

# **LCA Religious Education Curriculum**

**September 2025 – July 2026**

Intent	<p>Religious literacy and tolerance towards those whom we live alongside is a vital aspect of modern life and this is reflected by its status within the school. Lincoln Carlton Academy defines this more specifically as:</p> <p style="text-align: center;"><i>“Helping children and young people hold balanced and well-informed conversations about religion and belief.”</i></p> <p>The intent for Religious Education within the schools is as defined in the Lincolnshire Locally Agreed Syllabus:</p> <ol style="list-style-type: none"> <li>1. Theology (what do people believe) This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.</li> <li>2. Philosophy (How do people think) This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.</li> <li>3. Human/social sciences (living) This is about living. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies.</li> </ol> <p>The Lincolnshire Agreed Syllabus has an approach that sequences learning so that pupils are building on prior learning. It looks at three religions in depth:</p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Hinduism</li> </ul> <p>It then provides some more thematic units so that schools can introduce other religions and non-religious worldviews.</p>
Implementation	<p>At Lincoln Carlton Academy we use the Lincolnshire Locally Agreed syllabus to form the basis of our schemes of work. There are end-of-phase expectations that primarily focus on the skills associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking) contextualized for the classroom. It is expected that teachers will carry out assessment and monitoring activities to assess pupils’ acquisition of core knowledge. This assessment of knowledge acquisition is closely mapped against the content that is taught in the curriculum.</p>

By the time children leave our school we would hope that they:

- Know that Britain is a predominantly Christian country and our laws and special days are rooted in Christianity
- Know key information about Christianity e.g Bible, Church, life of Jesus, Christian festivals
- Know that the Bible is a book of guidance and advice about how Christians should live their life
- Know that there are other world religions that have different beliefs, rituals and festivals
- Know that different religions have different ways of showing commitment to their faith
- Understand the British values of tolerance, respect and rule of law
- Are able to reflect on their own beliefs and what can be learned from religion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years Foundation Stage	Unit 1 Why is the word God so important to Christians? (Creation) †	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation) †	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation) †	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
Year 1	Unit 7 Who do Christians say made the world? (Creation) †	Unit 8 Why does Christmas matter to Christians? (Incarnation) †	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God) †	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
Year 2	Unit 13 What is the good news Christians believe Jesus brings? (Gospel) †	Unit 14 What is the good news Christians believe Jesus brings? (Gospel) †	Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)	Unit 16 Why does Easter matter to Christians? (Salvation)	Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam)	Unit 18 What makes some places special to believers? (Thematic)
Year 3	Unit 19 What is it like for someone to follow God? (People of God) †	Unit 20 What is the Trinity and why is it important for Christians? (Incarnation/God) †	Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creation story? (Creation/Fall) †	Unit 24 How and why do people try to make the world a better place? (Thematic)
Year 4	Unit 25 What kind of world did Jesus want? (Gospel) †	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God) †	Unit 27 What do Hindus believe God is like? (Hindus)	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation) †	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)	Unit 30 How and why do people mark the significant events of life? (Thematic)
Year 5	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36

	<p>What does it mean if Christians believe God is Holy and loving? (God) †</p>	<p>What does it mean to be a Muslim in Britain today? (Islam)</p>	<p>Why is the Torah so important to Jewish people? (Judaism)</p>	<p>Creation and science, conflicting or complimentary? (Creation/Fall) †</p>	<p>How can following God bring freedom and justice? (People of God) †</p>	<p>What matters most to Humanists and Christians? (Thematic)</p>
<p>Year 6</p>	<p>Unit 37 Christians and how to live: what would Jesus do? (Gospel) †</p>	<p>Unit 38 Why do Christians believe that Jesus was the Messiah? (Incarnation) †</p>	<p>Unit 39 Why do Hindus want to be good? (Hindus)</p>	<p>Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation) †</p>	<p>Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God) †</p>	<p>Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)</p>



