South Hams Hub (All Saints' Thurlestone, Charleton and West Alvington Church of England Academies) Mixed Class Overview Scheme of work utilising the Devon and Torbay SACRE Agreed Syllabus 2024–2029 (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.

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.

EYFS – Reception (RE Today unit)

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
Key units:	**F4 -** Being Special: Where do we belong? EYFS Unit 3 **F2:** Why is Christmas special to Christians? EYFS Unit 2	**F1:** Why is the word 'God' so important to Christians? EYFS Unit 1 **F3:** Why is Easter special to Christians? EYFS Unit 4	**F5:** Which places are special and why? EYFS Unit 5 **F6:** Which times/stories are special and why? EYFS Unit 6
Additional Early Years Foundation Stage Faith Days See additional weekly/termly planning also	• A Muslim whispering Allah in a baby's ear • A Muslim story: eg, Muhammad and the ants	• A Sikh Story: eg, Har Gobind and the 52 princes • A Buddhist story: eg, the Monkey King	• Hindus celebrating Raksha Bandhan • Tu b'Shevat- The Jewish birthday of trees

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KS1 - Years 1 & 2 (RE Today unit)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**1.1: What do Christians believe God is like?** *Christians – God* KS1 Unit 10	**1.3: Why does Christmas matter to Christians?** *Christians – Incarnation* KS1 Unit 8	**1.7: Who is Jewish and how do they live?** *Jews - God/Torah/the People* KS1 Unit 9	**1.4: What is the good news Jesus brings? (Part 1)** *Christians – Gospel* KS1 Unit 13	**1.10: What does it mean to belong to a faith community?** *Thematic (C, J, M, NR)* KS1 Unit 11	**1.9: How should we care for the world and for others, and why does it matter?** *Thematic (C, J, NR)* KS1 Unit 12
Year B	**1.2: Who do Christians say made the world?** *Christians - Creation/Harvest* KS1 Unit 7	**1.4: What is the good news Jesus brings? (Part 2)** *Christians – Gospel* KS1 Unit 14	**1.6: Who is Muslim and how do they live? (Part 1)** *Muslims - God/ Tawhid/ibadah/ Iman* KS1 Unit 15	**1.5: Why does Easter matter to Christians?** *Christians – Easter* KS1 Unit 16	**1.6: Who is Muslim and how do they live? (Part 2)** *Muslims - God/ Tawhid/ibadah/ Iman* KS1 Unit 17	**1.8: What makes some places sacred to believers?** *Thematic (C, J, M)* KS1 Unit 18

KS2 - Years 3, 4, 5 & 6 (RE Today unit)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**L2.3: What is the 'Trinity' and why is it important for Christians?** *Christians - Incarnation/God* KS2 Unit 20	**U: How can following God bring people freedom and justice?** *Christians – People of God* KS2 Unit 35	**U2.9: Why is the Torah so important to Jewish people?** *Jews – God/Torah* KS2 Unit 33	**L2.5: Why do Christians call the day Jesus died 'Good Friday'?** *Christians – Salvation* KS2 Unit 28	**L2.4: What kind of world did Jesus want?** *Christians – Gospel* KS2 Unit 25	**U2.10: What matters most to Humanists and Christians?** *Thematic (C,NR)* KS2 Unit 36
Year B	**L2.1: What do Christians learn from the Creation story?** *Christians – Creation/ Fall* KS2 Unit 23	**U2.3: Why do Christians believe Jesus was the Messiah?** *Christians – Incarnation* KS2 Unit 38	**L2.9: How do festivals and worship show what matters to a Muslim?** *Muslims – Ibadah* KS2 Unit 21	**U2.5: What do Christians believe Jesus did to 'save' people?** *Christians – Salvation* KS2 Unit 40	**L2.6: For Christians, when Jesus left, what was the impact of Pentecost?** *Christians – Kingdom of God* KS2 Unit 26	**U2.12: How does faith help people when life gets hard?** *Thematic (C, H, NR)* KS2 Unit 42

Year C	**U2.2: Creation and Science: conflicting or complementary?** *Christians – Creation/ Fall* KS2 Unit 34	**L2.7: What do Hindus believe God is like?** *Hindus – Brahman/atman* KS2 Unit 27	**U2.8: What does it mean to be a Muslim in Britain today?** *Muslims – Tawhid/Iman/Ibadah* KS2 Unit 32	**L2.8: What does it mean to be Hindu in Britain today?** *Hindus – Dharma* KS2 Unit 29	**U2.4: Christians and how to live: 'What would Jesus do?'** *Christians – Gospel* KS2 Unit 37	**L2.11: How and why do people mark the significant events of life?** *Thematic (C, H, J, NR)* KS2 Unit 30
Year D	**U2.1: What does it mean if Christians believe God is holy and loving?** *Christians – God* KS2 Unit 31	**L2.2: What is it like for someone to follow God?** *Christians - People of God* KS2 Unit 19	**U2.7: Why do Hindus want to be good?** *Hindus – Kharma/Dharma/ Samara/Mokshha* KS2 Unit 39	**L2.10: How do festivals and family life show what matters to Jewish people?** *Muslims – God/Torah/ the People* KS2 Unit 22	**U2.6: For Christians, what kind of king is Jesus?** *Christians – Kingdom of God* KS2 Unit 41	**L2.12: How and why do people try to make the world a better place?** *Thematic (C, J, M, NR)* KS2 Unit 24

Additional optional KS2 units from the SACRE Syllabus:	**L2.13:** How do people from religious and non-religious communities celebrate key festivals?	**U2.13:** What can be done to reduce racism? Can religion help? **U2.14:** Green religion? What do religious and non-religious worldviews teach about caring for the Earth?

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