



Whole School RE Rotations:

This rotation is devised using the guidance given during the 'Understanding Christianity' (UC) training (2018/19).

EYFS	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
	LAS Unit Myself - Introduce people who belong to a religious group	LAS Unit Special People to Me Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc. UC: Incarnation UC F2 (core) Why do Christians perform nativity plays at Christmas?	LAS Unit Our Special Books Introduce stories from religions & important books for members of a religious group	UC: Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	UC: Creation UC F1 (core) Why is the word 'God' so important to Christians?	LAS Unit Our Beautiful World Introduce stories about creation & some beliefs about the natural world, e.g. the duty of care for the environment

KS1	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year A	LAS Compulsory Being Human - Islam [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?]	LAS Compulsory Life Journey - Islam [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]	LAS Additional Thankfulness (including Christianity) [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]		UC: Salvation UC 1.5 (core) Why does Easter matter to Christians?	UC: Incarnation UC 1.3 (core) Why does Christmas matter to Christians?
Year B	UC: God UC 1.1 (core) What do Christians believe God is like?	UC: Creation UC 1.2 (core) Who do Christians believe made the world?	LAS Compulsory God - Islam [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]	LAS Compulsory Community - Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]	LAS Additional Places of worship (including Christianity) [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice - i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]	

LKS2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year A	LAS Additional Big Questions (including Christianity): Why do we celebrate? [What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]	LAS Compulsory Community – Hinduism [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	LAS Compulsory Community –Islam [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	UC: Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS Additional Pilgrimage (including Christianity) [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]	
Year B	LAS Compulsory God – 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?]	LAS Compulsory God – Islam [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	UC: God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?		UC: Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	LAS Additional Big Questions (including Christianity): What does it mean to live a good life? [Opportunity to look at guidelines and laws in various religions and nonreligious worldviews. Chance to explore whether 'good' means the same thing to everybody]

UKS2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year A	UC: God UC 2b.1 (core) What does it mean if God is loving and holy?	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; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good]	UC: Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	UC: Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?	LAS Compulsory Life Journey - Hinduism/Islam [Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? 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]	
Year B	LAS Compulsory Being Human - 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? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]	LAS Compulsory Being Human - 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]	UC: 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?]	UC: 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?]	LAS Additional Expressing Beliefs through the Arts (including Christianity) [How do religious and non-religious people understand the value of creativity? How do religious and nonreligious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]	