

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World Views	UC	UC	UC	World Views 'Big Questions, Big Answers'	Thematic study
EYFS 36 hours (provision and taught) <i>Which stories are special and why?</i>	Being special F5 Being Special- where do we belong?	God/Creation Why is the word God important to so many Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Salvation Why do Christians put a cross in an Easter Garden?	World Views Big RE Big Questions, Big Answers 'Investigating world views'	Being special F6. What is special about our world?
Year A KS1 36 hours	1.2 Who is a Muslim and what do they believe?	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Salvation Why does Easter matter to Christians? Core		1.8 How should we care for others and the world, and why does it matter?
KM Year A LKS2 SN Year A KS2 45 hours	U2.6 What does it mean to be a Muslim in Britain today?	Creation/Fall What do Christian's learn from the creation story?	Incarnation What is the Trinity?	Salvation Why do Christian's call the day Jesus died Good Friday?		L2.9 What can we learn from religions about deciding what is right and wrong?
KM Year A UKS2 SN Year C KS2 45 hours		Creation/Fall Creation and science conflicting or complimentary?	Incarnation Was Jesus the Messiah?	Salvation What did Jesus do to save human beings?		U2.8 What difference does it make to believe in...?

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	NYCC Agreed Syllabus World Views	UC	UC	UC	World views 'Big Questions, Big Answers'	Thematic study
EYFS 36 hours <i>Which stories are special and why?</i>	Being special F5 Being Special-where do we belong?	Creation Why is the word God important to so many Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Salvation Why do Christian's put a cross in an Easter Garden?	World Views 'Big RE' Big Questions, Big Answers 'How we live'	Being special F4 Which times are special and why?
Year B KS1 36 hours	1.3 Who is Jewish and what do they believe?	God What do Christian's believe God is like?	Gospel What is the good news Jesus brings?	Salvation Why does Easter matter to Christians? Digging deeper		1.6 How and why do we celebrate special and sacred times?
KM Year B LKS2 SN Year B KS2 45 hours	L2.7 – What does it mean to be a Hindu in Britain today?	People of God 2a.2 What is it like to follow God?	Gospel What kind of world did Jesus want?	Kingdom of God When Jesus left what was the impact of Pentecost?		L2.5 Why are festivals important to religious communities?
KM Year B UKS2 SN Year D KS2 45 hours		People of God 2b.3 How can following God bring freedom and justice?	Gospel What would Jesus do?	Kingdom of God 2b.8 What kind of king is Jesus?		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

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Why this why now SL notes	Children in both of our schools need to experience living religious world views in person, curriculum time will partially be used in visits out into faith communities.	<p>Each Autumn 2 will start with an UC Day- looking at the 'Big Story' jumping into the sections, this will give opportunities for revisiting and assessment of retained knowledge.</p> <p>UC units are chunked together in a block of learning over three half terms, to give pupils time to explore the 'Big Story' and to explore Christianity as a living faith in the context of a world view. Part of the curriculum time will be used for visits out into Christian faith communities.</p> <p>Incarnation and Salvation units are taught near to but not during the periods of Christmas and Easter in the Christian calendar. This is a conscious decision to help children to make links and to develop the understanding of living faiths and understanding the world around them. whilst also distinguishing units of knowledge and learning about faith. This follows the guidance and work of Gillian Georgiou.</p> <p>Each unit builds on previous concepts/will be revisited and deepened when a unit is revisited. Chronology through the units, chronology e.g. looking at Gospel (the life of Jesus) before the unit on Easter.</p>			<p>Children in our schools need to experience living religious and non-religious world views, they need the opportunity to explore big questions. This work will give opportunities to look at substantive knowledge through different lenses. Visitors into school will bring these questions to life through planned 'BIG RE' sessions</p> <p>In depth focus building on systematic units and opportunity for retrieval of knowledge from across RE curriculum.</p>	<p>These questions give children the opportunity to draw on their building knowledge of a range of religious and non-religious world views. These units build pupils' disciplinary knowledge over time. Lots of opportunities to use substantive knowledge as well as revisit ideas and knowledge as well as linking learning in RE to a wider curriculum, vision and values. Informed comparison and further recall of knowledge.</p>