



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

RE Curriculum overview: EYFS

| Special People | Special Places | Belonging |
|---|---|--|
| <p>Children are introduced to the founders of some religions. They are introduced to members within faith communities today who have a special role within the faith tradition.</p> | <p>Children are introduced to religious buildings as sacred places and how they are used for worship</p> | <p>Children are introduced to ceremonies which show belonging to the faith community. Children are introduced to religious rituals and promises / commitment shown through religious wedding ceremonies.</p> |
| <p>Jesus as special to Christians - stories about Jesus, stories Jesus told Guru Nanak as special to Sikhs – stories about the Guru Buddha as special to Buddhists – stories about him and his teaching Muhammad as special to Muslims – Muhammad as the prophet of God Moses as special to Jews People with a special role/vocation in religious communities today e.g. vicar, minister, priest, Salvation Army officer, nun, monk (Christianity), Jewish rabbi, Buddhist monk, imam at the mosque.</p> | <p>Christianity –an introduction to St John's church Hinduism – the mandir Buddhism – the temple Islam – the mosque Judaism – the synagogue Sikhism – the gurdwara</p> | <p>Christianity – infant baptism, weddings in churches Hinduism – Raksha Bandhan, Hindu weddings Islam – ceremonies connected with welcoming and naming a baby. Sikhism – baby naming ceremony. Judaism – weddings at the synagogue.</p> |



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RE links: EYFS

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| <p>PSED (Self-Confidence and Self Awareness)</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> | <p>PSED (Making Relationships)</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They explore belonging and identity and how this is expressed.</p> |
| <p>PSED (Managing relationships and Behaviour)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> | <p>Understanding of the World (People and Communities)</p> <p>Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They discuss special places</p> |
| <p>Understanding of the World (The World)</p> <p>Children know about similarities and differences in relation to places and objects</p> | <p>Enrichment Activities</p> <p>Looking at and handling a range artefacts. Visits to the local church Visitors to school from the church.</p> |
| <p>SACRE Links</p> <p>Planning for RE in EYFS takes account of the purpose, aims and elements of RE in this Agreed Syllabus. Children will be:</p> <ul style="list-style-type: none"> • introduced to some religious practices (Knowledge and Understanding) • given opportunities to ask questions (Critical Thinking) • given opportunities to reflect on their own experiences and feelings (Personal Reflection). | |



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Overview of RE

| Key Stage 1 | Key Stage 2 |
|--|---|
| <p>Key Stage 1</p> <p>Pupils are taught about:</p> <ul style="list-style-type: none"> • Christianity - introduction to beliefs and practices and their impact. • Buddhism – introduction to some beliefs and practices and their impact. • Religious diversity - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations). | <ul style="list-style-type: none"> • Pupils are be given opportunities to reflect on their own feelings, experiences, ideas, beliefs and values in reference to the religious material studied. Pupils can develop ability to investigate and enquire independently, using a variety of sources. • Pupils are taught about: • Christianity – beliefs and practices across the denominations and the impact of these for individuals and communities • Hinduism – some beliefs and practices and the impact of these for individuals and communities • Judaism – some beliefs and practices and the impact of these for individuals and communities • Religious diversity - the diverse religious and non-religious landscape across the region, including a special study of the local Muslim community • Similarities and differences within and between religious and non-religious worldviews through a thematic study (e.g. about ritual, the environment, care for others) |



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Knowledge and Skills Progression Year 1 to 6

| Year | Term | Unit title | Stories and beliefs | Celebrations and Practices | Similarities and Differences | Reflection | Vocab |
|------|------|--|--|--|--|--|---|
| 1 | 1 | What can we learn about Christianity from visiting a church? | <ul style="list-style-type: none"> I know the names of the parts of the outside of the church I know the names of key parts of objects found inside a church | <ul style="list-style-type: none"> I can talk about different occasions celebrated in church. | <ul style="list-style-type: none"> I can talk about places that are special to me and my family. I can say what is special in my own life. | <ul style="list-style-type: none"> I can show the links between what Christians belief and the special events they take part in | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |
| 1 | 1 | Why do Christians give gifts at Christmas? | <ul style="list-style-type: none"> Can retell the key parts of the Christmas Story. I can name the gifts that were brought to baby Jesus. | <ul style="list-style-type: none"> I can suggest other gifts that could be given at Christmas. I know that some gifts are invisible. | <ul style="list-style-type: none"> I can say why giving and receiving presents is special to me. I can describe a present that is special to me. I know that some people do not give and receive presents at Christmas. | <ul style="list-style-type: none"> I can explain the significance of giving and receiving gifts at Christmas. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |
| 1 | 2 | What did Jesus teach us? | <ul style="list-style-type: none"> I can describe the events in Jesus' life. | <ul style="list-style-type: none"> I can say some of the ways that Jesus taught his followers. | | <ul style="list-style-type: none"> I can summarise what Jesus taught us. | <ul style="list-style-type: none"> I can recognise and name some religious symbols |

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|------|------|----------------------------|--|---|--|--|---|
| | | | <ul style="list-style-type: none"> I know that a parable is a story that teaches us a lesson. I know that Jesus taught through parables and his actions. I can describe the story of the lost son. I can describe the parable of The Good Samaritan. | <ul style="list-style-type: none"> I know what the Lord's Prayer is. | | | <ul style="list-style-type: none"> I can recognise, name and describe some religious objects, people, places and practices. |
| 1 | 2 | Easter | <ul style="list-style-type: none"> I can recall the key events in the Easter story. I can name the key symbols of Easter. | <ul style="list-style-type: none"> I know why Palm Sunday is important to Christians. I can explain what happened on Maundy Thursday. I can identify the symbols of Easter. | | <ul style="list-style-type: none"> I can say how I think the disciples felt on Easter Sunday. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |
| 1 | 3 | What do Hindu's celebrate? | <ul style="list-style-type: none"> I can re-tell the story of Rama and Sita? I know that Hinduism is one of the world's main religions. I know what samskaras are. I know what Divali is | <ul style="list-style-type: none"> I know that Hinduism is one of the main world religions? I know about some of the basic Hindu beliefs. I know that Hindus worship many gods and goddesses. I know that Hindus have different | <ul style="list-style-type: none"> I can compare a Hindu wedding to the weddings of people of other faiths and cultures | <ul style="list-style-type: none"> I can think of people in my own life and can say who they look out for and who looks out for them in return. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |

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|------|------|------------|---------------------|---|------------------------------|------------|-------|
| | | | | <p>ceremonies when they are growing up.</p> <ul style="list-style-type: none"> • I can describe some of the samskaras in a Hindu's childhood. • I know what a Hindu wedding ceremony is like. • I know what Hindu wedding celebrations are like. • I know some of the customs and traditions associated with a Hindu Divali celebration. • I know that Raksha Bandhan is a festival that celebrates the relationship between siblings. • I can describe the way in which Raksha Bandhan is celebrated by Hindus. • Do children know what Ganesh Chaturthi is? Can children describe some of the ways in which Hindus celebrate Ganesh Chaturthi? Can | | | |

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|------|------|---|--|--|--|---|---|
| | | | | children describe what the god Ganesh looks like? | | | |
| 1 | 3 | What do Muslims celebrate? | <ul style="list-style-type: none"> I can say who Muhammad was. I know that Muslims follow the religion Islam. I can name two prophets of Islam. I know what the Qu'ran is. | <ul style="list-style-type: none"> I can discuss what Muslims remember on Islamic New Year. I know how Muslims celebrate the prophet Muhammad's birthday. I know where Muslims go to worship. I know what Muslims do during Ramadan. I can say how Muslim's celebrate Eid. I can remember information about Muslim celebrations. | | <ul style="list-style-type: none"> I can discuss why Muslims's give money during eid. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |
| 2 | 1 | Why is the bible special to Christians? | <ul style="list-style-type: none"> I know the story of St Cuthbert. I know that the bible contains stories about Jesus. | <ul style="list-style-type: none"> I know why Jesus is special to Christians. I can say why the bible is special to Christians. | | <ul style="list-style-type: none"> I can say what we can learn from the life of St Cuthbert. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |
| | 1 | Christmas Celebrations | <ul style="list-style-type: none"> I can retell the main parts of the nativity story. | <ul style="list-style-type: none"> I know that Christmas is a Christian festival. I know the ways in which Christians celebrate Christmas. I can describe the main features of a | <ul style="list-style-type: none"> I can name a range of religious celebrations. I can describe the features of a range of celebrations. I can recognise the similarities and | <ul style="list-style-type: none"> I can show my understanding of Christmas in many ways. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, |

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| | | | | Christian Christmas celebration. | differences between the ways Christians and non-Christians celebrate Christmas. <ul style="list-style-type: none"> I know that Christmas is celebrated differently all over the world. | | people, places and practices. |
| | 2 | Who is Budha? | <ul style="list-style-type: none"> I can re-tell the story of Siddhartha Gautama. I can retell the story of Buddha. I know that Buddhism is a main world religion that originated in North India. I can identify the key pieces of places of Buddhist worship. | <ul style="list-style-type: none"> I can recognise some Buddhist symbols and explain their meaning. I recognises and understand why these symbols are important. I can explain the significance of the story of Buddha for Buddhists. I can explain some ways in which Buddhists worship. I know why Buddhists meditate. I know why Vesak is celebrated and explain some of the ways. | <ul style="list-style-type: none"> I can identify the similarities and differences of Vesak and other religious festivals. | <ul style="list-style-type: none"> I can identify what was of concern in the story of Siddhartha and Gautama and reflect on why. I can explain why Buddha was special. I can explain what the symbol of the wheel of life represents. I can think of actions and behaviours that are in accordance with the eight rules for life. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |
| | 2 | Why is the Torah special? | <ul style="list-style-type: none"> I understand and can retell the story of Abraham. I know the story of David and Goliath. I know that Judaism is a religion. | <ul style="list-style-type: none"> I know what the Ten Commandments are. I can explain why the Torah is important to Jews. I know that some laws in the Torah tell Jews what they should and shouldn't eat. | <ul style="list-style-type: none"> I can describe the ways in which some Jews help each other. I can say how I have helped and can help others. | <ul style="list-style-type: none"> I can suggest what the story of David and Goliath teaches Jews about God. | <ul style="list-style-type: none"> I can recognise and name some religious symbols I can recognise, name and describe some religious objects, people, places and practices. |

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| | | | <ul style="list-style-type: none"> I know that Abraham was the founder. I know what the Torah is. | <ul style="list-style-type: none"> I can identify some foods that are kosher and non-kosher. | | | |
| | 3 | Christian Rites of Passage. | <ul style="list-style-type: none"> I know the names of key objects found in Christian ceremonies. | <ul style="list-style-type: none"> I can highlight the main Christian rites of passage. I can explain what baptism, wedding, Holy Communion and funeral ceremonies are. I can identify key parts of each ceremony. I can recognise symbols and objects for each ceremony. | | | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| | 3 | What o Sikh's believe? | <ul style="list-style-type: none"> I can retell the story of Guru Nanak. I know that Sikhism is one of the main religions of the world | <ul style="list-style-type: none"> I know about the basic Sikh beliefs. I can explain what meditation is. | <ul style="list-style-type: none"> I know that all religions have core beliefs. I know why it is important to give my brain quiet time for thinking. | <ul style="list-style-type: none"> I can explain what it means to be equal. I can explain why it is important to share. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 3 | 1 | Signs and Symbols | <ul style="list-style-type: none"> I can name signs and symbols | <ul style="list-style-type: none"> I can explore how food is symbolic. | <ul style="list-style-type: none"> I know that religious beliefs about God can | <ul style="list-style-type: none"> I ca identify objects that are symbolic to me. | <ul style="list-style-type: none"> I can use words to describe some of the different |

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| | | | across a range of world religions. | <ul style="list-style-type: none"> I can recall some common symbols within places of worship and what these represent. | <ul style="list-style-type: none"> be experienced in different forms. I know that God is ascribed different characteristics different religions. | <ul style="list-style-type: none"> I can explain my views on what I think God is like. | <ul style="list-style-type: none"> ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 3 | 1 | Diwali | <ul style="list-style-type: none"> I can identify the key events in Rama and Sita. I can identify the meaning behind the story and why it is relevant to Hindu's today. I know what Diwali means. I know what rangoli is. | <ul style="list-style-type: none"> I know why a diva is lit during the festival of light. I can explain the meaning of light. I know some Hindu beliefs about how god is represented. I know some of the ways in which Diwali is celebrated at home. | <ul style="list-style-type: none"> I can identify other religions and festivals that use light as a symbol. I know that religious beliefs can be represented in different ways. | | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 3 | 2 | What do we know about Jesus? | <ul style="list-style-type: none"> I can identify what Jesus was like from a passage in the gospel. I know that Jesus is a historical figure. I know what the Gospels are. | <ul style="list-style-type: none"> I can explain the Christian understandings of the three images of Jesus. | <ul style="list-style-type: none"> I can name some of the ways Jesus describe himself. I can say how Christians describe Jesus. I understand that different groups saw Jesus in different ways. | <ul style="list-style-type: none"> I can reflect on my own ideas about what Jesus looked like. I can evaluate the evidence studied. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that |

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| | | | | | | | may be involved in belonging to different religious groups. |
| 3 | 2 | Jewish Celebrations | <ul style="list-style-type: none"> I know the story behind the Passover celebrations. I know that the Israelites wandered the desert for forty years before reaching the Promised Land. Can children retell the main points from the story of Esther. I can retell the main points in the story of the Maccabees. I know that Judaism is one of the world's oldest religions. | <ul style="list-style-type: none"> I know that Jews believe in one God. I can describe some of the main features of Judaism? I can describe some of the ways in which Passover is celebrated today I can identify symbols associated with Passover I know why Jews celebrate Sukkot I can describe some of the main features of Sukkot celebrations I know why Purim is a joyous and important festival for Jews. I can describe some of the ways in which Purim is celebrated. I know that Hanukkah is known as the Festival of Lights. I can describe some of the main features of the celebrations of Hanukkah. I know that Rosh Hashanah is the Jewish New Year festival. | <ul style="list-style-type: none"> I can link Hanukah to prior learning about Diwali. | <ul style="list-style-type: none"> I understand what the Days of Awe are and relate this to my life. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |

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| | | | | <ul style="list-style-type: none"> I can describe some of the ways in which Rosh Hashanah is celebrated. | | | |
| 3 | 3 | What is The Bible and why is it important to Christians? | <ul style="list-style-type: none"> I know that the Bible is made up of lots of different books. I recognise that certain sections of the Bible are special for different Christians. I know that the Bible is separated into the Old Testament and the New Testament. I know that the birth of Jesus marks the two sections. I know that the Bible is the Holy Book of Christianity. | <ul style="list-style-type: none"> I can say why the Bible is important to Christians. I know that the bible is used by Christians at home and at church. I know that the Bible forms the main reference for guidance, teaching and worship. I understand that religious ideas, beliefs and feelings are expressed through the Bible. | <ul style="list-style-type: none"> I know that the Bible is made up of lots of different genres of writing. I understand how the different genres of writing in the Bible are used for different purposes. I can explain how different genres of writing portray different aspects of God. | <ul style="list-style-type: none"> I can reflect on my own feelings about the use of time and money. I can reflect on what is of value in my own life. I can give examples of books and other pieces of writing that are special to me. I can choose and present a piece of writing that has special meaning to me. I can portray my own ideas about God in a variety of ways. I can evaluate the importance of the Bible for Christians. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 3 | 3 | Islamic Rites of Passage. | <ul style="list-style-type: none"> I understand what Islam means. I can explain what the Five Pillars of Islam are. | <ul style="list-style-type: none"> I can explain what communities and families celebrate and why this is important. I can explain what happens in an Islamic | <ul style="list-style-type: none"> I can explain why a naming ceremony is important and how different religious ceremonies compare and differ. | <ul style="list-style-type: none"> I can explain what I would take on a journey and why. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their belief I can the correct religious words to |

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| | | | <ul style="list-style-type: none"> I can explain what the Hajj is and why it is important. | birth/naming ceremony. <ul style="list-style-type: none"> I can predict or explain what names represent. I can explain the steps in a Muslim marriage. I can understand some of the religious requirements for Muslims when they marry a person. I can explain why it is important to have a ceremony when people get married. | | | describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 4 | 1 | What is important to Sikhs? | <ul style="list-style-type: none"> I know what a Sikh is and what they believe. I know what Amrit is. I can name the objects of symbols of the ceremonies. | <ul style="list-style-type: none"> I can explain the process of a naming ceremony. I know the key parts of a Sikh baptism Amrit. I know how Sikh babies get their name. I know the process of a Sikh marriage ceremony. I know about the Sikh beliefs about life after death. | <ul style="list-style-type: none"> I can identify similarities and differences between Sikh weddings and weddings of other cultures. I can identify similarities and differences between Sikh naming ceremonies and those of other religions. | <ul style="list-style-type: none"> I can give my views about life after death. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 4 | 1 | Christmas Journeys | <ul style="list-style-type: none"> I can explain the importance of Bethlehem to Christians. I can discuss Mary and | <ul style="list-style-type: none"> I can explain what a pilgrimage is and why people undertake these. | <ul style="list-style-type: none"> I can explore the emotions of the people in the nativity story and compare these with emotions of people today. | <ul style="list-style-type: none"> I can reflect on my own emotions and what affects these. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to |

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| | | | <p>Joseph's journey to Bethlehem.</p> <ul style="list-style-type: none"> I can explore key features of the Nativity Story. | | | | describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 4 | 2 | How do Hindu's worship? | <ul style="list-style-type: none"> I know why Mary and Joseph travelled to Bethlehem. I can re-tell the story of the shepherds in the nativity story. I can explain why the shepherds are an important symbol in the nativity story I know the story of the three kings? I can explain why Mary and Joseph had to flee to Egypt. I know what a pilgrimage is. | <ul style="list-style-type: none"> I can explain why Bethlehem is an important religious site. I can explain what a pilgrimage is. | <ul style="list-style-type: none"> I can when Jesus was born to what it is like today. I understand that people a long time in the past had the same emotions as people today. | <ul style="list-style-type: none"> I can identify how Mary and Joseph might have been feeling. I can make connections with their own experiences? I can empathise with the characters in the story. I can express my own ideas through music and art. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 4 | 2 | Why is Easter such an important | <ul style="list-style-type: none"> I can recount the story of Palm Sunday. I can explore the feelings of | <ul style="list-style-type: none"> I can explain the symbolism of the cross and crucifix for some Christians. | <ul style="list-style-type: none"> I can interpret the different responses of people involved in the resurrection of Jesus. | <ul style="list-style-type: none"> I can talk about the feelings of the disciples, Jesus, his friends and family. | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs |

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| | | period for Christians? | <p>Jesus as he faced death</p> <ul style="list-style-type: none"> • I understand what Jesus was trying to tell his disciples at the Last Supper. • I can retell the main events of the Garden of Gethsemane? • I can describe the events of the crucifixion. • I can explain some of the reasons why Jesus was put to death. | <ul style="list-style-type: none"> • I can describe the main events of Holy Week. • I can interpret different understandings of the role of the Messiah. • I know and can explain the meaning of the word Messiah. • I know and can explain the meaning of the word Eucharist. • | | <ul style="list-style-type: none"> • I can talk about the resurrection and give reasons why Christians believe in life after death. | <ul style="list-style-type: none"> • I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |
| 4 | 3 | What festivals are important to Buddhists? | <ul style="list-style-type: none"> • I can show what I already know about Buddhism. • I understand that there is no 'supreme deity' in Buddhism. • I know the story of enlightenment. • I understand the way Buddha's life is celebrated. • I can explain ways in which the story reminds Buddhists about | <ul style="list-style-type: none"> • Know what is celebrated during Vesak. • I can explain some ways in which the festival of Vesak is observed. • I know why Buddhists give offerings of food during Vesak. • I know some ways in which Buddhists celebrate during the Ploughing Festival. • I can describe some ways in which Loy Krathong is celebrated. | <ul style="list-style-type: none"> • I can explain some ways in which Buddhism differs from other religions. | <ul style="list-style-type: none"> • I can compare my own New Year's Eve celebrations to those of Buddhists during Songkran. | <ul style="list-style-type: none"> • I can use words to describe some of the different ways people show their beliefs • I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |

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|------|------|-------------------------|---|--|--|---|--|
| | | | <p>the teachings of the Buddha.</p> <ul style="list-style-type: none"> I can explain what Supreme Deity is. I know what Vesak is. | <ul style="list-style-type: none"> I can understand the significance of giving offerings of flowers and lighting candles. I understand the difference between paying respect and worshipping. I understand the significance of the use of water in Buddhist rituals. I can explain how the use of water in Buddhist rituals relates to the teachings of the Buddha. | | | |
| 4 | 3 | Identify and Belonging. | <ul style="list-style-type: none"> I know what a 'minority' faith group is. I understand what 'diversity' means when talking about a population. Explain what it means to be a 'global citizen'. Consider how we can show tolerance and understanding of different faiths. Think of some things which help | <ul style="list-style-type: none"> Explain some ways in which they express their identity through their actions. Know some ways in which religious identity is expressed. Consider the difficulties for people forced to leave their homes. Know some ways in which newcomers can be helped and made to feel welcome. I can explain what Identity is. Know what the 'global community' is. | <ul style="list-style-type: none"> I understand that many external factors can help shape a person's identity. Consider what religions say about the sharing of resources. | <ul style="list-style-type: none"> I can consider the things that have helped shape my sense of identity. I can think of some words to describe significant aspects of my own identity. Think of some responsibilities we have as members of a global community. Think of some things which are | <ul style="list-style-type: none"> I can use words to describe some of the different ways people show their beliefs I can the correct religious words to describe some of the religious practices and experiences that may be involved in belonging to different religious groups. |

| Year | Term | Unit title | Stories and beliefs | Celebrations and Practices | Similarities and Differences | Reflection | Vocab |
|------|------|--|---|---|--|--|--|
| | | | shape a sense of belonging. | | | shared by all citizens of our global community. <ul style="list-style-type: none"> Suggest some ways in which sharing can help those less well-off. | |
| 5 | 1 | Why is Moses important to Jewish people? | <ul style="list-style-type: none"> I can explain who Moses was and when he lived. I can understand the meaning of the Ten Commandments | <ul style="list-style-type: none"> I can understand and explain the key facts linked to Judaism. | | <ul style="list-style-type: none"> I can consider the relevance of the Ten Commandments today. | <ul style="list-style-type: none"> I can use specialist vocabulary in communicating my knowledge and understanding. |
| 5 | 1 | Why is Muhammad important to Muslims? | <ul style="list-style-type: none"> I can children explain who Muhammad was and when he lived. I can explain why he is called the messenger of God. I can explain how the Qur'an was first written. I can place Muhammad in a historical context. I can explain what Muhammad was like. | <ul style="list-style-type: none"> I understand that Muslims believe the Qur'an to be the literal voice of God. I can explain some of the ideas and teaching within the Qur'an. I know what the Hadith are. I can explain how Muhammad affects a Muslim's daily life I can describe some of the moral beliefs of Muslims. I can explain why Muhammad is a role-model for Muslims. | <ul style="list-style-type: none"> I can understand the impact Muhammad has had on world history. | <ul style="list-style-type: none"> I can compare Muhammad as a role- model to inspirations in their own lives. I can identify sources of their own values and commitments. | <ul style="list-style-type: none"> I can use specialist vocabulary in communicating my knowledge and understanding. |

| Year | Term | Unit title | Stories and beliefs | Celebrations and Practices | Similarities and Differences | Reflection | Vocab |
|------|------|--|---|--|---|---|--|
| | | | <ul style="list-style-type: none"> I know what the Qu'ran is. | | | | |
| 5 | 2 | Where did the Christian bible come from? | <ul style="list-style-type: none"> I know how to differentiate dates before and after Jesus. I know that the Christian Bible is the best-selling book of all time? I can ask questions about the Bible. I can respond to questions about the Bible. I know that the material in the Bible predates the written text. I know that the Bible is a collection of writings from many different times. | <ul style="list-style-type: none"> I know that writers write in different ways for different purposes. I can explain why the Bible is still relevant to Christians today. I can evaluate and discuss Bible verses and what they mean? I understand the difference between literacy and figurative truth. | <ul style="list-style-type: none"> I know that there are many different translations of the Bible. I can recognise the emotions experienced by other people and the reasons for those emotions. | <ul style="list-style-type: none"> I can explain why they find a section of the Bible interesting. I can reflect on my own emotions in relation to a story. | <ul style="list-style-type: none"> I can use specialist vocabulary in communicating my knowledge and understanding. |
| 5 | 2 | Buddhist worship and beliefs | <ul style="list-style-type: none"> I can explain what Buddhism is and how/ when it began. I understand the story of how Prince Siddhartha became Buddha. | <ul style="list-style-type: none"> I recognise that Buddhists do not worship a god like most other world religions. I know what the Three Universal Truths are? I know what the Five Moral Precepts are? I understand what the Four Noble Truths are. | <ul style="list-style-type: none"> I can discuss the ways in which Buddhist worship is similar or different to worship in other religions. | <ul style="list-style-type: none"> I can discuss their own opinions about what is right and wrong? I can offer their own opinions about these Buddhist beliefs? | <ul style="list-style-type: none"> I can use specialist vocabulary in communicating my knowledge and understanding. |

| Year | Term | Unit title | Stories and beliefs | Celebrations and Practices | Similarities and Differences | Reflection | Vocab |
|------|------|-------------------------|--|---|--|--|--|
| | | | | <ul style="list-style-type: none"> • I know what the Eightfold Path is. • I can what karma is. • I can explain what rebirth is. • I know where Buddhists worship. • I know how Buddhists worship. • I can explain what happens during Vesak celebrations. • I can explain some of the different ways in which Buddhists worship. • I know what some of the symbols associated with Buddhism represent. • | | | |
| 5 | 3 | Stories of Christianity | <ul style="list-style-type: none"> • I can name and retell a variety of key Bible stories. • Can children name and retell a variety of key Bible stories? • I know that stories in the Bible contain messages for the reader. • I can identify the main messages in the story of Ruth and Naomi. | <ul style="list-style-type: none"> • I can recall some main facts about Christianity. • I understand what baptism is. • I know where the practice of baptism began. • I know who Paul was and that he underwent a transformation. • I know that Paul wrote many letters to the early church which now form parts of the New Testament. | <ul style="list-style-type: none"> • I can identify some of the ways in which different denominations practise baptism? | <ul style="list-style-type: none"> • I can explain why Paul is such an important figure in the Bible. | <ul style="list-style-type: none"> • I can use specialist vocabulary in communicating my knowledge and understanding. |

| Year | Term | Unit title | Stories and beliefs | Celebrations and Practices | Similarities and Differences | Reflection | Vocab |
|------|------|---|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> I know that many of the stories in the Bible are interlinked. I can retell the story of Daniel. I can identify the main messages in the story of Daniel. I can relate the story of Daniel to persecuted Christians today. I understand the difference between the Old and New Testaments. I know what a parable is. I can read some of the parables told by Jesus and identify the underlying lesson. | | | | |
| 5 | 3 | Why do people visit Durham Cathedral today? | <ul style="list-style-type: none"> I can explore the story of St Cuthbert and key historical figures. I can discuss the history lined to Durham Cathedral. | <ul style="list-style-type: none"> I can explain the links between Durham Cathedral and St Cuthbert and how this shapes belief. | <ul style="list-style-type: none"> I can compare and contrast religious stories and concepts and history linked to Durham and Newcastle Cathedrals. | <ul style="list-style-type: none"> I can explain how some individuals show their beliefs. | <ul style="list-style-type: none"> I can use specialist vocabulary in communicating my knowledge and understanding. |
| 6 | 1 | What can we learn about | <ul style="list-style-type: none"> I can describe the | <ul style="list-style-type: none"> I understand that many people consider | <ul style="list-style-type: none"> I can explain some of the shared beliefs of | <ul style="list-style-type: none"> I can decide on some beliefs that | <ul style="list-style-type: none"> I can use specialist |

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|------|------|----------------------------------|--|---|---|--|--|
| | | religious diversity in our area? | <p>achievements of inspirational figures.</p> <ul style="list-style-type: none"> I can describe ways in which inspirational figures attribute their successes to their beliefs. | <p>'beliefs' and 'faith' to be different things.</p> <ul style="list-style-type: none"> I can find out about religious and non-religious communities in their local area. I can consider how being a member of a religious community can affect daily life? I can explain how being a member of a religious community helps people make decisions. I can describe positive aspects of membership of a community in their local area. I can give examples of non-religious or multi-faith communities in their local area. I can give some reasons why it is hard for young people to live up to some religious beliefs. | <p>non-religious communities?</p> <ul style="list-style-type: none"> I can consider the difficulties faced by religious members of non-religious communities. | <p>are shared by your school community.</p> <ul style="list-style-type: none"> I can identify attributes of well-known people that they find inspirational. I can think about a time when they had difficulty living up to their own beliefs. I can suggest how young people might cope with pressure to behave in a manner not according to their beliefs. | <p>vocabulary in communicating my knowledge and understanding.</p> |
| 6 | 1 | What is a church? | <ul style="list-style-type: none"> I can explain that churches are buildings, but that they are also a community of people. I can describe some beliefs and | <ul style="list-style-type: none"> I can describe ways in which church buildings are designed to structure and support worship. I can how Christians might feel when they come to a church to worship. | <ul style="list-style-type: none"> I can suggest reasons for features of churches/worship that reflect local culture. I can identify some common features of all churches | <ul style="list-style-type: none"> I can express their own views about reflection, thanksgiving or remembrance - either religious or non-religious. I can reflect on their learning | <ul style="list-style-type: none"> I can use specialist vocabulary in communicating my knowledge and understanding. |

| Year | Term | Unit title | Stories and beliefs | Celebrations and Practices | Similarities and Differences | Reflection | Vocab |
|------|------|------------------------------------|--|--|---|---|--|
| | | | <p>actions of the apostles as described in the book of Acts.</p> <ul style="list-style-type: none"> I can explain some of the risks and sacrifices of the apostles, giving reasons for them. I understand that churches are buildings and communities of people. I can explain what the Bible says about helping others in a community. I can identify ways in which church buildings are used to serve communities. | <ul style="list-style-type: none"> I can identify ways in which churches organise activities which serve their communities. I can describe ways in which Christians connect with other Christians globally. I can identify activities of local churches which connect with the wider, global Christian community. | | <p>about the church.</p> <ul style="list-style-type: none"> I can describe their own views and the thoughts of others. I can synthesise the views of others and describe them in their own words. | |
| 6 | 2 | Expressing faith through the arts. | <ul style="list-style-type: none"> I can of how people express their feelings. I know that religious beliefs, ideas and feelings can be expressed through music. I know that religious music is often taken | <ul style="list-style-type: none"> I know why religious people sometimes choose to express their faith through the arts. I can identify how and why colours and symbols are used in different Christian festivals. I can explain the importance of calligraphy and | <ul style="list-style-type: none"> I can describe how emotions can be portrayed through a variety of media. I can evaluate how art is used differently in Christianity and Islam. | <ul style="list-style-type: none"> I can express my own religious ideas through music. I can suggest reasons why believers choose to express religious beliefs and ideas through art. I can express my own religious | <ul style="list-style-type: none"> I can use specialist vocabulary in communicating my knowledge and understanding. |

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|------|------|---|---|--|---|---|--|
| | | | <p>directly from scripture.</p> <ul style="list-style-type: none"> • I can explain the meaning of vestments and colours in many churches. • I can identify and explain the significance of some Christian symbols. • I understand that artwork can be sacred and spiritual to believers. • I can discuss how drama can be used as a way to reinforce religious beliefs and teachings. • I understand why some religious people use drama to re-tell religious stories. | <p>arabesque art to Muslims.</p> <ul style="list-style-type: none"> • I can explain the significance of the design of a prayer mat. | | <p>ideas through artwork.</p> <ul style="list-style-type: none"> • I can use drama or aspects of drama to express religious ideas. | |
| 6 | 2 | Why are Good Friday and Easter Day the most important for Christians? | <ul style="list-style-type: none"> • I understand the words Free Will and Determination. • I can ask questions about whether Jesus' life was part of a plan. | <ul style="list-style-type: none"> • I can recall the key events in Holy week. | <ul style="list-style-type: none"> • I can analyse the vents in Holy Week and justify my line of argument. | <ul style="list-style-type: none"> • I understand the term atonement and can relate it to commitments in my own life. • I can relate the experience of Jesus and the idea of a life | <ul style="list-style-type: none"> • I can use specialist vocabulary in communicating my knowledge and understanding. |

| Year | Term | Unit title | Stories and beliefs | Celebrations and Practices | Similarities and Differences | Reflection | Vocab | |
|------|------|---|---|----------------------------|------------------------------|----------------------|-------|--|
| | | | | | | plan to my own life. | | |
| 6 | 3 | What do we now know about Christianity? Bridging unit. | Exploration through the concepts Bridging Unit This unit will consolidate learning from Key Stage 1 and Key Stage 2 Christianity. It will pull this learning together by using the RE Concepts (Belief, Authority, Expressions of Belief, Impact of Belief). | | | | | |