

Flax Bourton R.E. September – Understanding Christianity (U.C.) and Discovery R.E. (D.R.E.)

Each year group has units of work on Christianity from Understanding Christianity and units of work studying Christianity and another faith from Discovery R.E.

As a Church school, the expectation is that in our R.E. teaching, there would be roughly 50% focus on Christianity and 50% on at least 3 of the 5 other principle world religions: Buddhism, Hinduism, Islam and Judaism. (We will not have a focus on Sikhism.)

| | Term 1/2 | | Term 3/4 | | Term 5/6 | |
|--------|--|---|--|---|---|--|
| Y R | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| | D.R.E. p.1 Religion: Christianity, Judaism Theme: Special People Key question: What makes people special? | U.C. Unit F2 Concept: Incarnation Key question: Why do Christians perform Nativity plays at Christmas? | D.R.E. p.33 Religion: Hinduism Theme: Celebrations Key question: How do people celebrate? (Includes Diwali focus in Term 1) | U.C. Unit F3 Concept: Salvation Key question: Why do Christians put a cross in an Easter garden? | D.R.E. p.71 Religion: Christianity, Hinduism, Islam, Sikhism Theme: Stories Key question: What can we learn from stories? | D.R.E. p.99 Religion: Christianity, Islam, Judaism Theme: Special Places Key question: What makes places special? |
| Y 1 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| | D.R.E. p.49 Religion: Christianity Theme: Jesus as a friend Key question: Was it always easy for Jesus to show friendship? | U.C. Unit 1.3 Concept: Incarnation Key question: Why does Christmas matter to Christians? | D.R.E. p.67 Religion: Judaism Theme: Shabbat Key question: Why is Shabbat important to Jewish children? | U.C. Unit 1.1 Concept: God Key question: What do Christians believe God is like? | U.C. Unit 1.2 Concept: Creation Key question: Who made the world? | D.R.E. p.75 Religion: Judaism Theme: Rosh Hashanah and Yom Kippur Key question: Why are Rosh Hashanah and Yom Kippur important to Jewish children? |
| Y 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| | D.R.E. p.37 Religion: Christianity Theme: What did Jesus teach? Key question: Is it possible to be kind to everyone all of the time? | U.C. Unit 1.4 Concept: Gospel Key question: What is the good news that Jesus brings? | U.C. Unit 1.1 digging deeper Concept: God Key question: What do Christians believe God is like? | U.C. Unit 1.5 Concept: Salvation Key question: Why does Easter matter to Christians? | D.R.E. p.61 Religion: Islam Theme: Prayer at home Key question: Does praying at regular intervals every day help a Muslim in his/her everyday life? | D.R.E. p.105 Religion: Islam Theme: Hajj Key question: Does completing Hajj make a person a better Muslim? |
| Y | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | |

| | | | | | | |
|---|--|--|---|---|---|--|
| 3 | D.R.E. Religion: Hinduism Theme: Divali Key question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | U.C. Unit 2a.2 Concept: People of God Key question: What is it like (for Christians) to follow God? | U.C. Unit 2a.1 Concept: Creation/Fall Key question: What do Christians learn from the Creation story? | U.C. Unit 2a.4 Concept: Gospel Key question: What kind of world did Jesus want? | D.R.E. Religion: Hinduism Theme: Hindu beliefs Key question: How can Brahman be everywhere and in everything? | D.R.E. Religion: Hinduism Theme: Pilgrimage to the River Ganges Key question: Would visiting the River Ganges feel special to a non-Hindu? |
| Y | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| 4 | D.R.E. Religion: Buddhism Theme: Buddha's teachings Key question: Is it possible for everyone to be happy? | U.C. Unit 2a.3 Concept: Incarnation Key question: What is the Trinity? | D.R.E. Religion: Buddhism Theme: The 8-fold path Key question: can the Buddha's teaching make the world a better place? | U.C. Unit 2a.5 Concept: Salvation Key question: Why do Christians call the day Jesus died 'Good Friday'? | U.C. Unit 2a.6 Concept: Kingdom of God Key question: When Jesus left what was the impact of Pentecost? | D.R.E. Religion: Buddhism Theme: The 8-fold path. Key question: What is the best way for a Buddhist to lead a good life? |
| Y | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| 5 | D.R.E. Religion: Hinduism Theme: Prayer & worship Key question: What is the best way for a Hindu to show commitment to God? | U.C. Unit 2b.4 Concept: Incarnation Key question: Was Jesus the Messiah? | U.C. Unit 2b.2 Concept: Creation Key question: Creation and science: conflicting or complementary? | U.C. Unit 2b.6 Concept: Salvation Key question: What did Jesus do to save human beings? | U.C. Unit 2b.3 Concept: People of God Key question: How can following God bring freedom and justice? | D.R.E. Religion: Hinduism Theme: Hindu beliefs Key question: How can Brahman be everywhere and in everything? |
| Y | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |

| | | | | | |
|---|--|--|--|---|---|
| 6 | D.R.E. Religion: Islam Theme: Beliefs and practices Key question: What is the best way for a Muslim to show commitment to God? | U.C. Unit 2b.5 Concept: Gospel Key question: What would Jesus do? | D.R.E. Religion: Islam Theme: Beliefs and Moral values Key question: Does belief in Akhirah (life after death) help Muslims lead good lives? | U.C. Unit 2b.7 Concept: Salvation Key question: What difference does the resurrection make for Christians? | U.C. Unit 2b.1 Concept: God Key question: What does it mean if God is holy and loving? |
|---|--|--|--|---|---|

Discovery R.E.

- Covers all **6 principal world religions**.
- Units of work** have a 4 step enquiry model:
 - Engagement** – explore the core concept within the child’s own world
 - Investigation** – learn about a religion and the application of beliefs
 - Evaluation** (impersonal) – apply critical and evaluative thinking skills to the key question and weigh up evidence
 - Expression** (personal) – express personal impact and opinions

Planning, resources, overviews etc are available in 3 main ways:

- electronically (saved on Teacher drive under RE – Discovery R.E.)
- Joy Woodall has paper copies in Discovery RE folder and a memory stick of all the above resources
- There are some extra resources available on Discovery RE website www.discoveryschemeofwork.com/community (Click on 3 black lines in top left hand corner to get menu, then scroll down to member login. Username is discoveryre and password is weloveowls)
- Each year group has an ‘owl’: number of feathers on its tummy indicates which year it goes with.



Understanding Christianity

- Has 8 key concepts:** God, creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God. Pupils will encounter these concepts a number of times as they move through the school.
- Units of work** begin with a ‘way in’ then have a main focus on the following 3 aspects:
 - Making sense of the text:** developing skills of reading and interpretation;
 - Understanding the Impact:** learning about how Christians respond to biblical teachings and put their beliefs into action within the Christian community and the wider world;
 - Making connections:** reflecting on texts and concepts studied and seeing connections between these and pupils’ own lives and ways of understanding the world.

Planning, resources, overviews etc are available in 3 main ways:

- Joy Woodall has paper copies of all plans and units of work in Understanding Christianity
- On website www.understandingchristianity.org.uk
- The Big Frieze** is literally a frieze of the bible concepts, containing lots of symbolism which is designed to help pupils be aware of where a particular text occurs within the big story and how it relates to other parts.

