



BASTON CE PRIMARY SCHOOL

Religious Education



Understanding Christianity Unit	Lincolnshire Agreed Syllabus Compulsory Unit	Lincolnshire Agreed Syllabus Additional Unit
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Why is the word 'God' so important to Christians?	How do Christians express their religion and beliefs?	How do Sikhs and Buddhists express their religion and beliefs?	How do Hindus express their religion and beliefs?	How do Jews express their religion and beliefs?	How do Muslims express their religion and beliefs?
Year 1	What do Christians believe God is like?	Who do Christians believe made the world?	What do Muslims believe about Allah?	How do Muslims express their religion and beliefs?	What makes places special? Does everyone have the same special place?	
Year 2	How do Muslims live their lives?	Why does Christmas matter to Christians?	How do Muslims mark important events in their lives?	Why does Easter matter to Christians?	Should we always be thankful?	
Year 3	What do people believe about God?		What is the Trinity?		Why do Christians call the day Jesus died 'Good Friday'?	What does it mean to live a good life?
Year 4	Does every journey have a destination?		How do people express their religions and beliefs?	What do Christians learn from the creation story?	Why do we celebrate?	
Year 5	How does faith and belief affect the way people live their lives?		What difference does the resurrection make for Christians?	Was Jesus the Messiah?	How do people express their beliefs through the arts?	
Year 6	What does it mean if God is loving and holy?	Do you have to believe in God to be good?	Creation and Science: Conflicting or Complementary?		How do people show they belong?	

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EYFS	<p>UC F1 (Core)</p> <p><u>Theme: Creation</u> Introducing what the Bible says about God.</p>	<p style="text-align: center;">LAS Units</p> <p><u>Theme: Myself</u> Introduce people who belong to a religious group. Recognise and explore feelings</p> <p><u>Theme: Our Special books</u> Introduce stories from religions and important books for members of religious groups. Know that books are important sources of information and should be handled with care and respect.</p> <p><u>Theme: Special people to me</u> Introduce people who are important members of a religious group. (eg. Jesus, Prophet Muhammad, vicar, imam etc.) Recognise and respond appropriately to key figures in their lives</p> <p><u>Theme: Our Beautiful World</u> Introduce stories about creation and some beliefs about the natural world (eg. the duty to care for the environment) Explore and respond to the natural world and recognise there are some questions that are difficult to answer.</p>				
	<p><u>Key Question:</u> Why is the word 'God' so important to Christians?</p>	<p><u>Key Question:</u> How do Christians express their religion and beliefs?</p>	<p><u>Key Question:</u> How do Sikhs and Buddhists express their religion and beliefs?</p>	<p><u>Key Question:</u> How do Hindus express their religion and beliefs?</p>	<p><u>Key Question:</u> How do Jews express their religion and beliefs?</p>	<p><u>Key Question:</u> How do Muslims express their religion and beliefs?</p>
Year 1	<p>UC 1.1 (Core)</p> <p><u>Theme: God</u> Exploring what Christians believe about God.</p> <p><u>Key Question:</u> What do Christians believe God is like?</p>	<p>UC 1.2 (Core)</p> <p><u>Theme: Creation</u> Exploring creation and the idea that God made the universe and understanding that humans should care for the world because God created it.</p> <p><u>Key Question:</u> Who do Christians believe made the world?</p>	<p>LAS Compulsory</p> <p><u>Theme: God - Islam</u> How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?</p> <p><u>Key Question:</u> What do Muslims believe about Allah?</p>	<p>LAS Compulsory</p> <p><u>Theme: Community - Islam</u> What do Muslims do to express their beliefs? Which celebrations are important to Muslims?</p> <p><u>Key Question:</u> How do Muslims express their religion and beliefs?</p>	<p style="text-align: center;">LAS Additional</p> <p><u>Theme: Places of Worship (including Christianity)</u> Must include at least one religion/worldwide view other than Christianity and Islam. Symbols, architecture, worship, diversity, practices, connections with key beliefs etc. Utilise local places where possible.</p> <p><u>Key Question:</u> What makes places special? Does everyone have the same special place?</p>	

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Year 2	<p>LAS Compulsory <u>Theme: Being Human - Islam</u> 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?</p> <p><u>Key Question:</u> How do Muslims live their lives?</p>	<p>UC 1.3 (Core) <u>Theme: Incarnation</u> Exploring why Christians believe that Jesus is God. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas and Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p><u>Key Question:</u> Why does Christmas matter to Christians?</p>	<p>LAS Compulsory <u>Theme: Life Journey - Islam</u> What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?</p> <p><u>Key Question:</u> How do Muslims mark important events in their lives?</p>	<p>UC 1.5 (Core) <u>Theme: Salvation</u> Exploring the part Easter plays in the 'big story' and a focus on Christians believing Jesus rose again, giving people hope of a new life.</p> <p><u>Key Question:</u> Why does Easter matter to Christians?</p>	<p>LAS Additional <u>Theme: Thankfulness (including Christianity)</u> Must include at least one religion/worldview other than Christianity and Islam. Examples of religious festivals that focus on saying thank you e.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism, Eid</p> <p><u>Key Question:</u> Should we always be thankful?</p>	
Year 3	<p>LAS Compulsory <u>Theme: God - Hinduism/Islam</u> <u>Hinduism:</u> 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? <u>Islam:</u> 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><u>Key Question:</u> What do people believe about God?</p>		<p>UC 2a.3 (Core and digging deeper) <u>Theme: God/Incarnation</u> Exploring that Christians believe God is Trinity: Father, Son and Holy Spirit. Grasping that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p><u>Key Question:</u> What is the Trinity?</p>		<p>UC 2a.5 (Core) <u>Theme: Salvation</u> Exploring that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p><u>Key Question:</u> Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>LAS Additional <u>Theme: Big Questions (including Christianity)</u> Must include at least one religion/worldwide view other than Christianity, Islam and Hinduism. Enquiry into big questions asked by religions/belief systems.</p> <p><u>Key Question:</u> What does it mean to live a good life?</p>

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Year 4	<p style="text-align: center;">LAS Additional</p> <p><u>Theme: Pilgrimage (including Christianity)</u> 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. Enquiry into journeys carried out by religious people - motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc. Opportunities to include local places of pilgrimage.</p> <p><u>Key Question:</u> Does every journey have a destination?</p>	<p style="text-align: center;">LAS Compulsory</p> <p><u>Theme: Community - Hinduism/Islam</u> <u>Hinduism:</u> How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? <u>Islam:</u> 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><u>Key Question:</u> How do people express their religions and beliefs?</p>	<p style="text-align: center;">UC 2a.1 (Core)</p> <p><u>Theme: Creation</u> Exploring that God the Creator cares for the creation, including human beings.</p> <p><u>Key Question:</u> What do Christians learn from the creation story?</p>	<p style="text-align: center;">LAS Additional</p> <p><u>Theme: Big Questions (including Christianity)</u> Must include at least one religion/worldwide view other than Christianity, Islam and Hinduism. Enquiry into big questions asked by religions/belief systems.</p> <p><u>Key Question:</u> Why do we Celebrate?</p>		

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Year 5	<p style="text-align: center;">LAS Compulsory</p> <p>Theme: Being Human - Hinduism/Islam [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? 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 of behaviour, ways in which people act, examples of contemporary individuals]</p> <p><u>Key Question:</u> How does faith and belief affect the way people live their lives?</p>		<p style="text-align: center;">UC 2b.7 (Core)</p> <p>Theme: Salvation How do Christians behave/act because of their beliefs about Jesus and the resurrection?</p> <p><u>Key Question:</u> What difference does the resurrection make for Christians?</p>	<p style="text-align: center;">UC 2b.4 (Core)</p> <p>Theme: Incarnation Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?</p> <p><u>Key Question:</u> Was Jesus the Messiah?</p>	<p style="text-align: center;">LAS Additional</p> <p>Theme: Expressing Beliefs through the Arts (including Christianity) Exploring diverse ways in which religious and non-religious people express their beliefs through the arts. Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE</p> <p><u>Key Question:</u> How do people express their beliefs through the arts?</p>	
Year 6	<p style="text-align: center;">UC 2b.1 (Core)</p> <p>Theme: God Exploring how Christians believe God is both holy and loving, and how they have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p><u>Key Question:</u> What does it mean if God is loving and holy?</p>	<p style="text-align: center;">LAS Additional</p> <p>Theme: Unit designed by the school (including Christianity) Opportunity to study Humanism/atheism and explore e.g. issues of social justice</p> <p><u>Key Question:</u> Do you have to believe in God to be good?</p>	<p style="text-align: center;">UC 2b.2 (Core and digging deeper)</p> <p>Theme: Creation Exploring the debate and controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p><u>Key Question:</u> Creation and Science: Conflicting or Complementary?</p>		<p style="text-align: center;">LAS Compulsory</p> <p>Theme: Life Journey - Hinduism/Islam Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong?</p> <p>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.</p> <p><u>Key Question:</u> How do people show they belong?</p>	