 **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 |