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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS EYFS Unit Myself [*Introduce people who belong to a religious group*] Key Vocab Christian Muslim Jew Hindu God	LAS EYFS Unit Special people to me [*Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.*] Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key Vocab Vicar Imam Rabbi Jesus Muhammad God	LAS EYFS Unit Our special books [*Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books*] Key Vocab Bible Qur'an Torah	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus God Easter Cross	Creation UC F1 (core) Why is the word 'God' so important to Christians? Key Vocab Christian God Creation Care Responsibility	LAS EYFS Unit Our beautiful world [Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism] Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful
Why this? Why now?	*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.*	*Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The* Understanding Christianity *unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.*	*At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.*	*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.*	*This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.*	*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.*

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	God UC 1.1 (core) What do Christians believe God is like?	Creation UC 1.2 (core) Who do Christians believe made the world?	LAS KS1 Compulsory God – Islam *Believing* *[How is Allah described in the Qur'an?* *What do Muslims learn about Allah and their faith through the Qur'an?]*	LAS KS1 Compulsory Community – Islam *Living* *[What do Muslims do to express their beliefs?* *Which celebrations are important to Muslims?* ***What are the different practices associated with these celebrations and what do they tell us about Muslim beliefs about God, human beings and the world?]***	LAS KS1 Additional Places of worship (*including Christianity*) *Believing, Living, Thinking* *[Choose three key objects, features of symbols and ask:* ***What they tell us about beliefs about God/human beings/the world from this particular worldview?*** ***How they are used or what impact they have on this worldview community?*** ***Must include a religious or non-religious worldview other than Christianity or Islam.]***	
Why this? Why now?	*Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.*	*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.*	*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).*	*Pupils build on their 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), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.*	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 might Muslim beliefs inspire the actions of inspirational individuals?]	LAS KS1 Compulsory Life Journey – Islam *Living* [How do different Muslims celebrate and say thank you for the life of a new baby? What does it mean to belong? Why does it matter to belong?]	LAS KS1 Additional Thankfulness (*including Christianity*) *Believing, Living, Thinking* What different things and times do we associate with saying thank you? How do religious and non-religious people say thank you? Must include at least one religious or non-religious worldview other than Christianity and Islam.		Salvation UC 1.5 (core) Why does Easter matter to Christians?	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?
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).*

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 are some of the key concepts and beliefs in a Muslim worldview? What do Muslims believe about Allah (God)? 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 is a good life? *Believing, Living, Thinking* [How might different people understand 'good' differently? What different sources of authority, laws and guidelines help people understand what it means to live a 'good' life? Must include at least one religious or non-religious worldview other than Christianity and Islam.]
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 with knowledge covered on Christianity and Islam at KS1.*	*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.*	*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.* *In particular, they explore reasons why Christians understand the crucifixion to be a 'good' think.*	*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.*

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Year 4	LAS KS2 Additional Big Questions (*including Christianity*): Why do we celebrate? *Believing, Living, Thinking* [*What different events/times of life do we celebrate?* *How do different people celebrate things differently?* *How does celebration relate to remembrance?*]	LAS KS2 Compulsory Community – Hinduism *Living* [How does Hindu worship and practice build a sense of community? How is Hindu belief expressed collectively? How do Hindu practices impact (positively and negatively) on the natural world?	LAS KS2 Compulsory Community – Islam *Living* [How does Muslim worship and practice build a sense of community? How is Muslim belief expressed collectively? How do Muslim practices impact (positively and negatively) on the natural world?	Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS KS2 Additional Pilgrimage (*including Christianity*) *Believing, Living, Thinking* [What is a pilgrimage? What does pilgrimage involve? What is the point of a pilgrimage – the travelling or the destination? What is the environmental impact of pilgrimage? Must include at least one religious or non-religious worldview other than Christianity and Islam.	
Why this? Why now?	*This unit asks pupils to think of different reasons why humans 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.*	*This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, 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.*	*This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, 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.*	*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 the work carried out in the previous two terms*	*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).*	

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Year 5	LAS KS2 Compulsory Being Human – Hinduism *Believing* [How do Hindu beliefs about atman, samsara, karma and dharma relate to ways in which Hindus may choose to live/act? How significant is community in a Hindu worldview?	LAS KS2 Compulsory Being Human – Islam *Believing* [What does the Qur'an say about how Muslims should treat others and live their lives? How do different Muslims express their beliefs in practice? How do beliefs impact on action?	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? [*How do Christians behave/act because of their beliefs about Jesus and the resurrection?*]	Incarnation UC 2b.4 (core) Was Jesus the Messiah? [*Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?*]	LAS KS2 Additional Expressing Beliefs through the Arts (*including Christianity*) *Believing, Living, Thinking* [How do different people define 'creativity' and how do they understand the value of creativity? How do religious and non-religious beliefs/views about human beings connect with beliefs/views about human creativity? How do religious and non-religious people express their beliefs/views creatively? Must include at least one religious or non-religious worldview other than Christianity and Islam.	
Why this? Why now?	*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.*	*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.*	*This unit builds on learning about 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.*	*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 builds on learning about the significance of Jesus to Christians from KS1.*	*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.*	

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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* [What do we mean by 'good'? Does everyone mean the same thing? What do Buddhists believe and how do they seek to do what is 'good'? What do Humanists believe and how do they seek to do what is 'good'? Must include at least one religious or non-religious worldview other than Christianity and Islam.]	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?	LAS KS2 Compulsory Life Journey – Hinduism/Islam *Living* [*Hinduism:* How do Hindus show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity) *Islam:* How do Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity	
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 non- religious 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.	This unit looks back at the previous terms, 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.	

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