



**Devon and Torbay Agreed Syllabus: scheme of work overview**  
(inc. references to Understanding Christianity material)

**All Saints Marsh**

	Autumn Term	Spring Term	Summer Term
Additional Early Years Foundation Stage Faith Days	<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>

**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>UC: Creation -'Why is the word 'God' so important to Christians?'</b> <i>Core Learning</i>	<b>UC: Incarnation- 'Why do Christians perform Nativity plays at Christmas?'</b> <i>Core Learning</i>	<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>
<b>Christianity and introduction to other world faiths</b>	<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>	



<p>Year 2</p> <p><b>Christianity and Judaism</b></p>	<p>How should we live our lives? (Leaders and Teachers)</p> <p><b>UC: God- The Parable of the lost son teaches Christians about love and forgiveness</b></p>	<p>Why are some stories special? (Believing/Story)</p> <p><b>UC: Incarnation-Advent is a time for getting ready for Jesus' coming</b></p>	<p>Where do we belong? Theme: Belonging</p> <p><b>Example:</b> Bar Mitzvah, Bat Mitzvah</p>	<p>Why are some times special? (Celebrations)</p> <p><b>UC: Salvation- Easter is an important part of the Big story</b></p>	<p>Who are we? (Myself)</p> <p><b>Example:</b> Jewish concepts of God, the Torah and Israel</p>	<p>How do we celebrate our journey through life? (Celebrations)</p> <p><b>Example:</b> Weddings – what about people who never get married, such as monks and nuns? Different forms of 'consecration' as an adult.</p> <p>Also the responsibility of bringing up children in 'the Faith' – linking back to baptism</p>
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<p>Y3 with Y4</p>	<p>Teachers should familiarise themselves with the knowledge building blocks from the end of KS1 before starting to plan with the Y3/4 units</p>
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<p>Y5 with Y6</p>	<p>Teachers should familiarise themselves with the knowledge building blocks from the end of Y3/4 before starting to plan with the Y5/6 units</p>
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Key Stage 2						
<p>Year 3/4</p> <p><b>Christianity and Hinduism</b></p> <p>Taken from the Year 3 units</p>	<p>What is important to me? (Beliefs and Questions)</p> <p><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></p>	<p>Why do religious books and teachings matter? (Teaching and Authority)</p> <p><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</p>	<p>How and why do people express their beliefs in different ways? (Symbols and Religious Expression)</p> <p><b>UC: Incarnation /God- what are the similarities and differences between infant and adult baptism?</b></p> <p>***</p>	<p>What does it mean to belong to a religion? (Religion and the Individual/Religion and Community)</p> <p><b>Example:</b> Holi- Festival, meaning, symbolism – explore why in many religious traditions there is a time to be ‘silly’, e.g. Purim for Jews, or the tradition of the Lord of Misrule at Christmas or the activities of Shrove Tuesday – such as football and pancakes</p>	<p>How should we live and who can inspire us? (Inspirational People)</p> <p><b>UC: Gospel- Jesus as role-model and leader</b></p>	<p>Why are some journeys and places special? (Worship, Pilgrimage and Sacred Places)</p> <p><b>Example:</b> Hindu worship- Mandir Pilgrimage- Hindu and Christian comparison, Varanasi and the Holy Land</p> <p>Why Varanasi is so important to all Hindus, the Matta Ganga and the concept of rebirth.</p>



<p>Year 5/6</p> <p><b>Christianity and Humanism</b></p> <p>Taken from the Year 5 units</p>	<p>Why do religious books and teachings matter? (Teaching and Authority)</p> <p><b>UC: God- exploring what the Bible says about God</b></p>	<p>What is important to me? (Beliefs and Questions)</p> <p><b>UC: Incarnation- why is Christmas important to Christians; why do they want to make it more about Jesus Christ?</b></p>	<p>How do we make moral choices? (Beliefs in Action in the World)</p> <p><b>Example:</b> Mission of the church, Christian Aid, Love thy neighbour, Humanist beliefs and the Golden Rule - How do Christians and Humanists make moral choices based on their traditions?</p>	<p>How and why do people express their beliefs in different ways? (Symbols and Religious Expression)</p> <p><b>UC: Creation- exploring different ways of understanding Genesis 1</b></p>	<p>What do people believe about life? (Beliefs and Questions/The Journey of Life and Death)</p> <p><b>UC: Salvation- what difference does the death of Jesus make to Christians? Exploring Christian epitaphs</b></p>	<p>How should we live and who can inspire us? (Inspirational People)</p> <p><b>Example:</b> Inspirational Humanists, who is inspirational? Why? How are Humanists inspired?</p>
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**In Year B units from Year 4 and Year 6 need to be covered**