



Units of Work – New Leicestershire Agreed Syllabus – 2021-22	
	New Leicestershire Agreed Syllabus units
	Understanding Christianity
	Comparative Study opportunity

		Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
FS2	1 year <i>Rationale</i>	<b>F4 – Being special, where do we belong?</b>  <i>Beginning with belonging- a good link to other learning in the foundation stage beginning with Christians but bringing in religious and non religious ways of belonging</i>	<b>F2 – why is Christmas special for Christians?</b>  <i>Christmas at Christmas understanding the world around them and what this means to Christians.</i>	<b>F1 – why is the word of God so important to Christians?</b>  <i>God, creation, environment builds on idea of Jesus as God on earth in previous unit</i>	<b>F3 – why is Easter special to Christians?</b>  <i>Easter at Easter and what this means to Christians.</i>		<b>F6 - What places are special and why?</b>  <i>Lots of opportunities to consolidate and revisit learning in previous units.</i> <b>EDUCATIONAL VISIT</b> <b>(Get speaker in)</b>
		<b>F6 – what time/stories are special and why?</b> <i>Focussed on throughout the year where relevant, looking at stories and festivals as they happen and link to other learning in RE and more widely</i>					
Year 1/2	Year A <i>Rationale</i>	<b>1.1 what do Christians believe God in like?</b>	<b>1.3 – why does Christmas matter to Christians</b>  <i>Links to Christmas time and builds on previous years work.</i>	<b>1.7 Who is Jewish and how do they live? (1)</b>  <i>Introduction of an in-depth focus on Jewish people. This unit is then built on in another systematic unit later in Year.. Opportunity</i>	<b>1.7 Who is Jewish and how do they live? (2)</b>  <i>Builds on previous unit for in depth study. Opportunity to retrieve knowledge, consolidate and embed</i>	<b>1.10 What does it mean to belong to a faith community?</b>  <i>In year 1 and 2 systematic study works towards thematic study at the end of the year. Allowing informed</i>	<b>1.9 how should we care for the world and others? And why does this matter?</b>  <i>In year 1 and 2 systematic study works towards thematic study at the end of the year. Allowing informed comparison and</i>



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				<i>for retrieval of knowledge.</i>		<i>comparison and further recall of subject knowledge.</i>	<i>further recall of subject knowledge.</i>
	Year B <i>Rationale</i>	<b>1.2 – who do Christians say made the world?</b>  <i>Links to harvest.</i>	<b>1.6 Who is Muslim and how do they live? (1)</b>  <i>Introduction of an in-depth focus on Muslim people. This unit is then built on in another systematic unit later in Year. Opportunity for retrieval of knowledge.</i>	<b>1.6 Who is Muslim and how do they live? (2)</b>  <i>Builds on previous unit for in depth study. Opportunity to retrieve knowledge, consolidate and embed.</i>	<b>1.5 – What is the good news that Christians believe Jesus brings?</b>  <i>Gospel, learning about life of Jesus, before the unit on Easter. This helps with chronology and builds on two other Christianity units. Also builds from EYFS. &amp; concepts will be repeated in KS2.</i>	<b>1.4– Why does Easter matter to Christians?</b>  <i>See previous unit.</i>  <b>EDUCATIONAL VISIT Church</b>	<b>1.8– What makes some places sacred to believers?</b>  <i>In year 1 and 2 systematic study works towards thematic study at the end of the year. Allowing informed comparison and further recall of subject knowledge.</i>
Year 3/4	Year A <i>Rationale</i>	<b>L2.1 What do Christians learn from the creation story?</b>	<b>L2.10 How do festivals and family life show what is important to Jewish people?</b>	<b>L2.9 How do festivals and family life show what is important to Muslim people?</b>	<b>L2.5 Why do Christians call the day Jesus died “Good Friday?”</b>	<b>L2.6 For Christians when Jesus left what was the impact of the Pentecost?</b>	<b>L2.12 How and Why do people try to make the world a better place?</b>



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		<i>Builds on previous learning from year 1 &amp; 2.</i>	<i>Opportunity for retrieval and further develop knowledge and understanding. Opportunity to compare festivals/celebrations of light.</i>	<i>Opportunity for retrieval and further develop knowledge and understanding.</i> <b><u>EDUCATIONAL VISIT (Mosque)</u></b>	<i>Links to time of year and builds on ks1 knowledge.</i>	<i>Links to time of year and builds on previous knowledge.</i>	<i>Allowing informed comparison and further recall of subject knowledge from previous study.</i>
	Year B <i>Rationale</i>	<b>L2.4 what kind of world did Jesus want?</b>  <i>Use previous learning to reflect and draw conclusions</i>	<b>L2.3 What is the trinity and why is it important to Christians. Christmas</b>	<b>L2.7 What do Hindus believe God is like?</b>  <i>Introduction of an in-depth focus on as new religion. This unit is then built on in another unit later in Year. Opportunity for retrieval of knowledge.</i>	<b>L2.2 what is it like for someone to follow God?</b>  <i>Use previous learning to reflect and draw conclusions</i>	<b>L2.8 What does it mean to be Hindu in Britain today?</b>  <i>Builds on previous unit for in depth study. Opportunity to retrieve knowledge, consolidate and embed.</i> <b><u>EDUCATIONAL VISIT (Mandir)</u></b>	<b>L2.11 How and Why do people mark the significant events of life?</b>  <i>Allowing informed comparison and further recall of subject knowledge from previous study.</i>
Year 5/6	Year A <i>Rationale</i>	<b>U2.1 what does it mean if Christians believe God is Holy and Loving</b>  <i>Opportunity for retrieval, build on knowledge and understanding. Enable pupils to debate in depth and</i>	<b>U2.3 why do Christians believe that Jesus is the Messiah – Christmas.</b>  <i>Opportunity for retrieval, build on knowledge and understanding.</i>	<b>U2.3 why is the Torah so important to Jewish people?</b>  <i>Opportunity for retrieval, build on knowledge and understanding. Enable pupils to debate in depth and refine</i>	<b>U2.8 What does it mean to be Muslim in Britain today?</b>  <i>Opportunity for retrieval, build on knowledge and understanding. Enable pupils to debate in depth and</i>	<b>U2.4 Christians and how to live, what would Jesus do?</b>  <i>Opportunity for retrieval, build on knowledge and understanding.</i>	<b>U2. 11 Why do some people believe in god and some do not?</b>  <i>Allowing informed reflection and comparison from primary learning. Enable pupils to debate in depth and refine their own opinions and views.</i>



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		<i>refine their own opinions and views</i>	<i>Enable pupils to debate in depth and refine their own opinions and views</i>	<i>their own opinions and views</i> <b><u>EDUCATIONAL VISIT</u></b> <b><u>Synagogue</u></b>	<i>refine their own opinions and views</i>	<i>Enable pupils to debate in depth and refine their own opinions and views</i>	
<b>Year B</b>	<b>U2.2 Creation and science conflict of complimentary?</b>	<b>U2.7 Why do Hindus want to be good?</b>	<b>U2.6 For Christians what kind of King is Jesus?</b>	<b>U2.5 What do Christians believe Jesus did to save people at Easter?</b>	<b>U2.10 What matters most to humanists and Christians.</b>	<b>U2. 12 how does faith help people when life gets hard?</b>	
<i>Rationale</i>	<i>Opportunity for retrieval, build on knowledge and understanding. Enable pupils to debate in depth and refine their own opinions and views.</i>	<i>Opportunity for retrieval, build on knowledge and understanding. Enable pupils to debate in depth and refine their own opinions and views.</i>	<i>Opportunity for retrieval, build on knowledge and understanding. Enable pupils to debate in depth and refine their own opinions and views</i>	<i>Allows pupils to recall primary knowledge of Easter and further develop their own understanding of the importance to Christians.</i>	<i>New beliefs to engage and challenge pupils following KS2 assessments.</i>	<i>Allowing informed reflection and comparison from primary learning. Enable pupils to debate in depth and refine their own opinions and views.</i>	