>	<p><i>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.</i></p>	<p><i>Building on learning in the autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i></p>	<p><i>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. For Y1 they will build on their knowledge of the cross and Easter Gardens work in EYFS.</i></p>	<p><i>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).</i></p>	

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LKS2 (A)	<p>LAS Compulsory God – Hinduism <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></p> <p>B1, B2 T2, T3</p>	<p>LAS Compulsory God – Islam <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></p> <p>B1, B2 T2, T3</p>	<p>God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?</p> <p>B1, B2 L2, L3, L4a, L4b T1, T2, T3</p>	<p>Salvation UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>B1, B2 L2, L3, L4a, L4b T1, T2, T3</p>	<p>LAS Additional Big Questions (including Christianity): What does it mean to live a good life? <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></p> <p>B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3</p>	
Why this? Why now?	<p><i>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the Y3 pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1. Y4 can build on their work on community in Hinduism.</i></p>	<p><i>In this unit, Y3 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 compare and contrast with Hindu beliefs about God. Y4 can build on their work on community in Islam.</i></p>	<p><i>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. Y4 can also build on their work on creation. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.</i></p>	<p><i>In this unit pupils build on their learning in spring term by exploring the second person of the Trinity (Jesus) in more depth. In particular they explore reasons why Christians understand the crucifixion to be a ‘good’ thing.</i></p>	<p><i>Having explored why Christians believe the crucifixion of Jesus is a ‘good’ thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a ‘good’ life.</i></p>	

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LKS2 (B)	<p>LAS Compulsory Community – Hinduism <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> B2 L1, L2, L3, L4a T2, T2</p>	<p>LAS Compulsory Community –Islam <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> B2 L1, L2, L3, L4a T2, T2</p>	<p>LAS Additional Big Questions (including Christianity): Why do we celebrate? <i>[What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3</p>	<p>Creation UC 2a.1 (core) What do Christians learn from the creation story? B1, B2 L2, L3, L4a T2, T3</p>	<p>LAS Additional Pilgrimage (including Christianity) <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3</p>	
Why this? Why now?	<p><i>This unit explores specific celebrations related to a Hindu worldview. It build on learning about worship and celebration from KS1. For Y4 it also builds on the Hinduism units from Y3. It also introduces questioning about the impact of worship and celebration on the natural world, which runs as a golden thread throughout this year.</i></p>	<p><i>This unit explores specific celebrations related to a Muslim worldview. It builds upon learning about worship and celebration from KS1 and the previous unit. It also introduces questioning about the impact of worship and celebration on the natural world.</i></p>	<p><i>This unit asks pupils to think of different reasons why people celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage as well as the work from the last term.</i></p>	<p><i>This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on work from the rest of this year.</i></p>	<p><i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (eg the central Hindu belief in ahimsa (non-violence) and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i></p>	

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UKS2 (A)	<p>LAS Compulsory Being Human – Hinduism <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> B2 L2, L3 T2, T3</p>	<p>LAS Compulsory Being Human – Islam <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> B2 L2, L3 T2, T3</p>	<p>Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i> B1, B2 L2, L3, L4a, L4b T1, T2, T3</p>	<p>Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i> B1, B2 L2, L3, L4a, L4b T1, T2, T3</p>	<p>LAS Additional Expressing Beliefs through the Arts (including Christianity) <i>[How do religious and non-religious people understand the value of 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> B1, B2, B3 L1, L2, L3, L4a, L4b T1, T2, T3</p>	
Why this? Why now?	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human relationships to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1 and Hindu beliefs about being human from the previous unit. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact the belief in the resurrection has on a Christian's decisions and actions.</i></p>	<p><i>This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This build on the learning about the significance of Jesus to Christians from KS1.</i></p>	<p><i>The previous units have focused on ways in which religious people express their beliefs 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 about celebrations, places of worship and symbols.</i></p>	

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UKS2 (B)	<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p> <p>B1, B2 L2, L3, L4a T1, T2, T3</p>	<p>LAS Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? [Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]</p> <p>B1, B2, B3 L1, L2, L3, L4a, L4b T1, T2, T3</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p> <p>B1, B2, B3 L2, L3, L4a, L4b T1, T2, T3</p>	<p>Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p> <p>B1, B2, B3 L2, L3, L4a, L4b T1, T2, T3</p>	<p>LAS Compulsory Life Journey – Hinduism/Islam [Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? 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 they can prove their beliefs to be true or not] B1, B2, B3 L2, L3, L4a, L4b T1</p>	
Why this? Why now?	<p><i>This unit interrogates the evidence for Christian belief that God is holy and loving. It also 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’).</i></p>	<p><i>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 LKS2 (‘What is a Good Life’) by deepening pupils’ understanding of how different religious and non-religious worldviews articulate what it means to be ‘good’.</i></p>	<p><i>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.</i></p>	<p><i>This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world.</i></p>	<p><i>This unit looks back at this year’s previous units, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit pupils ask the fundamental question of whether having ‘proof’ of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i></p>	

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Consider delivering LAS units through the structure of *Making Sense of the Text*, *Understanding the Impact* and *Making Connections*. This will help provide consistency for monitoring progress and standards.