



St Nicholas CE Primary Academy

Religious Education Long Term Plan

UC: Understanding Christianity LAS: Lincolnshire Agreed Syllabus

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS Unit: <i>Myself</i> <i>Start with the child then introduce people who belong to a religious group.</i>	LAS Unit: <i>Special people to me.</i> <i>(Significant people in a religious faith)</i> Introduce prophet Mohammed and Jesus. As well as those important people around the children.	LAS Unit – <i>Our Special Books</i> <i>Stories from religions.</i> Focus on the important books for members of a religious group (My First Qur'an Story book')	Salvation UC F3 (Core) Why do Christians put a cross in the Easter Garden?	Creation UC F1 (Core) Why is the word 'God' so important to Christians?	LAS Unit <i>Our Beautiful World</i> Exploring beliefs about the natural world. <i>Christian and other Creation Stories.</i> <i>What is our duty to the natural world?</i>
Year 1	UC 1.1 (Core) <i>God</i> What do Christians believe God is like?	UC 1.2 (Core) <i>Creation</i> Who do Christians believe made the world?	LAS Compulsory <i>Islam – God</i> How is Allah described in the Qur'an? What do Muslims learn about Allah and faith from the Qur'an?	LAS Compulsory <i>Islam – Community</i> What do Muslims do to express their beliefs? Which celebrations are important to Muslims?	LAS – Additional <i>Places of worship including Christianity.</i> Must include one other faith or world view (New Mosque opened in Lincoln)	
Year 2	LAS Compulsory <i>Islam – Being Human</i> <i>Belonging - What does it mean and why does it matter?</i> <i>When being part of the community what does that mean and how do Muslims behave?</i>	LAS Compulsory – <i>Islam - Life Journeys –</i> <i>Muslims celebrating birth, how does this enhance the sense of belonging?</i> Family life	LAS Additional <i>Thankfulness (Including Christianity)</i> Eg: Harvest in Christianity, Sukkot in Judaism, Holi in Hinduism		UC 1.5 (Core) <i>Salvation</i> Why does Easter matter to Christians? (link back to thankfulness)	UC 1.3 (Core) <i>Incarnation</i> Why does Christmas matter to Christians? Who was Jesus? Where did he come from? Who was this person? What was



					he like as an individual?
Year 3	LAS Compulsory Hinduism and Islam –God. How are deities and key figures described in sacred texts ad stories? What might Hindus understand about the Divine through these stories? 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 inspirational Muslims? How do the main concepts in Islam reveal the truth about Allah? (Purpose of religious and visual symbols in a mosque)		UC 2a.3 (Core and digging deeper) What is the Trinity? (Also think about making connections to the previous term)	UC 2a.5 (Core) Salvation Why do Christians call the day Jesus died ‘Good Friday’? (Deeper aspect of the Son as part of the Trinity)	LAS Additional Big Questions (Including Christianity) How do we know what it means to live a good life?
Year 4	LAS Additional Big Questions (Including Christianity) Why do we celebrate? Is celebration just about happiness? Wedding funerals etc.	LAS Compulsory Hinduism and Islam – Community Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world. Hinduism: How is Hindu belief expressed personally and collectively? How do Hindus worship and celebration build a sense of community - and what is the environmental impact? Islam: How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?	UC 2a.1 (core) Creation What do Christians learn from the creation Story?	LAS Additional Pilgrimage (Including Christianity) Environmental impact of Pilgrimage Christianity – Lourdes, Iona Mecca – Hajj	



Year 5	LAS Compulsory Hinduism/Islam – Being Human The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals. Hinduism and ethics – how they reflect faith in the way they live. What is karma how does it drive the cycle of samsara? How might a Hindu seek to achieve Moksha? Islam – How Qur'an teaches Muslims to treat others, how teachings guide how Muslims act in the world. Muslim beliefs expressed in practice. Ways in which beliefs impact on actions and expectations of behaviour.		UC 2b.7 (core) Salvation What difference does the resurrection make for Christians? How do Christians act or behave because of their beliefs about Jesus and the resurrection?	UC 2b.4 (Core) Incarnation Was Jesus the Messiah? Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?	LAS – Additional Expressing Beliefs through the Arts (Including Christianity) Reasons why some people may not use pictorial representation to express belief, eg Muslims. Spirited Art competition run by NATRE Think about Impact of acts on beliefs or beliefs on acts
Year 6	UC 2b.1 (Core) God - What does it mean if God is loving and holy? Forgiveness and Justice Do you always have to be loving? Also look at how God is not always loving or holy. Being a judge and holding people to account. Also – How do we know God is holy and loving? Also stories where God is good, so if you don't believe in God can you still be good?	LAS Additional Unit designed by School (Including Christianity) Do you have to believe in God to be good? Include study of Humanism/ atheism Exploring issues of social justice.	UC 2b.2 (core) Creation Creation and science: Conflicting or complementary? Discuss whether these views are totally opposite – Darwin origins of the species, Can a scientist believe in God?	UC 2b.2 (Digging Deeper) Creation. Creation and Science: Conflicting or Complementary?	LAS Compulsory Life Journey – Hinduism and Islam Rites of passage; including other religions eg: Bar Mitzvah in Judaism, confirmation in Christianity, (Already have looked at 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) Is the sense of social identity – of community and values, belonging and marking key moments in life's journey.