

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS Unit Myself	LAS Units Special people to me	LAS Unit Our special books	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	Creation UC F1 (core) Why is the word 'God' so important to Christians?	LAS Unit Our beautiful world
Year 1	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 (<i>including Christianity</i>)	
Year 2	LAS Compulsory Being Human – Islam	LAS Compulsory Life Journey – Islam	LAS Additional Thankfulness (<i>including Christianity</i>) [<i>E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...</i>]		Salvation UC 1.5 (core) Why does Easter matter to Christians?	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?
Year 3	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>) [<i>How do we know? What does it mean to live a good life?</i>]
Year 4	LAS Additional Big Questions (<i>including Christianity</i>) [<i>Why do we celebrate?</i>]	LAS Compulsory 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>]		Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS Additional Pilgrimage (<i>including Christianity</i>) [<i>Environmental impact of pilgrimage</i>]	

<p>Year 5</p>	<p>LAS Compulsory 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></p>		<p>Salvation 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></p>	<p>Incarnation 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></p>	<p>LAS Additional 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></p>
<p>Year 6</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 <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></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 <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.