

London Diocesan Syllabus Curriculum Overview For Religious Education.

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| **Faith** | **Suggested Key Stage****/ Year Group(s)** | **Name of Unit** | **Description of Unit** | **Number of Sessions** |
| Christianity | Reception | Who Made The Wonderful World and Why? (Creation) | **Key concepts/ideas explored in this unit:*** **Creation**
* **Giving thanks**
* **Vulnerability**
* The story of Creation.
* Celebration of Harvest.
* What it means to be precious to God.
 | 6 sessions. |
| Christianity | Reception | Who Care For This Special World?(Creation) | **Key concepts/ideas explored in this unit:** * **Creation**
* **Stewardship**
* How to look after something that you are borrowing from God.
* How to care for the environment.
* How to care for my neighbour.
 | 6 sessions. |
| Christianity | Reception | Why Is Christmas Special For Christians?(Incarnation) | **Key concepts/ideas explored in this unit:*** **Incarnation**
* The meaning of the birth of Christ.
* The emotions of the characters in the story.
* The meaning of Christmas for Christians.
 | 6 sessions. |
| Christianity | Reception | Why Do Christians Believe Jesus Is Special?(Incarnation) | **Key concepts/ideas explored in this unit:** * **Incarnation**
* What it means to love.
* The identity of Jesus.
* The Lost Sheep.
* Story of the feeding of the 5000.
* Jesus being lost in the temple.
* The paralysed man.
 | 6 sessions. |
| Christianity | Reception | How Did Jesus Rescue People?(Salvation)  | **Key concepts/ideas explored in this unit:*** **Salvation**
* Jesus as the man who saves and rescues.
* Retelling of 6 Biblical stories: Jesus calms the storm, Zacchaeus, The centurion’s servant, 10 Lepers, healing of the blind beggar, the catching of the fish.
 | 6 sessions. |
| Christianity | Reception | What Is So Special About Easter?(Salvati*o*n) |  **Key concepts/ideas explored in this unit:*** **Salvation**
* The events of Holy Week, as celebrated by Christians.
* The meaning of the cross and resurrection.
* Beginning to recognise the importance of bread and wine for Christians.
 | 6 sessions. |

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| Christianity | KS1Year 1 | Nativity Characters: Which Character  are you?  Why are you important? (Incarnation) | **Key concepts/ideas explored in this unit:*** **Incarnation**
* What Christians believe about the Nativity.
* The importance of the Characters, who they were, and how they impacted on the lives of others.
* Christian living, the church, ordinary people.
* Belonging and the importance of love, respect and faith.
 | 4 sessions. |
| Christianity | KS1Year 2 | Where Is The Light Of Christmas?(Incarnation) | **Key concepts/ideas explored in this unit:*** **Incarnation**
* **Symbolism of light**
* Christians’ understanding of Jesus as light of the world.
* The meaning of the Christingle.
* Light in art to show Jesus as the light of God.
* The wise men being guided by a ‘light.’
 | 4 sessions. |
| Christianity | KS2Year 3 | How Did Advent And Epiphany Show Us What Christmas Is REALLY About?(Incarnation)  | **Key concepts/ideas explored in this unit:** * **Incarnation**
* **Prophecy**
* Advent as a time of preparation to Christmas for Christians.
* Epiphany – the manifestation of Christ to the Gentile world.
 | 4 sessions. |
| Christianity | KS2Year 4 | What Do Christians Mean By Peace At Christmas?(Incarnation)  | **Key concepts/ideas explored in this unit:** * **Incarnation**
* **What is peace?**
* How do we find peace within ourselves?
* What does the Bible tell us about peace?
* How does the Church live out its message of peace at Christmas?
 | 4 sessions. |
| Christianity | KS2Year 5 | How Do Art And Music Convey Christmas?(Incarnation) | **Key concepts/ideas explored in this unit:** * **Incarnation**
* **What makes a piece of artwork sacred?**
* Exploration of images of Jesus from birth to the cross,
* Representation of Christmas through art and Christmas carols.
 | 4 sessions. |
| Christianity | KS2Year 6 | [How Would Christmas Advertise Christmas To Show What Christmas Means Today?](file:///P%3A%5C10.%20How-would-christians-advertise-christmas-to-show-what-christmas-means-today.pdf)(Incarnation) | **Key concepts/ideas explored in this unit:** * **Incarnation**
* How the meaning of Christmas is shown in secular advertising,

the Biblical narrative and in the life of the Church. | 4 sessions. |

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| Christianity | KS1Year 1 | Why Is Easter The Most Important Festival For Christians? (Salvation) | **Key concepts/ideas explored in this unit:** * **Salvation**
* The events of the Easter story, as told in the Bible.
* The meaning of Palm Sunday, The Last Supper and Good Friday.
* Jesus’ death and resurrection.
 | 4 sessions. |
| Christianity | KS1Year 2 | How Do Easter Symbols Help Us To Understand The Meaning of Easter For Christians?(Salvation) | **Key concepts/ideas explored in this unit:** * **Salvation**
* What is a symbol?
* Why are symbols important?
* The meaning behind the symbols of the cross and water.
 | 4 sessions. |
| Christianity | KS2Year 3 |  Who Is The Most Important Person In The  Easter Story?  (Salvation) | **Key concepts/ideas explored in this unit:** * **Salvation**
* The role of different people within the Easter narrative.
* How to respond to a moral dilemma.
* On what evidence do we make decisions?
 | 5 sessions. |
| Christianity | KS2Year 4 |  What Is Holy Communion And How Does It Build A Christian Community? (Salvation) | **Key concepts/ideas explored in this unit:** * **Salvation**
* Koinonia
* What Jesus said about Communion?
* How Christians share in the Body and Blood of Jesus at Church.
* How the act of sharing Communion demonstrates God’s Peace.
* The legacy of Jesus and how it may help Christians today.
 | 4 sessions. |
| Christianity | KS2Year 5 |  What Happens In Churches During Lent, Holy  Week And Easter Sunday? (Salvation)  | **Key concepts/ideas explored in this unit:*** **Salvation**
* **Repentance**

Holy week services and rituals will be the main focus of this unit: Ash Wednesday, Palm Sunday, Good Friday, Holy Saturday and Easter Day. | 6 sessions. |
| Christianity | KS2Year 6 |  How Does The Christian Festival Of Easter  Offer Hope?(Salvation)* Exploration of the Easter narrative using the stations of the cross to help gain an insight into the narrative.
 | **Key concepts/ideas explored in this unit:*** **God’s plan of salvation**
* Forgiveness
* Hope
* Resurrection
 | 4 sessions. |

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| Christianity | KS1 | What Responsibility Has God Given People About Taking Care of Creation? (Creation) The story of creation will be explored. | **Key concepts/ideas in this unit:*** **Creation:** Creation refers to humans, animals and the natural world.
* To identify how to be good stewards.
* What does it mean to be made in God’s image?
 | 6 sessions. |
| Christianity | KS1 | Why Is it Good To Listen To And Remember The Stories Jesus Told?(Gospel)(The parables of Jesus) | **Key concepts/ideas in this unit:*** **Gospel**
* Why Christians believe stories Jesus told are important; selection of different parables –

 what they teach about life and about the nature of God. | 6 sessions. |
| Christianity | KS1 | Why Did Jesus Teach The Lord’s Prayer As The Way To Pray?(Gospel) | **Key concepts, ideas in this unit:*** **Gospel**
* The importance of prayer to Christians, and this particular prayer.
* The meaning of each phrase in the Lord’s Prayer: God the “father” as loving and caring figure; trust in God for providing daily needs; forgiveness; temptation; praise.
* How do Christians worldwide use the prayer?
 | 6 sessions. |
| Christianity | KS1 |  Why Do Christians Make And Keep Promises  Before God? (Belonging/commitment) | **Key concepts/ideas in this unit:*** The meaning of commitment/making promises.
* What does it mean to belong to the Christian faith?
* The meaning of baptism and marriage.
 | 6 sessions. |
| Christianity | KS1 | What Is The Story Of Noah REALLY About?(People of God) | **Key concepts/ideas in this unit:*** **People of God**
* Promise, fall, hope, sin, punishment, salvation and restoration.
 | 2 sessions. |
| Christianity | KS1 | What Are The God’s Rule For Living?(People of God)The story of Moses receiving the ten commandments? (Texts) | **Key concepts/ideas in this unit:*** **People of God**
* The meaning of the ten commandments
* Where do our rules for living come from?
* How do rules help develop communities?
 | 2 sessions. |
| Christianity | KS1 | Why Are Saints Important To Christians? | **Key concepts/ideas in this unit:*** What are the qualities that make a saint?
* The meaning of All Saints Day,
 | 2 sessions. |
| Christianity | KS1 | Who Is The Saints Of Our School? / What Is The Story Of Our School Name?  | **Key concepts/ideas in this unit:*** What is a Saint?
* What is the history/story/tradition that surrounds our school saint?
* What relevance does a Saint’s life have on our lives today?
* What relevance does a Saint’s life have on the life of our school community?
* Why does the church celebrate All Saints’ Day?
 | 2 sessions. |

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| **Faith** | **Suggested Key Stage****/ Year Group(s)** | **Name of Unit** | **Description of Unit** | **Number of Sessions** |
| Christianity | KS2 | What Is The Bible’s Big Story?(God, creation, fall, incarnation, gospel, salvation, kingdom of God.) | **Key concepts/ideas in this unit:*** To understand the concepts: God, creation, fall, incarnation, gospel, salvation, kingdom of God.
* To know what the Bible is.
* To know and understand the Big Story of the Bible.
* To know how the Bible impacts on the life of a believer.
 | 8 sessions. |
| Christianity | KS2 | How Did Belief In God Affect The Action of People From The Old Testament?(People of God) | **Key concepts/ideas in this unit:*** **People of God**
* **God’s plan**
* What does it mean to have faith?
* What can we learn from the stories of Abraham, Moses, David, Ruth and Solomon about following God’s call?
* How do people determine what God is calling them to do?
* How do understand the word ‘vocation?’
* Where do we get our strength from?
* What helps us to make the right choices for our lives?
 | 6 sessions. |
| Christianity | KS2 | Who Is Jesus? (“I Am,…” Sayings.)Who Is Jesus? Lesson 2 ResourceWho Is Jesus? Lesson 5 Resource(Incarnation/Gospel) | **Key concepts/ideas in this unit:*** **Incarnation**
* **Gospel**
* Jesus made statements about himself, describing himself through symbolism.
* About the 7 “I Am” statements of Jesus and their meanings to Christians.
* About how the “I Am” statements relate to our personal lives.
 | 6 sessions. |
| Christianity | KS2Upper Key Stage 2 | What Do The Miracles Tell Us About Jesus?(Incarnation) | **Key concepts/ideas in this unit:*** **Incarnation**
* What do the miracles reveal about who Jesus is?
* The following miracles will be explored: The wedding at Cana, the feeding of the 5000, the woman who touched Jesus’ garment, the healing of the paralysed man, the raising of Lazarus.
 | 6 sessions. |
| Christianity | KS2Year 4 upwards | Liturgy | **Key concepts/ideas in this unit:*** The meaning of the liturgy.
* Different styles of liturgy.
* The meaning of the sacrament.
* Prayer, psalms, word, silence, music, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy.
 | 6 sessions. |
| Christianity | KS2Upper Key Stage 2 | How Has The Christian Message Survived For Over 2,000 Years?(The Kingdom of God) | **Key concepts/ideas in this unit:*** **The Kingdom of God**
* What does it mean to spread a message?
* What ‘ingredients’ are required for a message to have longevity?
* What does it mean to be persecuted and how might this prevent a message from being shared?
* How was the message shared following the ascension of Jesus?
* What is the meaning of Pentecost?
* What is the meaning of the Trinity?
* What does Pentecost show us about the Trinity?
* How do Christians believe the Holy Spirit equips them to share the Christian message and how does the confirmation ritual show this belief?
* How can the fruits of the spirit influence how we live our

lives today? | 6 sessions. |
| Christianity | K.S 2Year 6(Alternative unit to the journey of life and death) |  What might the journey of life and death  look like from a Christian perspective? (Rites of Passage/sacrament | **Key concepts/ideas in this unit:*** Rites of Passage
* Sacrament
* To understand the meaning of Baptism and Confirmation.
* To know the difference between a Christian and civil marriage
* To know what Christians believe happens after death
* To understand the idea of eternal life.
 | 6 sessions |

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| Christianity | KS2 | What Can We Learn From Wisdom? | **Key concepts/ideas in this unit:*** What does wisdom mean?
* Why is having wisdom important?
* What can wisdom offer you and from where does it come from?
 | 2 sessions |
| Christianity | KS2 |  How Do Christians Believe Following Jesus’ New Commandment And His 2 Greatest Commandments Make A Difference? (Gospel) | **Key concepts/ideas in this unit:*** **Gospel**
* What is Jesus’ key message?
* How can we relate Jesus’ teaching to our own questions of values and attitudes?
 | 2 sessions. |
| Christianity | KS2 | What Are The Beatitudes And What Do They Mean To Christians? | **Key concepts/ideas in this unit:*** What do the Beatitudes mean?
* What do the Beatitudes mean for Christians?
* What moral decisions might a person make based on the teachings of the Beatitudes?
* What impact did the Beatitudes have on that time and on the life of Christians today?
* What do they tell us about God, Jesus, humanity and our responsibilities to each other and the world?
 | 2 sessions. |
| Christianity | KS2 | Do Fame And The Christian Faith Go Together? | **Key concepts/ideas in this unit:*** What are the key values that Christian people hold?
* Is possible to be a Christian and famous or is there a conflict in the value system?
 | 2 sessions. |
| Christianity | KS2 | Should Every Christian Go On A Pilgrimage? | **Key concepts/ideas in this unit:*** What is a pilgrimage?
* What is the difference between sacred and special?
* What is the experience like for a Christian before, during and after pilgrimage?
* Should all Christians go on a pilgrimage?

The importance of a physical and spiritual journey. Commercialisation of ‘sacred’ places | 2 sessions. |
| Christianity | KS2 | Why Is Remembrance Important?**What is our understanding of Jesus as Prince of Peace and the one who brings ultimate peace?** | **Key concepts/ideas in this unit:*** What does it mean to remember and why is it important to remember and not to forget?
* How does remembering help the cause of peace?
* What is a Christian’s response to war and peace?
* What is a peacemaker? Can anyone be a peacemaker?
 | 2 sessions |
| Christianity | KS2 | What Do The Monastic Traditions Within Christianity Show Us About Living In Community?  | **Key concepts/ideas in this unit:*** What does it mean to live as a committed Christian?
* What is our understanding of monastic living?
* What different models of monastic life exist?

(eg – active/contemplative)* What are the challenges of living in community?
 | 2 sessions. |
| Christianity | KS2 | The Contemporary Anglican Church  (Kingdom of God) | **Key concepts/ideas in this unit:*** **Kingdom of God.**
* What does it mean to worship?
* To understand that Anglican worship is broad.
* To understand that the Anglican church is a worldwide organisation.
* To understand what is meant by the Anglican Communion.
* To understand the structure of the Anglican Church Local / diocesan; - parish, deaneries, bishops and cathedral; National / international: - archbishops, provinces and worldwide.
 | 2 sessions. |

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| Judaism | KS1 | What Is It Like To Live As A Jew? | **Key concepts/ideas in this unit:*** The meaning of some Jewish symbols – star of David.
* The importance of the Torah.
* The importance of Shabbat.
* The importance of the synagogue (Book a visit)
* How do Jews worship?
 | 6 sessions. |
| Judaism. | KS1 | Why Are They Having A Jewish Party? | **Key concepts/ideas in this unit:*** What are the key festivals which are important to Jewish people? How are they are celebrated with reference to specific symbols?
* How are these festivals similar to other festivals, both in Judaism and in other faiths?
* What festivals are important in your own life and the life of Jewish people.
 | 6 sessions. |
| Judaism |  KS2 | What Does It Mean To Be A Jew? | **Key concepts/ideas in this unit:*** What is a promise/covenant?
* What is significance of the Shema? (Affirmation of the Jewish Faith)
* What is the significance of the Pesach?
* What is the importance to the sedar meal?
* What is the root and significance of the ten commandments to Jewish people?
 | 6 sessions. |

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| Buddhism. | KS1 / KS2 | What Is Buddhism? | **Key concepts/ideas in this unit:*** Enlightenment.
* Faith.
* Teachings of Buddha.
* Community.
* Who is Siddhartha and what are the circumstances that led to him becoming Buddha and achieving enlightenment?
* What are the Buddhist virtues and beliefs?
* To know the key stories that Buddha told.
 | 6 sessions. |
| Buddhism. | KS1 / KS2 | What Does It Mean To Be A Buddhist? | **Key concepts/ideas in this unit:*** How do Buddhists live their lives through their faith?
* How are the teachings of Buddhism arranged through the eight-fold path, four noble truths, symbols and five precepts?
* To have an understanding of The Sangha (Buddhist community)
* To have an understanding of the meaning of Dharma (ultimate truth).
 | 6 sessions. |

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| Hinduism. | KS1 / KS2 | What Is The Importance Of Symbols, Beliefs And Teaching In Hinduism?  | **Key concepts/ideas in this unit:*** Belief.
* Worship.
* Religious practices.
* What does it mean for a Hindu to believe in God?
* What is the meaning behind the festival Diwali?
* What is the meaning behind the festival Holi?
* To know the sacred books and their significance to the Faith.
* To understand the meaning of worship both in the home and in the Hindu Mandir
 | 6 sessions. |
| Hinduism. | KS1 / KS2 | What Does It Mean To Be A Hindu?  | **Key concepts/ideas in this unit:*** What are the key beliefs of Hinduism and how are these applied to daily life for some Hindus?
* What are the key practices and how do the values and ideals influence and underpin behaviour and attitude?
 | 6 sessions. |

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| Islam. | KS1 / KS2 | What Does It Mean To Be A Muslim?  | **Key concepts/ideas in this unit:*** **The meaning of prophet**
* **Sacred texts**
* **Places of worship**
* The importance of Muhammad (pbuh.)
* The importance of the Qur’an and how it is treated by Muslims.
* What do the stories teach about Muslim beliefs and Islamic practices? (including prayer, birth rites and Islamic art)
* What is the significance of the Mosque?
* What are the similarities and differences of worship and ideas about Allah, (God,) between Islam and other faiths?
 | 6 sessions. |
| Islam. | KS1 / KS2 | What Is The Best Way For A Muslim To Show Commitment To God (Allah)? | **Key concepts/ideas in this unit:*** Commitment.
* Lives and practices.
* What is the importance of the following:
* The Shahadah: Call to faith
* Salah: The role prayer plays in a Muslim’s life
* Zakat: Giving to charity
* Sawm: Fasting during Ramadan
* Hajj: The importance of pilgrimage - Eid-ul- Adha

Eid-ul-Fitr | 6 sessions. |

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| Sikhism. | KS1 / KS2 | What Do Sikhs Believe?  | **Key concepts/ideas in this unit:*** Belief.
* Belonging.
* Commitment.
* Practices.
* What are the basic beliefs and practices of the Sikh faith?
* What does it mean to belong?
* What does it mean to make commitment?
 | 6 sessions. |
| Sikhism. | KS1 / KS2 | What Does It Mean To Be A Sikhs?  | **Key concepts/ideas in this unit:*** Belief.
* What is the role of the Gurdwara in the Sikh community?
* What are the key teaching of the Sikh faith?
* What does it mean to belong to a community?
* How is the Guru Granth Sahib important in a Sikh’s life?
* What it means to be a Sikh and its link to Islam.
 | 6 sessions. |

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| *Thematic Unit.* | KS2 Upper Key Stage 2 | The Journey Of Life And Death | **Key concepts/ideas in this unit:*** **Death**
* **Eternal life**
* Investigating beliefs about life and life after death.
* Encouraging pupils to reflect on and express their hopes for the future.
* Share their feelings of loss caused by separation
* Learn about how faith can provide believers with answers to life’s most challenging and ultimate questions and also how faith challenges our attitudes, values and commitments in life.
* Consider how important it is to celebrate the lives of those we have lost and how remembering can help the healing process.
* Examine their attitudes, values and commitments in the light of this learning.
 | 6 sessions. |
| *Thematic Unit.* | KS2 Upper Key Stage 2 | Understanding Faith In….. | **Key concepts/ideas in this unit:*** What can we discover about the faiths and beliefs in our class and school?
* What can we discover about the faiths and beliefs in the local community and your borough?
* How have faith and belief communities in your borough changed over the past 50 years?
* What are the reasons for changes in these communities in your borough?
* How do faith groups work in partnership with each other and the local community?
* How has life in your borough been enriched by the diversity of the faiths and beliefs that make up the borough?
 | 6 sessions. |
| *Thematic Unit.* | KS2 End of Year 6 | [Bridging Unit: Who Decides Version A?](file:///P%3A%5C35.%20Bridging_Unit_Who_Decides_-_Version_A.pdf)[Who Decides Version B?](file:///P%3A%5C36.%20Bridging_Unit_Who_Decides_-_Version_B.pdf)  | **Key concepts/ideas in this unit:*** The implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community.
* Rules in religions and other sources of authority.
* Work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam.
 | 6 sessions. |