



Welbourn C of E Primary School
 'Believe, Excite, Succeed, Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/ Year 1 A	<p>LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i></p> <p>Key Vocab Christian Muslim Jew Hindu God</p>	<p>LAS EYFS 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 EYFS 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 KSI Compulsory God - Islam <i>[How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i></p> <p>BI, B2 TI, T3</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 EYFS 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> <p>LAS KSI Additional Creation and the Natural World <i>[How do different people believe the world began? How do different people believe we should treat animals and the world around us?]</i></p> <p>BI, B2 LI, L3, L4a, L4b TI, T2, T3</p>



Welbourn C of E Primary School
 'Believe, Excite, Succeed, Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

<p>EYFS/ Year 1 B</p>	<p>LAS EYFS 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 KSI Additional <i>Places of worship (including Christianity)</i> <i>[Choose three key objects, features or symbols and look at:</i> - <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> <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>LAS KSI Compulsory Community - Islam <i>[What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</i></p> <p>B2 L2, L3, L4a, L4b T1, T3</p>	<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>
-------------------------------	---	--	---	--



Welbourn C of E Primary School
 'Believe, Excite, Succeed, Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

Year 2/3 A	<p>LAS KSI 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>BI, B2 LI, L2, L3, L4a, L4b TI, T3</p>	<p>Incarnation UC 1.3 (core) Why does Christmas matter to Christians?</p> <p>BI, B2 L2, L3, L4a, L4b TI, T3</p>	<p>LAS KS2 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>BI, B2a T2, T3</p>	<p>Salvation UC 1.5 (core) Why does Easter matter to Christians?</p> <p>BI, B2 L2, L3, L4a, L4b TI, T3</p>	<p>LAS KSI 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>BI, B2 TI, T3</p>
------------------	---	--	--	--	--



Welbourn C of E Primary School
 'Believe, Excite, Succeed, Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3 B	<p>LAS KS1 Compulsory Life Journey - Islam [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</p> <p>B2 L3, L4a, L4b T1,</p>	<p>LAS KS2 Compulsory God - Islam [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</p> <p>B1, B2a T2, T3</p>	<p>God/Incarnation UC 2a.3 (core) What is the Trinity?</p> <p>B1, B2a 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, B2a L2, L3, L4a, L4b T1, T2, T3</p>	<p>LAS KS2 Additional Big Questions (including Christianity): What does it mean to live a good life? [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]</p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p>



Welbourn C of E Primary School
 'Believe, Excite, Succeed, Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4/5/6 A	<p>LAS Additional Expressing Beliefs through the Arts <i>(including Christianity)</i></p> <p><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,</i></p>	<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></p> <p>B2a 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? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p> <p>B2a L1, L2, L3, L4a T2, T2</p>	<p>Creation UC 2a.1 (core) What do Christians learn from the creation story?</p> <p>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></p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p>	



Welbourn C of E Primary School
 'Believe, Excite, Succeed, Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

	<p><i>e.g. Muslims? Spirited Arts competition run by NATRE]</i></p> <p>B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3</p>					
<p>Year 4/5/6 B</p>	<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?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people</i></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?</i></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>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></p> <p>B1, B2a 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></p> <p>B1, B2a L2, L3, L4a, L4b T1, T2, T3</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></p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p>	



Welbourn C of E Primary School
 'Believe, Excite, Succeed, Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

	<i>act, examples of contemporary individuals]</i> B2a L2, L3 T2, T3	B2a L2, L3 T2, T3				
Year 4/5/6 C	God UC 2b.1 (core) What does it mean if God is loving and holy? B1, B2a L2, L3, L4a T1, T2, T3	LAS Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? [Opportunity to study Buddhism/Humanism/a theism and explore e.g. issues of social justice] B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary? B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary? B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3	LAS Compulsory Life Journey - Hinduism/Islam [<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, 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]</i> B1, B2a, B2b L2, L3, L4a, L4b T1	



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
--	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

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.