

## **All Saints' Thurlestone 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.

#### **Steeple Cove: 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.

### Yarmer: EYFS - Reception

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>Key units with reference to Understanding Christianity:</b>	<b>F4 - Being Special:</b> Where do we belong? <b>F2:</b> Why is Christmas special to Christians?	<b>F1:</b> Why is the word 'God' so important to Christians? <b>F3:</b> Why is Easter special to Christians?	<b>F5:</b> Which places are special and why? <b>F6:</b> Which stories are special and why?
<b>Additional Early Years Foundation Stage Faith Days</b>  See additional weekly/termly planning also	<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>

### Leas Foot: KS1 - Years 1 & 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b>	<b>1.6:</b> Who is Muslim and how do they live? (Part 1) <i>God/Tawhid/ibdadah/iman</i>	<b>1.10:</b> What does it mean to belong to a faith community?	<b>1.1 God:</b> What do Christians believe God is like?	<b>1.6:</b> Who is Muslim and how do they live? (Part 2) <i>God/Tawhid/ibdadah/iman</i>	<b>1.4 Gospel:</b> What is the good news Jesus brings?	<b>1.8:</b> What makes some places sacred to believers?
<b>Year B</b>	<b>1.2 Creation:</b> Who made the World? <i>Harvest</i>	<b>1.3 Incarnation:</b> Why does Christmas matter to Christians? <i>Christmas</i>	<b>1.7:</b> Who is Jewish and how do they live? (Part 1) <i>God/Torah/the People</i>	<b>1.5 Salvation:</b> Why does Easter matter to Christians? <i>Easter</i>	<b>1.7:</b> Who is Jewish and how do they live? (Part 2) <i>God/Torah/the People</i>	<b>1.9 Creation:</b> How should we care for the world and for others, and why does it matter?

**Sedgewell Cove: KS2 - Year 3 & 4**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year A/C</b>	<b>L2.3 Incarnation/God:</b> What is the 'Trinity' and why is it important for Christians?	<b>L2.2 People of God:</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>L2.5 Salvation:</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>L2.4 Kingdom of God:</b> What kind of world did Jesus want?	<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/D</b>	<b>L2.1 Creation:</b> What do Christians learn from the Creation story?	<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>L2.10:</b> How do festivals and family life show what matters to Jewish people?	<b>L2.6 Kingdom of God:</b> For Christians, when Jesus left, what was the impact of Pentecost?	<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>

**Butter Cove: KS2 - Years 4 & 5**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year A/C</b>	<b>L2.3 Incarnation/God:</b> What is the 'Trinity' and why is it important for Christians?	<b>U2.3 Incarnation:</b> Why do Christians believe Jesus was the Messiah?	<b>U2.8:</b> What does it mean to be a Muslim in Britain today?	<b>L2.5 Salvation:</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>U2.4 Gospel:</b> Christians and how to live: 'What would Jesus do?'	<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/D</b>	<b>U2.1 God:</b> What does it mean if Christians believe God is holy and loving?	<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>U2.9:</b> Why is the Torah so important to Jewish people?	<b>L2.6 Kingdom of God:</b> For Christians, when Jesus left, what was the impact of Pentecost?	<b>U2.10:</b> What matters most to Humanists and Christians?

**Bantham: KS2 - Year 5 & 6**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year A/C</b>	<b>U2.2 Creation:</b> Creation and Science: conflicting or complementary?	<b>U2.3 Incarnation:</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 Kingdom of God:</b> For Christians, what kind of king is Jesus?	<b>U2.10:</b> What matters most to Humanists and Christians?
<b>Year B/D</b>	<b>U2.1 God:</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 Salvation:</b> What do Christians believe Jesus did to 'save' people?	<b>U2.4 Gospel:</b> Christians and how to live: 'What would Jesus do?'	<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\***