

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

Early Years Foundation Stage	Autumn Term	Spring Term	Summer Term
	UC: God/Creation- 'Why is the word 'God' so important to Christians?'	UC: Incarnation- Why do Christians perform Nativity plays at Christmas?	UC: Salvation- Why do Christians put a cross in an Easter garden?

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
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)	Example Shabbat: A special day for family and friends, the Friday night meal and Shabbat morning at the synagogue	How do we celebrate our journey through life? (Celebrations) Example The Festival of Passover: celebrating freedom, the Seder	Why are some symbols and places special? (Symbols) UC: Salvation- why are eggs used as symbols at Easter? What does the symbol of the cross mean to Christians?	How should we live our lives? (Leaders and Teachers) UC: Gospel- Christians believe Jesus' teachings make people think hard about how to live and show them the right way	Where do we belong? Theme: Belonging Example: Baptism: This could link in UC with Trinity – given the baptism of Jesus reveals the Trinity and Christians are baptised in the name of the Trinity
Year 2 Christianity and Judaism	How should we live our lives? (Leaders and Teachers) UC: God- The Parable of the lost son teaches Christians about love and forgiveness	Why are some stories special? (Believing/Story) UC: Incarnation- Advent is a time for getting ready for Jesus' coming	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

						<p>an adult.</p> <p>Also the responsibility of bringing up children in 'the Faith' – linking back to baptism</p>
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Key Stage 2

<p>Year 3</p> <p>Christianity and Hinduism</p>	<p>What is important to me? (Beliefs and Questions)</p> <p>UC: People of God- make simple links between promises in the story of Noah and the promises Christians make at a wedding ceremony</p>	<p>Why do religious books and teachings matter? (Teaching and Authority)</p> <p>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</p>	<p>How and why do people express their beliefs in different ways? (Symbols and Religious Expression)</p> <p>UC: Incarnation /God- what are the similarities and differences between infant and adult baptism?</p>	<p>What does it mean to belong to a religion? (Religion and the Individual/Religion and Community)</p> <p>Example: Holi- Festival, meaning, symbolism – explore why in many religious traditions there is a time to be 'silly', e.g. Purim for Jews, or the tradition of the Lord of Misrule at Christmas or the activities of Shrove Tuesday – such as</p>	<p>How should we live and who can inspire us? (Inspirational People)</p> <p>UC: Gospel- Jesus as role-model and leader</p>	<p>Why are some journeys and places special? (Worship, Pilgrimage and Sacred Places)</p> <p>Example: Hindu worship- Mandir Pilgrimage- Hindu and Christian comparison, Varanasi and the Holy Land</p> <p>Why Varanasi is so important to all Hindus, the Matta Ganga and the concept of rebirth. That Christians go the Holy Land to connect more firmly with the places that Jesus was born, lived, taught, suffered, died, rose from the dead</p>
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				football and pancakes		and ascended into heaven
Year 4 Christianity and Sikhism	What does it mean to belong to a religion/belief system? (Religion and the Individual/Religion and Community) UC: Kingdom of God- make simple links between the idea of the Church as a body and how Christians live in their whole lives and in their church communities	What is important to me? (Beliefs and Questions) UC: Creation- exploring the Fall, the ten commandments and why it's important to be able to say sorry (digging deeper)	Why do religious books and teachings matter? (Teaching and Authority) UC: Gospel- exploring the message of the story of the Good Samaritan	What is important to me? (Beliefs and Questions) Example: Promises made at Baptism: the role of Godparents and the community in nurturing belief. A look at the Apostles Creed as a common statement of beliefs held by many Christians	What does it mean to belong to a religion/belief system? (Religion and the Individual/Religion and Community) Example: Being a member of the Khalsa, 5Ks, Explore how we all seek identity and how many religious traditions help they adherents to identify with best in their traditions' teachings	How should we live and who can inspire us? (Inspirational People) Example: 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
Year 5 Christianity and Humanism	What is important to me? (Beliefs and Questions) UC: Incarnation- why is Christmas important to Christians; why do they want to make it more about Jesus Christ?	Why do religious books and teachings matter? (Teaching and Authority) UC: God- exploring what the Bible says about God	How do we make moral choices? (Beliefs in Action in the World) Example: Mission of the church, Christian Aid, Love thy neighbour, Humanist beliefs and the Golden Rule - How do Christians and Humanists make	How and why do people express their beliefs in different ways? (Symbols and Religious Expression) UC: Creation- exploring different ways of understanding Genesis 1	How should we live and who can inspire us? (Inspirational People) UC: Incarnation- Examples of Christian peacemakers (eg Desmond Tutu) (digging deeper)	What do people believe about life? (Beliefs and Questions/The Journey of Life and Death) UC: Salvation- what difference does the death of Jesus make to Christians? Exploring Christian epitaphs

			moral choices based on their traditions?			
Year 6 Christianity and Islam	How do we make moral choices? (Beliefs in Action in the World) UC: People of God- exploring the ten commandments; which are the hardest to keep?	What does it mean to belong to a religion/belief system? (Religion and the Individual/Religion and Community) UC: Kingdom of God- How hard is it to forgive?	How should we live and who can inspire us? (Inspirational People) UC: Gospel- Peter and Jesus; betrayal, forgiveness and restoration (digging deeper).	Why do religious books and teachings matter? (Teaching and Authority) Example: Islam- Allah, the Prophet Muhammad, Quran, Hadith How different Muslims understand the Qur'an in different ways and disagree about with Hadiths are authentic	Why are some journeys and places special? (Worship, Pilgrimage and Sacred Places) Example: Islam- 5 Pillars: the Hajj Why reliving the journey of Muhammad is so important, what happens if you can't go? How does this compare to Christians going to the Holy Land?	What do people believe about life? (Beliefs and Questions/The Journey of Life and Death) Example: Study of life after death- rites of passage, beliefs etc

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