

**PLEASE NOTE:**

We are continuing to use the Understanding Christianity (UC) resources for all units based in Christianity (the relevant sections have been noted below).

For units based around other worldviews, please refer in the first instance to the Schemes of Work included in the Lichfield RE Guidance Document, electronic copies of which have been sent to all staff. These resources consist of helpful background information, detailed plans and relevant links. Additional resources may also be used in support of these, some of which are listed below (and are available in school).

The Guidance Document also continues supplementary materials to be used in support of (not to replace) the Understanding Christianity units.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Reception	Understanding of self and others. Questions such as: What is important to me? What is right and what is wrong?	UC – INCARNATION F2 Why do Christians perform nativity plays at Christmas?  1.1a, 1.2a, 1.2c, 1.5a, 1.5b	Celebrations- We look at our celebrations and celebrations from different cultures.  <i>Lichfield Guidance Document.</i>	UC – SALVATION F3 Why do Christians put a cross in an Easter garden?  1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c	Respect- Understand that people value and treat certain objects differently than normal; begin to explore the concept of showing respect.	UC – CREATION/GOD F1 Why is the word 'God' so important to Christians?  1.1a, 1.2a, 1.5a, 1.5b
Key Stage 1	Year 1	UC – GOD 1.1 What do Christians believe God is like?	UC – INCARNATION (core) 1.3 Why does Christmas matter to Christians?  1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c	What do Muslims believe?  <i>Lichfield Guidance Document.</i>  (Opening up Islam pages 8-11)  1.1a, 1.1b, 1.1c	UC – SALVATION 1.5 Why does Easter matter to Christians? (core)  1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c	What are festivals and why do we have them?  <i>Lichfield Guidance Document.</i>	How do Christians talk to God?

	Year 2	<p>UC – GOSPEL</p> <p>1.4 What is the Good News that Jesus brings?</p> <p>1.6a</p>	<p>UC – INCARNATION (digging deeper)</p> <p>1.3 Why does Christmas matter to Christians?</p> <p>1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c</p>	<p>What do Jews/Sikhs/Hindus believe?</p> <p><i>Lichfield Guidance Document.</i></p>	<p>UC -SALVATION</p> <p>1.5 Why does Easter matter to Christians? (digging deeper)</p>	<p>UC – CREATION</p> <p>1.2 Who made the world? (first half term)</p> <p>Link to another religion for creation stories to compare. (e.g. Islam) during second half term.</p> <p><i>Lichfield Guidance Document.</i></p> <p>1.1a, 1.3c, 1.5a, 1.5c, 1.6b, 1.6c</p>
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Lower KS2	Year 3	<p>How are symbols used in worship?</p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities (Islam / Judaism)</p> <p><i>Lichfield Guidance Document.</i></p> <p>2.3c</p>	<p>UC – INCARNATION/GOD</p> <p>1a.3 What is the Trinity? (core learning – Baptism and the Grace)</p> <p>2.3a, 2.3b, 2.3c, 2.3d</p>	<p>What can we learn from a mosque?</p> <p><i>Lichfield Guidance Document.</i></p>	<p>UC – SALVATION</p> <p>2a.5 Why do Christians call the day Jesus died Good Friday? (core)</p> <p>2.1c, 2.2c, 2.3b, 2.5a, 2.5b, 2.5c</p>	<p>UC – CREATION/FALL</p> <p>2a.1 What do Christians learn from the Creation Story?</p> <p>2.1.a, 2.1b, 2.1d, 2.3b, 2.5a, 2.5b, 2.5c, 2.6d</p>	<p>Why is it important to remember?</p> <p>(E.g. Passover – See RE Today Celebration: Why is freedom important to Jewish people? Pages 12-19)</p> <p><i>Lichfield Guidance Document.</i></p> <p>2.4c</p>
	Year 4	<p>UC – PEOPLE OF GOD</p> <p>2a.2 What is it like to follow God?</p> <p>2.2a, 2.2b, 2.2c, 2.2d, 2.4b, 2.4d,</p>	<p>UC – INCARNATION</p> <p>2a.3 What is the Trinity? (digging deeper)</p> <p>2.3a, 2.3b, 2.3c, 2.3d</p>	<p>Why is Muhammad important to Muslims?</p> <p><i>Lichfield Guidance Document.</i></p>	<p>UC – PEOPLE OF GOD</p> <p>2a.6 When Jesus left what was the impact of Pentecost?</p>	<p>UC – KINGDOM OF GOD</p> <p>2a.4 What kind of world did Jesus want?</p>	<p>How do stories and teachings from Christianity and other worldviews impact on how believers care for the environment?</p>

		2.5c, 2.6a, 2.6b, 2.6c		Opening up the Qur'an & exploring Ramadan (Focus on Ramadan, Night of Power, Fasting, Why people Fast? Muhammad's Night Journey – see RE Today Words of Wisdom pages 16-21)  2.4c	2.3d, 2.2c, 2.3b, 2.4c, 2.5c, 2.6c		Lichfield Guidance Document.  Environment / Values  2.6d
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Upper KS2	Year 5	What do we learn from sacred writings?  Islam - The Qur'an Judaism – The To'rah  <i>Lichfield Guidance Document.</i>  2.1b	UC – INCARNATION 2b.4 Was Jesus the Messiah? (core)  2.3b, 2.3d	Why is water (or bread) important in religious festivals?  Christianity, Islam, Judaism  <i>Lichfield Guidance Document.</i>  2.2c	UC – SALVATION 2b.6 What did Jesus do to save humans?  2.1a, 2.1c, 2.3b, 2.3d, 2.6c	How do people express their faith through the arts?  RE Today Symbols of Faith) Resources in UC  <i>Lichfield Guidance Document.</i>  2.3c	UC – PEOPLE OF GOD 2b.3 How can following God bring freedom and justice?  2.5a, 2.5b, 2.5c, 2.5d
	Year 6	UC – PEOPLE OF GOD 2b.5 What would Jesus do?	UC – GOSPEL 2b.8 What kind of a king was Jesus?  2.3b, 2.3d	What are the five pillars of Islam?  Shahadah, Salat, Zakat, Sawm, Hajj	UC – SALVATION 2b.7 What difference does the resurrection make for Christians?	What does it mean to live as a Jew/Sikh/Hindu/ Buddhist today?  <i>Lichfield Guidance Document.</i>	UC – CREATION/FALL 2b.2 Creation and science: conflicting or complementary?

		2.2d, 2.4b, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c		<i>Lichfield Guidance Document.</i>  2.6a, 2.6c	2.1a, 2.1c, 2.3b, 2.3d, 2.6c	2.6c	2.1d, 2.6d
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