

RE Curriculum



Intent:

At Mount Pleasant the R.E curriculum will develop children's knowledge and understanding of what current religion is, and of the beliefs and practices of a range of religions and world views of today.

- Developing knowledge and understanding of religions
- Becoming increasingly able to respond to religions in an informed way (Critical thinking)
- Reflecting on their own ideas (Personal reflection)

R.E. will give the children the opportunity to consider how religions and beliefs have an impact on individuals and communities in local, national and global contexts.

R.E develops links with British Values and with SMSC - mutual respect and tolerance of those with different beliefs and different faiths.

The R.E curriculum at Mount Pleasant offers opportunities for debate, personal reflection and exploration of the children's own beliefs and values.

Throughout teaching of the whole curriculum, links to the historical aspects of religion are made- how religion and beliefs have affected society and culture and shaped the way people lived their lives.

	Autumn	Spring	Summer
EYFS	<p>ELGs that feed into RE - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form relationships with adults and other children. <i>Making Relationships - PSED</i></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Self Confidence and Self Awareness - PSED</i></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>Managing Feelings and Behaviour - PSED</i></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>People and Communities - Understanding the World</i></p>		
Year 1	<p>What can we learn about Christianity from visiting a church?</p> <p>What does it mean to belong in Christianity? Why are gifts given at Christmas?</p>	<p>Why is Jesus special for Christians?</p> <p>Why are symbols important at Easter?</p>	<p>What do Hindus believe about God?</p> <p>How do Hindus show belonging?</p>
Year 2	<p>How do Hindus worship?</p> <p>How and why is Divali special for Hindus? How and why is light important at Christmas?</p>	<p>Why is the Bible special to Christians?</p> <p>What can we learn from visiting a church at Easter?</p>	<p>What can we learn from the story of St Cuthbert?</p> <p>How do Jewish people celebrate Shabbat?</p>

Year 3	<p>How and Why do Sikhs worship in the Gurdwara?</p> <p>How and why is Advent important to Christians</p>	<p>What do Christians believe about Jesus?</p> <p>What can we learn about Easter from Palm Sunday?</p>	<p>What do Sikhs believe and how are these beliefs expressed</p> <p>What can we find out about one local faith</p> <p>Community in Darlington</p>
Year 4	<p>How and why do religious people show care for others? ow and why do religious people show care for others</p> <p>Why do Christians call Jesus the Light of the World?</p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p>Why is Lent such an important period for Christians?</p>	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p>
Year 5	<p>What is the Qur'an and why is it important to Muslims?</p> <p>Epiphany – Gifts and gift bringers</p> <p>Baboushka story</p>	<p>What do Christians believe about God?</p> <p>Why is the Last Supper so important to Christians?</p>	<p>What can we learn about Christian faith through studying the lives of northern saints?</p> <p>What can we find out about religious communities in our local area?</p>
Year 6	<p>What can we find out about the 5 pillars? How do people follow the Jewish faith? What do the gospel stories tell us about the birth of Jesus?</p>	<p>How does the teaching and example of Jesus influence the way that Christians live their lives?</p> <p>Why are Good Friday and Easter Day the most important day for Christians?</p>	<p>Statutory Bridging Unit</p> <p>So, what do we know about Christianity?</p> <p>(exploration through the concepts)</p>

		Topic: All about me/People Who Help Us/Autumn/Diwali	Term: Autumn	Year: EYFS
Foundations of previous learning: ELGs that feed into RE - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form relationships with adults and other children. <i>Making Relationships - PSED</i> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Self Confidence and Self Awareness - PSED</i> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>Managing Feelings and Behaviour - PSED</i> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>People and Communities - Understanding the World</i>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Who is in my family? Who do I look after? What can other people do to make me feel good? Why are boys' and girls' bodies different? What do we call the different parts of girls' boys' bodies? Who can I ask if I need to know something? Who can I go to if I'm worried about something? How do my friends do things differently to me, like eating different foods at home or we might have different times that are special with our families, such as Diwali, Eid and Christmas?	Children will ask relevant questions. Children will begin to use different sources to gather information – books and the internet. Children will begin to consider their thoughts, feelings, beliefs and experiences. Children will begin to learn about feelings, experience, beliefs and practices.	To know who is in my family. To know who I look after. To know what other people can do to make me feel good. To know why boys' and girls' bodies are different. To know what we call the different parts of girls' boys' bodies. To know who can I go to if I'm worried about something. To know how my friends do things differently to me, like eating different foods at home or we might have different times that are special with our families, such as Diwali, Eid and Christmas.	Family Belong Care Rules Feelings – happy, sad, angry, frightened, scared, worried Body parts, including – penis, vagina, breasts, chest Diwali Christmas Celebrations	
	Assessment of Skills	Assessment of Knowledge		
	I can talk about how I and others show feelings. I can say when I do or don't need help. I am beginning to know about similarities and differences between themselves and others, and among families, communities and traditions.	Ongoing assessment through teaching activities and observations in Continuous Provision.		

		Topic: Cold Places/Transport/Road Safety /Chinese New Year/Traditional Tales	Term: Spring	Year: EYFS
Foundations of previous learning: ELGs that feed into RE - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form relationships with adults and other children. <i>Making Relationships - PSED</i> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Self Confidence and Self Awareness - PSED</i> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>Managing Feelings and Behaviour - PSED</i> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>People and Communities - Understanding the World</i>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Introduce Buddhism through the celebration of Chinese New Year How do my friends do things differently to me, like eating different foods at home or we might have different times that are special with our families, such as Easter, Passover and New Year?	Children will ask relevant questions. Children will begin to use different sources to gather information – books and the internet. Children will begin to consider their thoughts, feelings, beliefs and experiences. Children will begin to learn about feelings, experience, beliefs and practices.	To know how my friends do things differently to me, like eating different foods at home or we might have different times that are special with our families, such as Easter, Passover and New Year.	Family Belong Care Rules Feelings – happy, sad, angry, frightened, scared, worried Celebrations New Year Passover Chinese/China & some Chinese food – e.g., rice, egg fried rice, chopsticks, soy sauce, wok, sweet and sour, takeaway etc Easter	
	Assessment of Skills	Assessment of Knowledge		
	I can talk about how I and others show feelings. I can say when I do or don't need help. I am beginning to know about similarities and differences between themselves and others, and among families, communities and traditions.	Ongoing assessment through teaching activities and observations in Continuous Provision.		

		Topic: Hot Places/Holidays/Pirates	Term: Summer	Year: EYFS
<p>Foundations of previous learning:</p> <p>ELGs that feed into RE - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form relationships with adults and other children. <i>Making Relationships - PSED</i></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Self Confidence and Self Awareness - PSED</i></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>Managing Feelings and Behaviour - PSED</i></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>People and Communities - Understanding the World</i></p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>How do my friends do things differently to me, like eating different foods at home or we might have different times that are special with our families, such as holidays, life in different countries – cold places, hot places, Africa etc?</p> <p>How do we keep safe in the sun?</p>	<p>Children will ask relevant questions.</p> <p>Children will begin to use different sources to gather information – books and the internet.</p> <p>Children will begin to consider their thoughts, feelings, beliefs and experiences.</p> <p>Children will begin to learn about feelings, experience, beliefs and practices.</p>	<p>To know how my friends do things differently to me, like eating different foods at home or we might have different times that are special with our families, cold places, hot places, Africa etc.</p>	<p>Family Belong Care Rules Feelings – happy, sad, angry, frightened, scared, worried Celebrations Holiday Abroad Hot countries Travel France French Africa & the different fruits from the story of 'Handa's Surprise' – mango, passion fruit, banana, pineapple, tangerine, avocado, orange & guava Description words about the fruit – textures/colours and flavours Sun Suntan lotion/cream Burn Sun safety Sun glasses Protect Sun hat/visor</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can talk about how I, and others show feelings.</p> <p>I can say when I do or don't need help.</p> <p>I am beginning to know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Ongoing assessment through teaching activities and observations in Continuous Provision.</p>		

		Topic: Toys	Term: Autumn	Year: 1
Foundations of previous learning: ELGs that feed into RE - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form relationships with adults and other children. <i>Making Relationships - PSED</i> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Self Confidence and Self Awareness - PSED</i> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>Managing Feelings and Behaviour - PSED</i> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>People and Communities - Understanding the World</i>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What can we learn about Christianity from visiting a church? What does it mean to belong in Christianity? Why are gifts given at Christmas? Giving and receiving	Children will ask relevant questions about what happens in a church. Children will begin to use different sources to gather information; drawing meaning from artefacts, symbols, rituals. Children will consider their thoughts, feelings, beliefs and experiences. Children will begin to think reflectively about feelings, experience, beliefs and practices.	To know what a church is and what is in one. (font, pew, lectern, pulpit, altar.) To know what happens in a church. (hymns, harvest, prayer). To know why a church is special to people and know what it means to belong (church, team, and school). To know how a church welcomes people into their family (Baptism) and to know what happens in an infant baptism. Christmas – Giving and receiving To know what presents were brought to the baby Jesus? Were they important presents? What gift would you give to such an important baby? To know why people give and receive cards at Christmas?	Jesus Baptism Font Pew	Church Altar Cross Stories Stain glass windows Belong Welcome worship, Christians, Jesus, God, font, lectern, Bible, pulpit, candles, vicar, Sunday, prayer, hymns, praise
	Assessment of Skills	Assessment of Knowledge		
	I can ask a question to a vicar about what happens in a church. I can talk about their experiences and feelings about visiting the church.	Can you explain what is special about a church? Can you explain what items are in a church? Can you tell me about the main roles of a Vicar? Can you name some features of the church, artefacts and worship? Can you name the presents given to Baby Jesus at Christmas?		

	Topic: People Who help us	Term: Spring	Year: 1
Foundations of previous learning:			
ELGs that feed into RE - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form relationships with adults and other children. <i>Making Relationships - PSED</i>			
Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Self Confidence and Self Awareness – PSED</i>			
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>Managing Feelings and Behaviour – PSED</i>			
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>People and Communities – Understanding the World</i>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Why is Jesus special for Christians?	Children will ask relevant questions about Christian Easter celebrations and the stories linked to it. Children will begin to use different sources to gather information; drawing meaning from artefacts, symbols, rituals. Children will consider their thoughts, feelings, beliefs and experiences. Children will begin to think reflectively about feelings, experience, beliefs and practices.	To know why Jesus told stories and to know how they show he is special. (The lost sheep). To know why Jesus is special to Christians. Easter To know that Jesus arrived in Jerusalem on a donkey on palm leaves. To know about the last supper. (food and disciples.) To know the main symbols of Easter. (inc Gethsemane garden, cross, tomb, Easter foods.)	Jesus Arrived Last supper Bible, New Testament, Christians, Jesus, God, disciples, teacher, parable miracle, forgiveness, sorry, lost, found
Why are symbols important at Easter?			
	Assessment of Skills	Assessment of Knowledge	
	I can ask relevant questions about the Easter story and think about why Easter symbols are important to Christians. I can tell the story of the Lost Sheep.	Can you talk about their own experiences of being lost/found, saying sorry and being forgiven; (PSHE link) Can you explain what happened in Gethsemane? Can you explain how Jesus got to Jerusalem? Can you explain why the palm leaves were important? Can you explain what happened in the last supper? Can you name some foods that help represent Easter?	Tomb Cross Gethsemane Palm leaves Easter foods Special Jerusalem

		Topic: In the Park	Term: Summer	Year: 1
<p>Foundations of previous learning:</p> <p>ELGs that feed into RE - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form relationships with adults and other children. <i>Making Relationships - PSED</i></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Self Confidence and Self Awareness - PSED</i></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>Managing Feelings and Behaviour - PSED</i></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>People and Communities - Understanding the World</i></p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>What do Hindus believe about God?</p> <p>How do Hindus show belonging?</p>	<p>Children will ask relevant questions about Hindu religions.</p> <p>Children will begin to use different sources to gather information; drawing meaning from artefacts, symbols, rituals.</p> <p>Children will consider their thoughts, feelings, beliefs and experiences.</p> <p>Children will begin to think reflectively about feelings, experience, beliefs and practices.</p>	<p>Hindus believe in one god. (Brahman and know the story of Svetaketu.</p> <p>Know the story and Ganesh and how he got his elephant head.</p> <p>Know what happens in a Hindu baby naming ceremony. (whisper, honey.)</p> <p>Know how Hindus show they belong and care. (rahki bracelet).</p>	<p>Hindu God Brahman Ganesh- elephant head Welcoming ceremony Naming ceremony Rakhi bracelet</p>	<p>Whisper Honey Ghee Love Honesty Belong Care Symbol Belief</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>I can ask relevant questions about the Hindu faith and being to compare it to other religions.</p>	<p>Can you explain how Ganesh got his elephant head?</p> <p>Can you explain what happens in a Hindu naming ceremony?</p> <p>Can you explain why Rakhi bracelets are given out?</p>		

	Topic: Voyages	Term: Autumn	Year: 2
Foundations of previous learning: Hindus believe in one god. (Brahman and the story of Svetaketu.) Know the story and Ganesh and how he got his elephant head. Know what happens in a Hindu baby naming ceremony. (whisper, honey.) Know how Hindus show they belong and care. (rahki bracelet).			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
How do Hindus worship? How and why is Divali special for Hindus?	Children will ask relevant questions about how Hindus worship. Children will begin to use different sources to gather information; drawing meaning from artefacts, symbols, rituals. Children will consider their thoughts, feelings, beliefs and experiences. Children will begin to think reflectively about feelings, experience, beliefs and practices. Children will begin to think reflectively about feelings, experience, beliefs and practices.	To know that in Hindu homes a collection of pictures or murtis is kept in the shrine and this is where a Hindu family comes to pray. To know that Hindus treat the shrine figures like extra special guests: Hindus believe they can serve God through loving devotion to their chosen deity To know about elements of puja, e.g. ringing the bell, making offerings, touching/bowing to the image, using incense, receiving prasad, caring for the image and what they mean. How are the senses used in puja? To know what happens in a Mandir? To know the key events in the Story of Rama and Sita. To know that are Diva lights and how do Hindus prepare for Divali. Christmas Become familiar with Christmas as a festival of light and symbolism of light. To know the Christmas story with special reference to the Star, light, angels etc. Introduce some customs involving light e.g. Advent Candles, Christingle. Introduction to the Christian belief in Jesus as 'the Light of the world'.	Shrine Murtis devotion God Deity Respect Serve Puja Offerings Incense Senses. Mandir Worship Good Evil Divali Lakshmi
Christmas How and why is light important at Christmas?			
	Assessment of Skills	Assessment of Knowledge	
	I can generate questions and research how Hindus worship, using books and ICT	I know how Hindus worship at home and at the Mandir. I know why a Christingle is important at Christmas.	

	Topic: Dirty Beasts	Term: Spring	Year: 2
Foundations of previous learning: To know why Jesus told stories and to know how the stories show he is special. Story covered in Year1 - ‘The lost sheep’. To know why Jesus is special to Christians – Son of God.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Why is the Bible special to Christians? <u>What can we learn from visiting a church at Easter?</u>	Children will ask relevant questions about why the Bible is special to Christians Children will begin to use different sources to gather information; drawing meaning from artefacts, symbols, rituals. Children will consider their thoughts, feelings, beliefs and experiences. Children will begin to think reflectively about feelings, experience, beliefs and practices.	To know that the Bible is a special book for Christians. To know that the Bible has two main parts: Old Testament and New Testament; To that stories about Jesus are in the New Testament; To know the Bible is to be treated with respect. <u>Easter:</u> To know about the differing colours of vestments and altar cloths and about special colours connected with Easter To know how churches are decorated during Easter.	Bible, Old Testament, New Testament, Christians, Jesus, God, church, lectern, library, special, respect Easter Altar Colours Purple.
	Assessment of Skills	Assessment of Knowledge	
	To use research skills to find out information from the Bible.	Can you explain what the Bible is? Can you tell how many parts are in the Bible? Can you explain how the churches are decorated at Easter?	

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		Topic: Stone Age /Darlington Railway	Term: Autumn	Year: 3
Foundations of previous learning: Introduction to Sikhism Ways of worship in Hindu, Jewish and Christian religions				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
How and why do Sikhs worship in the Gurdwara? Christmas How and why is Advent important to Christians?	Children will ask relevant questions about why the Gurdwara is a special place for Sikhs Children will begin to use different sources to gather information; drawing meaning from artefacts, symbols, rituals. Children will consider their thoughts, feelings, beliefs and experiences. Children will begin to think reflectively about feelings, experience, beliefs and practices.	To know about worship in the Gurdwara: removing shoes, covering head, singing, listening to hymns, prayers, role of Granthi, congregation/community (sangar). To know how beliefs of equality and service are expressed through the shared meal (langar). To know about Guru Granth Sahib: how the importance of the holy book as a living guru is shown through the way it is treated (through ritual, ceremony, artefacts). Christmas Explore Advent as a time of preparation and hope. Hear stories from the Bible about the preparation for Jesus' birth, especially the Annunciation to Mary. Discover customs and rituals associated with Advent e.g. Advent Calendar, purple altar cloth, Think about people in need and preparing to help them at Christmas	Gurdwara Granthi Sikhs Guru Langar Worship Ceremony Guru Graith Sahib Advent Mary Gabriel Angel Calendar	
	Assessment of Skills	Assessment of Knowledge		
	I can generate questions to find out information about how Sikhs worship (use questions as focus for a visit to the local Gurdwara. To reflect on the different ways of worship in Christian, Jewish and Hindu religions (as studied in previous year groups)	Can you explain what is, and what happens in a Gurdwara? Can you tell me about the Gurus? Can you tell me about Guru Granith Sahib?		

	Topic: Rainforest	Term: Spring	Year: 3
Foundations of previous learning: To know why Jesus told stories and to know how the stories show he is special. (Story covered in Year1 - ‘The lost sheep’.) To know why Jesus is special to Christians – Son of God. To know that the Bible is made up of two books – Old Testament and New testament			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
What do Christians believe about Jesus?	<p>Skills: Interpretation: suggest meanings of religious texts;</p> <p>Expression: give meaning to concepts, symbols, stories etc; give an informed opinion and personal viewpoint</p> <p>Reflection and Response: develop personal interest & curiosity in puzzling, searching & challenging questions.</p>	<p>To know that Christians believe Jesus is the Messiah and Son of God.</p> <p>To know that all of the stories about Jesus are in the New Testament part of the Christian Bible, in four books called the gospels (Matthew, Mark, Luke and John).</p> <p>To know that the word gospel means ‘good news’ and the authors of the gospels believed that they were spreading the good news about Jesus as God’s son,</p> <p>To know the story of the baptism of Jesus, parables and stories of miracles. Good Samaritan, Tax collector, turning water into wine</p> <p>To know about the 12 Disciples and their role in the life of Jesus.</p> <p>Easter –Palm Sunday Jesus arrival in Jerusalem riding a donkey and his visit to the Temple.</p> <p>To know the significance of a palm cross.</p>	<p>Bible</p> <p>Gospels</p> <p>Christians</p> <p>Jesus</p> <p>God</p> <p>Messiah</p> <p>Disciples</p> <p>Teacher</p> <p>Parable</p> <p>Miracle</p> <p>Baptism</p> <p>temptation</p>
	Assessment of Skills	Assessment of Knowledge	
Easter What can we learn about Easter from Palm Sunday?	I can reflect on why Christians believe that Jesus is a significant person in the Christian religion.	<p>Can the children explain who Jesus is?</p> <p>Can the children tell the story of the baptism of Jesus?</p> <p>Can the children retell a parable or a miracle performed by Jesus?</p>	

		Topic: The Egyptians	Term: Summer	Year: 3
Foundations of previous learning: Know the ways that Sikhs worship at the Gurdwara. Know how beliefs of equality and service, are expressed through the shared meal (langar).				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What do Sikhs believe and how are these beliefs expressed?	Ask questions to gather information. Reflect on the beliefs of different religions	What happens at the Amrit ceremony? What are the 5 Ks and what do they mean? What is the Guru Granth Sahib and how is it treated? Who were the Sikh Gurus and why are they important to Sikhs? How do Sikhs worship in the Gurdwara? What is the story of Baisakhi?	Amrit Gurdwara Baisakhi Khalsa Kirpan Kesh Kanga Kachera	
	Assessment of Skills	Assessment of Knowledge		
	I can investigate and research information relating to Sikh beliefs.	Can you explain the key beliefs of Sikhism? What are the 5 Ks and their significance in Sikh religion?		

		Topic: Ancient Greece	Term: Autumn	Year: 4
Foundations of previous learning: Worship, beliefs and practices from Hindu, Jewish, Sikh and Christian religions. The religions have a common link which is serving and helping the community.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
How and why do religious people show care for others? Christmas Advent	Ask relevant questions. Know how to use different sources to gather information. Distinguish between features of Christianity and Sikhism. Consider the thoughts and feelings of others.	Know what we mean by good deeds. Know what Jesus taught about helping others. Discuss how Christians help others today. Find out how and why Sikhs show sewa. Know what happens on Mitzvah Day. Know how our school community cares for others. Christmas To explore Advent as a time of preparation and hope. To hear stories from the Bible about the preparation for Jesus' birth, especially the Annunciation to Mary. To know about customs and rituals associated with Advent e.g. Advent Calendar, purple altar cloth, etc. Think about people in need and preparing to help them at Christmas	vand chhakna sewa tan man dhan parable Advent Birth Mary Joseph Altar Candles	
	Assessment of Skills	Assessment of Knowledge		
	I can ask relevant questions about how religious people show care for others.	Can the children explain what good deeds are? Can the children describe how Jesus helped others? Can the children explain what Sewa is?		

		Topic: Spain	Term: Spring	Year: 4
Foundations of previous learning: Know that the Bible is an important book for Christians. Know that the Bible is made up of the Old Testament and New testament, which contain the stories of Jesus life and the parables.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What do we know about the Bible and why is it important to Christians? Easter Why is Lent such an important period for Christians?	Ask relevant questions about the Bible. Suggest meanings of religious texts. Express a personal viewpoint.	Know the Bible is divided into the old testament and new testament. Look at different versions of the Lord's prayer. Discuss the meaning of the ten commandments. Look at example miracles which Jesus performed. Easter Know why Lent is important to Christians Hunger Cloths and Lenten veil.	Bible Testament Miracle Commandment Prayer Special	
	Assessment of Skills	Assessment of Knowledge		
	I can ask relevant questions about Lent and explain why it is important to Christians.	Can the children name some of the ten commandments? Can they describe features of Lent?		

		Topic: The Roman Empire	Term: Summer	Year: 4
Foundations of previous learning: To know what a church is and what is in one. (font, pew, lectern, pulpit, alter.) To know what happens in a church. (hymns, harvest, prayer). To know why a church is special to people and know what it means to belong (church, team, and school). To know how a church welcomes people into their family (Baptism) and to know what happens in an infant baptism.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What can we learn about Christian symbols and beliefs by visiting churches?	Ask relevant questions about churches. Reflect on what they have learned. Give reasons for their viewpoint on whether people should all worship the same.	Understand what worship is. Understand what symbols can be found in church and their meanings. Know why some churches use colour. Discuss how people can use colour to express ideas, feelings and beliefs.	denominations crucifix symbol worship cross candles Church flag banner Eucharist Chalice icon statutes holy water rosary	
	Assessment of Skills	Assessment of Knowledge		
	I can explain my viewpoint and give reasons.	Can the children name symbols from the church? Can the children explain the role of colour in church? Can they explain what worship is?		

		Topic: The Vikings	Term: Autumn	Year: 5
Foundations of previous learning: Exploring new religion focus – Islam				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What is the Qur'an and why is it important to Muslims? Christmas Epiphany – Gifts and gift bringers Baboushka story	Generate questions to research key information. To reflect and explore events and people in detail	To know that the Qur'an is the sacred book of Islam written in Arabic. To know what does the Qur'an teach Muslims about God? To know how the Qur'an is handled and treated To know why is Muhammad called the final prophet. Christmas Explore the season of Epiphany which begins on 6th January. Hear the story from Matthew's gospel about the visit of the wise men. Hear other stories on the same theme e.g. Baboushka. Consider the custom of giving and receiving presents and cards at Christmas. Consider how the custom of giving presents and cards has become so important (the commercialisation of Christmas).	Qur'an Allah sacred shahadah Muhammad Arabic monotheistic prophet pbuh hadith	
	Assessment of Skills	Assessment of Knowledge		
	I can ask relevant questions about the Qur'an and explain why it is important to Muslims. I can reflect and debate on the custom of giving cards and gifts at Christmas.	Can you talk about some of the beliefs and practices of Islam? Can you explain how the Qur'an is handled and treated? Can you retell the story of Baboushka		

		Topic: The Tudors	Term: Spring	Year: 5
Foundations of previous learning: Jesus is the son of God, who with his disciples, spread the word about God through parables and performing miracles. Understand what symbols can be found in church and their meanings				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What do Christians believe about God? Easter Gethsemane, The Last Supper.	To reflect on and discuss their own ideas and those of others; Self-awareness: develop the capacity to consider one's own beliefs; Interpretation: drawing meanings from religious texts, symbols and metaphor.	To know how pictures and objects can be used to help people think about what God might be like. (metaphor). Story of Creation To make links between Christian belief in God as creator and examples of Christian practice. To know how Bible metaphors, show God's power? (fire and light) Easter The last Supper – to know that Jesus used the meal and the bread and wine, both symbolic in Passover, as symbols of his imminent death (bread – body, wine – blood).	Bible, Christians, God, Trinity, metaphor, creator, authority, power, protector, saviour, infinite eternal Gethsemane Disciples Bread Wine Body Wine Passover.	
	Assessment of Skills	Assessment of Knowledge		
	I can reflect on beliefs and meanings from Christian texts.	Can you give an example of a metaphor used to describe God in the Christian religion? Can you retell the story of the creation from Genesis from the Bible?		

		Topic: Local Study: The River Tees	Term: Summer	Year: 5
Foundations of previous learning Knows the story of St Cuthbert and his link with Durham Cathedral and Holy Island.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What can we learn about Christian faith through studying the lives of the Northern Saints?	Reflection/ Debate - children will consider the legacy of the Northern Saints for Christians today To understand the significance and impact of some of the northern saints (Aidan, Cuthbert, Bede), both within a historical context and for Christians and people today.	To know the significance of Aidan in establishing Christianity in the region, his Christian example and ministry. To know the significance of Cuthbert as a monk, missionary, prior/bishop of Lindisfarne and man of prayer and contemplation. To know the significance of Bede as monk and scholar. To know the significance of Holy Island as a Christian place of pilgrimage. To know the importance of Durham Cathedral as a place of pilgrimage, worship and prayer.	saint Cuthbert Holy Island reflection pilgrimage Aidan Lindisfarne prayer Bede spiritual	
	Assessment of Skills	Assessment of Knowledge		
	I use a variety of resources to research key local figures in the Christian religion.	Can you explain what pilgrimage means? Can you name some Northern Saints? Why is Durham Cathedral an important Christian building?		

		Topic: World War	Term: Autumn	Year: 6
Foundations of previous learning: To know that Jewish people see Shabbat as special To know that Shabbat is Friday to Saturday evening To recognise and name some of the objects connected with Shabbat To know that Shabbat is celebrated in the home and at the synagogue				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Understand some key facts and basic history of Judaism. Christmas What is the meaning of Christmas?	To ask searching questions relevant to the topic with a particular line of enquiry in mind. To reflect on key events and rituals in their own lives To reflect on what it means to belong to a faith community, communicating their own and others' responses thoughtfully. Discuss their own and others' views of religious truth and belief, expressing their own ideas clearly.	To become familiar with the ten commandments and their importance to Judaism Identify and recognise artefacts of importance in Judaism To recognise features of a synagogue. To know about the celebration of Passover.	Commandments Promise Rabbi Torah Star of David Celebration Passover/ Pesach Shabbat Synagogue Bar/ Bat Mitzvah Kosher Torah Rabbi Holocaust Synagogue Gospels Interpretation Nativity	
	Assessment of Skills	Assessment of Knowledge		
	I can analyse, interpret and evaluate I can reflect and respond to religious events.	Can you talk about the 10 commandments and their relevance today? Can you tell me about some religious artefact from Judaism? How did the Holocaust affect Jewish people and their beliefs?		

		Topic: Brazil	Term: Spring	Year: 6
Foundations of previous learning: Know what does the Qur'an teach Muslims about God. Know that the Qur'an is the sacred book of Islam written in Arabic. Know how the Qur'an is handled and treated. Know why Muhammad called the final prophet.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What can we find out about the 5 Pillars? <i>(How do Muslims express their beliefs?)</i> Easter Why are Good Friday and Easter Day the most important days in the year for Christians?	To ask searching questions relevant to the topic with a particular line of enquiry in mind. To reflect on key events and rituals in their own lives.	To know that Islam means submission, peace, obtained by submitting to the will of Allah. To know that Muslims believe in oneness of God and the concept of shirk (not associating anything or anyone with Allah). Introduction to 5 Pillars as expressions of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage): beliefs and actions.	Islam Allah salah hajj mosque Id-ul-Fitr	Muslim pillars sawm ritual wudu Id-ul-Adha Ramadan
	Assessment of Skills	Assessment of Knowledge		
	I can ask questions about how Muslims express their beliefs	Can you tell me the 5 pillars of Islam? Can you explain why the Hajj is an important event for Muslims? Can you retell the Easter story and explore the key people involved?	Jesus Judas Good Friday Easter Sunday Resurrection Crucifixion Tomb angel	

		Topic: America	Term: Summer	Year: 6
Foundations of previous learning: The Trinity, Jesus, concept of forgiveness Know importance of the Bible for Christian Know different types of Christian worship, objects used in worship Christmas Story Easter Story. Know about Christian faith through studying the lives of northern saints?				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
So, what do we now know about Christianity? Year 6 Bridging Unit	To investigation: asking questions; using different types of sources to gather information To link the RE concepts together; drawing meaning from artefacts, biblical passages Expression: giving an informed opinion. Reflection and Responses: thinking/reflecting about own feelings and ideas.	To recap on key ideas and vocabulary connected with Christianity, making links between them. To know about the concept of Belief in Christianity and how belief effects Christian actions and way of life. To know what is the main source of authority in Christianity (Bible)	Belief, Authority, Expression, Impact, Trinity, Forgiveness , Beatitudes, diversity, artefact, chalice, icon, crucifix.	
	Assessment of Skills	Assessment of Knowledge		
	I can ask questions; using different types of sources to gather information. I can give an informed opinion linked to R.E concepts.	Can you tell me some Christian values? Can you name the main source of Christian beliefs?		

