



## Religious Education Map:

R.E is taught to children from Reception to Year 6 and complements R.E teaching in our daily act of collective worship.

We teach the Lincolnshire agreed syllabus for R.E

This is a summary of the area we cover.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> <b>Year A/B</b>	<b>Creation</b> UC F1 (core) Why is the word 'God' so important to Christians?	<b>LAS Units</b> Special people to me / My Friends	<b>Salvation</b> UC F3 (core) Why do Christians put a cross in an Easter garden?	<b>LAS Unit</b> Our special books / My special things	<b>Incarnation</b> UC F2 (core) Why do Christians perform Nativity plays at Christmas?	<b>LAS Unit</b> Special times in my life / special times for me and others
	<b>Visit to St.Thomas' Church</b>				<b>Visit to Methodist Chapel / Holy Rood</b>	
<b>Year 1/2</b> <b>Year A</b>	<b>Creation</b> UC 1.2 (core / digging deeper) Who do Christians believe made the world?	<b>God</b> UC 1.1 (core) What do Christians believe God is like?	<b>LAS Compulsory</b> God – Islam	<b>LAS Compulsory</b> Community - Islam	<b>LAS Additional</b> Places of worship ( <i>including Christianity</i> )	
		<b>Visit to local church / Holy Rood / St. Thomas</b>			<b>Visit to Jewish Synagogue (first couple of weeks of unit)</b>	
<b>Year 1/2</b> <b>Year B</b>	<b>LAS Compulsory</b> Being Human – Islam	<b>LAS Compulsory</b> Life Journey – Islam	<b>LAS Additional</b> Thankfulness ( <i>including Christianity</i> ) [E.g. <i>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?
	<b>Islam visitor to school</b>		<b>Hindu visitor?</b>			

<b>Year 3/4 Year A</b>	<b>God</b> UC 2a.3 (core)	<b>Incarnation</b> UC 2a.4 (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 Compulsory</b> God – Hinduism	<b>LAS Compulsory</b> God – Islam	<b>LAS Additional</b> Big Questions (including Christianity) <i>[How do we know? What does it mean to live a good life]</i>
	<b>Local church visitors – Art focused Trinity Day (Estelle – Ignite?)</b>		<b>Visit to Hindu Temple? Mandir?</b>			
<b>Year 3/4 Year B</b>	<b>LAS Additional</b> Big Questions (including Christianity) <i>[Why do we celebrate?]</i>	<b>LAS Compulsory</b> Community – Hinduism/Islam <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>[Environmental impact of pilgrimage]</i>	
		<b>Muslim and Hindu visitor together?</b>  <b>LAS Compulsory</b> God – Hinduism/Islam			<b>Cathedral visit?</b> <b>Visit from a Quaker?</b>	

<b>Year 5/6 Year A</b>	<b>God</b> UC 2b.1 (core) What does it mean if God is loving and holy?	<b>God</b> UC 2b.1 (digging deeper) What does it mean if God is loving and holy?	<b>LAS Additional</b> Unit Designed by the School <i>(including Christianity):</i> Do you have to believe in God to be good? <i>[Opportunity to study Humanism/atheism and explore e.g. issues of social justice]</i>	<b>Creation</b> UC 2b.2 (core / digging deeper) Creation and Science: Conflicting or Complementary?	<b>LAS Compulsory</b> Life Journey – Hinduism/Islam <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>
			<b>Visitor – Humanism Society</b>		<b>Hindu / Islam visitor – life journey focus</b>
<b>Year 5/6 Year B</b>	<b>LAS Compulsory</b> Being Human – Hinduism/Islam <i>[The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>		<b>Salvation</b> UC 2b.7 (core) What difference does the resurrection make for Christians? <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i>	<b>Incarnation</b> UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i>	<b>LAS Additional</b> Expressing Beliefs through the Arts <i>(including Christianity)</i> <i>[Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE]</i>
	<b>Visit to Mosque</b>			<b>Rev. Claire to talk</b>	<b>Christian / religious artist? Stained glass?</b>