

Weston St Mary's – RE Curriculum 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N/R/1 [KS1]	LAS Unit A Myself	LAS Unit A Special people to me UC Incarnation F2 Why do Christians Perform Nativity Plays at Christmas? (Core)	LAS Unit A Our special books	LAS Unit A Our special things	LAS Additional A Places of worship (<i>including Christianity</i>)	
	LAS Unit B Special Times in My Life (E.g. birthdays, baptism, religious festivals)	LAS Unit B Special Times for Me and Others (E.g. Holi, Diwali, Eid, Hanukkah, New Year, etc.)		UC Salvation F3 Why do Christians put a Cross in an Easter Garden? (Core)	LAS Unit B Our Living World	LAS Unit B My Senses (E.g. artefacts, sights and smells of religions)
	LAS Unit C My Friends (E.g. Jesus' disciples, Prophet Muhammad, Buddha, etc.)	UC Creation F1 Why is the word 'God' so Important to Christians? (Core)	UC Incarnation 1.3 Why does Christians Matter to Christians? (Core)		LAS Additional C In-Depth Study of Another Religion: Hinduism	LAS Additional C Any other unit designed by the school (Being Creative: different ways in which religious people are creative; NATRE Spirited Arts competition)
LKS2 Year A	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 (<i>including Christianity</i>) [How do we know? What does it mean to live a good life]

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<p>LKS2 Year B</p>	<p>LAS Additional Big Questions (including Christianity) [Why do we celebrate?]</p>	<p>LAS Compulsory Community – Hinduism/Islam [Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. 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) [Environmental impact of pilgrimage]</p>	
<p>UKS2 Year A</p>	<p>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]</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>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>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]</p>	
<p>UKS2 Year B</p>	<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p>	<p>LAS Additional 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>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 [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>

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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.