

Moulton Chapel Primary School RE Curriculum from September 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LAS= Local Agreed Syllabus document    UC= Understanding Christianity document						
<b>KS1 Year 1</b>	<b>LAS Unit</b> Myself <i>[Introduce people who belong to a religious group]</i>	<b>LAS Units</b> 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>	<b>LAS Unit</b> Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i>	<b>Salvation</b> UC F3 (core) Why do Christians put a cross in an Easter garden?	<b>Creation</b> UC F1 (core) Why is the word 'God' so important to Christians?	<b>LAS Unit</b> 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>
<b>KS1 Year 2</b>	<b>God</b> UC 1.1 (core) What do Christians believe God is like?	<b>Creation</b> UC 1.2 (core) Who do Christians believe made the world?	<b>LAS Compulsory</b> God – Islam <i>[E.g. How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i>	<b>LAS Compulsory</b> Community – Islam <i>[E.g. What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</i>	<b>LAS Additional</b> Places of worship (including Christianity) <i>[Must include at least one religion/worldview other than Christianity and Islam.]</i>	
<b>KS1 Year 3</b>	<b>LAS Compulsory</b> Being Human – Islam <i>[E.g. 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>	<b>LAS Compulsory</b> Life Journey – Islam <i>[E.g. What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i>	<b>LAS Additional</b> Thankfulness (including Christianity) <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>		<b>Salvation</b> UC 1.5 (core) Why does Easter matter to Christians?	<b>Incarnation</b> UC 1.3 (core) Why does Christmas matter to Christians?

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LKS2 Year 1	<b>LAS Compulsory</b> God – Hinduism/Islam <i>[Hinduism: 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? Islam: What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i>		<b>God/Incarnation</b> UC 2a.3 (core and digging deeper) What is the Trinity?		<b>Salvation</b> UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	<b>LAS Additional</b> Big Questions (including Christianity) <i>[What does it mean to live a good life?]</i>
LKS2 Year 2	<b>LAS Additional</b> Big Questions (including Christianity) <i>[Why do we celebrate?]</i>	<b>LAS Compulsory</b> Community – Hinduism/Islam <i>[Hinduism: How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Islam: How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?]</i>  <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i>	<b>Creation</b> UC 2a.1 (core) What do Christians learn from the creation story?	<b>LAS Additional</b> 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>		
UKS2 Year 1	<b>LAS Compulsory</b> Being Human – Hinduism/Islam <i>[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?]</i>		<b>Salvation</b> UC 2b.7 (core) What difference does the resurrection make for Christians? <i>[How do Christians</i>	<b>Incarnation</b> UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection</i>	<b>LAS Additional</b> Expressing Beliefs through the Arts (including Christianity) <i>[Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE]</i>	

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	<p><i>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?</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><i>behave/act because of their beliefs about Jesus and the resurrection?]</i></p>	<p><i>happen? Does it matter if it didn't?]</i></p>		
<p><b>UKS2 Year 2</b></p>	<p><b>God</b> UC 2b.1 (core) What does it mean if God is loving and holy?</p>	<p><b>LAS Additional</b> Unit Designed by the School (including Christianity): Do you have to believe in God to be good? [Opportunity to study Humanism/atheism and explore e.g. issues of social justice]</p>	<p><b>Creation</b> UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p><b>Creation</b> UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p>	<p><b>LAS Compulsory</b> Life Journey – Hinduism/Islam [Hinduism: How do Hindus show they belong? <i>Islam: How do Muslims show they belong?</i></p> <p><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></p>	

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.