



RE yearly overview	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	<p>To talk about special people, places and events.</p> <p>To find out about Harvest in a Church.</p> <p><u>FAMILIES</u></p>	<p>To explore and discuss Christmas celebrations in Churches.</p> <p>To find out about the Christmas Story</p>	<p>To find out about a religion that is special to someone in our class.</p> <p>To find out about Easter Celebrations in a Church.</p> <p><u>TRADITIONS</u></p>		<p>To find out about special places of worship in our town and local communities.</p> <p>To know some similarities and differences between themselves and others.</p> <p><u>COMMUNITIES</u></p>	
Year 1 Christianity Buddhism	What can we learn about Christianity from visiting a Church?	<p>What do Christians believe about God?</p> <p>Why are gifts given at Christmas?</p>	Why is Jesus special to Christians?	What is the Easter Story?	What can we find out about Buddha?	What can we learn about our local faith communities?
Year 2 Christianity Buddhism	Why is the Bible special to Christians?	Why and how is light important at Christmas/Diwali?	What does it mean to <i>belong</i> in Christianity?	How do Christians celebrate Easter?	What do we learn from the story of Saint Cuthbert?	How do Buddhists show their beliefs?
Year 3 Christianity Hinduism	How do Hindu's worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting a Church?	What do Christians remember on Palm Sunday?	What do Hindus believe?	How does the way Hindus believe affect the way they live their life?
Year 4 Christianity Judaism	What do we know about the Bible and why is it important to Christians?	Why do Christian's believe call Jesus the light of the world?	What do Christian's believe about Jesus?	Why is Lent such an important period for Christians?	Why is Moses important to Jewish people?	Why do Jewish people go to the synagogue?
Year 5 Christianity Judaism	How are Jewish beliefs expressed in the home?	<p>Why do some people use rituals in their lives?</p> <p>What are the themes of Christmas?</p>	<p>Why do people visit Durham Cathedral today?</p> <p>(link to History – Anglo Saxon Trip)</p>	Why is the Last Supper so important to Christians?	What do Christians believe about God?	How and why do religious people show care for others?
Year 6 Christianity	What can we learn about religious diversity in our area?	What can we find out about a local Muslim community?	How and why do religious people care	Why are Good Friday and Easter Monday the	What do we now know about Christianity? (Exploration through the concepts)	



Islam

What do the gospels tell us about the birth of Jesus?

about the environment?

most important days for Christians?

Statutory Bridging Unit



When we are looking at the knowledge of the theme we are covering for the half term, it is important we consider what we are wanting the children to get from the subject. With this in mind we have two differing concepts to consider: do we want the children to learn about the religion itself or learn from the religion we are looking at.

Here are some ideas to support our teaching in these ideas:

Ideas for learning about a Religion:	Ideas for learning from a Religion:
<ul style="list-style-type: none"> • Multisensory experiences 	<ul style="list-style-type: none"> • Discussing religious and moral issues
<ul style="list-style-type: none"> • Exploring religious art 	<ul style="list-style-type: none"> • Quiet reflection, silence and prayer
<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Making choices / right versus wrong
<ul style="list-style-type: none"> • Visiting places of religious importance 	<ul style="list-style-type: none"> • Supporting charities and learning more about their cause
<ul style="list-style-type: none"> • Interviews 	<ul style="list-style-type: none"> • Personal choice and showing responsibility
<ul style="list-style-type: none"> • Observing rituals 	<ul style="list-style-type: none"> • Saying thank you and showing appreciation
<ul style="list-style-type: none"> • Handling religious artefacts 	<ul style="list-style-type: none"> • Asking the bigger question
<ul style="list-style-type: none"> • Personal research / reading / use of the internet 	<ul style="list-style-type: none"> • Painting pictures to reflect mood in addition to interpreting art.
<ul style="list-style-type: none"> • Stories from faith traditions 	<ul style="list-style-type: none"> • Empathy with and listening to others
<ul style="list-style-type: none"> • Meeting people from faith communities 	<ul style="list-style-type: none"> • Respecting others beliefs and practices
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Giving their own opinions

With both of these formats of giving the children knowledge in terms of Religious Education we can also use the following variety of skills to enhance their learning.

	Learning about a Religion:	Learning from a Religion:
Explanation	Explain impact and express opinion	Explaining the impact of religion and expressing their own views of religious questions
Understanding	Show understanding and how ideas can apply	Showing understanding of religion and making ideas and applications for themselves
Description	Describe and make links	Describing religion and making links from their own experiences.
Identifying	Identify and ask questions to support their learning of the Religion.	Identifying religious materials and asking questions from what they find.
Recognise	Recognise and talk about what they have found out	Recognising and talking about differing religions



Religious Education Curriculum

Respect

Ambition

Kindness

Resilience

Inclusivity

Intent

At Vane Road Primary School, we aim to provide children with the knowledge and understanding they need about a wide range of religions in order to promote respect and tolerance of other members of our community and the wider world. Our school is based in a predominantly white British area, where some people have little or no experience of religions beyond the beliefs within their own family. We want our children to challenge stereotypes of religions, cultures, beliefs and values of others that may be different to those that they have themselves. Our Religious Education curriculum provides our children with the opportunity to celebrate and explore diversity in a positive manner. We believe that it is crucial that our children develop their self-awareness, respect for others, open-mindedness, appreciation and wonder of the world in which we live. We will equip them with the skills they need to understand their own sense of identity and belonging in our society.

Our Religious Education curriculum is designed and reviewed in accordance with the Durham Agreed Syllabus (2020), which is used as a framework, with consideration taken to ensure the fulfilment of all the criteria set out in the document being taught through creative experiences. Topics cover the main world religions of Christianity, Buddhism, Hinduism, Judaism and Islam. The children consider the four concepts of belief, impact of belief, authority and expressions of belief throughout these topics, leading to a wide understanding of the religions taught. They engage in well-resourced and differentiated lessons, developing their knowledge and understanding, critical thinking and personal reflection. In Early Years, the children begin to encounter and explore some aspects of religious beliefs and practices, particularly focusing on belonging and special places, people, books, times and objects. Each half-termly unit in Key Stage 1 and 2 investigates a specific question. In Key Stage 1, the children are introduced to the main beliefs of Christianity and Buddhism. In Key Stage 2 the children then develop their knowledge and understanding of Christianity and Buddhism and consider the beliefs and main features of Hinduism, Judaism and Islam. Also, the children in Key Stage 2 are given the opportunity to compare the similarities and differences between the main religions, reflecting upon which of the values they hold themselves.

In RE teaching, we aim to develop all children's sense of awe and wonder, encourage respect for those holding different beliefs and promote spiritual, moral, cultural, and social development as we take on the wider world, away from just our local community. We endeavour to enhance our curriculum by enabling the children to have first-hand experiences of the religions that are taught, by visiting places of worship, encouraging visitors from different religions to visit our school to talk about the beliefs and through handling a variety of religious artefacts provided for us by Durham Learning Resources. Our aim is to give children, including those with additional needs, first hand experiences of religions in order to deepen their understanding and consolidate the vocabulary they are taught throughout the RE lessons.

We believe that RE teaching provokes challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human and make choices of our own. RE makes a significant contribution to the active promotion of mutual respect and tolerance of others' faiths and beliefs, fundamental British values and works in collaboration of the principles of our Rights Respecting school principles.

Impact – How will it be measured?

The RE curriculum is designed to ensure that pupils build upon previous learning through each key stage, with clear information provided of prior learning to enhance all recapping.

Pupil Voice

Using pupil voice will show -

- Enthusiasm and confidence in discussing their learning and experiences in RE, recalling previously taught key questions and current.
- The safe space for children to openly discuss their personal reflections and ideas relating to the knowledge and understanding of the skills and knowledge relating to RE, and allowing them to use debate techniques

Displays around the school and RE books will show -

- Pupils will have a balance of planned learning experiences including practical evidence in photographs, written work and work on display within the school environment
- A varied and engaging curriculum, which develops a range of RE skills and the progressions our curriculum intent sets out
- That pupils over time, develop a range of skills across all parts of the RE curriculum in line with Durham Agreed Syllabus (2020).

Implementation – What will this look like in the classroom?

Early RE begins with the people, culture and communities ELG curriculum, as part of the Understanding of the World area of learning. RE units are utilised through circle times, play and provision in our Reception, giving the children hands-on experiences to set the foundations.

First-hand experiences and artefacts - RE units aim to have visitors, a trip and artefacts to allow children to ask questions and experience further places of worship and objects of interest. Where possible, children will handle objects and look at special texts from the religion being studied.

Circle of enquiry - Learning will begin with an engaging resource, real life video or activity used to introduce the key question for each unit.

Exploration - The question will be discussed and explored by the class, no matter which age group.



Investigation/evaluation/presentation - Pupils will carry out the enquiry element of RE by using a variety of resources and methods (e.g., artefacts, information, texts, stories from world religions, videos and interviews) then evaluate their findings and present these (in books, through oral feedback, debates, posters etc).

Personal reflection – RE encourages children to reflect on what they have learned in each unit and how it has furthered their understanding of a religion or religious belief, we also encourage children to have a voice and express their own ideas, whilst observing respect to other people.

Vocabulary - Previous learning and vocabulary is shared throughout all units of work and is taught systematically in carefully sequenced lessons.

Concepts of Religion

Christianity – incarnation:

For Christians, Jesus Christ is the incarnation of God on Earth. Christians believe that God chose to reveal himself as a human being to spread his teaching, to teach humans how to live good lives by following his laws, and to offer human beings the chance of salvation.

Buddhism – enlightenment:

The word Buddha means “enlightened.” Followers of Buddhism don’t acknowledge a supreme god or deity. They instead focus on achieving enlightenment—a state of inner peace and wisdom. When followers reach this spiritual state, they’re said to have experienced nirvana.

Judaism – covenant:

The covenant is a promise that God made with Abraham. According to the covenant, God would offer protection and land to Abraham and his descendants, but they must follow the path of God. God then commanded Abraham and his future generations to perform the ritual of brit milah as a symbol of the covenant. The covenant can have different meanings to different people based on stream, belief, practice, and culture.

Islam – Tawhid:

Muslims believe Tawhid is the fundamental belief that God is one and that there is only one God. Tawhid means 'oneness' and is at the heart of the Muslim faith.

Hinduism – Atman:

Atman means 'soul or spirit'. It refers to the real person inside an individual. It is made of part of the spirit of Brahman, who Hindus believe is the one true ultimate God. Therefore, it is not something that can be seen or touched but is eternal and everlasting.

Key Elements

- **Knowledge and understanding**
- **Critical Thinking**
- **Personal Reflection**

Skills and Attitudes

Skills –

Investigation and Enquiry
 Interpretation
 Application
 Expression (learning to communicate)
 Analysis
 Evaluation
 Reflection and response
 Empathy

Attitudes -

Self-awareness
 Respect
 Open-mindedness
 Appreciation and Wonder

Breadth of study

EYFS – To draw on Christianity plus aspects of other principle religions as appropriate

KS1 – Christianity and Buddhism

KS2 – Christianity, Hinduism, Judaism plus small study of Islam

EYFS

ELG – Children at the expected level

- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- To talk about the lives of the people around them and their roles in society.



- To recognise that people have different beliefs and celebrate special times in different ways.
- To know about and understand that some places are special to members of our community.
- To explore and ask questions about the natural world around us.

Families

Vocabulary

Religion, special, worship, church, harvest, individual, important, Diwali, Hanukah, Christianity, Christmas

Traditions

Vocabulary

Prayer, tradition, similar, different, celebrate, cultures, experiences, ceremony, Christian, Easter,

Communities

Vocabulary

Religion, faith, society, reflect, Temple, Synagogue, Mosque, Judaism, Buddhism, Islam, Hinduism

Year 1 Autumn term A	What can we learn about Christianity from visiting a Church?	Key concepts Authority Expressions of Belief
<p><u>Substantive Knowledge</u> <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> • I know what a Church is. • I know what happens inside a Christian Church (On a standard Sunday and during Harvest Time). • I know what we can see and hear in a local Church. • I know what Harvest is and that it happens in Autumn. • I know why Harvest is important. • I know who a Vicar is and can talk about their role. 	<p><u>Key elements</u></p> <ul style="list-style-type: none"> • Knowledge and understanding • Critical thinking • Personal reflection <p><u>Key Areas of Enquiry</u></p> <ul style="list-style-type: none"> • Theological – Study of specialised religious group • Phenomenological – Examining data without trying to provide an explanation 	<p><u>Interpretation in RE (Disciplinary knowledge)</u></p> <ul style="list-style-type: none"> • I know that the Church building is a place for worship, community and belonging. • I can identify and describe features of a Church • I can describe some items that can be found in a local Church. • I know that Sunday is a main day of worship in Church. • I can suggest simple daily tasks of a Vicar • I can recognise the difference between a standard Sunday Church set up and a Harvest Church set up. • I can name the items a Vicar uses and wears.
<p><u>Vocabulary</u> Church, Sunday, Bible, Cross, Hymns, Worship, God, Altar, Vicar, Candles, Creation, Christian, Jesus, Pew, Prayer, Harvest, special, Font, Pulpit, Organ, Stained glass, graveyard, Cross</p>	<p><u>National Curriculum Links</u> Religious Education makes a unique contribution to the spiritual, moral, social, and cultural development of pupils and supports wider community cohesion.</p> <p>http://www.qca.org.uk/qca_7886.aspx</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf</p>	<p><u>Useful links or source of information</u></p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>



<p>Year 1 Autumn term B</p>	<p>What do Christians believe about God? (1)</p> <p>Special Event in Christianity – Why are gifts given at Christmas? (2)</p>	<p>Key concepts Belief Impact of Belief</p> <p>Authority Expressions of belief</p>
<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> I know what I like about our world. I know why Christians believe God as a creator. I know how Christians thank God for creation. I know why Christians call God, Father. I know how we can care for the world <p>(2)</p> <ul style="list-style-type: none"> I know what gifts the Wise men brought. I know why Christians see Jesus as a gift. I can talk about the gifts that I see. 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding Critical thinking Personal reflection (1) <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group Phenomenological - Examining data without trying to provide an explanation. Ethical (1) - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can discuss the first steps towards understanding key Christian beliefs in terms of how Christians believe God created the World I can discuss God as a Creator and Christian's beliefs on Him as Father, loving parent, King, God as One. I recognise and describe human responsibility to care for God's "creation". I understand how Jesus is shown as important through his birth. I know how Christians celebrate Christmas.
<p>Vocabulary (Build upon prior knowledge) Trinity Father Son Holy Spirit Nativity Giving and receiving Bethlehem Miracle Forgiveness Wise men Gold Frankincense Myrrh Special</p>	<p>National Curriculum Links Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <ul style="list-style-type: none"> Images of the wise men visiting Jesus, the gifts, the star. Bag containing gold objects e.g. gold baubles, coins. Could also include 'myrrh' / 'frankincense' smelling objects <p>Elizabeth Baker is a local storyteller specialising in RE. Her story 'The Shepherd's Tale' emphasises the idea of Jesus bringing the gift of love to the world. For further details please contact Elizabeth at www.tillytootales.co.uk elizabeth.baker@tillytootales.co.uk 07581 812332</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religions%20Education%20Resources?csf=1&web=1&e=acDOwk</p>
<p>Year 1 Spring term A</p>	<p>Why is Jesus special to Christians?</p>	<p>Key concepts Belief Authority Impact of belief</p>



Substantive Knowledge
What do they know and can recall?

- I can talk about what I already know about Jesus.
- I know why Jesus told stories.
- I know how Jesus changed lives.
- I know what Christians believe about Jesus' power.**
- I know why Jesus is special to Christians.**

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Phenomenological - Examining data without trying to provide an explanation.
- Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution.
- Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation.

Interpretation in RE (Disciplinary knowledge)

- I know that Jesus is the Son of God.**
- I know about Jesus' special birth**
- I know stories about the life and ministry of Jesus - as healer, miracle worker, teacher (through parables), one who helped and cared for others.
- I know the key teachings of Jesus – love God, love your neighbour as yourself.**
- I know some Christian values and ways on living based on the teaching of Jesus

E.g., How Christians (as individuals and Church communities) show love, care and forgiveness, how they help each other and follow the example of Jesus.

Vocabulary
(Build upon prior knowledge)

Recap and revise previously taught vocabulary linked to Jesus and Christianity.

Parables
Bible
belief

National Curriculum Links

All schools are also required to teach religious education at all key stages.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Useful links or source of information

Durham Learning Resources

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDQwk>

Year 1 Spring term B

What is the Easter story?

Key concepts
Authority
Expressions of belief

Substantive Knowledge
What do they know and can recall?

- I know what happened to Jesus
- I know the importance of Good Friday and Easter Sunday, and why they are important to Christians**
- I can make an Easter Garden
- I know what makes me happy.

Key elements

- Knowledge and understanding
- Critical thinking

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Philosophical - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I know that Jesus is important to Christians.
- I know how Christians believe Jesus died and how he was resurrected.**
- I know how Christians celebrate Easter.**



<p>Vocabulary (Build upon prior knowledge) Resurrection, Good Friday, Easter Day, Jesus, Easter Garden, Cross, Symbol, Sacrifice, Lent, Death, New life</p>	<p>National Curriculum Links Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information Durham Learning Resources https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk - See Easter Folder, DCC</p>
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<p>Year 1 Summer term A/B</p>	<p>What can we find out about Buddha?</p>	<p>Key concepts Belief Authority</p>
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<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> I know where and when Buddha was born I know why Prince Siddhartha left home. I know what happened to the Bodhi Tree. I know why Angulimala changed. I know why Buddhists tell the story of The Angry Elephant 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding Critical thinking <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution. Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can discuss what I learnt from the story of Siddhartha and the Swan. I can discuss what I have found out about Buddha.
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<p>Vocabulary (Build upon prior knowledge) Buddha Siddhartha Bodhi Buddhists India worship kindness authority commitment</p>	<p>National Curriculum Links Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information Durham Learning Resources https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
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<p>Year 1 Summer term B</p>	<p>What can we find out about our local faith communities?</p>	<p>Key concepts Authority Expressions of belief Impact of belief Belief</p>
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<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> I know the different religious places in my local town. I know some of the different religions that are worshipped in my local town. 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding Critical thinking Personal reflection <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution. Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can question how personal beliefs affect a way of life I know that actions and rituals demonstrate a sense of belonging I know how symbols and artefacts play a significant role in rites of passage.
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- I know some similarities and differences between Christianity and other local faith communities.

Vocabulary
(Build upon prior knowledge)

Faith
Communities
Local
Same
Different

National Curriculum Links

Interpret
Analyse
Evaluate
Critical thinking
Knowledge and understanding
Personal reflection

Useful links or source of information

Durham Learning Resources

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDQwk>

Year 2 Autumn term A

Why is the Bible special to Christians?

Key concepts
Authority
Expressions of belief
Impact of belief

Substantive Knowledge
What do they know and can recall?

- I know what the Bible is like.
- I know what Christians learn about God from the Bible.
- I know who St Francis is, and why he cared about the world.
- I know how and why the Bible is treated and used in Church.

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I know that the Bible is the Holy book of Christians which tells them about God.
- I know that the Bible is treated with respect e.g., read from the lectern in some Churches
- I know that there are two parts of the Bible - The old Testament and the New Testament.
- I know how the Bible has an impact on the lives of some individuals.

Vocabulary
(Build upon prior knowledge)

Bible. New Testament, St. Francis, lectern, care, holy, respect, Old Testament, library, bread, wine, baptism, welcome, love, actions, parable.

National Curriculum Links

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject, developing an individual's knowledge and understanding of the religions and beliefs which form part of our contemporary society.
<http://www.retoday.org.uk/>

Useful links or source of information

Durham Learning Resources

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDQwk>

Year 2 Autumn term B

How and why is light important at Christmas/Diwali?

Key concepts
Authority
Expressions of belief

Substantive Knowledge
What do they know and can recall?

- Why is light important?

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Interpretation in RE (Disciplinary knowledge)

- I know that Jesus is important as shown through his birth, death and resurrection.
- I know how Christians celebrate Christmas.
- I know the importance of Christingle through the eyes of a Christian.



<ul style="list-style-type: none"> • What are the symbols of light in the birth story? • What is a Christingle? • How do Christians celebrate Christmas? 	<p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> • Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	
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<p>Vocabulary (Build upon prior knowledge)</p> <p>Christmas, advent, celebration, light, important, wreath, Angel, Star, Halo, Christingle</p>	<p>National Curriculum Links</p> <p>Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <ul style="list-style-type: none"> • Pictures of the Nativity • Bible • Star, pictures of angels, candles • Christingle <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=acDOWk</p>
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<p>Year 2 Spring term A</p>	<p>What does it mean to 'belong' in Christianity?</p>	<p>Key concepts Expressions of belief</p>
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<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> • I know how Christians welcome babies. • I know what special objects we can see at a baptism. • I know what special actions we can see at a baptism. • I know what happens after a Christening baptism. • I know how Christians care for each other. • I can make suggestions on how we welcome people. 	<p>Key elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Critical thinking • Personal reflection <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> • Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> • I know how religious identity and belonging are expressed through baptism and services of dedication. (Symbols, words, actions, vows and promises)
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<p>Vocabulary (Build upon prior knowledge)</p> <p>baptism, christening, Holy communion, Altar, Lectern, Cross, Pulpit, worship, commitment, promises, vows</p>	<p>National Curriculum Links</p> <p>Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=acDOWk</p>
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<p>Year 2 Spring term B</p>	<p>How do Christians celebrate Easter?</p>	<p>Key concepts Authority Expressions of belief</p>
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Substantive Knowledge
What do they know and can recall?

- I can recall what I have previously learnt about the Easter Story, including the events of Good Friday and Easter Day.
- I know how Christians use objects to celebrate Easter.**
- I know how Christians remember Good Friday and Easter Day in church.**

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I can confidently retell the Easter story.**
- I can talk about how Jesus is seen as important through his birth, death and resurrection.**
- I can name some objects that Christians use to celebrate Easter.**

Vocabulary
(Build upon prior knowledge)

Resurrection, celebration, forgiveness, Holy Spirit, Heaven, devotion, faith, Easter, Christians, Good Friday, disciples, new life, crucifix, hot cross bun, palm cross,

National Curriculum Links

Interpret
Analyse
Evaluate
Critical thinking
Knowledge and understanding
Personal reflection

Useful links or source of information

Durham Learning Resources
Objects/symbols to use include:
vestments/altar cloths:

- purple (used during period of Lent) – reflection/solemn
- white/gold (used on Easter Day) – celebration/joy/new life

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Reliaious%20Education%20Resources?csf=1&web=1&e=qcDQwk>

Palm Sunday: The day Jesus came into Jerusalem and was cheered as a hero by all the crowds.
Maundy Thursday: The day Jesus had a final meal with his disciples and followers. They were celebrating the Jewish Passover meal together. Jesus gave them bread and wine and said he was going to die soon. The bread was a symbol of his body and the wine a symbol of his blood. After this meal Jesus was arrested.
Good Friday: The day Jesus was crucified and died on the cross.
Easter Sunday: The day Christians remember Jesus coming back to life (resurrection)

Year 2 Summer term A

What can we learn from the story of Saint Cuthbert?

Key concepts
Impact of belief
Expressions of belief

Substantive Knowledge
What do they know and can recall?

- I know who St Cuthbert was.**
- I know what St Cuthbert did.**
- I know why people go to Lindisfarne today.
- I know why Durham Cathedral is seen as 'special'.**

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I know some stories of St. Cuthbert.**
- I know how his Christian faith affected his values, practices and actions.
- I know how his life had an impact on others – then and now**
- I can tell you a fact about Durham Cathedral.
- I can name some items inside Durham Cathedral after a visit (or from online)



<p>Vocabulary (Build upon prior knowledge)</p> <p>Monk, Saint, Pilgrim, Pilgrimage</p>	<p>National Curriculum Links</p> <p>Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDQwk</p>

<p>Year 2 Summer term B</p>	<p>How do Buddhists show their beliefs?</p>	<p>Key concepts Impact of belief Expressions of belief</p>
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<p>Substantive Knowledge <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> I know what 'the wheel' means. I know what can be seen in a Buddhist home shrine. I know how Buddhists worship, and what helps Buddhists worship. I know what the sangha is. I know how Buddhist monastics spend their day. 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding Critical thinking <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution. Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can name some items that you would see in a Buddhist home shrine. I can discuss ideas about what we can make to show our ideas and thoughts. I know how Buddhists express their faith.
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<p>Vocabulary (Build upon prior knowledge)</p> <p>Buddha, Siddhartha, Gautama, Shrine, Monk, scripture, incense, statue,</p>	<p>National Curriculum Links</p> <p>Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDQwk</p>
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Benchmark Expectations by 7

Knowledge and Understanding

Pupils will have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary.

Have simple knowledge of why these beliefs and practices may be important to people.

Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.

Critical Thinking



In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.

Children are not to be assess in personal reflection as this is private and subjective.

<p>Year 3 Autumn term A</p>	<p>What do Hindus worship?</p>	<p>Key concepts Expressions of belief Authority</p>
<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> I know how Hindus perform puja and aarti. I know the features of a home shrine and a Mandir. I know the Diwali story and how/why Hindus celebrate Diwali, and I understand the symbolism - where good defeats evil. I understand that places, including places of worship, can be special to people. 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I have been introduced to sacred texts (such as Bhagavad Gita, Ramayana and how they are used by Hindus.) I know that traditional Hindu stories have a moral, and know their significance for Hindus e.g., the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love). I know how beliefs and feelings are expressed through the communal celebrations of Diwali, Holi. I know the importance of music, dance, drama, artefacts, Mantras, food, stories, customs in celebrations and worship. I know the role of pilgrimage and how beliefs are expressed through visits to sacred sites e.g., Varanasi on the River Ganges. I know that the sacred thread initiation ceremony is important as an expression of commitment, religious identity and belonging.
<p>Vocabulary (Build upon prior knowledge)</p> <p>Buddha, Siddhartha, Gautama, Shrine, Stupa or Pogoda, Monk, scripture, incense, statue, Mandir,</p>	<p>National Curriculum Links Personal development and well-being</p> <p>Helps children to become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity to make moral judgements.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413157/Religious_education_-_realising_the_potential.pdf</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
<p>Year 3 Autumn term B</p>	<p>How and why is Advent important to Christians?</p>	<p>Key concepts Expressions of belief</p>
<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> I know the key features of Advent and how it is celebrated. 	<p>Key elements</p> <ul style="list-style-type: none"> Critical thinking Personal reflection Knowledge and understanding <p>Key Areas of Enquiry</p>	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can name the key features of Advent. I know how Advent is celebrated. I know the significance of rituals/objects/symbols associated with Christian worship at Christmas.



- **I know why Isaiah is read during Advent.**
- I can make links to beliefs and Bible passages.
- I can reflect on my own feelings, beliefs and values connected with Christmas and appreciate that not all feel the same.

- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

- I know how to and can show respect towards other people's beliefs and values.

Vocabulary
(Build upon prior knowledge)

Advent, solemn, prophets, stole, Isaiah, Altar cloth, Preparation, prepare, hope, peace, love, joy

National Curriculum Links

Interpret
Analyse
Evaluate
Critical thinking
Knowledge and understanding
Personal reflection

Useful links or source of information

Durham Learning Resources

- Advent candles
- Purple cloth
- Stole
- Altar cloth
- Advent calendar (variety including Christian ones)
- Carol singing picture/film
- Carols
- Bible
- Picture of churches at Advent

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=gcDOWk>

Year 3 Spring term A

What can we learn about Christian worship and beliefs by visiting Churches?

Key concepts
Expressions of belief
Authority

Substantive Knowledge
What do they know and can recall?

- **I can describe some of the objects/actions found in Churches, describe how they are used in worship and suggest meanings for them.**
- **I can identify some of the differences of worship/expressions of belief in different churches.**
- I can reflect on my own feelings and ideas and how I might express those symbolically.

Key elements

- Critical thinking
- Personal reflection
- Knowledge and understanding

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- **I know the role of clergy in local and national churches e.g., Vicar/minister/pastor/priest/Bishop/ Archbishop/Pope.**
- **I know how Church buildings, symbolic objects and actions are used to express beliefs and feelings.**
- I know that there is diversity of practise in different Churches.
- **I know that there are different types of prayer and their importance to Christians (adoration, confession, Lord's Prayer, individual prayer.**
- I know how commitment, belonging and religious identity are expressed through rituals and ceremonies.



<p>Vocabulary (Build upon prior knowledge)</p> <p>Praying hands, kneeling, raising hands, Liturgical colour, Special clothes, cross, candle, Rosary, Banners, Statues, denominations, crucifix,</p>	<p>National Curriculum Links All schools are also required to teach religious education at all key stages.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
<p>Year 3 Spring term B</p>	<p>What do Christians remember on Palm Sunday?</p>	<p>Key concepts Expressions of belief</p>
<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> I know the story of Jesus' triumphal entry into Jerusalem (Palm Sunday) I know why and how people reacted differently when Jesus came to Jerusalem I know what Christians mean when they call Jesus 'King'. I can explain how Christians celebrate Palm Sunday today. 	<p>Key elements</p> <ul style="list-style-type: none"> Critical thinking Personal reflection Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Philosophical - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I know the significance of rituals/objects/symbols associated with Christian Worship – Easter (Holy Week)
<p>Vocabulary (Build upon prior knowledge)</p> <p>Symbol, believe, Worship, Palm Sunday, Lent, Messiah, palm leaves</p>	<p>National Curriculum Links Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
<p>Year 3 Summer term A</p>	<p>What do Hindus believe?</p>	<p>Key concepts Impact of belief Belief</p>
<p>Substantive Knowledge What do they know and can recall?</p> <ul style="list-style-type: none"> I know how Hindus describe beliefs about God. I know what the Trimurti is. I know why Ganesh is special to Hindus. 	<p>Key elements</p> <ul style="list-style-type: none"> Critical thinking Personal reflection Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can discuss my own feelings about whether more than 1 God is too many. (One Supreme Being (Brahman), represented and worshipped in many forms: the Trimurti (Brahma, Vishnu, Shiva) I can discuss Hindu deities (Male, female and animal deities as representations of God). I can reflect on my own feelings on whether you need "to see to believe".



- I can reflect on my own feelings, ideas experiences and values about life after death, good and bad actions.

- Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation.



Vocabulary
(Build upon prior knowledge)

Mandir, Puja, arti, symbol, Hanuman, Hindu, Brahman, Shiva, Ganesh, karma, reincarnation

National Curriculum Links

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Useful links or source of information

Durham Learning Resources

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Year 3 Summer term B

How does the way Hindus believe affect the way they live their life?

Key concepts
Impact of belief
Belief

Substantive Knowledge
What do they know and can recall?

- I can describe Hindu beliefs in
 - karma
 - Ahimsa
 - reincarnation
- I know some examples of how Hindu beliefs affect what Hindus do.
- I can reflect on my own feelings, ideas experiences and values about life after death, good and bad actions.

Key elements

- Critical thinking
- Personal reflection
- Knowledge and understanding

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.
- Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation.

Interpretation in RE (Disciplinary knowledge)

- I know what Hindus believe happens after you die.
- I know what Karma is and how this has an impact on behaviour and actions (Seva)
- I can discuss about my own feelings around Ahimsa and whether I believe it to be important.
(Behaviour and actions e.g., non-violence, vegetarianism/food laws)
- I can reflect on my own feelings on the Hindu religion, and what I have learnt so far.
(Introduction to how Hindu beliefs and values will affect views on moral issues. E.g., the environment, care for others)

Vocabulary
To recap and revise all prior knowledge vocabulary related to Hinduism

Ramayana, arti, symbol, Divali, celebration, Hanuman, Hindu, mandir, murti, Rama, Hindu, worship, Lakshmi, Hinduism, puja, shrine, Sita, Brahman, community, diva, religion, consequence, Shiva, Parvati, Vishnu, Ganesh, karma, reincarnation

National Curriculum Links

Interpret
Analyse
Evaluate
Critical thinking
Knowledge and understanding
Personal reflection

Useful links or source of information

Durham Learning Resources

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>



<p>Year 4 Autumn term A</p>	<p>What do we know about the Bible, and why is it important to Christians?</p>	<p>Key concepts Authority Impact of belief</p>
<p>Substantive Knowledge <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> I know how the bible is made up/organised and can use it to find passages. I understand that the Bible gives guidance and comfort to Christians. I know many ways that the bible is used by Christians. I know the impact the Bible has on Christian's lives. 	<p>Key elements</p> <ul style="list-style-type: none"> Critical thinking Personal reflection Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can confidently discuss what I already know about the Bible. I know the different types of writing that are in the Bible. I know what the Bible is about. I can name ways in which Christians use the Bible. I can reflect on my own thoughts and feelings about whether I believe the Creation story to be true.
<p>Vocabulary <u>(Build upon prior knowledge)</u></p> <p>Bible, disciples, Passover, gospels, Son of God, Creation, interpretation</p>	<p>National Curriculum Links</p> <p>RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
<p>Year 4 Autumn term B</p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>Key concepts Authority</p>
<p>Substantive Knowledge <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> I can make links between the Christmas story, symbols and Christian beliefs. I know how the advent ring is used in Christian worship. I can reflect on the messages we might get from the Christmas story today and discuss them. 	<p>Key elements</p> <ul style="list-style-type: none"> Critical thinking Personal reflection Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I know the significance of Jesus as the Son of God in Christian belief shown through key events in his life – birth. I can reflect on my own thoughts and feelings about the messages we might get from the Christmas story from the point of view of Christians. I can reflect on my own thoughts and feelings in regards to whether the world needs messages of light today.



Vocabulary
(Build upon prior knowledge)
 Light of the World, beliefs, significance, key events, Birth, Life, Advent, Saviour, Nativity

National Curriculum Links
 All schools are also required to teach religious education at all key stages.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Useful links or source of information

Durham Learning Resources

- Advent ring
- Pictures of Advent lighting in church

Elizabeth Baker storyteller could be invited to school for 'A Christmas Memory Bead'. For further details please contact Elizabeth at www.tillytootales.co.uk
elizabeth.baker@tillytootales.co.uk
 07581 812332

- Christmas cards showing light symbols
- Holman Hunt – 'Light of the World'

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

**Year 4 Spring term
A**

Why do Christians believe about Jesus?

Key concepts
Expressions of belief

Substantive Knowledge
What do they know and can recall?

- I can describe some of the events in the life of Jesus and beliefs about Jesus.
- I can make links between stories from the Gospels and what Christians believe about Jesus.
- I understand how stories from the Gospels might have an impact on how Christians live their lives today.
- I can reflect on my own ideas, values, and feelings about Jesus, and I understand that everyone has their own views/ideas.

Key elements

- Critical thinking
- Personal reflection
- Knowledge and understanding

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I know Jesus as the Son of God.
- I know the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christmas today (according to Christians).
- I know the significance of Jesus in Christian belief shown through key events in his life.
- I know about Jesus as a
 - Teacher
 - Miracle Worker
 - Having the power to change lives e.g., disciples

Vocabulary
(Build upon prior knowledge)
 Disciples, incarnation, resurrection, interpretation, New Testament, Old Testament,

National Curriculum Links
 Interpret
 Analyse
 Evaluate
 Critical thinking
 Knowledge and understanding

Useful links or source of information

Durham Learning Resources



Salvation, Sacred, parable, Messiah, Son of God

Personal reflection

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Year 4 Spring term B

Why is Lent such an important period for Christians?

Key concepts
Expressions of belief

Substantive Knowledge
What do they know and can recall?

- I know how Lent is a period of preparation for Christmas.
- I know how Jesus was tempted into the desert.
- I know what happened when Jesus was tempted into the desert.
- I can make links between Jesus' period in the desert and Lent today.

(Make links with earlier studies e.g. The Easter Story)

Key elements

- Critical thinking
- Knowledge and understanding

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Philosophical - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I know about the stories of Jesus' baptism and temptations, and what this tells Christians about him.
- I know why Jesus taught using parables.
- I know the significance of rituals/objects/symbols associated with Christian worship at Easter (including Lent).

Vocabulary
(Build upon prior knowledge)
Wilderness, fasting, temptation, Lent, Palm Sunday, Good Friday, Easter Sunday

National Curriculum Links
Interpret
Analyse
Evaluate
Critical thinking
Knowledge and understanding
Personal reflection

Useful links or source of information
Durham Learning Resources
<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Year 4 Summer term A

Why is Moses important to Jewish people?

Key concepts
Authority
Expressions of belief

Substantive Knowledge
What do they know and can recall?

- I know how Moses helped the Israelites.
- I know about the Burning Bush.
- I know how the Torah come to be.

Key elements

- Critical thinking
- Knowledge and understanding

Key Areas of Enquiry

- Theological - Study of specialised religious group.

Interpretation in RE (Disciplinary knowledge)

- I know the significance of Moses in Judaism - chosen by God (Burning Bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism.
- I know about The Ten Commandments and 613 commandments.



<ul style="list-style-type: none"> I can discuss what we can learn from the Torah. 		
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<p>Vocabulary <u>(Build upon prior knowledge)</u> Passover, Exodus, Plagues, Mount Sinai, Torah, Commandments, Rabbi</p>	<p>National Curriculum Links Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information Durham Learning Resources https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
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<p>Year 4 Summer term B</p>	<p>Why do Jewish people go to the synagogue?</p>	<p>Key concepts Belief Authority Expressions of belief Impact of belief</p>
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<p>Substantive Knowledge <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> I know some Jewish beliefs about God. I know what a Synagogue is and the importance of it according to Jewish people. I know the main features of a synagogue and how they are taught in the synagogue. I know what a Rabbi does. I know why Shabbat is an important festival for Jewish people. 	<p>Key elements</p> <ul style="list-style-type: none"> Critical thinking Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution. Philosophical - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I know some Jewish beliefs about God: God is one, God as creator, Lawgiver, Judge, God as the provider in this life and in the afterlife. I know how some beliefs are expressed in the synagogue. I know the importance of the Torah: its place, use and significance in the synagogue, importance for Jewish people today. I know the role of the Rabbi as teacher, the synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals. I know how Jewish people show commitment and belonging to the faith community e.g. contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadism, pushkes.
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<p>Vocabulary <u>(Build upon prior knowledge)</u> Kosher, Shema, Psalms, Torah/Sefer, Scribe, Scripture, Synagogue, Community, Kippah, Tallit, Pesach, Sukkot, Bar/Bat Mitzvah, Tzedak, Gemilut hassadism, Pushkes</p>	<p>National Curriculum Links Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information Durham Learning Resources https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
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<p>Year 5 Autumn term A</p>	<p>How are Jewish beliefs expressed in the home?</p>	<p>Key concepts Expressions of belief Impact of belief</p>
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Substantive Knowledge
What do they know and can recall?

- I know what special clothes I would wear if I were Jewish.
- I know what a Kosher kitchen is.
- I know how Resach is celebrated.
- I know how Sukkot is celebrated.
- I know how Shavuot is celebrated.
- I know how Jewish people show commitment, belonging and their religious identity.
- I know the differences between Orthodox and Reform Jews.
- I know why it is important to keep all these Jewish practices and traditions at home.

Key elements

- Knowledge and understanding

Key Areas of Enquiry

- Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I can describe some of the main traditions of Judaism, and how they express these in the home.
- I can identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences.
- I can ask and explore relevant questions (eg how do special clothes help them show commitment?) and express my opinions, and support these with plausible reasons.
- I can recognise that others may hold different opinions.

Vocabulary
(Build upon prior knowledge)
Shabbat, Mezuzah, Kosher, Hannukah, Menorah,

National Curriculum Links

RE encourages pupils
-to explore their own beliefs
-enables pupils to build their own sense of identity and belonging

Useful links or source of information

Durham Learning Resources

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Reliaious%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Year 5 Autumn B

Why do people use rituals today?

Key concepts
Expressions of belief

Substantive Knowledge
What do they know and can recall?

- I know some rituals from different religions and can discuss and compare them.

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.
- Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation.

Interpretation in RE (Disciplinary knowledge)

Christianity:

- I know the significance of rituals/objects/symbols associated with Christian worship.
- I know church buildings, symbolic objects and actions are used to express beliefs and feelings e.g., liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.

Judaism:

- I know the synagogue as a place of worship and prayer, education, community.
- I know the main features of the synagogue and their significance.
- I know the synagogue worship at Shabbat and key festivals.



<ul style="list-style-type: none"> I understand how important ritual can be to help religious people to embrace and express their own religion. I can express my own views about a range of rituals. 		<ul style="list-style-type: none"> I know the importance of the home for demonstrating Jewish beliefs and practices e.g., daily prayer, Shabbat, key festivals and celebrations, kosher kitchen. I know the beliefs and practices associated with daily prayer, including significance of Kippah, Tallit, Tzitzit. I know how beliefs are expressed through practices of Pesach, Sukkot, Shavuot.
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<p>Vocabulary (Build upon prior knowledge)</p> <p>Ritual, Tradition</p>	<p>National Curriculum Links</p> <p>Interpret Analyse Evaluate Critical thinking Knowledge and understanding Personal reflection</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=gcDOWk</p>
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<h2>Year 5 Christmas</h2>	<h2>What are the themes of Christmas?</h2>	<h3>Key concepts</h3> <p>Expressions of belief</p>
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<p>Substantive Knowledge <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> I know the themes of Christmas which are common to both secular and religious understanding e.g., love, peace, light over darkness, goodwill, joy, giving. I know how both Christians and non-Christians celebrate this festival. I know the differences between celebrations and understanding of Christmas from secular and religious world points. I can give my own views and sound reasons to the question "Is Christmas for everyone?". 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding Critical thinking Personal reflection <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution. Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation. Theological - Study of specialised religious group. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I know what is meant by the word 'secular'. I know the key ideas, beliefs and themes shown in the birth stories. I know about the impact these themes have on individuals and communities today. I can reflect on my own feelings, ideas and experiences about these themes and understand that not everyone has the same beliefs. I can reflect on my own feelings and ideas about the idea of the themes of Christmas being "important" today.
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Vocabulary
(Build upon prior knowledge)

Secular, love, giving, peace, goodwill, joy

Skills and attitudes being developed

- Open-mindedness
- Respect
- Application
- Investigation
- Evaluation

Useful links or source of information

Durham Learning Resources

- Christmas Music
- Christmas objects
- Gospel accounts on sheets
- Art materials

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Year 5 Spring A

Why do people visit Durham Cathedral today?

(Link to History topic – Anglo Saxon Trip)

Key concepts

Expressions of belief
Impact of belief

Substantive Knowledge
What do they know and can recall?

- I can describe daily worship at Durham Cathedral.
- **I know what the windows, art, sculptures, shrines and other features tell us.**
- **I know why St Aidan is seen as a beacon.**
- **I know how the life of Cuthbert inspires people today.**
- **I know why the life of Vulnerable Bede is still seen as significant today.**
- **I know how Holy Island is a place of pilgrimage still today.**

Key elements

- Knowledge and understanding

Key Areas of Enquiry

- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.
- Theological - Study of specialised religious group.

Interpretation in RE (Disciplinary knowledge)

- I know what special events take place at Durham Cathedral, and what impact these might have for people
- I can discuss why else people might visit Durham Cathedral.
- I can discuss the significance of the saints in the life of the Cathedral.

Vocabulary
(Build upon prior knowledge)

Pilgrimage, compare, similarities, differences, altar, lecturn, bell tower, stained glass, pulpit, pew, organ, font, choir stalls, saint, Cuthbert, Holy Island, reflection, ritual, culture, Aidan, worship, symbol, Prayer, Cathedral, community,

National Curriculum Links

Interpret
Analyse
Evaluate
Critical thinking
Knowledge and understanding
Personal reflection

Useful links or source of information

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Durham Learning Resources

School visits/Zoom meetings

- Durham Cathedral (Education Centre)
- Lindisfarne Priory
- St Mary's Church



Year 5 Spring B	Why is the Last Supper so important to Christians?	Key concepts Expressions of belief
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Substantive Knowledge
What do they know and can recall?

- I know the events of Easter.
- I know what happened at The Last Supper
- I know how and why some Christians remember Jesus in the Eucharist.
- I know how the Last Supper links to Eucharist today.

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.
- Theological - Study of specialised religious group.

Interpretation in RE (Disciplinary knowledge)

- I know the events of Holy Week:
 - Entry into Jerusalem (Palm Sunday)
 - (The Last Supper (Maundy Thursday)
 - Jesus' arrest and trial
 - Crucifixion (Good Friday)
 - Resurrection (Easter Day)
- The last meal Jesus shared with disciples; words when breaking bread and drinking wine.
- How Christians remember events through rituals of Eucharist – its meaning

*Pupils should be given the opportunity to reflect on their own experiences, feelings and values raised by learning about Easter events e.g. about fear, betrayal, friendship, humility. This personal reflection should not be assessed.

Vocabulary
(Build upon prior knowledge)

Lent, Passover, holy Week, Eucharist, Easter, Palm Sunday, Holy communion

National Curriculum Links

Pupils should be given the opportunity to reflect on their own experiences, feelings and values raised by learning about Easter events e.g. about fear, betrayal, friendship, humility. This personal reflection should not be assessed. It makes a vital contribution to pupils' spiritual, moral, social and cultural development.

Useful links or source of information

The Last Supper and betrayal is in:

- Matthew 26 v20-29
- Mark 14 v17-25
- Luke 22 v14-23
- John 13 v1-21

This event (final meal with disciples) took place because Jesus and his disciples were celebrating the Passover meal together. Passover (Pesach) is a Jewish festival that remembers the Israelites being led out of slavery in Egypt by Moses. The Passover meal is full of symbolic foods that help Jews remember this event as both a time of sorrow and joy and their freedom from oppression. Jesus used that meal to add his own symbolism:

- **washing feet** w – a sign that he was a 'servant saviour, a servant king' who was here to change the order of things
- **drinking wine** to symbolise his sacrifice and shedding of blood
- **bread** to symbolise his sacrifice of death for others (his body would be broken on the cross)
- **he foretold his death** and did say he was going to be betrayed and let down.

Key themes of The Last Super are, therefore, remembrance, reflection, friendship, forgiveness, sacrifice, joy, sorrow, betrayal.

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Year 5 Summer A	What do Christians believe about God? (10 hours)	Key concepts Impact of belief Belief
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Substantive Knowledge
What do they know and can recall?

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Interpretation in RE (Disciplinary knowledge)

- The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield.
- The otherness of God (transcendent) who inspires awe, wonder, devotion.



- I know how Christians might use metaphors to understand God.
- I know what Christians believe about God as a Creator:
 - From the Genesis creation story
 - From the metaphor of God as a potter
- I know how Bible metaphors show God as protecting and saving.
- I know how Bible metaphors show God's power.
- I know how Bible metaphors show God's authority.
- I know how Christians believe in three in one.
- I know why Christians believe God as alpha and omega.

Key Areas of Enquiry

- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.
- Theological - Study of specialised religious group.

- Introduction to Trinity: creator God, loving God, powerful God.
- How belief in God will affect Christians e.g., prayer.
- Introduction to how Christian values will affect views on moral issues – environment.

Vocabulary
(Build upon prior knowledge)

Bible	Christians	God
Trinity	metaphor	creator
authority	power	protect or
saviour	infinite	Eternal

Skills and Attitudes being developed

Skills:
Interpretation: drawing meanings from religious texts, symbols, metaphor
Expression: giving meaning to concepts, symbols, stories etc; give an informed opinion and personal viewpoint
Empathy: seeing the world through the eyes of others and issues arising from their point of view
Reflection and Response: developing a personal interest and curiosity in puzzling, searching and challenging questions.
Attitudes:
Open-mindedness: readiness to look beyond surface impressions
Self-awareness: develop the capacity to consider one's own beliefs
Appreciation and Wonder: developing a capacity to respond to fundamental and religious questions.

Useful links or source of information

<https://durhamschools.sharepoint.com/:r/sites/vaneroadstaff/National%20Curriculum%202014/Religions%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Durham Learning Resources – See Planning Pack for details on specific items needed.

Year 5 Summer B

How and why do religious people show care for others?

(Can be taught in Spring Term as Teachers will be teaching Cathedral unit)

Key concepts

Impact of belief

Substantive Knowledge
What do they know and can recall?

- I know what is meant by good deeds.
- I know what Jesus taught about helping others.
- I know how Christians help others today.
- I know how and why Sikhs show sewa.

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution.
- Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation.

Interpretation in RE (Disciplinary knowledge)

- I can describe some ways in which Christians, Jews, Sikhs help others and the difference this makes to people
- I can link this to appropriate religious teaching and beliefs
- I can begin to form a framework of connections between concepts [Belief, Authority, Expressions of Belief, Impact of Belief]
- I can identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences
- I can ask and explore relevant questions (e.g., Who should care for others? Do only religious people show care?), express their opinions and support these with plausible reasons
- I can recognise that others may hold different opinions.



- I know what happens on Mitzvah Day.
- I can explain and describe how religious people show care for others.
- I can make my own suggestions and discuss how our school community care for others.

- Theological - Study of specialised religious group.

Vocabulary
(Build upon prior knowledge)

Bible	Church	dhan, man, tan	langar meal
charity	Christianity	vand chhakna	synagogue
compassion	Sikhism	sewa	Torah
Jesus	Judaism	gurdwara	mitzvah
parable	Christian, Sikh, Jew		tzedaka

commandment

Useful source of information

Vand chhakna is the instruction for Sikh followers to share their earnings with others and give to charity.

Sewa (seva) is the selfless service of Sikhs to God's creation. Sikhs, by performing this selfless service, are serving God.

Sewa has 3 forms to cover all the ways in which Sikhs can serve others: tan (physical service), man (mental service), dhan (material service).

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|------------------------|---|
| Tan (physical) | Examples of tan are preparing meals in the langar, cleaning the Gurdwara, helping to build the Gurdwara, looking after those who are ill or have a disability, shopping or gardening for the elderly |
| Man (mental) | Examples of man are studying so that you understand about the teaching of Sikhism, teaching other people, writing articles and books to help other people understand |
| Dhan (material) | Examples of dhan are giving your money or possession to help those who are in need. |

Useful links or source of information

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religions%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Durham Learning Resources – See Planning Pack for details on specific items needed.

Year 6 Autumn Term A

What can we find out about a local Muslim community?

- Key concepts**
- Expressions of belief
 - Authority
 - Belief
 - Impact of belief

Substantive Knowledge
What do they know and can recall?

- I know how Muslims worship in a Mosque
- I know what is special about the Qur'an
- I know why the Prophet Muhammad is important
- I know the Five Pillars of Islam
- I know what happens on the Day of Judgment
- I can show some understanding of some

Key elements

- Knowledge and understanding
- Critical thinking

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution.
- Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

Belief - The nature of Allah revealed in the Qur'an: oneness of God, 99 names of Allah, belief that Allah gives guidance through messengers and books.

- Concept of Shirk (not associating anything or anyone with Allah).
- Beliefs expressed in Shahadah (one God, Muhammad as prophet of Allah).
- Islam means submission: submission to the will of God is a central belief.
- Introduction to the 6 beliefs in Islam: one God, prophets, angels, holy books, predestination and judgement, life after death.

Authority - The Qur'an

- Beliefs about the Qur'an as the final revelation of Allah.
- Beliefs about how the Qur'an was revealed to Muhammad.
- How the Qur'an is treated and used by Muslims today, some passages from the Qur'an.

Muhammad NOTE – when Muhammad's name is stated, Muslims will say "peace be upon him".

- Belief in Muhammad as the final prophet.
 - Use of pbuh (peace be upon him).
 - Stories about Muhammad.

Imam

- The role of the Imam as spiritual leader and teacher.

Expressions of belief - Worship in the mosque:

- Salah prayer including call to prayer, Wudu (washing), meanings of positions of prayer; Friday prayer (Jummah).



ways Muslims may act upon the teachings described in the Qur'an, and the impact this may have on others.

- How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan).
- Introduction to 5 pillars as expression of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).
- How beliefs are expressed through Hajj.

Impact of belief -

- How Muslim children show commitment to Islam through the mosque school (learning the Qur'an).
- How Muslims follow and live by moral codes and how these are shown by individuals and the community (Ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).

Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others.

Vocabulary
(Build upon prior knowledge)

Allah, prophets, prayer mat, Wudu, Shirk, Hell, Islam, Muslim, mosque, Jummah, 5 Pillars of Islam, Day of judgement, submission, Quran, Salah, Imam, belief, worship, fasting, Arabic, Muhammad, Makkah/Mecca, Ramadan, Shirk, Wudu, Submission. Shahadah (declaration of faith)

National Curriculum

Religious education for children and young people:

- Provokes challenging questions
- Encourages pupils to explore their own beliefs
- Enables pupils to build their sense of identity and belonging
- Teaches pupils to develop respect for others
- Contributes to community cohesion by promoting mutual respect and tolerance in a diverse society
- Prompts pupils to consider their responsibilities to themselves and to others.

Useful links or source of information

<https://durhamschools.sharepoint.com/:f/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Durham Learning Resources

Year 6 Autumn Term B

What can we learn about religious diversity in our area?

Key concepts
Impact of belief
Expressions of belief
Authority
Belief

Substantive Knowledge
What do they know and can recall?

- I know how to describe some of the different religions represented in Newton Aycliffe.
- I know how to make comparisons of different faiths in the local community
- I know some of the ways religion makes a difference locally, and link our understanding of differing religions to the wider community in which we live.
- I know how diverse County Durham is in terms of different faith group representation in comparison to another county.

Key elements

- Knowledge and understanding
- Critical thinking
- Personal reflection

Key Areas of Enquiry

- Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution.

Interpretation in RE (Disciplinary knowledge)

I can discuss and explain comparisons of belief, different places of worship, how people of faith express their beliefs and how this impacts the way in which they live.



<ul style="list-style-type: none"> I know how to share my ideas on how to share my ideas on how we can increase our knowledge and ideas across multi-faiths within the local community. 		
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<p>Vocabulary <u>(Build upon prior knowledge)</u></p> <p>Religious, non-religious, belief, worship, celebrate, community, same, different, Christianity, Buddhism, Hinduism, Islam, Judaism, Diversity, similarities, differences, values, express. Faith, impact</p>	<p>National Curriculum Links</p> <p>RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. Teaches pupils to develop respect for others Promotes pupils to consider their responsibilities to themselves and others. High quality learning experiences.</p>	<p>Useful links or source of information</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p> <p>Alternative places of worship Newton Aycliffe Congregation Of Jehovah's Witnesses Aycliffe Evangelical Church</p>
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<p>Year 6 Christmas</p>	<p>What do the gospels tell us about the birth of Jesus? (4hours)</p>	<p>Key concepts Expressions of belief Authority</p>
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<p>Substantive Knowledge <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> I know where to find out about the birth of Jesus. I know why Matthew and Luke wrote their stories. I can discuss what I now know about the birth stories. 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I can compare and investigate the two versions of the birth of Jesus and identify similarities and differences. I can explain the significance of the two contrasting stories for Christian belief. I can discuss, give views and reasons to the question "Are the birth stories true?" I can distinguish between features of the birth stories in the gospels and other features of Christmas stories/celebrations. I know The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today. I know the significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany).
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<p>Vocabulary <u>(Build upon prior knowledge)</u></p> <p>Angel, star, stable, manger, Mary, Augustus, Kings, gifts, lamb, Gospels, <i>interpretation</i>, nativity, stewardship, creation, environment, impact, belief, authority, expression, trinity, forgiveness, diversity, artefact, chalice, icon, crucifix, version</p> <p>Gospels, resurrection, joy, despair,</p>	<p>National Curriculum Links</p> <p>Investigation and Enquiry Analysis Evaluation Interpretation Reflection and Response Open-mindedness</p>	<p>Useful links or source of information</p> <p>Lesson 1 - These are the only two gospels which include the birth of Jesus: · Matthew 1 v18 – 2 v15 · Luke 2 v1-20</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=qcDOWk</p>
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<p>Year 6 Spring Term A</p>	<p>Why should people with a religious faith care about the environment? (8 hours)</p>	<p>Key concepts Belief Impact of Belief</p>
<p>Substantive Knowledge <u>What do they know and can recall?</u></p> <ul style="list-style-type: none"> I know why the creation story is important to Christians and can give examples of how humans have not been good stewards. I know the meaning behind the story of 'Siddhartha and the Swan' and the moral precept of harm no living thing. I can show understanding of how Buddhist teaching has an impact on individuals and communities I know what Islam teaches about caring for the natural world and the impact this can have on individuals and communities I know how Christians show stewardship I know what a Council of All Beings would say. 	<p>Key elements</p> <ul style="list-style-type: none"> Knowledge and understanding <p>Key Areas of Enquiry</p> <ul style="list-style-type: none"> Theological - Study of specialised religious group. Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution. Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation. Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world. 	<p>Interpretation in RE (Disciplinary knowledge)</p> <ul style="list-style-type: none"> I know about the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans. I understand some of the ways Christians, Buddhists and Muslims may act upon these teachings and I can describe the impact this may have on them. I know the differences between these teachings. I can reflect on my own feelings and values about caring for the natural world. I can answer the question "Why should people with a religious faith care about the environment?" by expressing understanding and by describing similarities and differences in beliefs and actions between Buddhism, Islam and Christianity.
<p>Vocabulary <u>(Build upon prior knowledge)</u></p> <p>Stewardship, environment, impact, creation, harm,</p>	<p>Skills and Attitudes being developed</p> <p>Skills</p> <ul style="list-style-type: none"> Investigation and Enquiry - Knowing how to use different sources, including religious texts and listening to religious people, as a way of gathering information about beliefs and their impact. Application - Making links between religious teaching and its impact on individuals, communities and international life. Identifying religious values about the natural world and their interplay with secular ones. Expression - Give an informed opinion. Empathy - Consider the thoughts, feelings and values of others. <p>Attitudes</p> <ul style="list-style-type: none"> Appreciation and Wonder - Appreciate the wonder of the world in which we live. Open Mindedness - Recognise that people hold a wide range of opinions. <p>Self-Awareness - Develop personal and moral integrity as they consider their own spiritual and moral ideas.</p>	<p>Useful links or source of information</p> <p>Christianity: How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes (e.g. showing love, forgiveness, charity) e.g. work of local churches, Christian charities (e.g. CAFOD, Christian Aid, Salvation Army) and individuals. Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others.</p> <p>Buddhism: Introduction to how Buddhist values will affect views on moral issues e.g. environment.</p> <p>Islam: Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others</p> <p>Durham Learning Resources</p> <p>https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou s%20Education%20Resources?csf=1&web=1&e=acDOWk</p>
<p>Year 6 Spring Term B</p>	<p>Why are Good Friday and Easter Monday the most important days for Christians?</p>	<p>Key concepts Expressions of Belief</p>



Substantive Knowledge
What do they know and can recall?

- I know the Christian beliefs behind Good Friday and Easter Sunday and the significance of those for Christians.
- I can reflect on the feelings and ideas associated with the themes and ideas behind Good Friday and Easter Day (The Easter Story)
- I can ask and respond to questions about the beliefs of Good Friday and Easter Sunday and Christian belief.

Key elements

- Knowledge and understanding
- Critical thinking

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Philosophical - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

- I know and understand the significance of the crucifixion and resurrection and the impact of these beliefs on Christians today:
 - Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians
 - How belief in God will affect Christians e.g., belief in life after death
- I can express my own views about questions raised by the events and beliefs of crucifixion and resurrection of Jesus, giving sound reasons to support my views and understanding differing views.

Vocabulary
(Build upon prior knowledge)

Symbols, parable, ceremony, symbolic, rituals, gospels, interpretation, resurrection, crucifixion, despair, Jesus, beliefs, Lent, Holy Week, Pentacost,

Key information

Easter is the most important festival in the Christian calendar and is central to Christian belief. Key Christian ideas are understood in the context of this festival:

- Jesus as the Son of God
- forgiveness by God for all who ask for it
- belief in life after death
- God as Love who is prepared to die for others
- sacrifice
- despair and fear turning to hope and joy.

Easter is both the most solemn and joyous festival for Christians and begins with a period of meditation and reflection called Lent.

Useful links or source of information

Durham Learning Resources

See Easter folder for full planning Pack:

<https://durhamschools.sharepoint.com/:f:/r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Year 6 Summer Term

Bridging Unit

**So, what do we now know about Christianity?
(Exploration through the concepts)**

Key concepts
Expressions of Belief
Belief
Authority
Impact of Belief

Substantive Knowledge
What do they know and can recall?

- I know about the 4 RE concepts and can make links between them.
- I know what Christians believe and can discuss the;
 - Concept of belief in Christianity

Key elements

- Knowledge and understanding
- Critical Thinking
- Personal Reflection

Key Areas of Enquiry

- Theological - Study of specialised religious group.
- Sociological - Study of human behaviour. The behaviour of individuals within a group, and as a whole institution.
- Ethical - Moral principles. The discipline of dealing with what is good and bad, with moral duty and obligation.
- Phenomenological - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Interpretation in RE (Disciplinary knowledge)

By the end of this unit most pupils should be able to:

- demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts
- demonstrate more detailed knowledge and understanding of BELIEF in Christianity (God, Jesus, love, forgiveness)
- demonstrate more detailed knowledge and understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus)
- demonstrate more detailed knowledge and understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols)
- demonstrate more detailed knowledge and understanding of IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others).



- **Key characteristics of God**
- **What Christians believe about Jesus**
- **Importance of forgiveness for Christians**
- **I know the main source of Authority in Christianity and can discuss why.**
- **I know how Christians express their beliefs**
 - **ways in which they worship**
 - **Ways in which they use artefacts/syllabus**
- I know how beliefs have an impact on Christians.
- I can produce a piece of art which will show some of these key ideas about Christianity, divided into 4 sections for the 4 ideas.

- Philosophical - The process of being curious and asking focused questions to help us understand ourselves, our peers, and our world.

Vocabulary
(Build upon prior knowledge)

All previous taught vocabulary including but not limited to

Belief, Authority, Expression, Impact, Trinity, Forgiveness, Beatitudes, diversity, artefact, chalice, icon, crucifix

Previous Learning

The unit draws on learning from units in primary school especially KS2. If schools are following the exemplar Long Term Plan pupils will have explored the following questions:

- What is the meaning of Christmas? (Focus on Advent, Jesus as light of world, themes of Christmas, the gospel accounts).
- What is the meaning of Easter? (Focus on Palm Sunday, Lent, Last Supper, significance of crucifixion and resurrection).
- What do Christians believe about Jesus?
- What do Christians believe about God?
- What can we learn about Christian symbols and beliefs by visiting churches?
- How do Christians show care for others?
- What do we know about the Bible and why is it important to Christians?
- Why do people visit Durham Cathedral?
- How do Christians use rituals?
- Why do Christians care about the environment?

The bridging unit will consolidate learning and help pupils develop understanding of the RE concepts in Christianity.

Useful links or source of information

See Year 6 PLANNING PACK -

Contains:

Big Picture Overview, Lesson Planning, Pupil Sheets, Resources

<https://durhamschools.sharepoint.com/:r/sites/vaneroadstaff/National%20Curriculum%202014/Religiou%20Education%20Resources?csf=1&web=1&e=qcDOWk>

Core knowledge and Understanding based on the 4 RE concepts

Recapping and developing knowledge and understanding of Christianity:

- BELIEF: The Trinity, Jesus, concept of forgiveness
- AUTHORITY: importance of the Bible for Christians
- EXPRESSIONS OF BELIEF: different types of Christian worship, objects used in worship
- IMPACT OF BELIEF: how Christians are for others OR living in a Christian monastic community.