

RE Long Term Plan EYFS and KS1 (Provisional 2018)

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS Unit 1 Myself	LAS Unit 3/4 Special people to me	LAS Unit 11 Our Special Books	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	Creation UC F1(core)	LAS Unit 7 Our beautiful world
Class 1 Years 1 & 2	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 Compulsory God – Islam	LAS Compulsory Community - Islam	LAS Additional Places of worship (including Christianity)	

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS Unit 1 Myself	LAS Unit 3/4 Special people to me	LAS Unit 11 Our Special Books	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	Creation UC F1(core)	LAS Unit 7 Our beautiful world
Class 1 Years 1 & 2	LAS Compulsory Being Human- Islam	LAS Compulsory Life Journey - Islam	LAS Additional Thankfulness (including Christianity) Harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...		Salvation UC 1.5 (core) What does Easter matter to Christians?	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?

LAS = Lincolnshire Agreed Syllabus – Compulsory unit

LAS = Lincolnshire Agreed Syllabus – Additional unit

UC = Understanding Christianity resource

RE Long Term plan KS2 (Provisional 2018)

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2 Years 3 & 4	LAS Compulsory God – Hinduism/Islam		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 Additional Big Questions (including Christianity) How do we know? What does it mean to live a good life?
Class 3 Years 5 & 6	LAS Compulsory Being Human – Hinduism/Islam The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.		Salvation UC 2b.7 (core) What difference does the resurrection make to 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 Additional Expressing Beliefs through the Arts (including Christianity) Reasons why some people may not use pictorial representation to express belief (e.g. Muslims) Spirited Arts competition run by NATRE	

RE Long Term plan KS2 (Provisional 2018)

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2 Years 3 & 4	<p>LAS Additional Big Questions (including Christianity)</p> <p>Why do we celebrate?</p>	<p>LAS Compulsory Community – Hinduism/Islam</p> <p>Worship and celebration; ways in which worship and celebration engage with/affect the natural world (not just festivals but impact: what happens if X million pilgrims travel to Mecca?/effect on Ganges every 12 years of Kumbh Mela?). Beliefs about creation and natural world.</p>		<p>Creation UC 2a.1 (core) What do Christians learn from the creation story?</p>	<p>LAS Additional Pilgrimage (including Christianity)</p> <p>Environmental impact of Christianity</p>	
Class 3 Years 5 & 6	<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p> <p>Is God what Christians claim He is? Evidence? Critical Thinking</p>	<p>LAS Additional Unit designed by school (including Christianity)</p> <p>e.g. Do you have to believe in God to be good? Opportunity to study Humanism/atheism and explore issues of social justice.</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p>Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p>	<p>LAS Compulsory Life Journey – Hinduism/Islam</p> <p>Rites of passage, including other religions: Bar/Bat Mitzvah in Judaism, confirmation in Christianity; having 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?</p>	

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BLUE – possible areas of study for these units.

Aim: to deliver LAS units through the structure of Making Sense of the Text, Understanding the Impact, Making Connections (Believing, Living, Thinking)

<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p> <p>Is God what Christians claim He is? Evidence? Critical Thinking</p>	<p>LAS Additional Unit designed by school (including Christianity)</p> <p>e.g. Do you have to believe in God to be good? Opportunity to study Humanism/atheism and explore issues of social justice.</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p>Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p>	<p>LAS Compulsory Life Journey – Hinduism/Islam</p> <p>Rites of passage, including other religions: Bar/Bat Mitzvah in Judaism, confirmation in Christianity; having 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.</p>
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