

London Diocesan Syllabus Curriculum Overview For Religious Education.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith** | **Suggested Key Stage**  **/ Year Group(s)** | **Name of Unit** | **Description of Unit** | **Number of Sessions** |
| Christianity | KS1  Year 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 | KS1  Year 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 | KS2  Year 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 | KS2  Year 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 | KS2  Year 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 | KS2  Year 6 | [How Would Christmas Advertise Christmas To Show What Christmas Means Today?](file:///P:\10.%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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith** | **Suggested Key Stage**  **/ Year Group(s)** | **Name of Unit** | **Description of Unit** | **Number of Sessions** |
| Christianity | KS1  Year 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 | KS1  Year 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 | KS2  Year 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 | KS2  Year 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 | KS2  Year 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 | KS2  Year 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith** | **Suggested Key Stage**  **/ Year Group(s)** | **Name of Unit** | **Description of Unit** | **Number of Sessions** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 Resource  Who 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 | KS2  Upper 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 | KS2  Year 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 | KS2  Upper 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 2  Year 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith** | **Suggested Key Stage**  **/ Year Group(s)** | **Name of Unit** | **Description of Unit** | **Number of Sessions** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith** | **Suggested Key Stage**  **/ Year Group(s.)** | **Name of Unit** | **Description of Unit** | **Number of Sessions** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith.** | **Suggested Key Stage**  **/ Year Group(s.)** | **Name of Unit.** | **Description of Unit.** | **Number of Sessions.** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith.** | **Suggested Key Stage**  **/ Year Group(s.)** | **Name of Unit.** | **Description of Unit.** | **Number of Sessions.** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith.** | **Suggested Key Stage**  **/ Year Group(s.)** | **Name of Unit.** | **Description of Unit.** | **Number of Sessions.** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith.** | **Suggested Key Stage**  **/ Year Group(s.)** | **Name of Unit.** | **Description of Unit.** | **Number of Sessions.** |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faith.** | **Suggested Key Stage**  **/ Year Group(s.)** | **Name of Unit.** | **Description of Unit.** | **Number of Sessions.** |
| *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:\35.%20Bridging_Unit_Who_Decides_-_Version_A.pdf)  [Who Decides Version B?](file:///P:\36.%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. |