

RE CURRICULUM COHESION

| | Autumn | Spring | Summer |
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| Nursery | Let's Celebrate Harvest, Diwali, Hanukkah, Christmas. | Let's Celebrate Chinese New Year, Shrove Tuesday, Holi, Easter | Let's Celebrate Eid |
| | Children will be guided to make sense of their community including the range of religions and traditions that our diverse world celebrates. During each celebration or tradition children will explore photographs, food and religious artefacts to help them to find similarities and differences between them and their own traditions or celebrations. | | |
| Reception | <p>Let's find out about Harvest in a church.</p> <p>Let's find out about Shabbat (Jewish day of rest)</p> <p>Let's find out about Diwali.</p> <p>Let's find out about the Christmas Story.</p> | <p>Let's find out about Holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib).</p> <p>Let's hear some stories Jesus told (Lost Sheep, Lost Coin).</p> <p>Let's find out about Easter celebrations in churches.</p> | <p>Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupa).</p> |
| Year 1 | <p>What can we learn about Christianity from visiting a church?</p> <p>This unit introduces pupils to Christianity by giving them the opportunity to visit a local church, reflect on the atmosphere in the church, and learn about how the church is used for Sunday worship. They will find out about the special role of the vicar. Pupils will also be introduced to special times in the church through the festival of Harvest. This unit will build on any previous work on harvest and the church at the EYFS. Pupils will have the opportunity to talk about their own experiences and feelings of special places and times and how they may care for the world.</p> | <p>Why is Jesus special to Christians?</p> <p>This unit will build on previous work in EYFS about Jesus birth, death and resurrection. Pupils will learn about some of the events in the life of Jesus, what these tell Christians today about Jesus, how Jesus is special shown through worship and by the ways Christians act and think as they follow his example. Pupils will take part in a community of enquiry by listening to a miracle story, ask puzzling questions, give their view and back it up with a simple reason. Pupils can be given the opportunity to reflect on some of their own feelings, beliefs and values raised by their learning eg about belonging, being cared for, saying sorry and forgiving others.</p> <p>What is the Easter story?</p> | <p>What can we find out about Buddha?</p> <p>This unit simply introduces children to some of the basic beliefs and teachings in Buddhism, through exploring events in the life of Buddha and some of his teachings. Pupils will learn about the early life of Buddha as a prince and what led him to change his life. They will learn about the effect Buddha had on the people. They will explore some of the teachings of Buddhism: kindness, compassion, care for all [harm no living thing]. Children will have the opportunity to explore some puzzling questions, give their views and simple reasons. They will also have the opportunity to</p> |

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What do Christians believe about God?

This unit will build on previous work about God from EYFS (eg Christmas, Easter). Pupils will learn that Christians believe that God created the world and all living things, and that we should care for this world. Pupils will learn that Christians believe that God made humans unique and in his image, and that he is a loving father to them. Pupils will take part in a community of enquiry by listening to a parable, ask puzzling questions, give their view and back it up with a simple reason. Pupils can be given the opportunity to reflect on some of their own feelings, beliefs and values raised by their learning e.g about being made in Gods image.

Why are gifts given at Christmas?

In this unit children will learn about the gospel story (Matthew) of the wise men visiting Jesus after his birth and the significance of the gifts they gave Jesus. They will be introduced to the Christian belief of Jesus as a gift and saviour for the world (bringing love). Children will have the opportunity to think about why they like giving and receiving gifts and what gifts they could give to others.

This unit introduces pupils to the main events of the Easter story: the death and resurrection of Jesus (Good Friday, Easter Day). Pupils will learn what happened on these days and why they are sad and happy days for Christians. They will focus on Christian belief in Jesus as special because he came back to life. Pupils will have encountered this story in EYFS. The main events of Good Friday and Easter Day will be introduced.

reflect on their own experiences, feelings and values.

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| | <p>Children can be given the opportunity to consider questions and give views based on ideas of showing love and friendship by giving to others. This unit focuses on the gifts the wise men brought and the gift of Jesus – love for all.</p> | | |
| <p>Year 2</p> | <p>Why is the Bible special to Christians? This unit builds on what they have learned about the Bible from visiting a church and stories from the Bible in EYFS and Year 1. Children will learn about and consider their own ideas about caring for their world. Children will learn about why the Bible is special to Christians through looking at stories from the Bible and how the Bible is treated and used. They will explore the Christian belief in God as loving parent creator who cares about his creation and make links between these beliefs and the responsibility of human beings to care for the world. They will explore the work of St Francis of Assisi in response to his beliefs about the Natural World as God's creation. In relation to what they learn about they will have the opportunity to express their views and support these with simple reasons. They will have the opportunity to reflect on their own feelings and ideas and values in relation to their learning about</p> | <p>What does it mean to belong in Christianity? This unit builds on previous work about Christianity and the church as a place of worship, Jesus as teacher and The Bible as special because of what it teaches. In this unit pupils will be introduced to the Christian ceremony of infant baptism and will explore the special words, actions and objects used. They will learn that Christians baptise their babies to show commitment to God and belonging to the Christian church. Pupils will also be introduced to some of the ways in which Christians show how they belong to God and the Christian community through their values and actions. Pupils will have the opportunity to reflect on who they belong to and how they show this. They will have the opportunity to think about their feelings and experiences of belonging and how they can help others belong. This unit encourages pupils to reflect on their own values. This unit can give opportunities for pupils to ask questions and give views about rituals and values.</p> <p>How do Christians celebrate Easter? This work follows on from the Year 1 unit. Children will re-visit the story of Easter but will</p> | <p>How do Buddhists show their beliefs? This unit continues work from Year 1. They will have simple knowledge of how Buddhists worship and meditate. The children will have simple knowledge of some of the Buddhist aids to worship. They will know some of the values and actions of Buddhists and have an understanding about the Buddhist community.</p> <p>What can we learn about our local faith communities? In this unit children will look specifically at the religions represented in the local area. They will use maps to locate the religious buildings and find out about the leaders of these places of worship.</p> |

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authority, respect and caring for the natural world.

What can we learn from the story of St Cuthbert?

This unit introduces pupils to the story of St Cuthbert, the cathedral and Lindisfarne as special places for Christians and visitors. This learning will be built upon and deepened in Year 4. Pupils will learn about the story of St Cuthbert - how and why he became a monk, his life as a preacher and helper of others, life as prior and bishop at Lindisfarne, as well as the importance for St Cuthbert of prayer, seclusion and contemplation. Through learning about St Cuthbert and visiting Durham Cathedral or completing a virtual tour, pupils will learn why Cuthbert is still seen as relevant for Christians today. Pupils will also briefly learn about the importance of Lindisfarne (Holy Island) today as a place for worship and pilgrimage.

How and why is light important at Christmas?

This unit builds on the work in Year 1 on the Christmas story. Pupils will learn about the symbols of light in the Christmas story (star, angels) and other ways in which light is used as a symbol at Christmas (halo, candles). The

focus on how Christians remember these events and celebrate these days today. 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). Children will have the opportunity to reflect on their experiences and feelings.

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| | <p>children will retell the Nativity story and suggest meaning for symbols of light in story. They will reflect on their own experience and feelings connected with light and be aware of other people's feelings. Pupils will learn about the Christingle symbol and its meaning. Pupils will identify and suggest meaning for Christingle symbols. The children will reflect on their own feelings and experiences about light. The children will be given an opportunity to visit the Methodist church and complete the 'Christmas Journey.'</p> | | |
| <p>Year 3</p> | <p>How do Hindus worship? This is the first time the children will have been introduced to Hinduism. This unit has been planned for the Autumn term to enable pupils to learn about Divali (the festival takes place around November). In this unit pupils will learn about worship at home and in the mandir. Where possible, pupils should be given the opportunity to visit a local mandir or meet a member of a local Hindu community. They will also learn about how and why Hindus celebrate a religious festival (Divali) as a community. Pupils will have the opportunity to develop Critical Thinking, where appropriate, through discussing</p> | <p>What can we learn about Christian worship and beliefs by visiting churches? This unit builds on the Year 1 unit "What can we learn about Christianity from visiting a church?" In this unit pupils should have the opportunity to encounter several churches/ denominations (eg visits to differing local churches, virtual visits) and be introduced to diversity of worship and church buildings. This unit explores worship in church buildings by focusing on the objects found in churches and used in church worship such as cross, candles, icons, stained glass windows, liturgical colours, chalice, vestments, banners, rosary beads and statues. It also explores the meaning of symbolic actions used in worship such as kneeling, raising hands and making the sign of the cross. Through this, pupils build up a picture of the importance of Christian</p> | <p>What do Hindus believe? Following on from work in Autumn term the children will continue to develop their knowledge and understanding of Hindu beliefs and their impact on individuals and communities. This includes beliefs about God, life after death (reincarnation) and the importance of actions and consequences (karma, ahimsa). This unit explores the general beliefs behind the rituals and ceremonies which take place at home and in the mandir. Pupils will have the opportunity to develop Critical Thinking through discussing questions raised by the religious material and giving pupils the</p> |

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| | <p>questions. Pupils will be given opportunities to reflect on their own ideas, feelings and experiences in response to the religious material on Hinduism.</p> <p>How and why is Advent important to Christians? Pupils will learn about the period of preparation before Christmas and how Christians use this period of time. They will explore some of the language and symbolism connected with Advent. They will reflect on how they prepare for Christmas. Children will describe some key features of Advent, how it is celebrated. They will make links between these features and beliefs about Jesus and the Christmas story, which they have been introduced to in Year 1. The pupils will make links between beliefs expressed through Bible passages, particularly Isaiah 9. They will reflect on their own feelings, beliefs and values connected with Christmas and appreciate that not all feel the same.</p> | <p>worship and its diversity within different Christian traditions/denominations.</p> <p>What do Christians remember on Palm Sunday? Pupils will have been introduced at KS1 to the key events of the Easter story, Good Friday and Easter Day. They will have been introduced to some of the ways that Christians celebrate Easter today. Pupils will begin to build on this by learning about the other events in the last few days of Jesus' life and the significance of Easter for Christians today. In this unit pupils will hear the story of Jesus' entry into Jerusalem and will consider the symbolism and significance of this event. They will put this story in the context of Holy Week and what happened next to Jesus. Pupils will learn that Jesus was hailed as a king when he entered Jerusalem and will explore what is meant by the word 'king'. Pupils will learn the various ways in which Palm Sunday is remembered and celebrated today. They will have opportunities to reflect on the feelings of the different people involved in the entry into Jerusalem.</p> | <p>opportunity to develop reasoning skills. Pupils should be given opportunities to reflect on their own ideas, feelings, experiences and values.</p> |
| <p>Year 4</p> | <p>What do we know about the Bible and why is it important to Christians? This unit builds on the work in Year 2 on the Bible. The Bible has also been referred to in other units about Jesus, the Church, Christmas and Easter. Pupils will learn about the importance</p> | <p>What do Christians believe about Jesus? The unit builds on KS1 work about Jesus. Pupils will learn about some of the events in the life and ministry of Jesus, including some of his teachings. They will be able to make links to units of work on the birth and death of Jesus including Christian belief in the resurrection of</p> | <p>How and why do people show care for others? This is the first unit for primary pupils which focuses on more than one religion. This unit focuses on Christianity, Sikhism and Judaism.</p> |

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of the Bible as the source of authority to Christians. They will learn how the Bible tells the Big Story (beliefs) of Christianity: Creation/ Incarnation/ Salvation. They will learn about the differing types of writing in the Bible and the fact it is a collection of books written over a long period of time. They will consider the differing ways the Bible is used and the ways it can influence how a Christian feels, thinks and acts. Pupils will learn about the differing ways the Bible can be interpreted. They will have the opportunity to ask questions and form views about the significance of the Bible today.

Why do Christians call Jesus the light of the world?

Pupils will build on work from Year 2 where light was introduced within the context of Christmas. Pupils will describe Christian beliefs shown in the Christmas story. Pupils will describe Christian belief in Jesus as light, Son of God and saviour, they will have the opportunity to look at some images which depict Jesus as light of the world and suggest meaning of the imagery. They will learn about the Advent ring and its significance for Christians, building on work from Year 3.

Jesus. They will learn what Christians believe about these events and the impact of this for Christians today. Pupils will have the opportunity to ask and respond to questions which are raised through their learning about the key events of Jesus and Christian beliefs about him. They will express their views and give plausible reasons to back their opinion up. This unit gives opportunity for pupils to personally reflect on their own ideas, values, experiences and feelings in relation to their learning. Christian beliefs about Jesus as a teacher, miracle worker, life-changer and the Son of God are explored.

Why is Lent such an important period for Christians?

Pupils will already have learnt about the main events of the Easter story (death and resurrection of Jesus, Jesus entering Jerusalem). This unit focuses on the period leading up to Good Friday and Easter Day and looks at how Christians keep Lent and what they are remembering about the life of Jesus at this time. Pupils will be given the opportunity to think about the temptations Jesus faced in the desert and reflect on ways in which people react and respond to temptations today.

Reference to non-religious worldviews such as Humanism is also made. Pupils will learn how religious beliefs have an impact on how people think, behave and act towards others. Pupils will learn how some religious people and communities help others, making links to religious teachings about care for others. Pupils will have the opportunity to develop discussing questions, reflect on their own feelings, values, ideas and experiences about who cares for them and how they could help others.

Why do people visit Durham Cathedral today?

The children have previously been introduced the story of Saint Cuthbert and will understand the significance of Durham Cathedral in this story. The unit explores the importance of Durham Cathedral as a place of worship, pilgrimage, community and cultural expression. Pupils will find out about the varying reasons why people today visit the Cathedral both as a place of religious and historical significance, whether they are religious or not.

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| | They will reflect on their own and others' experiences and ideas. They will consider whether the Christmas story has anything to say to people today. | | |
| Year 5 | <p>Why is Moses important to Jewish people? This is the first time that the children will have studied Judaism in detail. Pupils will learn who Moses was and the Jewish beliefs about God. They will learn about the Jewish Holy book, the Torah. They will explore the story of the Burning Bush and find out what Jews believed happened on Mount Sinai. The children will find out about Moses leading the Israelites out of Egypt. Pupils will learn about the Ten commandments. Children may begin to make links between what they know from Christianity to the Jewish faith.</p> <p>Why do Jewish people go to the synagogue? Pupils will have a basic understanding of Jewish beliefs from the previous unit. In this series of sessions children will look at the features of the synagogue and learn more about the Torah and the role of the Rabbi. Pupils will learn about Jewish festivals and ceremonies at the synagogue and what people</p> | <p>What do Christians believe about God? This unit will build on work from KS1 work in relation to Christian Harvest and belief in God as creator. Throughout this unit, pupils will be encouraged to ask puzzling/interesting questions and suggest reasons. Pupils will learn about some key Christian beliefs about God expressed through metaphor, myth and symbol and begin to consider what impact these beliefs will have on the lives of Christians. They will have the opportunity to ask and respond to questions which are raised through learning about Christian beliefs about God. They will express their views on some of these questions, supporting them with plausible reasons. They will have the opportunity to reflect on some beliefs, feelings and ideas in relation to their learning about God.</p> <p>Why is the Last Supper so important to Christians? This unit builds on the Year 3/4 units where pupils have learnt about Palm Sunday and Lent in some detail. This unit will put events in the context of Holy Week and will consider the importance of these events for Christians today. In particular, the unit focuses on The Last Supper and how this has affected what Christians believe about Jesus</p> | <p>How are Jewish beliefs expressed in the home? Children will build on their knowledge of the Jewish faith at the synagogue and in the final unit focus on the Jewish home. They will learn about the importance of prayer in the Jewish home and about the celebration of Shabbat. The children will learn about Jewish food laws and what foods you would find in a Jewish kitchen. Children will compare what they found out about how festivals are celebrated in the synagogue and how they celebrate Sukkot and Shavuot in their home.</p> <p>Why do people use rituals today? This unit enables pupils to develop knowledge and understanding about the similarities and differences in religions by looking at a feature of religion (ritual) in 2/3 religions. Through this study, pupils learn about the importance of symbol and ritual for expressing beliefs in religious communities. This unit also gives pupils the opportunity to develop their understanding of how religion</p> |

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| | <p>wear to the synagogue. For the first time children will explore differences between Orthodox and Reform Jewish traditions and how they worship in the synagogue.</p> <p>What are the themes of Christmas? Pupils will be introduced to differences between celebrations and understanding of Christmas from secular and religious viewpoints. They will learn about some of the themes of Christmas which are common to both secular and religious understanding e.g. love, peace, light over darkness, goodwill, joy, giving. They will explore their own feelings and understanding about the themes of Christmas. They will consider whether Christmas could be celebrated by all regardless of faith.</p> | <p>and what some Christians do to show these beliefs. Pupils will have the opportunity to reflect on their own experiences as well as raise questions and give views. There will be an opportunity to visit the local Methodist church to complete the 'Easter Journey' to consolidate learning.</p> | <p>can be defined as pupils can use their learning about religions to form a framework of connections between Belief, Authority, Expressions of Belief and the Impact of Belief (the 4 concepts).</p> <p>The unit focuses on Christianity, Judaism and Islam. Links could also be made to ritual and ceremonies in non-religious worldviews eg Humanism. Pupils will have the opportunity to deepen Critical Thinking skills through discussing questions, forming opinions and giving views to questions. Pupils should be given opportunities to reflect on their own experiences, feelings and ideas in response to thinking about the importance of remembering, symbol and community ritual.</p> |
| <p>Year 6</p> | <p>What can we learn about religious diversity in our area? This unit builds on the diversity unit from KS1. Pupils will study and compare the faiths in the local area based on Christian denominations, Jewish and Muslim families. Pupils will find out about these groups, their leaders, places of worship and how these religious and non-religious groups are</p> | <p>How and why do people care about the environment? This unit further develops skills of investigation and enquiry by comparing 3 religions religious traditions in one area of study: The Environment. Through this study pupils will increase general awareness of the global world in which they live and learn about the impact of religion on individuals and communities, both locally, nationally and internationally. Pupils will understand some of the beliefs and teachings of</p> | <p>Statutory Bridging Unit So, what do we now know about Christianity? (exploration through the concepts) This is a statutory bridging unit to KS3. This unit pulls together what pupils have learnt about Christianity in primary school and enable continuity and progression of learning into Year 7. It is also based on developing learning about the RE concepts which run across all key stages. The key Christian beliefs including beliefs</p> |

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| | <p>represented and support the community.</p> <p>What can we find out about a local Muslim community? This is the first time that Islam has been studied in any depth in primary school. From Year 5 pupils should be familiar with the Muslim ritual of Salah and know that Islam means submission. The children will learn about Muslim beliefs and the holy book The Qu'ran. They will be introduced to Allah and Muhammad (p.b.u.h). Pupils will begin to think about where Muslims worship in our community and the special way in which Muslims pray. They will look at the role of the Imam in the community. Muslims festivals will be explored. Pupils will learn about the moral code Muslims follow in the community. Pupils will be given opportunities to ask questions and reflect on their own feelings and opinions.</p> <p>What do the gospels tell us about the birth of Jesus? In this unit pupils will learn about the two versions of the birth story and compare similarities and differences. They will learn what the gospel writers (Matthew and Luke) were showing about Jesus through their version of the birth story. Pupils will consider</p> | <p>Christianity, Buddhism and Islam which relate to the natural world. They will consider the impact these have for differing individuals and communities. In response to questions raised about religious beliefs and the environment, pupils will express views and give reasons to back these up. Pupils will be given the opportunity to reflect on their own ideas, feelings and thoughts on care for the natural world and make responses.</p> <p>Why are Good Friday and Easter Day the most important days for Christians? This unit builds on work about Jesus in previous years and the units on Easter. Pupils will learn about the theological beliefs behind the Easter story (what the death and resurrection of Jesus mean for Christians – new life, eternal life, love of God). They will understand that this has an impact for Christians today and how they understand their lives. They will have the opportunity to ask and respond to questions which are raised through learning about the beliefs behind the Easter Story. They will express their views on some of these questions, supporting their answers with sound reasons: The children will have the opportunity to reflect on their own experiences, feelings and ideas associated with the beliefs behind the Easter Story (sadness and joy, fear and hope) This unit develops understanding about beliefs and, therefore, develops depth of understanding.</p> | <p>about God, Jesus, human life, love and forgiveness are explored. Pupils will explore the sources that help Christians in their beliefs, attitudes and actions e.g. Bible, person of Jesus, church leaders. They will study how Christians express their beliefs through worship, ritual, symbols, ceremonies. The pupils will explore the difference that belief makes to how Christians think feel and act. This unit mainly focuses on consolidating pupils' knowledge and understanding of Christianity. There is also, however, some opportunities for pupils to respond to puzzling/interesting questions raised by their study of Christianity. These can be discussed and help develop Critical Thinking. There is also opportunity for pupils to reflect on their own feelings, beliefs, values and ideas as a result of their learning about the RE concepts.</p> |
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| | <p>some of the ideas that have grown up around the nativity story, but are not part of the gospel stories. They will explore what some people mean by the words 'true' and 'truth' in the context of the birth stories.</p> <p>Pupils will have the opportunity to discuss and give their views and reasons.</p> | | |
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The following statements are embedded throughout the RE curriculum.

Ecd:

Discuss the viewpoint of different religions in relation to recycling, sustainability and energy use.
 Children will look at the environmental impact of Christmas- increased travel, wrapping presents, waste, excess food.
 Lent – Giving up food and reducing the waste.

Educate & Celebrate:

Religion and belief – What do people believe in? Can people in the same family believe different things? Is one religion more important than another? How can we respect what others believe?

RRS

Article 13: Children have a right to find out things and share what they think with others as long as it doesn't hurt or offend other people.
 Article 14: Children have a right to choose their own religion and beliefs. Your parents will help you with these decisions.