

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Programme of study	Personal, social and emotional development	Personal, social and emotional development	Literacy	Personal, social and emotional development	Understanding the World	Understanding the World
EYFS	<p>LAS Unit Myself</p> <p>Introduce people who belong to a religious group</p> <p>Use visits and visitors where possible</p> <p>Use stories/picture books to explore some ways in which religion is important to some people</p>	<p>LAS Unit Special people to me</p> <p>Significant people in a religious faith as well as those important people around the children. Jesus, Prophet Muhammad, Moses, Guru Nanak</p> <p>Introduce the idea that special people in religion have special jobs- vicar, imam, rabbi</p>	<p>LAS Unit Our Special Books</p> <p>Stories from religions: The Good Samaritan Lost sheep Introduce prophet Mohammed and the Spider (Islam)</p> <p>My First Bible My First Qur'an Story book</p> <p>Focus on the important books for members of a religious group</p>	<p>LAS Unit Our Special Things</p> <p>Our special things</p> <p>Introduce objects that are important to members of a religious group e.g. cross, subha beads, prayer mat etc.</p> <p>Use the sense to explore a range of artefacts from different religions; think about what they might be used for and how they might help people understand God/the world/each other a bit better</p>	<p>LAS Unit Our Special Places</p> <p>Our special places</p> <p>Introduce places of worship e.g. church, mosque</p> <p>Visit to a Church – Stump</p> <p>Use the senses to explore different artefacts from different religions Investigate how these artefacts are used by religious people in their places of worship</p>	<p>LAS Unit Our Beautiful World</p> <p>Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism Exploring beliefs about the natural world.</p> <p>Christian and other Creation Stories. Hinduism Creation story</p> <p>What is our duty of care to the natural world?</p>
EYFs Skills and attitudes	Recognise and explore feelings	Recognise and respond appropriately to key figures on their lives	Know that books are important sources of information and should be handled with care and respect	Understand why some things are special/precious	Identify places which are special to them and others	Explore and respond to the natural world and recognise there are some questions that are difficult to answer
Year 1	<p>LAS Compulsory</p> <p>God – Christianity</p> <p>What do Christians learn and understand about God through Old Testament</p>	<p>LAS Compulsory</p> <p>Community - Christianity</p> <p>What do Christians do to express their beliefs? Which celebrations are important to</p>	<p>LAS Compulsory</p> <p>God - Islam</p> <p>How is Allah described in the Qur'an?</p>	<p>LAS Compulsory</p> <p>Community - Islam</p> <p>What do Muslims do to express their beliefs?</p>	<p>LAS – Additional Unit</p> <p>Places of worship Christianity and Hinduism</p> <p>Visit to local church</p>	

	<p>Bible stories? E.g. Moses, Abraham, Jonah, etc.</p> <p>What do stories in the New Testament tell Christians about Jesus?</p>	<p>Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p>	<p>What do Muslims learn about Allah and faith from the Qur'an?</p>	<p>Which celebrations are important to Muslims?</p>	<p>Choose three key objects, features or symbols and look at: 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>
Year 2	<p>LAS Compulsory</p> <p>Being Human - Islam</p> <p>What does the Qur'an say about how Muslims should treat others and live their lives?</p> <p>How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p> <p>How can Muslim faith and beliefs be seen in inspirational Muslims?</p>	<p>LAS Compulsory</p> <p>Life Journeys – Islam</p> <p>What do Muslims do to celebrate birth?</p> <p>Family life - How does this enhance the sense of belonging?</p>	<p>LAS Compulsory</p> <p>Being Human –Christianity</p> <p>What does the Bible say about how Christians should treat others and live their lives?</p> <p>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p>	<p>LAS Compulsory</p> <p>Life Journey-Christianity</p> <p>What do Christians do to celebrate birth?</p> <p>What does it mean and why does it matter to belong?</p>	<p>LAS Additional Unit</p> <p>Thankfulness Christianity (Harvest) and Hinduism (Holi)</p> <p>Religious/non-religious beliefs about thankfulness and gratitude; examples of religious festivals/practices that focus on saying thankyou</p> <p>Visit to mandir</p>
Year 3	<p>LAS Compulsory</p> <p>Community - Hinduism</p> <p>How are deities and key figures described in sacred texts ad stories?</p>	<p>LAS Compulsory</p> <p>God – Islam</p> <p>How do the main concepts in Islam reveal the truth about Allah?</p>	<p>LAS Compulsory</p> <p>Christianity – God</p> <p>How do symbols in the Bible help Christians relate to God?</p> <p>What do symbols in the story of Jesus' baptism reveal about the nature of God?</p>	<p>LAS Additional Unit</p> <p>Big Questions- Christianity and Judaism</p> <p>Enquiry into big questions asked by religion/belief systems e.g 'Who am I?' 'What is a good life?' 'Does God exist?' 'Is there life after death?' etc</p>	

	<p>What might Hindus understand about the Divine through these stories?</p> <p>What is the purpose of visual symbols in the mandir?</p>	<p>What is the purpose of religious and visual symbols in a mosque</p>	<p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <p>How might language within worship express Christian beliefs?</p>	<p>Visit to a synagogue- Jewish</p>
Year 4	<p>LAS Compulsory</p> <p>Community – Hinduism</p> <p>How is Hindu belief expressed personally and collectively?</p> <p>How does Hindu worship and celebration build a sense of community?</p> <p>Worship and celebration.</p>	<p>LAS Compulsory</p> <p>Community – Islam</p> <p>How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</p>	<p>LAS Compulsory</p> <p>Community –Christianity</p> <p>How is Christian belief expressed collectively?</p> <p>How does Christian worship and celebration build a sense of community?</p> <p>Visit a Cathedral</p>	<p>LAS Additional Unit</p> <p>Pilgrimage (Christianity and Judaism)</p> <p>What is a pilgrimage? What does pilgrimage involve?</p> <p>E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc.</p> <p>Environmental impact of pilgrimage.</p>
Year 5	<p>LAS Compulsory</p> <p>Being Human – Hinduism</p> <p>How do Hindus reflect their faith in the way they live?</p>	<p>LAS Compulsory</p> <p>Being Human – Islam</p> <p>What does the Qur'an teach Muslims about how they should treat others?</p>	<p>LAS Compulsory</p> <p>Being Human – Christianity</p> <p>In what ways does the Bible teach Christians to treat others?</p> <p>How is this expressed in practice?</p>	<p>LAS – Additional Unit</p> <p>Expressing Beliefs through the Arts (Christianity and Buddhism)</p> <p>Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies</p>

	<p>What is karma and how does it drive the cycle of samsara?</p> <p>How might a Hindu seek to achieve moksha?</p>	<p>How do Muslim teachings guide the way Muslims act in the world?</p> <p>How are Muslim beliefs expressed in practice?</p> <p>Visit to a mosque</p>		<p>How do religious and non-religious people understand the value of creativity?</p> <p>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</p> <p>How do religious and non-religious people express their beliefs creatively?</p> <p>Why might some religious people not use pictorial representation to express belief, e.g. Muslims?</p>
Year 6	<p>LAS Additional Unit</p> <p>In-depth study of another religion/belief system</p> <p>Buddhism</p> <p>Key beliefs, practices, festivals, symbols etc. Opportunities to compare and contrast with compulsory units. May wish to continue to deepen learning encountered in KS1</p>	<p>LAS Compulsory</p> <p>Life Journey – Hinduism/Islam</p> <p>Hinduism: How do Hindus show they belong?</p> <p>Islam: How do Muslims show they belong?</p> <p>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious.</p>	<p>LAS Compulsory</p> <p>Life Journey-Christianity</p> <p>How do Christians show they belong?</p> <p>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</p>	