



CHARLETON
CHURCH OF ENGLAND ACADEMY



WEST ALVINGTON
CHURCH OF ENGLAND ACADEMY

Devon SACRE: scheme of work overview

(inc. references to Understanding Christianity material)

Charleton and West Alvington

Additional Early Years Foundation Stage Faith Days	Autumn Term	Spring Term	Summer Term
If they have been covered in Year A additional stories must be selected to tie in with the coverage of themes	<ul style="list-style-type: none"> • A Muslim whispering Allah in a baby's ear • A Muslim story: eg, Muhammad and the ants 	<ul style="list-style-type: none"> • A Sikh Story: eg, Har Gobind and the 52 princes • A Buddhist story: eg, the Monkey King 	<ul style="list-style-type: none"> • Hindus celebrating Raksha Bandhan • Tu be Shevat- The Jewish birthday of trees

EYFS provision will also provide opportunities for pupils to learn about other world faiths and non-religious worldviews

Key Stage 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/ Year 1 Christianity and Judaism	Why are some stories special? (Believing/Story) UC: Creation story- the earth and everything in it are important to God (link to Harvest)	Why are some times special? (Celebrations) Example Sukkot: A special time when Jewish people remember the Exodus and	UC: Salvation- 'How can we help others when they need it?' <i>Digging Deeper</i>	UC: Salvation- 'Why do Christians put a cross in an Easter Garden?' <i>Core Learning</i>	UC: Incarnation- 'What makes every single person unique and precious?' <i>Digging Deeper</i>	UC: Creation- 'How can we care for our wonderful world?' <i>Digging Deeper</i>



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		G-d's blessings upon them				
Year 2/3 Christianity and Judaism	What is important to me? (Beliefs and Questions) UC: People of God- make simple links between promises in the story of Noah and the promises Christians make at a wedding ceremony	Why do religious books and teachings matter? (Teaching and Authority) Example: Sacred Texts in Hinduism Avatar, nature of God, story of Rama and Sita: tell the story by creating a puppet show, exploring how goodness overcomes evil, and how sometimes evil is glad of that fact	Where do we belong? Theme: Belonging Example: Bar Mitzvah, Bat Mitzvah	Why are some times special? (Celebrations) UC: Salvation-Easter is an important part of the Big story	Who are we? (Myself) Example: Jewish concepts of God, the Torah and Israel	How do we celebrate our journey through life? (Celebrations) Example: Weddings – what about people who never get married, such as monks and nuns? Different forms of ‘consecration’ as an adult. Also the responsibility of bringing up children in ‘the Faith’ – linking back to baptism
Year 4/5/6 Christianity and	What is important to me? (Beliefs and Questions) UC: Incarnation-why is Christmas	What does it mean to belong to a religion/belief system? (Religion and the	Why do religious books and teachings matter? (Teaching and Authority)	How do we make moral choices? (Beliefs in Action in the World) UC: People of God- exploring the ten	What does it mean to belong to a religion/belief system? (Religion and the	How should we live and who can inspire us? (Inspirational People) Example:



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	<p>important to Christians; why do they want to make it more about Jesus Christ?</p>	<p>Individual/Religion and Community) UC: Kingdom of God- How hard is it to forgive?</p>	<p>UC: God- exploring what the Bible says about God</p>	<p>commandments; which are the hardest to keep?</p> <p>Comparison with Humanism and the Golden Rule</p>	<p>Individual/Religion and Community)</p> <p>Example: Being a member of the Khalsa, 5Ks,</p> <p>Explore how we all seek identity and how many religious traditions help they adherents to identify with best in their traditions' teachings</p>	<p>Guru Nanak and how he sought to be a bridge between people who were suspicious and hated each other, compare with Jesus and his dealings with Samaritans in the four Gospels</p> <p>Comparison of Guru Nanak and Desmond Tutu</p>
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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.