

KEY STAGE 2					
<p>Red –Understanding Christianity (UC) resources, endorsed by Chelmsford DBE. These are used as a starting point but other appropriate resources for teaching Christianity may also be used. Black – World Faiths – Use Local Agreed Syllabus ExploRE content, adapted to develop use of UC enquiry approach. Available on Infolink – search SACRE. Local Agreed Syllabus- ExploRE Christmas, Easter and Pentecost learning across whole school – block learning. Time spent on each unit within a term is flexible to enable digging deeper opportunities to develop as appropriate</p>					
Autumn Term		Spring Term		Summer Term	
Year A 3/4 2018-19	Creation - What do Christians learn from the creation story? Judaism - The synagogue (Local Agreed Syllabus - ExploRE Judaism unit 3) Visit Synagogue Incarnation - What is the Trinity?	Christmas	Incarnation – Epiphany Judaism - Moses (Local Agreed Syllabus - ExploRE unit 1) Salvation - Why do Christians call the day Jesus died Good Friday?	Easter Pentecost	People of God - What is it like to follow God? (Opportunities to link to other faiths) Sikhism -The first and last human gurus, the Khalsa and the five Ks (Local Agreed Syllabus - ExploRE Sikhism unit 1)
	Year B 3/4 2019-20		Gospel - What is the good news that Jesus brings? Islam – The Qur’an- (Local Agreed Syllabus - ExploRE Islam Unit 2)		Hinduism - Gods and Goddesses and Festivals (Local Agreed Syllabus - ExploRE Hinduism unit 2) Kingdom of God - When Jesus left what was the impact of Pentecost?
Autumn		Spring		Summer	
Year A 5/6 2018-19	Creation - Creation and science – conflicting or complimentary? Humanism - Central beliefs of different religions 63 (Local Agreed Syllabus – ExploRE) Incarnation - Was Jesus the Messiah?	Christmas	Salvation - What did Jesus do to save Human beings? Buddhism -Living as a Buddhist- devotional practices and the middle way (Local Agreed Syllabus - ExploRE Buddhism Unit 2)	Easter Pentecost	People of God - How can following God bring freedom and justice? Islam - Holy places / Five pillars (Local Agreed Syllabus - ExploRE Units 1 and 3) Visit to Mosque
	Year B 5/6 2019-20		Gospel - What would Jesus do? Hinduism -Brahman Trimurti and creation stories (Local Agreed Syllabus - ExploRE Hinduism Unit 1) Living as a Hindu – (Local Agreed Syllabus - ExploRE unit 3) Visit Hindu Mandir		Kingdom of God -What kind of King is Jesus? Judaism - the Jewish home (Local Agreed Syllabus ExploRE Judaism Unit 2)

We are starting with Year A in September 2018 – to build on skills we have begun to develop in UC units on Creation, Incarnation and Salvation when trialling and getting to grips with UC resource – this should provide opportunities to develop ‘digging deeper’ learning.

Key Stage One

Red –Understanding Christianity (UC) resources, endorsed by Chelmsford DBE. These are used as a starting point but other appropriate resources for teaching Christianity may also be used. Black – World Faiths – Use Local Agreed Syllabus ExploRE content, adapted to develop use of UC enquiry approach. Available on Infolink – search SACRE. Local Agreed Syllabus- ExploRE Christmas, Easter and Pentecost learning across whole school – block learning. Time spent on each unit within a term is flexible to enable digging deeper opportunities to develop as appropriate

Autumn Term		Spring Term		Summer Term	
EYFS (One Year)	<p>Creation - Why is the word God so important to Christians? Special people Incarnation -Why do we have Nativity plays? Special festivals as appropriate</p>	<p>Christmas</p>	<p>Special symbols and objects (<u>Local Agreed Syllabus – ExploRE</u>) Salvation -Why do Christians put a cross in an <u>Local Agreed Syllabus- ExploRE</u> garden? Special festivals as appropriate</p>	<p>Easter Pentecost</p>	<p>God - What do Christians believe God is like? Special words and stories (<u>Local Agreed Syllabus – ExploRE</u>) Special festivals</p>
	<p>For LOCAL AGREED SYLLABUS- EXPLORE units, use stories from other faiths to thread through the KS1 focus as Local Agreed Syllabus- ExploRE – must include stories from all of the following over the year:- Hinduism, Judaism, Sikhism, Buddhism and Islam Use ExploRE LOCAL AGREED SYLLABUS- EXPLORE P17-34 for good RE related ELG guidance</p>				
Year A 2018-19	<p>Creation – Who made the World? Special things in Nature (<u>Local Agreed Syllabus – ExploRE</u>) Incarnation- Why does Christmas matter to Christians? Special festivals as appropriate</p>	<p>Christmas</p>	<p>Special symbols and objects (<u>Local Agreed Syllabus – ExploRE</u>) Salvation - Why does Local Agreed Syllabus- ExploRE matter to Christians? Special festivals as appropriate</p>	<p>Easter Pentecost</p>	<p>God -What do Christians believe God is like? Special words and stories (<u>Local Agreed Syllabus – ExploRE</u>) Special festivals as appropriate</p>
	<p>Year B 2019-20</p> <p>Creation -Who made the world? Special people (<u>Local Agreed Syllabus – ExploRE</u>) Incarnation -Why does Christmas matter to Christians? Special festivals as appropriate</p>	<p>Christmas</p>	<p>Special ways of living – multi faith - (<u>Local Agreed Syllabus – ExploRE</u>) Special festivals as appropriate Salvation -Why does Local Agreed Syllabus- ExploRE matter to Christians?</p>	<p>Easter Pentecost</p>	<p>Gospel - What is the good news that Jesus brings? Special places – multi faith (<u>Local Agreed Syllabus – ExploRE</u>) Special festivals as appropriate</p>
<p>As a minimum expectation, LOCAL AGREED SYLLABUS- EXPLORE thematic units should focus on learning which includes aspects of all of the following within each</p>					



RE Cycle. Incorporates Understanding Christianity and Local Ageed Syllabus - ExploRE Link with termly topic where possible.

year:- Hinduism, Judaism, Sikhism, Buddhism and Islam within each year.