



**CHARLETON**  
CHURCH OF ENGLAND ACADEMY



**WEST ALVINGTON**  
CHURCH OF ENGLAND ACADEMY

## Devon SACRE: scheme of work overview

(inc. references to Understanding Christianity material)

### Charleton and West Alvington

Additional Early Years Foundation Stage Faith Days	Autumn Term	Spring Term	Summer Term
*If they have been covered in Year A additional stories must be selected to tie in with the coverage of themes*	<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 be Shevat- The Jewish birthday of trees</li> </ul>

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
EYFS/ Year 1  <b>Christianity and Judaism</b>	Why are some stories special? (Believing/Story) <b>UC: Creation story- the earth and everything in it are important to God (link to Harvest)</b>	Why are some times special? (Celebrations) <b>Example Sukkot:</b> A special time when Jewish people remember the Exodus and	<b>UC: Salvation- 'How can we help others when they need it?'</b> <i>Digging Deeper</i>	<b>UC: Salvation- 'Why do Christians put a cross in an Easter Garden?'</b> <i>Core Learning</i>	<b>UC: Incarnation- 'What makes every single person unique and precious?'</b> <i>Digging Deeper</i>	<b>UC: Creation- 'How can we care for our wonderful world?'</b> <i>Digging Deeper</i>



**CHARLETON**  
CHURCH OF ENGLAND ACADEMY



**WEST ALVINGTON**  
CHURCH OF ENGLAND ACADEMY

		G-d's blessings upon them				
Year 2/3 <b>Christianity and Judaism</b>	What is important to me? (Beliefs and Questions) <b>UC: People of God- make simple links between promises in the story of Noah and the promises Christians make at a wedding ceremony</b>	Why do religious books and teachings matter? (Teaching and Authority)  <b>Example:</b> Sacred Texts in Hinduism Avatar, nature of God, story of Rama and Sita: tell the story by creating a puppet show, exploring how goodness overcomes evil, and how sometimes evil is glad of that fact	Where do we belong? Theme: Belonging  <b>Example:</b> Bar Mitzvah, Bat Mitzvah	Why are some times special? (Celebrations) <b>UC: Salvation-Easter is an important part of the Big story</b>	Who are we? (Myself)  <b>Example:</b> Jewish concepts of God, the Torah and Israel	How do we celebrate our journey through life? (Celebrations)  <b>Example:</b> Weddings – what about people who never get married, such as monks and nuns? Different forms of ‘consecration’ as an adult.  Also the responsibility of bringing up children in ‘the Faith’ – linking back to baptism
Year 4/5/6 <b>Christianity and</b>	What is important to me? (Beliefs and Questions) <b>UC: Incarnation-why is Christmas</b>	What does it mean to belong to a religion/belief system? (Religion and the	Why do religious books and teachings matter? (Teaching and Authority)	How do we make moral choices? (Beliefs in Action in the World) <b>UC: People of God- exploring the ten</b>	What does it mean to belong to a religion/belief system? (Religion and the	How should we live and who can inspire us? (Inspirational People)  <b>Example:</b>



**CHARLETON**  
CHURCH OF ENGLAND ACADEMY



**WEST ALVINGTON**  
CHURCH OF ENGLAND ACADEMY

	<p><b>important to Christians; why do they want to make it more about Jesus Christ?</b></p>	<p>Individual/Religion and Community) <b>UC: Kingdom of God- How hard is it to forgive?</b></p>	<p><b>UC: God-</b> exploring what the Bible says about God</p>	<p>commandments; which are the hardest to keep?</p> <p>Comparison with Humanism and the Golden Rule</p>	<p>Individual/Religion and Community)</p> <p><b>Example:</b> Being a member of the Khalsa, 5Ks,</p> <p>Explore how we all seek identity and how many religious traditions help they adherents to identify with best in their traditions' teachings</p>	<p>Guru Nanak and how he sought to be a bridge between people who were suspicious and hated each other, compare with Jesus and his dealings with Samaritans in the four Gospels</p> <p>Comparison of Guru Nanak and Desmond Tutu</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.