



Little Gonerby CE Infant Academy - RWV Long Term Overview - 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i> Key Vocab Christian Muslim Jew Hindu God	LAS EYFS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i> Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key Vocab Vicar Imam Rabbi Jesus Muhammad God	LAS EYFS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books]</i> Key Vocab Bible Qur'an Torah	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus God Easter Cross	Creation UC F1 (core) Why is the word 'God' so important to Christians? Key Vocab Christian God Creation Care Responsibility	LAS EYFS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i> Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful
Why this? Why now?	At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.	At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.	Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.	This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.	Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.



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Year 1 6 x Y1 children from Emerald will join Ruby class for RWV	God UC 1.1 (core) What do Christians believe God is like? B1, B2 L3, L4a, L4b T1, T3	Creation UC 1.2 (core) Who do Christians believe made the world? B1, B2 L3, L4a, L4b T1, T2, T3	LAS KS1 Compulsory God – Islam <i>Believing</i> <i>[How is Allah described in the Qur'an?]</i> <i>What do Muslims learn about Allah and their faith through the Qur'an?]</i> B1, B2 T1, T3	LAS KS1 Compulsory Community – Islam <i>Living</i> <i>[What do Muslims do to express their beliefs?]</i> <i>Which celebrations are important to Muslims?]</i> B2 L2, L3, L4a, L4b T1, T3	LAS KS1 Additional <i>Places of worship (including Christianity)</i> <i>Believing, Living, Thinking</i> <i>[Choose three key objects, features or symbols and look at:</i> - <i>what they tell us about beliefs about God/humans/the world around them</i> - <i>how they are used in practice – i.e. what impact they have on the community</i> <i>Must include at least one religion/worldview other than Christianity and Islam]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3	
Why this? Why now?	<i>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i>	<i>Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.</i>	<i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i>	<i>Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</i>	



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Year 2	LAS KS1 Compulsory Being Human – Islam <i>Believing</i> <i>[What does the Qur'an say about how Muslims should treat others and live their lives?]</i> <i>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i> B1, B2 T1, T3	LAS KS1 Compulsory Life Journey – Islam <i>Living</i> <i>[What do Muslims do to celebrate birth?]</i> <i>What does it mean and why does it matter to belong?]</i> B2 L3, L4a, L4b T1, T3	LAS KS1 Additional <i>Thankfulness (including Christianity)</i> <i>Believing, Living, Thinking</i> <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i> B1, B2 L1, L2, L3, L4a, L4b T1, T3		Salvation UC 1.5 (core) Why does Easter matter to Christians? B1, B2 L2, L3, L4a, L4b T1, T3	Incarnation UC 1.3 (core) Why does Christmas matter to Christians? B1, B2 L2, L3, L4a, L4b T1, T3
Why this? Why now?	<i>Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i>	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>		<i>In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.</i>	<i>Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).</i>

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum. You can find out more about this [here](#).

The purple codes refer to suggested end-of-phase expectations:

B = Believing

L = Living

T = Thinking

You can find out more about these end-of-phase expectations [here](#).

For further support please visit the [RE section](#) of the Lincoln Diocesan Board of Education website or contact Gillian Georgiou, the Diocesan RE Adviser, [here](#).