

	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 Units 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>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>LAS Unit Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i></p> <p>Key Vocab Cross Prayer beads Prayer mat</p>	<p>LAS Unit Our special places <i>[Introduce places of worship, e.g. church, mosque]</i></p> <p>Key Vocab Church Mosque Synagogue</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?	<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>	<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>	<i>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</i>	<i>Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.</i>	<i>This builds on pupils' learning about special books and special things by exploring some of the special places in which you may find these books and objects.</i>	<i>This broadens the pupils' understanding of special places by looking beyond places of worship into the wider natural world.</i>
Year 1	<p>LAS Compulsory God – Christianity <i>Believing</i> <i>[What do Christians</i></p>	<p>LAS Compulsory Community – Christianity <i>Living</i> <i>[What do Christians do to</i></p>	<p>LAS Compulsory God – Islam <i>Believing</i> <i>[How is Allah</i></p>	<p>LAS Compulsory Community – Islam <i>Living</i> <i>[What do Muslims</i></p>	<p>LAS Additional <i>Places of worship</i> <i>Believing, Living, Thinking</i> <i>[Choose three key objects, features or</i></p>	

	<p><i>learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?]</i></p> <p>B1, B2 T1, T3</p>	<p><i>express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?]</i></p> <p>B2 L2, L3, L4a, L4b T1, T3</p>	<p><i>described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i></p> <p>B1, B2 T1, T3</p>	<p><i>do to express their beliefs? Which celebrations are important to Muslims?]</i></p> <p>B2 L2, L3, L4a, L4b T1, T3</p>	<p><i>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> <p><i>Must include at least one religion/worldview other than Christianity and Islam]</i></p> <p>B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3</p>
<p>Why this? Why now?</p>	<p><i>Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i></p>	<p><i>Pupils build on their learning in the previous term by exploring different ways in which Christians worship 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 in which Muslims worship Allah (God).</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 Early Years.</i></p>
<p>Year 2</p>	<p>LAS Compulsory Being Human – Islam <i>Believing</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</p>	<p>LAS Compulsory Life Journey – Islam <i>Living</i> [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</p> <p>B2 L3, L4a, L4b</p>	<p>LAS Compulsory Being Human – Christianity <i>Believing</i> [What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be</p>	<p>LAS Compulsory Life Journey – Christianity <i>Living</i> [What do Christians do to celebrate birth? What does it mean and why does it matter to belong?]</p>	<p>LAS Additional <i>Thankfulness</i> <i>Believing, Living, Thinking</i> [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</p> <p>B1, B2 L1, L2, L3, L4a, L4b T1, T3</p>

	<i>inspirational Muslims?]</i>	T1, T3	<i>seen in the actions of inspirational Christians?]</i>	B2 L3, L4a, L4b T1, T3	
	B1, B2 T1, T3		B1, B2 T1, T3		
Why this? Why now?	<i>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).</i>	<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>	<i>Building on the learning from Year 1 and autumn term, pupils learn more about what Christians believe about human beings, their relationship to each other and their relationship to God.</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Christians welcome a new human into the world.</i>	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>
Year 3	LAS 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 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>	LAS Compulsory God – Christianity <i>Believing</i> <i>[How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus’ baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?]</i>	LAS Additional <i>Big Questions (including Christianity):</i> <i>What does it mean to live a good life?</i> <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>	
	B1, B2a T2, T3	B1, B2a T2, T3	B1, B2a T2, T3	B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3	

<p>Why this? Why now?</p>	<p><i>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 with knowledge covered on Christianity and Islam at KS1.</i></p>	<p><i>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 compare and contrast with Hindu beliefs about God.</i></p>	<p><i>In this unit, pupils build on their learning about Christian beliefs about God in KS1. Here, they explore different ways in which Christians use symbols to articulate beliefs about God, making connections between this and Christian practice/worship. There are opportunities to compare and contrast with Hindu beliefs about Brahman and Muslim beliefs about Allah.</i></p>	<p><i>In this unit, pupils consider different ways in which religious and non-religious people work out how to live a 'good' life. There are opportunities to use prior learning by considering how beliefs about what God is like might impact on you articulate what it means to live a 'good' life.</i></p>
<p>Year 4</p>	<p>LAS Compulsory Community – Hinduism <i>Living</i> [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?] <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> B2a L1, L2, L3, L4a T2, T2</p>	<p>LAS Compulsory Community – Islam <i>Living</i> [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?] <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> B2a L1, L2, L3, L4a T2, T2</p>	<p>LAS Compulsory Community – Christianity <i>Living</i> [How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community?] <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> B2a L1, L2, L3, L4a T2, T2</p>	<p>LAS Additional <i>Pilgrimage (including Christianity) Believing, Living, Thinking</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] B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p>

<p>Why this? Why now?</p>	<p><i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i></p>	<p><i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i></p>	<p><i>This unit explores specific celebrations related to a Christian worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout 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 (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i></p>
<p>Year 5</p>	<p>LAS Compulsory Being Human – Hinduism <i>Believing</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?]</p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of</i></p>	<p>LAS Compulsory Being Human – Islam <i>Believing</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?]</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>B2a</p>	<p>LAS Compulsory Being Human – Christianity <i>Believing</i> [In what ways does the Bible teach Christians to treat others? How is this expressed in practice?]</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>B2a L2, L3 T2, T3</p>	<p>LAS Additional <i>Expressing Beliefs through the Arts (including Christianity)</i> <i>Believing, Living, Thinking</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]</p> <p>B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3</p>

	contemporary individuals] B2a L2, L3 T2, T3	L2, L3 T2, T3		
Why this? Why now?	<i>This unit builds on learning about Christian 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.</i>	<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 term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from autumn term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<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>
Year 6	LAS Additional Unit Designed by the School (<i>including Christianity</i>): Do you have to believe in God to be good? <i>Believing, Living, Thinking</i> [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good] B1, B2a, B2b L1, L2, L3, L4a, L4b		LAS 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; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually</i>	LAS Compulsory Life Journey – Christianity <i>Living</i> <i>[How do Christians show they belong?</i> <i>Rites of passage; include other religions, e.g. Amrit in Sikhism; 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]</i>

	T1, T2, T3	<p><i>matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p>B1, B2a, B2b L2, L3, L4a, L4b T1</p>	<p>B1, B2a, B2b L2, L3, L4a, L4b T1</p>
<p>Why this? Why now?</p>	<p><i>This unit builds on prior learning in Year 3 (‘What is a Good Life?’) by deepening pupils’ understanding of how different religious and non-religious worldviews articulate what it means to be ‘good’. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people use to support their beliefs and claims.</i></p>	<p><i>This unit looks back at the previous term, which 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.</i></p> <p><i>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 for Hindus and Muslims, 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>	<p><i>This unit looks back at autumn, which 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.</i></p> <p><i>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 for Christians, 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>

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

The purple codes refer to suggested end-of-phase expectations:

B = Believing

L = Living

T = Thinking

You can find out more about these end-of-phase expectations [here](#).

For further support please visit the [RE section](#) of the Lincoln Diocesan Board of Education website or contact Gillian Georgiou, the Diocesan RE Adviser, [here](#).