 **Sandy Hill Academy**

**Curriculum Overview – Religious Education**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | **Myself** | **Special times** | **Habitats** | **Growth and Plants** | **Around the World-Transport** | **Traditional Tales-Far and Wide** |
| **Reception** | **Unit 3**  **Being Special: where do we belong?** | **Unit 2**  **Why do Christians perform nativity plays at Christmas?** | **Unit 1**  **Why is the word ‘God’ so important to Christians?** | **Unit 4**  **Why do some Christians put a cross on the Easter Garden?** | **Unit 5**  **Which places are special and why?** | **Unit 6**  **What stories are special and why?** |
| **Year 1** | **Unit 11**  **What does it mean to belong to a faith community?**  <- Unit 3 exploring community and belonging  ->Units 30 which explores how people from different communities mark significant events in life | **Unit 10**  **What do Christians believe God is like?**  <-Unit 1 exploring Christian ideas about God  ->Units 20 and 31 that develops understanding of Christian belief about God | **Unit 9**  **Who is Jewish and how do they live?**  <-Unit 6 exploring stories special for Jewish people  ->Units 11 and 12 that develops understanding of being part of a Jewish community and Jewish beliefs about creation and stewardship  -> Units 22 and 33 exploring festivals, family and Torah | **Unit 9**  **Who is Jewish and how do they live?** | **Unit 7**  **Who do Christians say made the world?**  <-Unit 1, exploring Christian ideas about Creation  ->Units 12, 23 and 34 that develop understanding of Christian beliefs about Creation | **Unit 12**  **How should we care for one world and for others, and why does it matter? (C, J, NR)**  <-Units 1, 7, 23 and 34, exploring Christian ideas about Creation.  >-Unit 24 that develops understanding how Christians, Jews, Muslims and people with non-religious worldviews how people try to make the world a better place |
| **Year 2** | **Unit 15**  **Who is a Muslim and how do they live? (Part 1)**  <-Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus  -> Units 25 and 37 that develop understanding of Christian beliefs about Gospel | **Unit 8**  **Why does Christmas matter to Christians?**  <-Unit 2, exploring Christian ideas about Incarnation  ->Units 20 and 38 that develop understanding of Christian beliefs about Incarnation, Trinity and the Messiah | **Unit 18**  **CK4RE What makes some people and places in Cornwall sacred?**  <-Units 5 exploring special places  ->Units 8, 10, 13, 14, 15, 16, 17 which are systematic studies of Christians and Muslims | **Unit 16**  **Why does Easter matter to Christians?**  <-Units 4, exploring Easter 13 and 14 Christian beliefs about Jesus  ->Units 28 and 40 that develop understanding of Christian beliefs about Salvation | **Unit 13**  **What is the ‘good news’ Christians believe Jesus brings?**  <-Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus  ->Units 25 and 37 that develop understanding of Christian beliefs about Gospel | **Unit 17**  **Who is a Muslim and how do they live? (part 2)**  -:>Units 3, 5, 6 and 15 where pupils are introduced to Islam, G-d, Tawhid and Ibadah  ->Units 21 and 32 that develops understanding of Muslim beliefs about God Tawhid and Ibadah |
| **Year 3** | **Unit 23**  **What do Christians learn from the Creation story?**  <-Units 1, 7, and 12 where pupils explore Christian beliefs about creation  ->Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis | **Unit 19**  **What is it like for someone to follow God?**  -> Units 35 develops understanding of the People of God concept | **Unit 21**  **How do festivals and worship show what matters to a Muslim?**  ->Units 3, 15 and 17 where pupils are introduced to and explore Muslim beliefs about Ibadah  -> Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action | **Unit 22**  **How do festivals and family life show what matters to Jewish people?**  <-Unit 9 where pupils explore Jewish beliefs about God and Jewish ways of life  ->Unit 33 develops understanding of why the Torah is important to Jewish people. Units 35 develops understanding of the People of God concept | **Unit 20**  **What is the trinity and why is it important for Christians**  <-Units 1, 2, 8 and 10 where pupils are introduced to Christian beliefs about Incarnation and G-d  ->Units 31 and 38 develops understanding of Christian beliefs about God, and Incarnation | **Unit 24**  **How and why do people try to make the world a better place? (C, M/J, NR)**  <-Unit 12 where pupils explore Christian and Jewish ideas about creation and ways of caring for people in the world.  ->Unit 36 develops understanding of actions, values and religious and nonreligious worldviews |
| **Year 4** | **Unit 25**  **What kind of world did Jesus want?**  <-Units 13 and 14, exploring the Christian concept of Gospel  ->Units 37 that develops understanding of Christian concept of Gospel | **Unit 27**  **What do Hindus believe God is like?**  <-Units 3 where pupils were introduced to Hindu Dharma  ->Units 29 and 39 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha | **Unit 28**  **Why do Christians call the day Jesus died ‘Good Friday’?**  <-Units 4 and 16 where pupils explored Christian beliefs about Salvation  ->Unit 40 that develops understanding of Christian beliefs about Salvation | **Unit 30**  **CK4RE How and why do people in Cornwall mark significant events in community life?**  <-Unit 3 where pupils were introduced to key life events and ceremonies linked to them | **Unit 26**  **For Christians, when Jesus left, what was the impact of Pentecost?**  <-Units 4 and 16 exploring Easter  ->Unit 41 that develops understanding of Christian beliefs about Kingdon of God and sources of wisdom on this | **Unit 29**  **What does it mean to be Hindu in Britain today?**  <-Units 3 and 27 where pupils were introduced to Hindu Dharma and Atman  -> Unit39 that develops understanding of Hindu Dharma, Atman, Karma and Moksha |
| **Year 5** | **Unit 31**  **What does it mean if Christians believe God is holy and loving?**  <-Units 10 and 20 exploring Christian ideas about God and Incarnation  -> Units 34, 35, 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible | **Unit 32**  **What does it mean to be a Muslim in Britain today?**  <-Units 3, 5 and 6 where pupils are introduced to Islam  ->Units 15,17 and 21 where pupils explore Muslim beliefs about Ibadah and Tawhid in action | **Unit 34**  **Creation and science: conflicting or complimentary**  <-Units 1, 7, 12 and 23 where pupils explored creation  ->Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible | **Unit 33**  **Why is the Torah so important to Jewish people?**  <-Units 9 and 22 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people.  ->Units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events | **Unit 35**  **How can following God bring freedom and justice?**  <-Unit 19 were pupils developed their understanding of the People of God concept  ->Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible | **Unit 36**  **What matters most to Humanists and Christians? (C, M/J, NR)**  <-Units 30 where pupils were introduced to key life events and ceremonies linked to them  ->Unit 42 where pupils develop their understanding of non-religious worldviews |
| **Year 6** | **Unit 38**  **Why do Christians believe that Jesus was the Messiah?**  <-Units 2, 8 and 20 explored understanding of Christian beliefs about Incarnation  ->Units 40 and 41 develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible | **Unit 42**  **Why do some people believe in God and some people not?**  **(C, NR)**  <- Units 30, 34 and 36 that developed understanding of non religious worldviews | **Unit 39**  **Why do Hindus want to be good?**  <-Unit 3, in which pupils are introduced to Hindu Dharma, alongside units 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha | **Unit 37**  **Christians and how to live: ‘What would Jesus do?’**  <-Units 13, 14 and 25 where pupils explored Christian beliefs about Gospel  -> Units 38, 40 and 41 develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible | **Unit 41**  **For Christians, what kind of king is Jesus?**  <-Unit 26 that developed understanding of Christian beliefs about Kingdon of God and sources of wisdom on this | **Unit 42**  **CK4RE Does faith help people in Cornwall when life gets hard?**  <- Units 30, 34 and 36 that developed understanding of non religious worldviews |