

Religious Education

The sequencing of units aims to develop pupils' understanding of religious and non-religious beliefs and the impact these have for individuals and communities in our world today. Each unit has been developed around a question to ensure an enquiry-based approach is used which will enable pupils to ask questions and develop skills of independent research and critical thinking, analysis and evaluation. The skills that the children will gain are not only important in RE but make a vital contribution to enhancing achievement across the curriculum. Within this plan, emphasis on ensuring there is a wider study of other religions and non-religious world views beyond the six principal religions, will provide the foundation for pupils to know about and understand the diversity of beliefs and practices in the locality and the world in which we live.

Skills

Throughout the key stages the pupils should increasingly have opportunities to develop a range of skills.

Investigation and Enquiry

- asking relevant questions
- knowing how to use different types of sources as a way of gathering information
- knowing what may constitute evidence for understanding religion(s)
 - ascertaining facts

Interpretation

- drawing meaning from artefacts, art, poetry and symbolism
- interpreting religious language
- suggesting meanings of religious texts
- explaining why people belong to faith communities

Application

- making the association between religions and individual, community, national and international life
- identifying key religious values and their interplay with secular ones.

Expression (learning to communicate)

- pursuing a line of enquiry or argument
- identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media
- giving an informed opinion and expressing a personal viewpoint

Analysis

- exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith
- distinguishing between the features of different religions

Evaluation

- debating issues of religious significance, with reference to evidence, factual information and argument
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

Reflection and Response (Developing spirituality)

- thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
- developing a personal interest and curiosity in puzzling, searching and challenging questions

Empathy

- considering the thoughts, feelings, experiences, beliefs, attitudes and values of others
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- seeing the world through the eyes of others and issues arising from their point of view

Attitudes

Religious Education encourages pupils to develop positive attitudes to their own and others' beliefs, ideas, experiences, feelings and values, in a classroom climate that recognises and respects difference.

Self-awareness

- recognise their own sense of self-worth and value
- develop the capacity to consider their own beliefs, values and attitudes, and feel confident to communicate these to others without fear of embarrassment or ridicule
- develop personal, intellectual and moral integrity as they consider their own religious, moral and spiritual ideas
- acknowledge bias and prejudice in themselves
- become increasingly sensitive to the impact of their ideas, attitudes and behaviour on others.

Respect

- recognise that others have a right to have different beliefs and practices to their own
- recognise that people's convictions are often deeply held
- be sensitive to the feelings, ideas, needs and concerns of others
- listen to and learn from others, even when views are different from their own
- value difference and diversity
- discern what is worthy of respect and what is not
- appreciate that some beliefs are not inclusive and consider the issues that this raises for individuals and society.

Open-mindedness

- learn and gain new understanding
- look beyond surface impressions
- recognise that people hold a wide range of opinions
- listen to the views of others without prejudging their response
- consider evidence and argument, disagreeing reasonably and respectfully, about religious, moral and spiritual questions
- develop the ability to live with uncertainty and ambiguity.

Appreciation and Wonder

- appreciate the wonder of the world in which we live – its beauty, order, shape, pattern, mystery
- value insight, imagination, curiosity and intuition as ways of perceiving reality
- recognise that knowledge is bounded by mystery
- develop their capacity to respond to questions of meaning and purpose
- develop their imagination and curiosity

EYFS

In the EYFS there are **three characteristics of effective teaching and learning**:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals:

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.

Children who are 3-4 will be learning to:

- Continue developing positive attitudes about the differences between people.

Children In Reception will be learning to:

- Understand that some places are special to members of their community;
- Recognise that people have different beliefs and celebrate special times in different ways;
- Recognise some similarities and differences between life in this country and life in other countries.

Nursery	<p>Particular focuses will be looked at at specific points across the year determined by the religious calendar and in response to children's interests.</p> <p>Harvest as a special time</p> <ul style="list-style-type: none">• The Creation Story• Christian Harvest <p>Divali as a special time for Hindus</p> <p>Christmas as a special time</p> <ul style="list-style-type: none">• The Christmas Story• Ways Christians celebrate e.g. singing carols <p>Special Books</p> <ul style="list-style-type: none">• The Bible as a special book for Christians <p>Special People</p> <ul style="list-style-type: none">• Jesus as special to Christians; stories about Jesus e.g. calming the storm, walking on water <p>Special Times</p> <ul style="list-style-type: none">• Easter story• How Christians celebrate in church e.g. Easter Garden <p>Belonging</p> <ul style="list-style-type: none">• Christian Baptism• Raksha Bandhan• Christian wedding• Jewish wedding
Reception	<p>Particular focuses will be looked at at specific points across the year determined by the religious calendar and in response to children's interests.</p> <p>Harvest as a special time</p> <ul style="list-style-type: none">• Christian Harvest• Jewish Sukkot <p>Shabbat as a special time for Jewish people</p> <p>Christmas as a special time</p> <ul style="list-style-type: none">• The special baby Jesus• Ways Christians celebrate e.g. colours in the church, Advent ring <p>Special Books</p> <ul style="list-style-type: none">• How Holy Books are treated e.g. Qur'an, Torah, Guru Granth Sahib <p>Special People</p> <ul style="list-style-type: none">• Jesus as special to Christians, stories Jesus told (e.g. Lost Coin, Lost Sheep) <p>Special Times</p> <ul style="list-style-type: none">• Easter story• How Christians celebrate in church e.g. singing, hymns, prayers <p>Special places, special objects, special music, special people – to select e.g.</p> <ul style="list-style-type: none">• Church – explore Christian artefacts, music, meeting special people (e.g. vicar)• Mandir – Hindu murtis and artefacts, Hindu music• Buddhists artefacts e.g. rupa/statue of Buddha, prayer flags• Jewish artefacts e.g. menorah, mezuzah

KS1					
Y1	<p>Christianity What can we learn about Christianity from visiting a local church (including Harvest)?</p> <p><i>Visit to St. Johns Church</i></p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Recognise and name some features of a church. Recognise and name some ways Christians worship. Recognise some features of Harvest Festival in a church. Talk about what they find interesting or puzzling in a church. Reflect on their own feelings about being quiet, being in a special place, caring for the world. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> Knowing that a church has a leader e.g. vicar/priest/minister. The Church building as a place of worship and belonging - introduction to some features of churches e.g. cross, lectern, pulpit, altar. Sunday worship in church e.g. vicar, reading Bible, singing, prayers, sermon, Eucharist, words and actions. How Christians celebrate Harvest. The natural world as God's creation; human responsibility to care for the world (brief introduction to Bible through Harvest) 	<p>Christianity Why are gifts given at Christmas?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Recall the story of The Three Wise Men. Recognise the words connected with the gifts the Three Wise Men brought- gold, frankincense, myrrh. Recognise that Christians see Jesus as a gift given by God to the world. Talk about their own experiences and feelings about giving and receiving gifts. Identify away they can give a gift that does not cost any money. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> The bringing of gifts by the Three Wise Men. The special meaning of the gifts of gold, frankincense and myrrh. Jesus as a gift to the world. 	<p>Christianity Who is Jesus and why is he special to Christians?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> State that Christians see Jesus as special and link this to the birth of Jesus. Know that Jesus travelled around telling people about God. Retell the story of The Lost Sheep. Know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind. Understand that Jesus showed power by calming the storm, healing a paralysed man (retell one of these miracle stories). Recognise how Jesus is shown as special in pictures/statues/icons. Know that Christians believe Jesus is God's son. Ask questions, give their own viewpoint and give simple reasons to back up view. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> Introduction to Christian belief in Jesus as son of God. Jesus as special and important shown through stories from his life: Jesus as a healer (The Paralysed Man, Jesus as a miracle worker (Calming the Storm) Jesus as one who loved, cared, forgave and changed lives(Zacchaeus) Jesus as a teacher: Jesus using stories (parables) to give a message (The Lost Sheep). The special teaching of Jesus – love God, love your neighbour as yourself. Christian values today based on Jesus – love, care, forgiveness helping others. Ways in which Christians show Jesus as special through symbols and images. 	<p>Christianity What is the Easter story?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Recall the story of death and resurrection of Jesus. Recognise the symbols connected with this story – cross, Easter Garden. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> Jesus dying on a cross - Christians remember this on Good Friday. The story of the Last Supper, dying on the cross and the resurrection. Jesus coming back to life – Christians remember this on Easter Sunday (Easter Day). Christians feel sad, Christians feel happy. <p><i>NB: Pupils may have encountered this story in EYFS. The main events of Good Friday and Easter Day should, however, remain the focus of this unit; stories connected with arrest and trial are too complicated at this stage.</i></p>	<p>Buddhism What can we find out about the Buddha?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Recognise the rupas of Buddha and name them. Recall the stories of the 4 sights and The Bodhi Tree. Know that Buddha changed some people's lives (story of Angulimala). Know that Buddha was kind (Siddhartha and the Swan) and Buddhists teach kindness (The Angry Elephant). Give their views and simple reasons to questions raised through learning about Buddha e.g. can people help change other for the better? <p>Core Knowledge and understanding</p> <ul style="list-style-type: none"> Belief in Buddha as enlightened teacher (not a God). Example of Buddha's life – his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies. Buddhist stories illustrating these values.
	<p>Vocabulary Church, Sunday, Bible, cross, hymns, pulpit, worship, God, altar, vicar, candles, creation, Christians, Jesus, pew, prayer, Harvest, world, Priest, Minister, Reverend, Major, Eucharist, lectern, sermon, natural world, responsibility, reflection, spirituality, Christianity.</p>	<p>Vocabulary Bethlehem, Wise Men, Kings, gold, frankincense, myrrh, special, gifts/giving/presents, Christmas</p>	<p>Vocabulary Nativity, power, statue, parable, icon, miracle, forgiveness, calm, calming, storm, paralysed, love, care, symbols, images</p>	<p>Vocabulary Good Friday, Easter egg, Easter Day, sad, happy, Easter Garden, new life, resurrection, disciples</p>	<p>Vocabulary Siddhartha, Buddha, Bodhi Tree, Buddhists, India, kindness, rupas, Four Sights, Siddartha, angry, elephant, enlightened, teacher, palace, suffering, compassion, respect, stealing, values, Buddhism.</p>

<p>Y2</p>	<p>Christianity Why is the Bible special to Christians?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> • Have simple knowledge of some Christian beliefs about the Bible and its importance. • Retell religious stories and have simple knowledge of their significance, including the story of St. Francis of Assisi • Suggest meanings for religious actions and symbols. • Express their views and give simple reasons to support these, in response to the religious material they learn about. • Recognise that some questions cause people to wonder and are difficult to answer. <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> • The Bible is a library of books in 2 sections – Old and New Testament. It is the holy book for Christians who call it God’s word. • The Bible as the holy book for Christians, treated with respect e.g. read from in Church worship, lectern, special Bibles. • Belief in God as loving, caring, having authority; God as Father, loving parent. • That Christians learn from the Bible how to live, in this case, the example of a Christian saint who showed his care for God’s creation. • Belief in God as shown in the Bible: God as One, creator: (Genesis 1 and 2: Creation). • Belief in the natural world as God’s creation; human responsibility to care for the world. • How Christians care for God’s creation (link to Worship concept – Harvest). 	<p>Christianity How and why is light important at Christmas?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> • Retell the Nativity story and suggest meaning for symbols of light in story • Identify and suggest meaning for Christingle symbols • Reflect on their own experience and feelings connected with light and be aware of other people’s feelings. <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> • The Nativity story. • Symbols of light in the story. • Ways in which Christians think about Jesus – the Christingle. 	<p>Christianity What can we learn from the story of St. Cuthbert?</p> <p>Visit to Durham Cathedral</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> • Know why Cuthbert became a monk. • Know how Cuthbert preached and helped others. • Know that Cuthbert was Bishop at Lindisfarne. • Know why Cuthbert liked to be alone to pray. • Know how and why Durham Cathedral is linked to Cuthbert. • Know that Durham Cathedral is a place of worship today. • Know that people visit Lindisfarne today. <p>Core knowledge and understanding</p> <p>Listen to stories about St Cuthbert and:</p> <ul style="list-style-type: none"> • Know how his Christian faith affected his life • Know how his Christian life had an impact then and now. • Know that Durham Cathedral is a place of worship and Lindisfarne is a place of pilgrimage. 	<p>Christianity How do Christians celebrate Easter?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> • Identify some features and objects found in Churches at Easter e.g. cross • Know about the significance of gold, white and purple. • Identify some Easter practices in churches e.g. Hallelujah, Easter Hymns, giving out eggs. • To know about the significance of bread and wine. • Recall the story of Good Friday and Easter Day. • Recall some other events in the Easter story e.g. entry into Jerusalem, The Last Supper. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> • The events of Good Friday and Easter Day. • Brief reference to Palm Sunday and The Last Supper. • How Christians remember Easter events in church, for example, the significance of singing hymns, crosses, Easter Garden, purple, white, gold, egg, bread and wine, saying Hallelujah. <p><i>NB: This is about Christian practice not the general customs associated with Easter. They will focus in particular on the symbols connected with Easter celebrations in church and their meaning for Christians. They will be introduced to some of the events of Holy Week (Jesus entering Jerusalem, The Last Supper – these will be picked up in detail in Key Stage 2).</i></p>	<p>Buddhism How do Buddhists express their beliefs?</p> <p>Buddhist Visitor</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> • Have simple knowledge of how Buddhists worship and meditate. • Have simple knowledge of some of the Buddhist aids to worship. • Have simple knowledge of some of the values and actions of Buddhists. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> • Worship in the home: Buddhist home shrine – statue of Buddha (rupa) or mandala, incense, candles, water, food, bell – engaging all the senses. • Introduction to meditation as a form of Buddhist worship. • Symbols and aids to worship 	<p>Inter-Faith What can we learn about our local faith communities? Invite visitors from the local community.</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> • Show understanding of what faith means. • Know some religions that we have in school and in our local communities. • Understand that not everybody in Shildon shares the same religion, and begin to understand why this is. • Reflect on their own experiences with regards to faith. • Express their views and give simple reasons to support these, in response to the religious material they learn about. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> • To understand what faith is. • To know what a community is. • To know that people have different faiths. • To begin to understand differing viewpoints. <p>Link to PSHE: Belonging to a community - Belonging to a group; roles and responsibilities; being the same and different in the community (see PSHE Overview)</p>
	<p>Vocabulary New Testament, God, St. Francis, lectern, care, holy, creator, worship, respect, Old Testament, father, library, love., St. Frances of Assisi; wonder Holy Book, authority, Genesis.</p>	<p>Vocabulary Light, angel, star, halo, Christingle, terminology associated with Christingle;</p>	<p>Vocabulary Cuthbert, Bishop, Durham Cathedral, holy, reflection, Lindisfarne, Holy Island, Saint, pray, prior, monk, Bible, pilgrimage, alone, hermit, faith, island.</p>	<p>Vocabulary Easter Sunday, hot cross bun, palm cross, crucifix, features, hallelujah, wine, Palm Sunday, Jerusalem</p>	<p>Vocabulary prayer wheel, mandala, sangha, rupa, alms bowl, meditate, values, home shrine, incense, candles, bell, meditation</p>	<p>Vocabulary Faith, communities, religion, local, roles, same, different, group, inter-faith.</p>

<p>Y3</p>	<p>Hinduism How do Hindus worship?</p> <p>Hindu visitor to school</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe a home shrine and how Hindus worship there (puja). Describe the features of a mandir. Describe the arti ceremony in a mandir. Describe some ways Hindus celebrate Divali. Tell the Divali story, using correct names and vocabulary and state why this story is important to Hindus Begin to form a framework of connections between concepts by making some links between Hindu worship, stories and the beliefs they express (Belief, Authority, Expressions of Belief). Raise and explore questions (e.g. Does good always defeat evil?), express their opinions and support these with plausible reasons. Recognise that others may hold different opinions. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> Worship in the mandir: puja, arti, the role of murtis, imagery and symbolism in the mandir, importance of community worship. How beliefs and feelings are expressed through communal celebration of Divali. Stories from Hindu scriptures with a moral e.g. Rama and Sita (good wins over evil, loyalty, sacrifice, love). 	<p>Christianity How and why is Advent important to Christians?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe some key features of Advent and how it is celebrated. Make links between these features and beliefs about Jesus and the Christmas story. Make links between beliefs expressed through Bible passages, particularly Isaiah 9 etc. on their own feelings, beliefs and values connected with Christmas and appreciate that not all feel the same. <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> When Advent is and its purpose in Christianity. How Advent is marked within the Christian churches. 	<p>Christianity What can we learn about Christian worships and beliefs by visiting churches?</p> <p>Visit to Shildon Methodist Church and Shildon Spiritual Church.</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Recognise there are different types of churches in Shildon and around the world(denominations) and identify the names of the different denominations/churches they have visited e.g. Roman Catholic Church, Baptist Church, Salvation Army Citadel. Describe some of the objects/actions found in our local churches and how they are used in worship. Describe simply the meaning of these objects/actions. Give their views to questions raised (e.g. Do objects matter?) and give plausible reasons to back up their views. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> The nature of God shown through metaphors and symbols in church; the otherness of God (transcendent) who inspires awe, wonder and devotion. How buildings, symbolic objects and actions are used to express beliefs and feelings. Introduction to diversity of practice in Sunday worship in the local area. Prayer and its importance for Christians including aids to prayer. <p><i>NB: This unit introduces pupils to diversity in Christianity but is not about how denominations have been formed. Pupils at this stage need only know that there are different denominations with slightly different beliefs and practices but all are part of the Christian church.</i></p>	<p>Christianity What do Christians remember on Palm Sunday?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe what happened when Jesus entered Jerusalem. Describe Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem. Describe ways in which Christians remember Palm Sunday today. Ask questions about the Palm Sunday story, give their views and give reasons. <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> The story of Jesus' triumphant entry into Jerusalem (Palm Sunday). Belief in Jesus as King/Messiah. Practices and objects connected with celebration of Palm Sunday in churches. 	<p>Hinduism What do Hindus believe and how does this affect the way they live their lives?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe Hindu beliefs about God. Suggest meanings for some of the symbols connected with Hindu murtis. Describe simply Hindu belief in reincarnation, karma, ahimsa. Give examples of how these beliefs effect what Hindus do. Express their own views, giving plausible reasons to questions raised, showing some. awareness of differing views. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> Belief in one God (Brahman) worshipped in many forms: <ul style="list-style-type: none"> Trimurti (Brahma, Vishnu, Shiva) Concept of avatars e.g. Rama, Krishna Nature of God as expressed in murtis (images), pictures, symbols, Aum Male, female and animal representations of God. Introduction to belief in atman (individual soul), karma. Belief in ahimsa: respect for forms of life. Belief in reincarnation. How belief and respect for all living things (ahimsa) has impact on behaviour and actions eg vegetarianism/food laws, non-violence. How belief in karma has impact on behaviour and actions e.g. seva (service for others).
	<p>Vocabulary Ramayana, arti, arti ceremony, symbol, Divali, celebration, Hanuman, Hindu, mandir, murti, Rama, Hindu, worship, Lakshmi, Hinduism, puja, shrine, Sita, Brahman, community, diva, religion, home shrine, opinions, defeat, evil, imagery, symbolism, communal, moral, loyalty, sacrifice, love, Hinduism.</p>	<p>Vocabulary Advent, solemn, prophets, stole, Isaiah, Altar cloth, preparation, bible passages, chapters, verses,</p>	<p>Vocabulary Denominations, crucifix, candles, Roman Catholic Church, Baptist Church, Salvation Army Citadel, Spiritual Church, metaphor, otherness of God, transcendent, awe, wonder, devotion, diversity, Sunday Worship.</p>	<p>Vocabulary Palm Sunday, palm leaves, Messiah, donkey, triumphant.</p>	<p>Vocabulary Brahman, consequence, Shiva, Parvati, ahimsa, Vishnu, Kali, reincarnation, Brahma, Durga, Ganesh, karma, Trimurti, avatars, Rama, Krishna, Aum, male, female, representations, Atman, individual soul, vegetarianism, food laws, non-violence, Seva,</p>

<p>Y4</p>	<p>Islam What do Muslim believe?</p> <p>Muslim visitor to school. By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Explain where Islam was founded and who founded the Muslim faith. Name some of the prophets sent by Allah and explain who the key prophet was. Describe the six main beliefs held by Muslims. Understand why calligraphy is important in Islam. Describe the main features of a mosque and where these are situated locally. Ask questions, give views and back up with reasons. Begin to form a framework of connections between concepts by making some links between Islam and Christianity and the beliefs they express (Belief, Authority, Expressions of Belief). <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> People who follow the Islam faith are called Muslims. Allah is the name Muslims use for their God. Muhammad is seen as the founder of Islam. Muhammad is so highly respected by Muslims that they will say "peace be upon him" after his name is spoken. Before Muhammad, Allah had already sent several prophets. Prophets were special messengers sent by Allah to teach about His nature and His guidance for humans. The prophets included: Adam, Noah, Abraham (Ibrahim), Ishmael, Isaac, Jacob, Joseph, Job, Moses (Musa), Aaron, David, Solomon, Elias, Jonah, John the Baptist and Jesus (Isa). Introduction to the 6 beliefs in Islam: one God, prophets, angels, holy books, predestination and judgement, life after death. Main features of the mosque: dome, mihrab, minbar, minaret, prayer hall, Wudu, the removal of shoes, Call to Prayer. To know that calligraphy is Islamic art and it is used to communicate meaning. 	<p>Christianity Why do Christians call Jesus the light of the world?</p> <p>Elizabeth Baker storyteller, 'A Christmas Memory Bead' – visitor to school.</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Show some understanding of what Christians mean when they call Jesus light of the world -Christian belief in Jesus as Son of God and saviour. Show understanding of how the symbol of light is used in the Christmas story, making links to Christian beliefs. Describe how Christians use light at Christmas to express these beliefs – describe and show understanding of the Advent ring. Reflect on their own and others' experiences in relation to what they have learnt about the Advent ring. Express their views and give sound reason to the question "Does the Christmas story have anything to say to people today?" Show understanding of differing views. <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> Christian belief in Jesus as light of the world. What the symbols of light found in the birth stories mean. The Advent ring – its use in churches and its meaning. 	<p>Christianity What do Christians believe about Jesus and God?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe some of the events in the life of Jesus – calling the disciples, his baptism, the temptations, performing miracles, what Jesus taught, how he changed lives Demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression. Describe some of the Christian beliefs about Jesus shown through these events – Jesus as powerful, Jesus as having authority, Jesus as the son of god, Jesus changing lives Show how these beliefs have an impact on the lives of Christians today Ask questions connected with their learning, express an opinion and give plausible reasons to back their opinion up. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection). Jesus as teacher - teachings of Jesus including selected parables. The power of Jesus to change lives. The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. How belief in God will affect Christians e.g. prayer. 	<p>Christianity Why is Lent an important time for Christians?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe some ways Christians keep Lent today. Know what happened when Jesus was tempted in the desert. Make links between Jesus' period in the desert and Lent today. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> The account of Jesus being in the desert for 40 days and being tempted. When the period of Lent is. Some ways in which differing Christians keep Lent. <p>NB: Reference should be made to previous units (Year 1, Year 2, Year 3) and some recap of Easter story BUT THIS SHOULD BE BRIEF, so that pupils build on previous learning but do not repeat it.</p>	<p>Inter-Faith How and why do religious people care for others?</p> <p>This is an enquiry unit where different groups of pupils find out about and present information about how different religions care for others. www.natre.co.uk - 'Email a believer'.</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe some ways in which Christians, Jews, Sikhs help others and the difference this makes to people. Link this to appropriate religious teaching and beliefs. Begin to form a framework of connections between concepts (Belief, Authority, Expressions of Belief, Impact of Belief). Identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences. 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. Recognise that others may hold different opinions. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians. How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community e.g. langar meal, vand chhakna (sharing), sewa (selfless service). How Jews show commitment, belonging to faith community and care for others e.g. tzedaka (charity), contribution to work of the synagogue and helping others e.g. Jewish charities, caring for those in the community, Mitzvah Day. <p>Link to PSHE: Respecting ourselves and others - Respecting differences and similarities; discussing difference sensitively (See PSHE Overview)</p>
	<p>Vocabulary Islam, Muslim, faith, founded, prophets, Allah, Muhammad, pillars of Islam, calligraphy, predestination, fast, prayer, mosque masjid, minaret, muezzin, Wudu, quibla wall, Mecca, Call to Prayer, concepts, peace, Adam, Noah, Abraham (Ibrahim), Ishmael, Isaac, Jacob, Joseph, Job, Moses (Musa), Aaron, David, Solomon, Elias, Jonah, John the Baptist and Jesus (Isa), judgement, life after death, dome, Mihrab, Minbar, prayer hall, Islamic art.</p>	<p>Vocabulary Advent, Advent Ring, saviour, nativity, Light of the World.</p>	<p>Vocabulary Disciples, Passover, gospels, Son of God, Messiah, parable, Jewish, baptism, temptations, miracles, authority, ministry, arrest, crucifixion, metaphor, power, infinite, creator, protector, eternal, ruler, provider, just, potter, rock, shepherd, shield.</p>	<p>Vocabulary Lent, Preparation, Devil, desert.</p>	<p>Vocabulary Charity, compassion, forgiveness, commitment, organisations, commandment, Ten Commandments, parable, Christianity, Sikhism, Judaism, Christian, Christian charities, moral codes, Sikh, Jew, dhan, man,tan, vand chhakna, sewa, gurdwara, langar meal, synagogue, Torah, mitzvah, tzedaka.</p>

<p>Y5</p>	<p>Christianity What can we learn about Christian faith through the lives of Northern Saints?</p> <p>Visit to Durham Palace Green Library and Cathedral (History Anglo-Saxon link)</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> To know who the Northern Saints were and why they are famous. Describe the significance and influence of St Cuthbert, The Venerable Bede (and other northern saints) on Christian worship, pilgrimage and life today. Revisit St Cuthbert from the learning covered in Year 2. Describe some the life and achievements of some Northern Saints. Know how the life and achievements of some Northern Saints have influenced Christian worship, pilgrimage and life today. Describe some similarities and differences between the Northern Saints. Ask questions, give views and back up with reasons. Reflect on and consider their own beliefs, feelings, values, attitudes and experiences. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> To know St Aidan, St Oswald, St Hild and The Venerable Bede are all Northern Saints. Revisit St Cuthbert from the learning covered in Year 2. The key achievements of some Northern Saints. How Christian faith impacted on the lives of the Northern Saints (e.g. St Aidan, St Hild, St Oswald, Venerable Bede) and the significance of their lives then and now. Know the impact of Northern Saints on Christianity today. Compare Northern Saints to find out similarities and differences. 	<p>Christianity What are the themes of Christmas?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Have an understanding of the key themes of love, peace, light over darkness, goodwill, joy. Know the Christmas story, connecting with how both Christians and non-Christians celebrate this festival. Reflect on their own feelings, ideas and experiences about these themes and develop empathy for those with differing experiences. Give their views and sound reasons to the question 'Is Christmas for everyone?' <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> What is meant by the word 'secular'? The key ideas, beliefs and themes shown in the birth stories. The impact these themes have on individuals and communities today. 	<p>Judaism Why do Jewish people go to the synagogue?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Show understanding of what a synagogue is. Describe the main features of the synagogue and their importance to Jews. Demonstrate knowledge and understanding of the importance of the ark and the Torah. Describe and show understanding of what Jewish people do during Shabbat. Ask questions, give views and back up with reasons. Begin to form a framework of connections between concepts by making some links between Judaism worship and Christian worship and the beliefs they express (Belief, Authority, Expressions of Belief). <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> 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 	<p>Christianity Why is the The Last Supper so important to Christians?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Show understanding of key events remembered at Easter and their importance for Christians. Describe and show understanding of what happened at The Last Supper. Describe and show understanding of what some Christians do today at the Eucharist Service. Ask questions, give views and back up with reasons. <p>Core knowledge and understanding</p> <p>The events of Holy Week:</p> <ul style="list-style-type: none"> 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 ritual of Eucharist – its meaning. <p><i>NB: 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.</i></p>	<p>Inter-Faith Why should people with religious faith care about the environment?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans. Show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others. Describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam. Ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. They will express views on these questions, give sound reasons to support these views and give reasons to support opposing views. Reflect on their own feelings and values in relation to care for the natural world. <p>Core knowledge and understanding</p> <p>Introduction of how Christian, Buddhist and Muslim values will affect views on the environment (Impact of Belief).</p> <p><i>This unit contributes to pupils' moral development as they investigate how the behaviour and actions of individuals and groups can be influenced by religious beliefs, teachings, sacred texts and guidance from religious leaders and organisations today.</i></p> <p>Link to PSHE: Belonging to a Community - Protecting the environment; compassion towards others (See PSHE Overview)</p>
	<p>Vocabulary Saint, reflection, ritual, culture, pilgrimage, St Aidan, St Cuthbert, Lindisfarne, Holy Island, worship, symbol, prayer, St Bede, St Oswald, St Hild, spiritual, cathedral, community, grave, Christ, AD, monastery. Anglo-Saxon, compassion, sacrifice.</p>	<p>Vocabulary Secular, love, giving, peace, goodwill, joy, festival, empathy.</p>	<p>Vocabulary Rabbi, synagogue, yad, Torah, Sabbath, Shabbat, ark, Moses, Judaism,</p>	<p>Vocabulary Lent, Holy Week, Eucharist, Eucharist Service, Maundy Thursday, trial, Passover Easter, Holy Communion, Mass.</p>	<p>Vocabulary Stewardship, environment, creation, impact, compassion, moral development.</p>

<p>Y6</p>	<p>Inter-Faith Why do people use rituals today?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Show knowledge and understanding of what a ritual is and why rituals can be important today. Show detailed knowledge and understanding of the features and beliefs expressed in Christian Eucharist, Muslim ritual prayer (salah), the Jewish Pesach meal. Show similarities and differences between the religions studied in relation to ritual, meaning and significance. Show detailed knowledge of how the concepts connect (Belief, Authority, Expressions and Impact of Belief) in relation to ritual to form a framework for understanding religion. Raise and explore questions relating to the study of rituals (e.g. Do rituals matter today?), expressing their opinions, giving sound reasons and appreciating some other should different views (<i>Critical Thinking</i>). <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> Christianity: how symbolic objects and actions are used to express belief through introduction to Eucharist, death and resurrection of Jesus and its meaning for Christians. Islam: salah (ritual prayer), submission to God. Judaism: how beliefs and feelings are expressed through the practices of Pesach. 	<p>Christianity What do the gospels tell us about the birth of Jesus?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Describe the similarities and differences in the gospel birth stories. Show understanding of the intentions of the gospel writers in the birth stories and the beliefs they show about Jesus. Show understanding of the differences between biblical accounts of birth stories and traditions surrounding the Christmas story. Show some understanding of the words true and truth in the context of the birth stories. Express their own views and give sound reasons to the question, "Are the birth stories true?" Show understanding of differing views and give reasons to support a differing view. <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> The comparison of the gospel accounts of the birth of Jesus (Matthew and Luke). The purpose of the gospel writers in their accounts of the birth story. What the birth stories teach Christians about the significance of Jesus. 	<p>Christianity Why are Good Friday and Easter days the most important days for Christians?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> Show understanding of the significance of the crucifixion and resurrection for Christians – hope follows sadness, the love of God, life after death. Show understanding of these beliefs in the accounts of Good Friday and Easter Day. Express views about questions raised by the events and beliefs of crucifixion and resurrection of Jesus, giving sound reasons to support their views and understanding differing views. Reflect on their own beliefs, feelings and experiences of sorrow, joy, loss, hope, sadness. <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> 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. 	<p>Christianity Bridging Unit. So what do we know about Christianity?</p> <p>By the end of this unit most children should be able to:</p> <ul style="list-style-type: none"> 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). <p>Core knowledge and understanding</p> <ul style="list-style-type: none"> BELIEF: The Trinity, Jesus, concept of forgiveness AUTHORITY: importance of the Bible for Christians EXPERSSIONS OF BELIEF: different types of Christian worship, objects used in worship IMPACT OF BELIEF: how Christians care for others.
	<p>Vocabulary Mass, Haggadah, Israelites, ritual, Holy Communion, salah, Pesach, submission, chalice, prostration, Islam, critical thinking.</p>	<p>Vocabulary Gospels, interpretation, nativity, intention, intentions, biblical accounts, truth.</p>	<p>Vocabulary Resurrection, joy, hope, fear, crucifixion, despair, beliefs, sorrow.</p>	<p>Vocabulary Belief, Authority, Expression, Impact, Trinity, forgiveness, Beatitudes, diversity, artefact, chalice, icon, crucifix, monastic.</p>