

## **Devon and Torbay SACRE: scheme of work overview (inc. references to Understanding Christianity material)**

### **Charleton Church of England Academy Mixed Class Overview - September 2020 onwards**

#### **Beesands: EYFS - Nursery**

Whilst in Nursery, children engage in experiences and learning opportunities which provide the building blocks for later development. We start with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

Themes which lend themselves to opportunities for RE work include the following:

<b>Myself</b>	<b>People who help us</b>	<b>Special times</b>
<b>My life</b>	<b>Friendship</b>	<b>Our community</b>
<b>My senses</b>	<b>Welcome</b>	<b>Special books</b>
<b>My special things</b>	<b>Belonging</b>	<b>Stories</b>
<b>People special to me</b>	<b>Special places</b>	<b>The natural world</b>

Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.

## Start Point Class: EYFS & KS1 - Reception & Year 1

In the EYFS, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

	Autumn Term	Spring Term	Summer Term
<b>Additional/optional Early Years Foundation Stage Faith Days</b>	<ul style="list-style-type: none"> <li>A Muslim Whispering Allah in a Baby's Ear</li> <li>A Muslim story: eg Muhammad and the Ants</li> </ul>	<ul style="list-style-type: none"> <li>A Sikh Story: eg, Har Gobind and the 52 Princes</li> <li>A Buddhist story: eg the Monkey King</li> </ul>	<ul style="list-style-type: none"> <li>Hindus Celebrating Raksha Bandhan</li> <li>Tu b'Shevat - The Jewish Birthday of Trees</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b> <i>Christianity</i> <i>Judaism</i>	<b>F4 - Being Special:</b> where do we belong?	<b>1.3:</b> Why does Christmas matter to Christians?	<b>F1:</b> Why is the word 'God' so important to Christians.	<b>F3:</b> Why is Easter special to Christians?  <b>1.5 Salvation:</b> Why does Easter matter to Christians?	<b>1.2:</b> Who do Christians say made the world?	<b>F6:</b> What times/stories are special and why?
<b>Year B</b> <i>Christianity</i> <i>Judaism</i>	<b>1.10:</b> What does it mean to belong to a faith community?	<b>F2 Incarnation:</b> Why is Christmas special for Christians?	<b>1.7:</b> Who is Jewish and how do they live?	<b>1.7:</b> Who is Jewish and how do they live?	<b>F5:</b> What places are special and why?	<b>1.9 Creation:</b> How should we care for the world and for others, and why does it matter? (C, J, NR)



## Good Shelter: KS1 & KS2 - Years 2, 3 & 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b>	<b>L2.1:</b> What do Christians learn from the Creation story?	<b>1.6:</b> Who is a Muslim and how do they live? (Part 1)	<b>1.6:</b> Who is Muslim and how do they live? (Part 2)	<b>L2.5:</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>1.4:</b> What is the good news Jesus brings?	<b>L2.11:</b> How and why do people mark the significant events of life? <i>Christianity/Hinduism/non-religious world views</i>
<b>Year B</b>	<b>1.1:</b> What do Christians believe God is like?	<b>L2.2:</b> What is it like for someone to follow God?	<b>L2.9:</b> How do festivals and worship show what matters to a Muslim?	<b>L2.10:</b> How do festivals and family life show what matters to Jewish people?	<b>L2.4:</b> What kind of world did Jesus want?	<b>L2.12:</b> How and why do people try to make the world a better place? <i>Christianity/Islam/Judaism/non-religious world views</i>
<b>Year C</b>	<b>L2.3:</b> What is the 'Trinity' and why is it important for Christians?	<b>L2.7:</b> What do Hindus believe God is like?	<b>L2.8:</b> What does it mean to be Hindu in Britain today?	<b>1.5:</b> Why does Easter matter to Christians?	<b>L2.6:</b> For Christians, when Jesus left, what was the impact of Pentecost?	<b>1.8:</b> What makes some places sacred to believers? <i>christianity/Islam</i>



**Croft Class: KS2 - Years 5 & 6**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A/C</b>	<b>U2.1:</b> What does it mean if Christians believe God is holy and loving?	<b>U2.11:</b> Why do some people believe in God and some people not? <i>Humanism</i>	<b>U2.8:</b> What does it mean to be a Muslim in Britain today?	<b>U2.5:</b> What do Christians believe Jesus did to 'save' people?	<b>U2.4:</b> Christians and how to live: 'What would Jesus do?'	<b>U2.10:</b> What matters most to Humanists and Christians?
<b>Year B/D</b>	<b>U2.2:</b> Creation and Science: conflicting or complementary?	<b>U2.3:</b> Why do Christians believe Jesus was the Messiah?	<b>U2.7:</b> Why do Hindus want to be good?	<b>U2.9:</b> Why is the Torah so important to Jewish people?	<b>U2.6:</b> For Christians, what kind of king is Jesus?	<b>U2.12:</b> How does faith help people when life gets hard?

<b>Additional KS2 units taken from the Understanding Christianity materials:</b>	How can following God bring freedom and justice? <i>People of God</i>	What difference does the Resurrection make for Christians? <i>Salvation</i>
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**\*The order of these units may change to suit the needs of the curriculum but the content will remain in accordance with the Syllabus\***