



Devon SACRE: scheme of work overview

(inc. references to Understanding Christianity material)

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Early Years Foundation Stage	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	UC: God/Creation core - 'Being Special: Where do we belong?'	UC: Incarnation core - 'Why do Christians perform Nativity plays at Christmas?'	UC: God/Creation core - 'Why is the word 'God' so important to Christians?'	UC: Salvation core: 'Why do Christians put a cross in an Easter garden?'	Theme: Special Places: 'What places are special and why?'	Theme: stories 'What stories are special and why?'
Suggestions for additional Early Years Foundation Stage Faith stories	Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13-16)	A Muslim story: eg, The sad camel (from the prophet Muhammad).	A Sikh Story: eg, Har Gobind and the 52 princes	A Buddhist story: eg, the Monkey King	The new mosque: Imran's story	David the Shepherd Boy.



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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	<p>Theme: Belonging</p> <p>‘What does it mean to belong to a faith community?’</p> <p><i>What happens at a Christian baptism in comparison to one other religion?</i></p>	<p>UC: Incarnation</p> <p>‘Why does Christmas matter to Christians?’</p> <p><i>How do Christians use the nativity story to guide their beliefs and actions at Christmas time?</i></p>	<p>Theme: Judaism</p> <p>‘Who is Jewish and how do they live?’</p> <p><i>How do Jewish people remember God?</i></p>	<p>Theme: Judaism</p> <p>‘Who is Jewish and how do they live?’</p> <p><i>How do Jewish stories remind Jewish people of what God is like?</i></p>	<p>UC: Creation</p> <p>‘Who made the world?’</p> <p><i>What does the story of creation tell Christians about God?</i></p>	<p>Theme: UC Creation and community</p> <p>‘How should we care for others and the world?’</p> <p>What does Genesis 1 tell the Christian and Jewish faiths about the natural world?</p>
Year 2 Christianity and Judaism	<p>Theme: Places of worship</p> <p>‘What makes some places sacred to believers?’</p> <p><i>How do worship differ between a church, mosque or synagogue</i></p>	<p>UC: Incarnation</p> <p>‘What is the good news Jesus brings?’</p> <p><i>What can Christians do to show that the teachings of Jesus are impacting their own lives?</i></p>	<p>Theme: Community</p> <p>‘Who is a Muslim and how do they live?’ (Part 1)</p> <p><i>How do Muslims use stories of the Prophet to guide their actions in life?</i></p>	<p>UC: Salvation</p> <p>‘Why does Easter matter to Christians?’</p> <p><i>How do churches display celebrations of Easter?</i></p>	<p>UC: God</p> <p>‘What do Christians believe God is like?’</p> <p><i>How do we know that Christian’s believe God is loving and forgiving?</i></p>	<p>Theme: Islam</p> <p>‘Who is a Muslim and how do they live?’ (Part 2)</p> <p><i>Why are prayer and self control good for Muslims to practise?</i></p>



Key Stage 2						
Year 3 Christianity and Hinduism	UC: Creation/Fall 'What do Christians learn from the Creation story?' <i>Why did God expel Adam and Eve from paradise? How does this guide the way Christians live?</i>	Theme: People of God. 'What is it like for someone to follow God?' <i>Why were Noah and Abraham so special to God?</i>	Theme: Islam 'How do festivals and worship show what matters to a Muslim?' <i>How do people of Muslim faith submit to God?</i>	Theme: Judaism 'How do festivals and family life show what matters to Jewish people?' <i>How does the story of Exodus link with what the Jewish community believe?</i>	UC: Gospel 'What kind of world did Jesus want?' <i>What does Jesus' reactions to the leper tell Christians about the kind of world he wants?</i>	Theme: Belonging 'How and why do people try to make the world a better place?' <i>How is the world sometimes not a good place and what could be done to change this?</i>
Year 4 Christianity and Sikhism	UC: Incarnation 'What is the 'Trinity' and why is it important for Christians?' <i>How do Christians display their beliefs about God the Trinity through things such as worship and prayer?</i>	Theme: Hinduism 'What do Hindus believe God is like?' <i>What does 'having a spark in God inside' mean?</i>	Theme: Celebrations 'How and why do people mark the significant events of life?' <i>Do you think ceremonies of commitment are more important to religious people than non religious people?</i>	UC: Salvation 'Why do Christians call the day Jesus died 'Good Friday'?' <i>How do Christians mark the events of Easter in the church communities?</i>	UC: Kingdom of God 'For Christians, when Jesus left, what was the impact of Pentecost?' <i>What does the day of Pentecost show Christians about the Kingdom of God on earth?</i>	Theme: Hinduism 'What does it mean to be Hindu in Britain today?' <i>How do Hindu's show their faith between different communities in Britain?</i>
Year 5	UC: God	UC: Incarnation	Theme: Islam	UC: Salvation	Theme: Judaism	Theme - Humanism



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<p>Christianity and Humanism</p>	<p>‘What does it mean if Christians believe God is holy and loving?’</p> <p><i>How do Christians put their beliefs into practise through worship?</i></p>	<p>‘Why do Christians believe Jesus was the Messiah?’</p> <p><i>How important is the idea that Jesus is the Messiah, particularly for the world today?</i></p>	<p>‘What does it mean to be a Muslim in Britain today?’</p> <p><i>How does the Qa’ran and the example of the Prophet guide the way a Muslim lives?</i></p>	<p>‘Was Jesus the Messiah?’</p> <p><i>If Jesus is the Messiah, what difference might this make on different people’s lives?</i></p>	<p>‘Why is the Torah so important to Jewish people?’</p> <p><i>How valuable are traditions such as: ritual, study and worship to Jewish people today?</i></p>	<p>‘What matters most to Humanists and Christians?’</p> <p><i>Why might it be helpful to follow a moral code and why could this be difficult?</i></p>
<p>Year 6 Christianity and Islam</p>	<p>UC: Creation</p> <p>‘Creation and science: conflicting or complementary.’</p> <p><i>In what ways do Christians synchronize both faith and science?</i></p>	<p>UC: God</p> <p>‘Why do some people believe in God and some people not?’</p> <p><i>How can believing in God be both valuable and challenging?</i></p>	<p>Theme: Hinduism</p> <p>‘Why do Hindus try to be good?’</p> <p><i>What impact does a belief of karma and dharma have on an individual and the wider world?</i></p>	<p>UC: Salvation</p> <p>‘What did Jesus do to save human beings?’</p> <p><i>What do Christians mean when they say ‘Jesus’ death was a sacrifice’?</i></p>	<p>UC: Kingdom of God</p> <p>‘What kind of king is Jesus?’</p> <p><i>Can Christian’s learn from the teachings about the Kingdom of God and relate them to the issues and problems in their own lives? Could the world learn from these ideas?</i></p>	<p>Theme: Belonging</p> <p>‘How does faith help people when life gets hard?’</p> <p><i>How does belief in resurrection, judgement and karma affect how someone lives their life?</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.