

We use the Northumberland Agreed Syllabus and Understanding Christianity for our RE teaching.

Recommendations from the Agreed Syllabus It is strongly recommended that the following religions and beliefs are taught: Key stage one: Christianity, Islam and Judaism. Buddhism, Hinduism, Sikhism and a secular world view such as humanism are optional. Key stage two: Christianity, Hinduism and Judaism. Buddhism, Islam, Sikhism, the Bahai faith and a secular world view such as humanism are optional.

The Understanding Christianity framework explores the overarching story of the Bible, focusing on how Christians believe God's relationship with humanity is restored through Jesus. It emphasises the eight key Christian concepts (God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, and Kingdom of God) showing how these shape concepts Christian belief, worship, and daily life. At its heart, it aims to help learners see Christianity as a living faith that connects past events, present experience, and future hope.

The BIG Frieze in Understanding Christianity is a visual timeline that illustrates the overarching "BIG story" of the Bible — from creation to the promise of a renewed world. Its core purpose is to help learners see how individual biblical events and themes connect to eight key Christian concepts which are God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, and Kingdom of God. By placing stories within this wider narrative, it encourages a coherent understanding of Christian belief and how these ideas interrelate across the whole biblical story.

Each school year as part of our start the year by looking once again at the timeline and creating our own visual representation of this for within our own classrooms to enable the children to have a good understanding of the timeline.

BIG Questions. Each area of learning is built upon a BIG question which the lessons develop week by week enabling the children to answer the questions and become critical thinkers. This also helps us to assess their understanding, address misconceptions and to broaden thinking along the way.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EFYS	F4: Being special: Where do we belong? <i>Wider Curriculum Celebrations: Harvest</i>	F2: Why is Christmas special for Christians? (UC: Incarnation) <i>Wider Curriculum Celebrations: Diwali - Hindus / Sikhs (Nov) Hanukkah (December)</i>	F1: Why is the word 'God' so important to us? (UC: God) <i>Wider Curriculum Celebrations: Eid (March) Ramadan (Feb March)</i>	F3: Why is Easter special to Christians? (UC: salvation) <i>Wider Curriculum Celebrations: Eid (May), Ramadan (Feb- March)</i>	F6: What times/stories are special <i>for Christians, Jews and Muslims and why?</i> <i>Wider Curriculum Celebrations:</i>	F5: What places are special to Christians, Jews and Muslims and why? <i>Wider Curriculum Celebrations:</i>
KS1 (A)	1.2: Who do Christians say made the world? (UC: creation)	1.3: Why does Christmas matter to Christians? (UC: Incarnation)	1.6: Who is Muslim and how do they live? (Part one)	Who is Muslim and how do they live? (Part two)	1.4: What is the 'Good News' Christians believe Jesus brings? (UC: Gospel)	1.8: What makes some places sacred to Christian, Jewish and Muslim believers?

KS1 (B)	1.1: What do Christians believe God is like? (UC: God)	1.7: Who is Jewish and how do they live? (Part one)	1.7: Who is Jewish and how do they live? (Part two)	1.5: Why does Easter matter to Christians? (UC: Salvation)	1.10: What does it mean to belong to a faith community for Christians, Hindus and Muslims?	1.9: How do Christians, Muslims and Hindus show care for the world and for others in their <i>community</i> and why does it matter?
LKS2 (A)	L2.1: What do Christians learn from the creation story? (UC : Creation/fall)	L2.7: What do Hindus believe God is like?	L2.9: How do festivals and worship show what matters to Muslim people?	L2.10: How do festivals and worship show what matters to Jewish people?	L2.4: What kind of world did Jesus want? (Christians: UC: Gospel)	L2.11: How and why do Christians, Muslims, Jews, Hindus and Secular persons) mark the significant events of life?
LKS2 (B)	L2.2: What is it like for someone to follow God? (Christians: UC: People of God)	L2.3: What is the 'Trinity' and why is it important for Christians? (UC: Incarnation/God)	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday?' (UC: Salvation)	L2.6: For Christians, when Jesus left, what was the impact of Pentecost? (UC: K of G)	L2.12: How and why do Christians, Muslims, Jews, Secular persons and Hindus try to make the world a better place?
UKS2 (A)	U2.2: Creation and Science: Is this conflicting or complementary? (Christians:UC:Creation/fall)	U2.3: Why do Christians believe Jesus was the Messiah? (UC: Incarnation)	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: Christians and how to live: ' What would Jesus do?' (UC: Gospel)	U2.12: Who does faith help when life gets hard? (How does faith help Christians, Jews, Muslims and Hindus)
UKS2 (B)	U2.1: What does it mean if Christians believe God is Holy? (UC: God)	U2.11: Why do some people believe in God and some not?	U2.7: Why do Hindu's want to be good?	U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)	U2.6: For Christians, what kind of king is Jesus? (UC: Kingdom of god)	U2.10: What matters most to Humanists and Christians?

KEY:  Christian Units – (using Understanding Christianity units)

 Hindu units

 Muslim Units

 Jewish Units

 Multi-faith comparative Units

 Non- religious Worldviews Units