



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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Topaz Year A R/YI</p>	<p>LAS EYFS Unit Myself [Introduce people who belong to a religious group]</p>	<p>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.]</p> <p>LAS KSI Additional Places of worship (including Christianity) [Choose three key objects, features or symbols and look at:</p> <ul style="list-style-type: none"> - 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>Must include at least one religion/worldview</p>	<p>LAS EYFS Unit Our special books [Introduce stories from religions and important books for members of a religious group]</p> <p>LAS KSI Compulsory God - Islam [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</p> <p>BI, B2 TI, T3</p>	<p>Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?</p>	<p>Creation UC F1 (core) Why is the word 'God' so important to Christians?</p>	<p>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]</p> <p>LAS KSI Additional Creation and the Natural World [How do different people believe the world began? How do different people believe we should treat animals and the world around us?]</p> <p>BI, B2 LI, L3, L4a, L4b TI, T2, T3</p>
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		<i>other than Christianity and Islam]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3				
Topaz Year B R/Y1/Y2	LAS EYFS Unit Our special things [Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.] LAS KSI Compulsory God - Islam [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]	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.] Special religious events - link to celebrations topic. Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?	LAS KSI Compulsory Community - Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?] B2 L2, L3, L4a, L4b T1, T3		God UC 1.1 (core) What do Christians believe God is like? B1, B2 L3, L4a, L4b T1, T3	Creation UC 1.2 (core) Who do Christians believe made the world? B1, B2 L3, L4a, L4b T1, T2, T3



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	<p>BI, B2 TI, T3 (Repeat due to missing in lockdown)</p>					
<p>Topaz Year C R/YI/Y 2</p>	<p>EYFS unit: Our special places <i>Introduce special places and places of worship?</i> <i>Explore special artefacts within them using the senses.</i></p> <p>LAS KSI Additional unit Sacred places including places of worship (recap)</p> <p><i>What makes a space special?</i> □ How do people use different kinds of spaces to</p>	<p>LAS EYFS Unit <i>Special people to me [Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i></p> <p>LAS KSI Compulsory Life Journey - Christianity <i>[What do Christians do to celebrate birth? What does it mean to belong?]</i></p>	<p>Salvation UC F3 (core) <i>Why do Christians put a cross in an Easter garden?</i></p> <p>Salvation UC 1.5 (core) <i>Why does Easter matter to Christians?</i></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>LAS EYFS Unit <i>Our special books [Introduce stories from religions and important books for members of a religious group]</i></p> <p>Gospel UC 1.4 (core) <i>What is the good news Jesus brings?</i></p>	<p>EYFS unit: Special times for myself and others <i>Introduce special events and religious festivals that bring communities together for them and others.</i></p> <p>LAS KSI Additional unit In depth study of another religion - Judaism <i>What are the key beliefs in Judaism?</i></p>



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	<p><i>express their beliefs?</i></p> <p>□ <i>E.g. architecture of places of worship, Forest Church, standing stones in pagan worship, etc.</i></p>			<p>BI, B2 TI, T3</p>		
<p>Emerald Year A (Y2/3)</p>	<p>LAS KSI Additional Thankfulness (including Christianity) <i>[Must include at least one religion/world view other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i></p> <p>BI, B2</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 KSI Compulsory Life Journey - Islam <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i></p> <p>B2 L3, L4a, L4b TI,</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>	



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	L1, L2, L3, L4a, L4b T1, T3					
Emerald Class Year B (Y3/4)	<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> B1, B2a</p>	<p>LAS KS2 Compulsory God - Islam <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> B1, B2a T2, T3</p>	<p>God/Incarnation UC 2a.3 (core) <i>What is the Trinity?</i> B1, B2a L2, L3, L4a, L4b T1, T2, T3</p>	<p>Salvation UC 2a.5 (core) <i>Why do Christians call the day Jesus died 'Good Friday'?</i> B1, B2a L2, L3, L4a, L4b T1, T2, T3</p>	<p>LAS KS2 Additional Big Questions (including Christianity): <i>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]</i> B1, B2a L1, L2, L3, L4a, L4b</p>	



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	T2, T3					T1, T2, T3
Emerald Year C (Y3/4)	<p>KS2 Creation</p> <p>UC 2a.1 (core)</p> <p>What do Christians learn from the creation story?</p>	<p>KS2 LAS Additional Unit Forgiveness</p> <p>Why do religious people think forgiveness is important?</p>	<p>KS2 LAS Compulsory God-Christianity</p> <ul style="list-style-type: none"> 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? 	<p>KS2 Kingdom of God</p> <p>UC 2a6 (core)</p> <p>When Jesus left, what was the impact of Pentecost?</p>	<p>KS2 LAS Compulsory God-Islam</p> <p>What do Muslim people believe about God?</p> <ul style="list-style-type: none"> What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque? 	<p>KS2 LAS Compulsory God-Hinduism</p> <ul style="list-style-type: none"> 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?



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Amethyst Class Year A (Y4/5/6)	<p>LAS Additional Expressing Beliefs through the Arts (including Christianity)</p> <p>[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?]</p>	<p>LAS Compulsory Community - Hinduism</p> <p>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?]</p> <p>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p> <p>B2a L1, L2, L3, L4a T2, T2</p>	<p>LAS Compulsory Community - Islam</p> <p>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?]</p> <p>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</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)</p> <p>[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]</p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p>	



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	<p><i>Why might some religious people not use pictorial representation to express belief, 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>Amethyst Class Year B (Y5/6)</p>	<p>LAS Compulsory Being Human - Hinduism [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>LAS Compulsory Being Human - Islam [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? The ways in which beliefs impact on action: expectations</p>	<p>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?]</p> <p>B1, B2a L2, L3, L4a, L4b</p>	<p>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?]</p> <p>B1, B2a</p>	<p>LAS Additional Big Questions (including Christianity): Why do we celebrate? [What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p>	



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	<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><i>of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p>B2a L2, L3 T2, T3</p>	<p>T1, T2, T3</p>	<p>L2, L3, L4a, L4b T1, T2, T3</p>		
<p>Amethyst Class Year C Y5/6)</p>	<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p> <p>B1, B2a L2, L3, L4a T1, T2, T3</p>	<p>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]</p> <p>B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p> <p>B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3</p>	<p>Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary ?</p> <p>B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3</p>	<p>LAS Compulsory Life Journey - Hinduism/Islam [Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? 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,</p>	



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						<i>regardless of whether they can prove their beliefs to be true or not]</i> B1, B2a, B2b L2, L3, L4a, L4b T1

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.