

## Kent Agreed Syllabus incorporating Understanding Christianity

Amended January 2018

Black = Understanding Christianity units

Red = RE Today units of work

Blue = Diocesan units of work

Green = other

	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Reception</b>	<b>CREATION</b> Why is the word 'God' so important to Christians?	<b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	<b>SALVATION</b> Why do Christians put a cross in an Easter garden?	Which stories are special and why? (Old Testament)	Which stories are special and why? (world faiths) with support from RE Today unit
<b>Year 1</b>	<b>GOD</b> What do Christians believe that God is like?	<b>INCARNATION</b> Why does Christmas matter to Christians? <i>CORE LEARNING</i>	<b>GOSPEL</b> What is the good news that Jesus brings? <i>CORE LEARNING</i>	<b>SALVATION</b> Why does Easter matter to Christians? <i>CORE LEARNING</i>	<b>JUDAISM</b> Who is Jewish and what do they believe?	<b>JUDAISM</b> Who is Jewish and what do they believe?
<b>Year 2</b>	<b>CREATION</b> Who made the world?	<b>INCARNATION</b> Why does Christmas matter to Christians? <i>DIGGING DEEPER</i>	<b>GOSPEL</b> What is the good news that Jesus brings? <i>DIGGING DEEPER</i>	<b>SALVATION</b> Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	<b>ISLAM</b> Who is a Muslim and what do they believe?	<b>ISLAM</b> Who is a Muslim and what do they believe? OR SCHOOL DESIGNED UNIT: A FAITH FOUND WITHIN YOUR LOCAL COMMUNITY
<b>Year 3</b>	<b>PEOPLE OF GOD</b> What is it like to follow God?	<b>SIKHISM</b> What is important for Sikh people?  CHRISTMAS theme 2 lessons	<b>INCARNATION</b> What is the Trinity? <i>CORE LEARNING</i>	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <i>CORE LEARNING</i>	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>SIKHISM</b> How do Sikh people worship and celebrate?

<b>Year 4</b>	<b>CREATION</b> What do Christians learn from the Creation story?	<b>INCARNATION</b> What is the Trinity? <i>DIGGING DEEPER</i>	<b>GOSPEL</b> What kind of a world did Jesus want?	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <i>DIGGING DEEPER</i>	<b>HINDUISM</b> What does it mean to be a Hindu in Britain today?	Why do some people think that life is a journey and what significant experiences mark this? <i>See updated plan</i>
<b>Year 5</b>	<b>GOD</b> What does it mean if God is loving and holy?	<b>INCARNATION</b> Was Jesus the Messiah? <i>CORE LEARNING</i>	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>JUDAISM</b> What does it mean to be Jewish in Britain today?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 1) <i>See separate guidance*</i>
<b>Year 6</b>	<b>CREATION</b> Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	<b>GOSPEL</b> What would Jesus do?  <b>CHRISTMAS theme</b> 2 lessons	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 2) See separate guidance*	<b>SALVATION</b> What difference does the resurrection make for Christians?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?

*\*Amended guidance for years 5 and 6*

The RE today unit; *'Is it better to express your beliefs in arts and architecture or in charity and generosity?'* relies heavily on the children having a deep understanding of the Muslim faith and the Mosque. Therefore this unit must come after both Islam units in the overview. Please see Muslim planning guidance document for support in how to split this unit across two year groups.