

Charleton Church of England Academy Mixed Class Overview – 2023-2024
Scheme of work utilising the Devon SACRE overview (inc. references to Understanding Christianity material)

Our Overarching Curriculum Intent

Our curriculum is the beating heart of our academy and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.

Curriculum Intent for Religious Education

As global citizens, our children will develop a positive sense of self and others through a coherent, knowledge-rich understanding of religion and belief. They will gain an understanding of what people believe and the difference that this makes to the way in which they live. They will express their own ideas in response to material they engage with and be curious to ask increasingly challenging questions. Through these meaningful discussions and reflections, children will develop respect for those of different faiths and beliefs and develop a moral and cultural awareness of what it means to be human in today's diverse world.

Beeands Class: 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:

Myself	People who help us	Special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories

People special to me	Special places	The natural world
-----------------------------	-----------------------	--------------------------

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 & 2

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
Additional/optional Early Years Foundation Stage Faith Days	<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 b'Shevat - The Jewish Birthday of Trees

Start Point Class: EYFS & KS1 - Reception, Years 1 & 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A <i>Christianity</i> <i>Islam</i>	1.6: Who is Muslim and how do they live? (Part 1)	F4 - Being Special: Where do we belong? 1.10 What does it mean to belong to a faith community?	1.1 God: What do Christians believe God is like?	1.6: Who is Muslim and how do they live? (Part 2)	F6: Which stories are special and why? 1.4 Gospel: What is the good news Jesus brings? <i>Gospel</i>	F5: Which places are special and why? 1.8: What makes some places sacred to believers?

Year B <i>Christianity</i> <i>Judaism</i>	F1: Why is the word 'God' so important to Christians? 1.2 Creation: Who made the World? <i>Harvest</i>	F2: Why is Christmas special to Christians? 1.3 Incarnation: Why does Christmas matter to Christians? <i>Christmas</i>	1.7: Who is Jewish and how do they live? (Part 1)	F3: Why is Easter special to Christians? 1.5 Salvation: Why does Easter matter to Christians? <i>Easter</i>	1.7: Who is Jewish and how do they live? (Part 2)	1.9 Creation: How should we care for the world and for others, and why does it matter?
--	--	--	--	---	--	---

Good Shelter/Croft Class: KS2 - Years 3, 4, 5 & 6

Year A <i>Christianity</i> <i>Hinduism</i>	L2.7: What do Hindus believe God is like?	L2.3 Incarnation/God: What is the Trinity? <i>Christmas</i>	U2.1: God: What does it mean if God is Holy and Loving?	L2.6 Kingdom of God: When Jesus left what was the impact of Pentecost? <i>Pentecost</i>	L2.11: Why do some people think that life is like a journey and what significant events mark this?	
Year B <i>Christianity</i> <i>Judaism</i>	L2.1: Creation/Fall: What do Christians learn from the creation story?	L2.10: How do festivals and family life show what matters to Jewish people?	L2.2 People of God: What is it like to follow God?	2b.5 Gospel: What would Jesus do?	2b.5 Gospel: What would Jesus do?	L2.12: How and why do religious and non-religious people try to make the world a better place?
Year C <i>Christianity</i> <i>Islam</i> <i>Judaism</i>	U2.8: What does it mean to be a Muslim in Britain today?	U2.3 People of God: How can following God bring freedom and Justice? - additional unit	U2.9: Why is the Torah so important to Jewish people?	2a.4 Gospel: What kind of world did Jesus want?	2a.4 Gospel: What kind of world did Jesus want?	U2.12: How does faith help people when life gets hard?



<p>Year D</p> <p><i>Christianity</i></p> <p><i>Hinduism</i></p> <p><i>Humanism</i></p>	<p>U2.6 Kingdom of God: What kind of King is Jesus?</p>	<p>U2.3 Incarnation: Was Jesus the Messiah? <i>Christmas</i></p>	<p>2b.2 Creation/Fall: Creation & Science – Conflict or Complimentary?</p>	<p>U2.7: Why do Hindus want to be good?</p>	<p>U2.11: Why do some people believe in God and some people not?</p> <p>OR</p> <p>What matters most to Humanists and Christians?</p>
---	--	---	---	--	--

<p>Additional KS2 units taken from the Understanding Christianity materials:</p>	<p>How can following God bring freedom and justice? <i>People of God</i></p>	<p>What difference does the Resurrection make for Christians? <i>Salvation</i></p>
---	--	--

The order of these units may change to suit the needs of the curriculum but the content will remain in accordance with the Syllabus