



RE Curriculum EYFS to Year 6



What does RE look like here at Woodham Burn?

At Woodham Burn Community Primary School, our Religious Education curriculum is designed and reviewed in accordance with the Durham Agreed Syllabus (2020), which is used as a framework, with consideration taken for the mixed age classes to ensure fulfilment of all the criteria set out in the document. From this we have developed a thorough plan of what to teach and when, across the whole of the school. Within RE, it is our intent that pupils develop knowledge, understanding and an awareness of Christianity along with a range of other religions, non - religious beliefs and world views. We believe that RE teaching provokes challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human and make choices of our own. RE makes a significant contribution to the active promotion of mutual respect and tolerance of others' faiths and beliefs, a fundamental British value and RE works in collaboration of the principles of rights respecting schools.

In RE teaching we aim to develop all children's sense of awe and wonder, encourage respect for those holding different beliefs and promote spiritual, moral, cultural, and social development, as we take on the wider world, away from just our local community.

The starting point in any unit of the RE curriculum is a key question that the pupils explore through a range of activities and objectives. These are based on knowledge and understanding of religion, critical thinking and personal reflection. The RE curriculum is designed to ensure that pupils build upon previous learning through each key stage, with clear information provided of prior learning to enhance all recapping. RE lessons will be enriched by trips to places of worship or opportunities for visitors from different faiths/worldviews coming into school. We have clearly identified resources available to support the learning and give the children real life opportunities to embed their learning.

Intent:

What will take place before teaching in the classroom?

The school's senior leadership team will ...

Lead the school staff to develop a curriculum intent consistent with the schools ethos and development of all curriculum subjects, with high regard and consideration for Durham's Agreed Syllabus in RE (2020), as a starting point for all we teach around the subject of RE.

Support the RE subject leader to spend time with staff to share skills, knowledge and ideas.

Provide access to resources to support high quality implementation of the RE curriculum.

To allow access to training and development for the subject leader.

Curriculum leader will ...

Understand and articulate the requirements of the curriculum, providing a long-term overview, links to resources and a skills progression overview.

Will use their knowledge to support staff in the delivery of RE.

Ensure skills and knowledge are planned for progressively over time so that children become effective students of RE.

Develop a long-term subject plan, which identifies the progression within each phase of knowledge, skills and vocabulary in RE, identifying what comes before and after the sequence of work also.

Ensure all teaching staff – including support staff to have a full picture of learning in RE at each stage, including EYFS so prior knowledge is constantly referenced accurately.

Establish and nurture links within the local community to those of different faiths or none and to those studying RE, to give children aspirations.

Network with other local schools and county RE advisors to keep up to date with subject development.

The class teacher will, with the support of the curriculum leader ...

Work to implement the curriculum skills grids, which outline the knowledge and skills to be covered over the course of each term, aligned to the Durham Agreed Syllabus (2020).

Use the long-term subject plan to ensure coverage in lessons is sequential, includes a balance between knowledge and skills and references prior learning.

Seek out the subject leader if they require support or advice.

Ensure lesson resources are engaging, appropriate and plentiful so children can learn knowledge and practise skills across the series of lessons, utilising Durham Learning Resources.

Carry out ongoing assessments throughout the themes of work taught.

Recognise the range of religious and non-religious views of all people in the class and their extended family.

Plan experiences, trips and visitors, which both enhance learning and place learning into context for all children as they study RE here at Woodham Burn.

Implementation: What will this look like in the classroom?

Our teaching sequence will be

Early RE begins within the people, culture and communities ELG curriculum, as part of the Understanding of the World area of learning.

RE units are utilised through play and provision in Reception and Nursery, giving the children a hands-on experience to set the foundations.

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

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

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

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

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

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

Our classrooms across school will...

Provide a nurturing environment for learning where children, whatever their age can work individually, in pairs and cooperate in small groups, which reflect their individual needs, and respect for their individual views.

Contain age-appropriate equipment specific to RE for children to use and refer to.

Share a range of age-appropriate texts to support current learning in RE whilst also extending reading skills.

Key vocabulary and the key question for the unit should be displayed, whilst learning is taking place.

Our children will be ...

Enthusied by their learning because active and engaging learning experiences give them the confidence to have a go.

Engaged by the challenge within lessons to demonstrate their knowledge.

Encouraged by specific feedback given by their teacher to reflect on their work and areas to improve, whilst acknowledging what they have done well.

Nurtured to show confidence in contributing to their learning through sharing thoughts and ideas, in all aspects of the lesson.

Develop RE skills and confidence over time due to carefully planned and sequenced high-quality lessons covering all areas of the Durham Agreed Syllabus (2020).

Impact - How will this be measured?

Using pupil voice will show ...

Enthusiasm and confidence in discussing their learning and experiences in RE, recalling previously taught key questions and current.

A clear understanding of the skills and knowledge relating to RE, and allowing them to use debate techniques.

A progression of the vocabulary used to articulate their learning and experiences as they move through their school journey.

Displays around school and books will show ...

Pupils have a balance of planned learning experiences including practical evidence in photographs, written work in RE books and work on display within the school environment.

A varied and engaging curriculum, which develops a range of RE skills and the progression our curriculum sets out.

Clear progression of skills in line with those identified on the skills progression document for RE.

That pupils, over time, develop a range of skills and knowledge across all parts of the RE curriculum, in line with Durham Agreed Syllabus (2020).

The curriculum leader will ...

Consider and plan an annual show case event to raise the profile of different faiths and world views of RE at Woodham Burn – linking in with Inter faith week.

Collate evidence, which reflect children's expanding knowledge and experiences in RE over time.

Monitor standards of teaching, lessons and books and by talking to the pupils about what they know and remember.

Attend CPD opportunities.

Source and share new resources, articles and useful information that may come into school.

Signpost new members of the team to the NATRE subscription we hold.

Woodham Burn Community Primary School

Concepts of religion:

Judaism – covenant:

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

Buddhism – enlightenment:

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

Christianity – incarnation:

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

Islam – Tawhid:

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

Hinduism – Atman:

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

Humanism – reasoning:

Humanism is an approach to life based on reason and our common humanity. It recognises that moral values are properly founded on human nature and experience alone. Humanism is seen as a joyous alternative to religions that believe in a supernatural god. Humanists do not believe in an after life so want to live life to the full.

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

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

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

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

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

Woodham Burn Primary

Long term plan - RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Local area study
Nursery RE	Let's find out about Harvest. Let's find out about Divali.	Let's find out about the Christmas story.	Let's find out about the Bible.	Let's find out about the Easter story.	Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).	Let's find out about Christian baptism. Let's find out about Raksha Bandhan.
Reception RE	Let's find out about Harvest in a church. Let's find out about Shabbat.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.	Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib).	Let's find out about Easter celebrations in churches.	Let's hear some stories Jesus told (Lost Sheep, Lost Coin).	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupa).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?	How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?	What can we learn about our local faith communities?
KS 1 Cycle B	What can we learn about Christianity from visiting a church?	Why are gifts given at Christmas? Why is Jesus special to Christians?	What do Christians believe about God?	What is the Easter story?	Why is Jesus special to Christians?	How is Buddha special to Buddhists?
LKS2 Cycle A	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	Why do people use rituals today?	Why do people visit Durham Cathedral today?
LKS2 Cycle B	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe?	How and why do people show care for others?
UKS2 CycleA	What can we learn about religious diversity in our area?	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts) Statutory unit	This unit will consolidate learning from Key Stage 1 and Key Stage 2 Christianity. It will pull this learning together by using the Religious Education Concepts (Belief, Authority,

						<p>Expressions of Belief, Impact of Belief). Content should be drawn from the Christianity</p> <p>Programme of Study for Key Stage 2 (all concepts).</p>
UKS2Cycle B	<p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p>	<p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p>	<p>Why is the Last Supper so important to Christians?</p>	<p>How are Jewish beliefs expressed in the home?</p>	<p>What can we find out about a local Muslim community?</p>

Subject – RE

Nursery

[Overarching link to resources suitable for EYFS](#)

Topic	<p>Let us find out about Harvest. <i>Useful links:</i> What is a Harvest festival Harvest time on the farm</p> <p>Let us find out about Divali. <i>Useful links:</i> Celebrating Divali with EYFS. Cbeebies - Divali</p>	<p>Let us find out about The Christmas Story. <i>Useful links:</i> Cbeebies – Let’s celebrate Christmas</p>	<p>Let us find out about the Bible. <i>Useful links:</i> Mary Jones – longing for a bible</p>	<p>Let us find out about the Easter Story. <i>Useful links:</i> Cbeebies – Easter Story</p>	<p>Let us hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm). <i>Useful links:</i> Jesus and Zacchaeus The Great feast Jesus calms the storm</p>	<p>Let us find out about a Christian baptism. <i>Useful links:</i> Baptism part 1 Baptism part 2 Baptism story Baptism celebration The Bible and Baptism</p> <p>Let us find out about Raksha Bandhan. <i>Useful links:</i> Raksha Bandham</p>
Vocabulary	<p>celebration food gathering sharing colour light</p>	<p>Mary Joseph Baby Jesus Importance carers parents God’s son angels wise men star</p>	<p>Holy book special stories Jesus God Church</p>	<p>life death Christian Jesus cross tomb</p>	<p>tree money right wrong cheating decisions perseverance</p>	<p>font name godparents ceremony water celebration festival families brothers sisters united</p>
Key Experiences	<p>Beginning to understand that food can be grown and harvested. Hands on watching things grow.</p>	<p>Beginning to understand that Christmas represents the birth of Jesus.</p>	<p>For children to be given the opportunity to hold and explore a Bible and how it is different from other books.</p>	<p>Beginning to understand that Jesus died on a cross at Easter.</p>	<p>To be told some stories from the Bible and know that the Bible talks about right and wrong.</p>	<p>To know that a Baptism welcomes someone into the Christian faith.</p> <p>To know that festivals can celebrate different things – and learn about how brothers and sisters are celebrated in Raksha Bandhan.</p>
EYFS links	<p><u>Personal, Social and Emotional Development:</u></p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. <p><u>Understanding the World:</u></p> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 					
Leads on to:	<p>Reception – Autumn 1</p> <p>Let us find out about Harvest, in a church.</p> <p>Let us find out about Shabbat.</p>	<p>Reception – Autumn 2</p> <p>Let us find out about The Christmas Story.</p> <p>Let us find out about Christmas celebrations in churches.</p>	<p>Reception – Spring 1</p> <p>Let us find out about holy books (eg: The Qur’an, the Torah, the Guru Granth Sahib).</p>	<p>Reception – Spring 2</p> <p>Let us find out about the Easter Celebrations in churches.</p>	<p>Reception – Summer 1</p> <p>Let us hear some stories Jesus told (The Lost Sheep, The Lost Coin).</p>	<p>Reception – Summer 2</p> <p>Let us find out about special buildings and worship there (eg: mandir, church, synagogue, Buddhist Rupa’s).</p>

Subject – RE

Reception

[Overarching link to resources suitable for EYFS](#)

Topic	<p>Let us find out about Harvest, in a church.</p> <p>To visit church and hold a food collection to take to the church.</p> <p><u>Useful links:</u> Inside a Church</p> <p>Let us find out about Shabbat.</p> <p><u>Useful links:</u> Shabbat timetable</p>	<p>Let us find out about The Christmas Story.</p> <p><u>Useful links:</u> The first Christmas NATRE ideas</p> <p>Let us find out about Christmas celebrations in churches.</p> <p><u>Useful links:</u> Christmas in church image for discussion Christmas and Christianity</p>	<p>Let us find out about holy books (eg: The Qu’ran, the Torah, the Guru Granth Sahib).</p> <p><u>Useful links:</u> https://shop.natre.org.uk/pdfs/9781905893119.pdf</p>	<p>Let us find out about the Easter Celebrations in churches.</p> <p><u>Useful links:</u> Remembering Jesus at Easter</p> <p>Bible reference: Easter morning in the garden: John 20:1–18 (Jesus and Mary)</p>	<p>Let us hear some stories Jesus told (The Lost Sheep, The Lost Coin).</p> <p><u>Useful links:</u> The Lost Sheep The Lost Coin</p>	<p>Let us find out about special buildings and worship there (eg: mandir, church, synagogue, Buddhist Rupas).</p> <p><u>Useful links:</u> 7 places of worship Places of worship</p>
Previous Knowledge	<p>Nursery -Autumn 1</p> <p>Let us find out about Harvest.</p> <ul style="list-style-type: none"> - Learning the meaning of Harvest and how it links to the gathering of food. 	<p>Nursery – Autumn 2</p> <p>Let us find out about The Christmas Story.</p> <ul style="list-style-type: none"> - Learning about the story of Christmas according to Christians. 	<p>Nursery – Spring 1</p> <p>Let us find out about the Bible.</p> <ul style="list-style-type: none"> - Knowing that the Bible is a holy book to Christians 	<p>Nursery – Spring 2</p> <p>Let us find out about the Easter Story.</p> <ul style="list-style-type: none"> - Knowing that Easter tells us of Jesus’ death. 	<p>Nursery – Summer 1</p> <p>Let us hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).</p> <ul style="list-style-type: none"> - Taking part in learning some stories from The Bible, and retelling through role play. 	<p>Nursery - Summer 2</p> <p>Let us find out about a Christian baptism.</p> <ul style="list-style-type: none"> - Knowing the meaning of a baptism <p>Let us find out about Raksha Bandhan.</p> <ul style="list-style-type: none"> - Knowing the festival of Raksha Bandhan is a celebration.
Key Experiences	<p>For children to experience going into a Church.</p> <p>Knowing how food can be shared.</p> <p>Knowing how Jews celebrate Shabbat in relation to their beliefs of The Creation of the World.</p>	<p>To attend a Christingle service in a church environment.</p> <p>To see that advent wreath.</p> <p>To take part on a performance relating to The Christmas Story.</p>	<p>To be able to look at differing holy books.</p> <p>To be able to talk about what makes them holy, and seek to find things that are the same / different.</p>	<p>To explore a palm cross from a church service.</p> <p>To know be able to sequence parts of The Easter Story.</p>	<p>To be able to listen to, sequence and retell some Bible stories.</p>	<p>For children to be introduced to a variety of religious buildings as sacred places and how they are used for worship. • Christianity – an introduction to a local church (any denomination) • Hinduism – the mandir • Buddhism – the temple • Islam – the mosque • Judaism – the synagogue • Sikhism – the gurdwara</p>
Vocabulary	<p>Church sharing food gathering celebration giving thanks</p> <p>Creation 7 days Jewish rest celebration giving thanks</p>	<p>Mary Joseph Baby Jesus importance carers parents God’s son angels wise men church advent Christingle</p>	<p>Qu’ran Torah Guru Granth Sahib Islam Muslims Judaism Jew Hebrew</p> <p>(Different beliefs)</p>	<p>life death Christian Jesus cross tomb Palm Sunday Shrove Tuesday Ash Wednesday Good Friday Easter Sunday fish</p>	<p>Parables The Lost Sheep The Lost Coin Luke lost found rejoice celebration right wrong</p>	<p>special / sacred unique same different music celebrations bond brother sister ceremonies</p>

EYFS links	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <p><u>ELG Personal, Social and Emotional Development - Building Relationships:</u></p> <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. <p><u>Understanding the World - Past and Present:</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Understanding the World – People, Cultures and Communities:</u></p> <ul style="list-style-type: none"> • 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. 					
	Leads on to:	<p><u>UKS2 – Cycle B – Autumn 1</u></p> <p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p>	<p><u>KS 1 – Cycle A – Autumn 2</u></p> <p>How and why is light important at Christmas?</p>	<p><u>KS 1 Cycle A – Spring 1</u></p> <p>What does it mean to belong in Christianity?</p>	<p><u>KS 1 – Cycle A – Spring 2</u></p> <p>How do Christians celebrate Easter?</p>	<p><u>KS 1 – Cycle A - Autumn 1</u></p> <p>Why is the Bible special to Christians?</p> <p>What can we learn from the story of St Cuthbert?</p>

Subject - RE						
Key Stage 1 Cycle A						
Topic	Why is the Bible special to Christians?	How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?	What can we learn about our local faith communities?
	<p><u>Useful links:</u> The Bible</p>	<p><u>Useful links:</u> Natre Christmas ideas.</p>	<p><u>Useful links:</u> Similarities and differences - NATRE</p>	<p><u>Useful links:</u> Christian story of Easter</p>	<p><u>Useful links:</u> Overview of information Wesak Cbeebies</p>	<p><u>Useful links:</u> Aycliffe Evangelical Church</p>

	What is a bible? The Holy Bible What can we learn from the story of St Cuthbert? Useful links Introduction to Durham Cathedral and St Cuthbert. St Cuthbert Christianity	Resources Whole School Approach	Christianity	How do Christians celebrate Easter Whole School Approach	Buddhism Buddhism	New Generation Church Xcel Church Aycliffe Parish of Great Aycliffe Diversity Unit
Previous Knowledge	Nursery - Spring 1 Let us find out about the Bible. <ul style="list-style-type: none"> - Knowing that the Bible is a holy book to Christians. Reception – Summer 1 Stories from the Bible. Recalling stories from the Bible – The lost sheep and The lost coin.	Nursery – Autumn 1 Let us find out about Divali. <ul style="list-style-type: none"> - Knowing that Divali is a festival of life. Reception – Autumn 2 Let us find out about Christmas Celebrations in churches. <ul style="list-style-type: none"> - Knowing some key facts about Christmas celebrations in churches. 	Reception - Summer 2 Let us find out about special buildings and worship there. (eg: mandir, church, synagogue, Buddhist Rupa's). <ul style="list-style-type: none"> - Knows the names of some places of worship and be able to recall them. 	Reception – Let us find out about Easter Celebrations in churches. <ul style="list-style-type: none"> - To be able to name and sequence some of the key days in the Easter story for Christians. 	Reception - Let us find out about special buildings and worship there (eg: mandir, church, synagogue, Buddhist Rupa's). <ul style="list-style-type: none"> - To recall the name of a Buddhists place of worship. 	Reception - Summer 2 Let us find out about special buildings and worship there. (eg: mandir, church, synagogue, Buddhist Rupa's). <ul style="list-style-type: none"> - Knows the names of some places of worship and be able to recall them.
Knowledge	<ul style="list-style-type: none"> * I know why the Bible is called the holy book by Christians around the world, and can tell you why. * I know why the Bible is treated with respect and care and it is one of the most important books in the world. * I know that the Bible has two parts and I can name and describe them. * I know how St Cuthbert's Christian values affected his practices and actions and how it is reported that he performed miracles. * I know that St Cuthbert was a monk and bishop before becoming a hermit and I can recall parts of his life story. 	<ul style="list-style-type: none"> * I know about Hannukah and Diwali and how light is important in different festivals across the world. * I know The Christmas Story and can retell it in pictures and key words, in order. * I know and can label what a Christingle represents. * I know that Jesus is referred to as the light of the world, and can explain what this means in my own words. * I know what Advent is in the lead up to Christmas and I can tell you what each candle represents and explain why it is important to Christians. 	<ul style="list-style-type: none"> * I know who I belong to and can explain my own sense of belonging. * I know how we can welcome people into different groups. * I know how Christians welcome babies into the world, and can talk about Baptism and what it represents. * I know about the special objects and special actions you see at a baptism and can label the objects and tell you what the actions signify. * I know how Christians show care to one another and see people as family and I can tell you why this is important to the faith. 	<ul style="list-style-type: none"> * I know why Christians celebrate new beginnings and how this relates to The Easter Story. * I know and can retell The Easter Story, using key days of celebration and a brief explanation of what each day represents. * I know how Christians prepare for Easter and can talk about how they fast during their preparations and that this is known as Lent. * I know how Christians celebrate Easter and why it is an important festival in the Christian calendar, and how it has a similar theme to Christmas in terms of giving and receiving. * I know some of the traditions of Easter and can tell you about them. 	<ul style="list-style-type: none"> * I know how a Buddhist worships and can explain why it isn't always in a temple. * I know what helps a Buddhist to worship and know why they do so barefoot. * I know what a Buddhist prayer flag is and I can create one with my own thoughts and ideas. * I know what I may see in a Buddhist home shrine and why these things are of importance. * I know what a sangha is and I can explain its importance to a Buddhist. 	<ul style="list-style-type: none"> * I know what religions are represented in Newton Aycliffe, and can tell you the locality of some of the places of worship. * I know that not all faith groups may have a single place of worship and I can tell you why. * I know that different faiths can still have similarities and can make links between some. * I know the key differences between St Clare's, St Mary's and Aycliffe Evangelical church. * I know that not all faith communities believe in a God / Special Person. (Non – Religious)

Vocabulary	<p>Bible / holy book Old testament /new testament lectern Christians St Cuthbert values belief practices belonging salvation creation worship God parable actions monk Saint Pilgrim pilgrimage</p>	<p>census Three Wise Men New Testament sin saviour Bethlehem Hannukah Diwali Christmas Jesus Christ Nazareth Angel Gabriel advent love joy hope peace shepherds Mary Joseph Light wreath</p>	<p>belonging promises cross Jesus candle baptism welcome font Bible christening light love parents godparents family Holy communion altar lectern cross pulpit worship</p>	<p>Jesus disciples priests Judas palm leaves Jerusalem heaven God crosses tomb angel Mary Magdalene Easter new life beginnings bread wine hot cross buns Paschal candle Holy week</p>	<p>Buddism prayer flag prayer wheel sangha rupaa aims bowl Buddha dharma wheel kindness Siddhartha Gautama The three jewels The dhama Wesak shrine monk</p>	<p>Church groups Newton Aycliffe Parish belonging Catholic Christian Evangelical worship faith community religious non religious County Durham beliefs prayers</p>
Leads on to	<p><u>KS1– Cycle B – Autumn1</u> What can we learn about Christianity from visiting a Church.</p>	<p><u>KS 1 – Cycle B – Autumn 2</u> Why are gifts given at Christmas?</p>	<p><u>KS 1 Cycle B – Spring 1</u> What do Christians believe about God?</p>	<p><u>KS 1 – Cycle B– Spring 2</u> What is the Easter story?</p>	<p><u>KS 1 Cycle B – Summer 2</u> How is Buddha special to Buddhists?</p>	<p><u>UKS 2 – Cycle A – Autumn 1</u> What can we learn about Religious Diversity in our area ?</p>

Key Stage 1 Cycle B						
Topic	<p>What can we learn about Christianity from visiting a Church.</p> <p><u>Useful links</u> Tour of a church Come and see a church</p> <p>St Clare's Church</p> <p>Christianity</p>	<p>Why are gifts given at Christmas?</p> <p><u>Useful links:</u> Ideas What is Christmas</p> <p>Bible reference: (Luke 1:26–38/Matthew 1:18–25) Jesus is born in Bethlehem (Luke 2:1–7) Shepherds (Luke 2:8–20) and magi (wisemen) visit (Matthew 2:1–12)</p> <p>Whole School Approach</p>	<p>What do Christians believe about God?</p> <p><u>Useful links:</u> Examples of planning What do Christians believe about God - NATRE</p> <p>Christianity</p>	<p>What is the Easter story?</p> <p><u>Useful links</u> Good Friday and Easter Eggs The crucifixion The last supper Easter Story</p> <p>Bible reference: John 12:12–15: Jesus' entry into Jerusalem Luke 22:47–53: Jesus' betrayal and arrest Luke 23:26–56: crucifixion, death and burial Luke 24:1–12: finding the empty tomb John 20:11–23: Jesus appearing to Mary Magdalene and the disciples. John 13:1–11: washing the disciples' feet Luke 22:7–23: the Last Supper</p> <p>Whole School Approach</p>	<p>Why is Jesus special to Christians?</p> <p><u>Useful links:</u> What do Christians believe - NATRE</p> <p>Bible reference: 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)</p> <p>Christianity</p>	<p>How is Buddha special to Buddhists?</p> <p><u>Useful links</u> Examples for planning</p> <p>Buddism</p>
Previous Knowledge	<p>KS 1 – Cycle A – Summer 2</p> <p>What can we learn about our local faith communities?</p> <p>Why is the Bible special to Christians?</p>	<p>Reception – Autumn 2</p> <p>Let us find out about The Christmas Story.</p>	<p>Nursery – Spring 1</p> <p>Let us find out about The Bible.</p> <p>Reception – Autumn 2</p> <p>Let us find out about Christmas celebrations.</p> <p>Reception - Spring 2</p> <p>Let us find out about The Easter Story.</p>	<p>Nursery – Spring 2</p> <p>Let us find out about The Easter Story</p> <p>Reception – Spring 2</p> <p>Let us find out about Easter Celebrations in churches.</p>	<p>Nursery – Summer 1</p> <p>Let us hear some stories about Jesus.</p> <p>Reception – Summer 1</p> <p>Let us hear some stories Jesus told.</p>	<p>KS 1 – Cycle A – Summer 1</p> <p>How do Buddhists show their beliefs?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p><i>* I know what a church is and be able to label some key features.</i></p> <p><i>* I know what happens in a church, and can tell you what Communion is.</i></p> <p><i>* I know what I will see and hear if I visited a local church during a service.</i></p> <p><i>* I know what happens in a church at harvest time and can talk about how this is a celebration.</i></p> <p><i>* I know what I would like to ask a vicar on a visit to the local church and can give appropriate questions to develop my knowledge.</i></p>	<p><i>* I know how gold, frankincense and myrrh are key gifts from the Christmas Story and who brought them.</i></p> <p><i>* I know that Christmas is the time when many Christians remember and celebrate the birth of Jesus, and why he is known the son of God.</i></p> <p><i>* I know why gifts are given at Christmas and can explain what they represent to Christians.</i></p> <p><i>* I know how Christians around the world celebrate Christmas and can talk about similarities and differences of their festivities.</i></p> <p><i>* I know what Christmas is and how it fits into the Christian calendar.</i></p>	<p><i>* I know how Christians believe that God created the world and I can retell the story I was told from The Bible - Genesis *1-3.</i></p> <p><i>* I know what happened on days 1 and 2 and can interpret this into my own words, and draw a meaningful image to accompany it.</i></p> <p><i>* I know what happened on days 3,4,5 and can interpret this into my own words, and draw a meaningful image to accompany it.</i></p> <p><i>* I know what happened on days 6-7 and I can interpret this into my own words, and draw a meaningful image to accompany it.</i></p> <p><i>* I know that God made the world in 7 days and can retell the whole story in my own words, giving examples too.</i></p>	<p><i>* I know how to recognise the cross as a symbol of Christianity and I can explain why it is significant in The Easter Story.</i></p> <p><i>* I know that Easter is also a sign of new life. (Link from prior knowledge), and I can make links to Jesus resurrecting.</i></p> <p><i>* I know how to discuss my own thoughts and ideas around the celebrations of Easter and can share my own beliefs freely.</i></p> <p><i>* I know the shape of an Easter Egg is because of the stone covering the tomb and can explain why this is now a tradition.</i></p> <p><i>* I know how Jesus suffered throughout The Easter Story and I can explain this whilst recalling key events.</i></p>	<p><i>* I know some information about who Jesus was. (What do we already know?) I know who Jesus was, when he lived and what Christians believe about him and can talk about how he was not an ordinary man.</i></p> <p><i>* I know how Jesus changed people's lives and I can make links from this belief as to what my own views are.</i></p> <p><i>* I know why Jesus told stories (Lost Sheep) to many people on his travels.</i></p> <p><i>* I know how to retell the story of The Lost Sheep.</i></p> <p><i>* I know what Christians believe about Jesus' power and how they see him as different to anyone else.</i></p>	<p><i>* I know when and where Buddha was born and I can retell you.</i></p> <p><i>* I know what we can learn from the story of Siddhartha and the swan and I know how this relates into right and wrong.</i></p> <p><i>* I know why Prince Siddhartha left home and I can tell you what happened at the Bodhi tree.</i></p> <p><i>* I know how Buddhists express their beliefs as a part of their everyday living.</i></p> <p><i>* I know why Buddha is special to all Buddhists and I can talk about why Buddha is not seen as a God.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>church Sunday Bible cross hymns pulpit Christians worship God altar vicar candles creation Jesus stained glass bells organ lectern font organ graveyard</p>	<p>nativity Christmas Mary three wise men frankincense angels stable myrrh gold royalty Bethlehem Jerusalem midnight mass communion manger remembrance / significance Son of God Jesus Christ God shepherds giving and receiving worship parables Bible belief</p>	<p>creation God world light dark animals humans oceans land Christian plants trees sky sun moon stars birds life in water man rest trinity Father Son holy Spirit</p>	<p>Easter symbol cross hot cross bun bunny stone egg new life Spring daffodil celebrations crown of thorns nails naked sacrifice resurrection Lent</p>	<p>Jesus God Christian Christianity belief believe Disciples Apostles parables Zaccheus tax collector forgiveness repentance miraculous miracle Authority</p>	<p>teacher eightfold path meditation shoes Buddha bodhi tree Siddhartha Angulimala India Buddist India kindness respect past present future four noble truths suffering swan helping others arrow wise man authority worship commitment</p>

Leads on to	<u>LKS2 – Cycle B – Spring 1</u>	<u>LKS2 – Cycle A -Autumn 2</u>	<u>LKS2 – Cycle A – Spring 1</u>	<u>LKS2 – Cycle A – Spring 2</u>	<u>LKS2 – Cycle B – Spring 1</u>	<u>LKS2 – Cycle B – Summer 2</u>
	What can we learn about Christian worship and beliefs by visiting churches?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	What can we learn about Christian worship and beliefs by visiting churches?	How and why do people show care for others?

Lower Key Stage 2 Cycle A						
Topic	What do we know about the Bible and why is it important to Christians? <i>Useful links:</i> Links to Christianity and the bible Resource 23 The big story of The Bible Christianity	Why do Christians call Jesus the light of the world? <i>Useful links:</i> What does light of the world mean? Activity ideas Whole School Approach	What do Christians believe about Jesus? <i>Useful links:</i> NATRE - Planning Christianity	Why is Lent such an important period for Christians? <i>Useful links:</i> Overview of Lent What is Lent? Christianity	Why do people use rituals today? <i>Useful links:</i> R is for Rituals - Natre My life, my religion - Christianity Judaism / Christianity Thematic Unit	Why do people visit Durham Cathedral today? <i>Useful links:</i> Durham Cathedral / pilgrims Overview of Durham Cathedral St Cuthbert in Durham Cathedral Christianity
Previous Knowledge	KS 1 – Cycle A – Autumn 1 Why is the Bible special to Christians?	KS 1 – Cycle A – Autumn 2 How and why is light important at Christmas?	KS 1 – Cycle B – Autumn 2 Why is Jesus special to Christians?	KS 1 – Cycle A – Spring 2 How do Christians celebrate Easter?	LKS2 – Cycle A – Spring 2 Why is Lent such an important period for Christians?	KS 1 – Cycle A – Autumn 1 What can we learn from the story of St Cuthbert?
Knowledge	<ul style="list-style-type: none"> * I know how the Bible helps Christians as it gives them a following. * I know why the bible is important to the Christians and how it is used in their daily lives. * I know how to recall some stories from the old testament and retell them in my own words, expressing if I agree or disagree and why. * I know how to describe the Big Story of Christianity as is shown throughout the Bible and I can remember key facts in my interpretation. * I know that the Bible is sacred and produced in many different languages across the world and can express why it's importance stays the same. 	<ul style="list-style-type: none"> * I know why Christians refer to Jesus as the light of the world and the reasoning for this. * I know how to explain the importance of light at Christmas time – in relation to the Christian faith and how this links back to The Bible and the Christmas Story. * I know why a Christian sees light as life in terms of Jesus and darkness as a life without Jesus in it and can relate this to a Christian viewpoint. * I know how to describe lightness and darkness in relation to Christianity – whilst respecting other viewpoints. * I know how to express my own feelings as to what I feel from the phrase Jesus is the light of the world, giving meanings to my answer. 	<ul style="list-style-type: none"> * I know about some of the events in the life and ministry of Jesus, including some of his teachings (parables) and I can make my own decisions on whether I feel it happened or not. * I know how to make links between Jesus' birth and death and also his resurrection and can tell you what resurrection means. * I know how to express my own view and give a plausible explanation to my view on the life of Jesus, from what I know of his work. * I know what values a Christian holds and how this links into the life of Jesus and the following of Christianity. * I know what the disciples learned about Jesus from the miracles he performed and the stories about these within the Bible. 	<ul style="list-style-type: none"> * I know that Lent is a time for Christians to test themselves through following the teaching of fasting. * I know how Lent can be linked with the story of Jesus going into the desert and what the meaning of this story is. * I know why Lent is an important time within the Christian calendar and how it leads on to further celebrations in the Christian calendar. * I know how people have to have will power to give up something they like and enjoy for a given period of time and what this represents within Christianity. * I know how I can think of Lent as a time for self-discipline and strong mind set and how this is vital in fulfilling the requirements of Lent. 	<ul style="list-style-type: none"> * I know some key facts about religious rituals that we have studied, across more than one faith. * I know how to discuss some key features of different rituals and I am able to make comparisons to find similarities and differences. * I know how to compare religious rituals looking at Baptism in Christianity and baby welcoming ceremonies in the Muslim and Jewish faith. * I know what makes a ritual significant to a religion. * I know that many religious rituals use the senses and I can explain how this works in a variety of contexts across religions. 	<ul style="list-style-type: none"> * I know the difference between a church and a cathedral and can list some key features of each. * I know how to describe some of the features of Durham Cathedral and their significance within the history of the area. * I know how to describe some of the ways in which the Cathedral is used for Christian worship and pilgrimage. * I know some of the ways in which the Cathedral is used for community use and cultural expression e.g. through exhibitions, the Miner's memorial, special events. * I know that Durham Cathedral was built to honour St Cuthbert and that St Cuthbert's shrine is a part of the building and I can talk about the features of the shrine.

Vocabulary	<p>sacred creation incarnation salvation interpretation Old Testament New Testament authority Bible books passage God's message</p>	<p>presentation beloved son light of the world oil of chrism Christ holy one candle halo son of God life death</p>	<p>Bible disciples gospels miracles belief Christian Christianity Jesus, Son of God Holy spirit Holy trinity God as One creator saviour teacher preacher friend parent light of the world parables ministry redeemer</p>	<p>Easter Ash Wednesday Lent Christians test holy week Satan self discipline, Shrove Tuesday wilderness fasting temptation Palm Sunday Good Friday Easter Sunday</p>	<p>ritual significance routine objects symbols worship places of worship beliefs feelings education community celebrations practices association Christianity Judaism</p>	<p>saint pilgrimage prayer Cuthbert Aidan Bede Holy Island Lindisfarne spiritual reflection worship Cathedral ritual symbol community culture peace church Latin cross layout</p>
Leads on to	<p>UKS2 – Cycle A – What do the gospels tell us about the birth of Jesus?</p>	<p>LKS2 – Cycle B – Autumn 2 How and why is Advent important to Christians?</p>	<p>LKS2 – Cycle B – Spring 1 What can we learn about Christian worship and beliefs by visiting churches?</p>	<p>LKS2 – Cycle B – Spring 2 What do Christians remember on Palm Sunday?</p>	<p>UKS2 – Cycle B – Summer 1 How are Jewish beliefs expressed in the home?</p>	<p>LKS2 – Cycle B – Spring 1 What can we learn about Christian worship and beliefs by visiting churches?</p>

Lower Key Stage 2 Cycle B						
Topic	How do Hindus worship? <i>Useful links:</i> Introduction to Hinduism Hinduism resources Holy cribs – the mandir Hinduism	How and why is Advent important to Christians? <i>Useful links:</i> What is Advent? Advent - REquest Advent – Christianity.com Bible links for Jesus light of the World Click Here Whole School Approach	What can we learn about Christian worship and beliefs by visiting churches? <i>Useful links:</i> Links to resources Member resources - 3 Christianity	What do Christians remember on Palm Sunday? <i>Useful links:</i> Powerpoint Whole School Approach	What do Hindus believe? <i>Useful links:</i> Hinduism Information on Hinduism Hinduism	How and why do people show care for others? <i>Useful links:</i> Caring For others buddhism Bible references for caring for others 9 Way we can care for one another in the context of a church Thematic unit - Comparison
Previous Knowledge	KS 1 – Cycle A – Summer 2 What can we learn about our local faith communities?	LKS2 – Cycle A – Autumn 2 Why do Christians call Jesus the light of the world?	LKS 1 – Cycle A – Summer 2 Why do people visit Durham Cathedral today? What do we know about the Bible and why is it important to Christians?	LKS2 – Cycle A – Spring 2 Why is Lent such an important period for Christians?	LKS2 – Cycle B – Autumn 1 How do Hindus worship?	Drawing on all previous knowledge and making connections.
Knowledge	<ul style="list-style-type: none"> * I know how to describe a home shrine and how Hindus worship there (puja). * I know that a Hindu place of worship is called a mandir and I can talk about some features of it. * I know how to describe some ways that Hindus celebrate Diwali and how Lakshmi is particularly worshipped during the festival as a goddess linked to wealth. * I know that for Hindus, Brahman is known as God or the Supreme Being and I can begin to understand why they believe that God has no shape or form. * I know that the aum or om symbol represents the sound that was present when the world was created and I can create the aum symbol for myself. 	<ul style="list-style-type: none"> * I know how to describe Christian beliefs and talk about how they are shown in the Christmas story, as heard from the Bible. * I know how to describe Christian beliefs about how Jesus is seen as light and saviour. * I know how to explain the significance of the Advent ring to Christians. * I know the reasoning of Advent and why it is significant in the lead up to Christmas for Christians to remember the true meaning of Christmas along with what each candle represents. * I know how Advent is seen as a period of remembrance to Christians 	<ul style="list-style-type: none"> * I know how to describe my own knowledge and understanding of Christian worship that takes place in a church. * I know that there are different types of churches and can name some denominations which are represented within my local community, whilst learning about the non religious worldviews that also exist in the wider world. * I know the importance and significance of kneeling, raising hands and making the symbol of a cross during an act of worship. * I know how to compare and contrast my learning to that of how Hindu's worship in their place of worship, and what acts I may see as significant. * I know the names of some items that are found in a church and I can label an image using the correct terms. 	<ul style="list-style-type: none"> * I know how to recall what happened during Palm Sunday, and can tell the story of the day. * I know that Jesus was seen as a king and was treated like a king throughout his life. * I know that Palm Sunday marks Jesus' monumental arrival in Jerusalem, and the start of the march to his death on a wooden cross. * I know when Palm Sunday falls each year in relation to other Christian events in the lead up to Easter. * I know that Palm Sunday and Passion Sunday are the same thing and that they mark the beginning of Holy Week and that it is often celebrated with processions and distribution of blessed palm leaves. 	<ul style="list-style-type: none"> * I know how to describe Hindu beliefs about God (Brahman) in my own words. * I know that Hindus have images, which are called murtis, of one or more of the gods in their shrine and that these help Hindus to think about God when they worship. * I know that Hindus believe about reincarnation – that all life goes through birth, life, death, and rebirth and this is known as the cycle of samsara. * I know how some of the beliefs affect what a Hindu can do in their daily life, such as the fact many Hindus are vegetarian as the cow is viewed as a sacred animal so even meat-eating Hindus may not eat beef. * I know about the term karma and how this is seen in the Hindu faith as actions and reactions. 	<ul style="list-style-type: none"> * I know ways in which people help others in differing religions, and can make comparisons. * I know some similarities and differences between Christianity and Buddhism in the way they care for others. * I know how and why people from different faiths care for the environment in which they worship and prayer for people from the church family when needed. * I know why it is important to respect people's beliefs and care about what they think, even if their views differ from those of my own. * I know some of the patterns that exist between differing religions and can compare similarities and differences around the themes of caring for others.

Vocabulary	<p>Ramayana mandir puja arti murti shrine symbol Rama Sita Divali Hindu aum Brahman celebration worship community Hanuman Lakshmi diva Hinduism Religion</p>	<p>Christians Christianity belief Jesus light Saviour light of the world advent candle ring wreath Advent/preparation hope peace love joy</p>	<p>denominations worship cross crucifix candles church symbol flag banner eucharist chalice icon statue special clothes rosary communion water table stained glass windows altar font organ Holy spirit Belonging</p>	<p>Christians Easter Palm Sunday cross crucifix King worship praise lord sacrifice holy Son of God Jerusalem Holy week procession Hosanna – save now symbol believe Lent</p>	<p>Brahman consequences Shiva Parvati Ahimsa Vishnu Kali reincarnation Brahma Durga Ganesh karma Trimurti Murtis Aum Atman Divali Holi</p>	<p>Bible charity Buddism compassion christianity empathy love care support respect</p>
Leads on to	<p>LKS2 – Cycle B – Summer 1 What do Hindus believe?</p>	<p>UKS2 – Cycle A – Autumn 2 What do the gospels tell us about the birth of Jesus?</p>	<p>UKS2 – Cycle A Summer 1 and Summer 2 So, what do we now know about Christianity? (exploration through the concepts) Statutory unit</p>	<p>UKS2 – Cycle A – Spring 2 Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>UKS2 – Cycle A – Autumn 1 What can we learn about religious diversity in our area?</p>	<p>UKS2 – Cycle A – Spring 1 How and why do people care about the environment?</p>

Upper Key Stage 2 Cycle A						
Topic	<p>What can we learn about religious diversity in our area? Useful links: Alternative places of worship The Church of Jesus Christ of Latter Day Saints. Newton Aycliffe Congregation Of Jehovah's Witnesses Aycliffe Evangelical Church</p> <p>Diversity Unit</p>	<p>What do the gospels tell us about the birth of Jesus? Useful links: The Birth of Jesus According to the Gospels Upper KS2 – Understanding Christianity Mr Stricken's Nativity Nightmare Bible reference: Matthew chapter 1, verses 18 - 25 and the whole of chapter 2 Luke chapter 2, verses 1 - 20</p> <p>Whole School Approach</p>	<p>How and why do people care about the environment? Useful links: Looking after the environment - REquest</p> <p><i>Links to own morals and beliefs.</i></p> <p>Thematic Unit</p>	<p>Why are Good Friday and Easter Day the most important days for Christians? Useful links: First post – Good Friday Good Friday REquest Church of England - Easter Resource 24</p> <p>Whole School Approach</p>	<p>So, what do we now know about Christianity? (exploration through the concepts) Statutory unit Useful links: Christianity videos What is Christianity World Religions Christianity</p>	<p>This unit will consolidate learning from Key Stage 1 and Key Stage 2 Christianity. It will pull this learning together by using the Religious Education Concepts (Belief, Authority, Expressions of Belief, Impact of Belief). Content should be drawn from the Christianity Programme of Study for Key Stage 2 (all concepts).</p>
Previous Knowledge	LKS 2 – Cycle A – Summer 1 Why do people use rituals today?	LKS 2 – Cycle B – Autumn 2 How and why is Advent important to Christians?	LKS 2 – Cycle A – Spring 1 What do Christians believe about Jesus?	LKS 2 – Cycle B – Spring 2 What do Christians remember on Palm Sunday?	LKS 2 – Cycle B – Spring 1 What can we learn about Christian worship and beliefs by visiting churches?	
Knowledge	<ul style="list-style-type: none"> * I know how to describe some the different religions represented in Newton Aycliffe. * I know how to make comparisons of different faiths in the local community. * I know some of the ways religion makes a difference locally, and link our understanding of differing religions to the wider community in which we live. * I know how diverse County Durham is in terms of different faith group representation in comparison to another county. * I know how to share my ideas on how we can increase our knowledge and ideas across multi faiths within the local community. 	<ul style="list-style-type: none"> * I know the names the four gospels that are found in the bible and I can recall some bible stories I have heard from some of them. * I know similarities and differences between two gospel accounts of The Christmas Story – Matthew V's Luke. * I know how to identify which Gospel each part of The Christmas Story comes from and can evaluate the importance of the details to Christians. * I know how to explain the key truth within both versions of The Christmas Story in the Gospels of Matthew and Luke. * I know the difference between the terms literally and metaphorically in relation to Christian beliefs of The Christmas Story. 	<ul style="list-style-type: none"> * I know how to recall, in some detail the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans. * I know some of the ways Christians, Buddhists and Muslims act on these teachings in order to care and develop their environment. * I know some of the impacts of the teachings and what this may look like across differing religions. * I know that God delegated to people the responsibility to care for the natural world, but the Bible also shows that selfishness brings abuse, pollution and problems into the environment. * I know what caring for others and the environment looks like across differing faiths, that I have studied. 	<ul style="list-style-type: none"> * I know the events in the Christian calendar leading up to Good Friday and I can retell them. * I know how to argue the significance of Good Friday and Easter Sunday as of key importance to Christians and key days of worship and remembrance. * I know how to retell what happened on Good Friday, which is sometimes known as Holy Friday and Great Friday. * I know how to retell what happened on Easter Sunday and why this is a celebration. * I know some of the rituals that Christians undertake on Good Friday and Easter Sunday – for example Christians eating fish on Good Friday On Good Friday, as according to Christians, Jesus sacrificed his flesh on this day and therefore people abstain from meaty flesh. 	<ul style="list-style-type: none"> * I know how to explain, in detail, what Christianity is from my previous learning. * I know how to explain, in detail, according to Christianity what a Christian believes. * I know what the main source of authority is within the faith of Christianity and I can explain it. * I know why Bethlehem and Rome are important to Christians and I can explain why that is, giving reasoning to my answer. * I know how beliefs impact on Christians and how they express their beliefs through worship and daily living. 	

Vocabulary	<i>Religious</i> <i>None religious</i> <i>belief</i> <i>worship</i> <i>celebrate</i> <i>community</i> <i>same</i> <i>different</i>	<i>gospels</i> <i>Matthew</i> <i>Mark</i> <i>Luke</i> <i>John</i> <i>prologue</i> <i>version</i> <i>interpretation</i> <i>account</i> <i>Christianity</i> <i>Christmas Story</i> <i>beliefs</i>	<i>stewardship</i> <i>environment</i> <i>impact</i> <i>creation</i> <i>laws</i> <i>commandments</i> <i>Torah</i> <i>Genesis</i> <i>moral code</i> <i>teaching of Jesus</i> <i>love your neighbour</i> <i>values</i> <i>affect on morals</i>	<i>Easter</i> <i>Christians</i> <i>Christianity</i> <i>Good Friday</i> <i>Easter Sunday</i> <i>cross</i> <i>crucifix</i> <i>incarnation</i> <i>saviour</i> <i>king</i> <i>crown of thorns</i> <i>crucifixion</i> <i>resurrection</i> <i>sacrifice</i> <i>palm crosses</i> <i>palm leaves</i> <i>symbols</i> <i>parable</i> <i>ceremony</i> <i>symbolic</i> <i>rituals</i>	<i>Review all taught Christianity</i> <i>Vocabulary</i>
Leads on to	UKS2 – Cycle B – Summer 2 What can we find out about a local Muslim community?	UKS2 – Cycle B – Autumn 2 What are the themes of Christmas?	UKS2 – Cycle B – Spring 1 What do Christians believe about God?	UKS2 – Cycle B – Spring 2 Why is the Last Supper so important to Christians?	UKS2 – Cycle B – Spring 1 What do Christians believe about God?

Upper Key Stage 2 Cycle B						
Topic	<p>Why is Moses important to Jewish people? <i>Useful links:</i> The Story of Moses What is Judaism NATRE ideas Moses and the burning bush story</p> <p>Why do Jewish people go to the synagogue? <i>Useful links:</i> The synagogue</p> <p><i>Judaism</i></p>	<p>What are the themes of Christmas? <i>Useful links:</i> Christmas Truce 1914 What can we learn from different presentations of The Christmas Story <i>Bible reference:</i> The Magnificat (Luke 1:46-55) The Flight to Egypt (Matthew 2:13-18)</p> <p><i>Whole School Approach</i></p>	<p>What do Christians believe about God? <i>Useful links:</i> Thoughts about God</p> <p><i>Christianity</i></p>	<p>Why is the Last Supper so important to Christians? <i>Useful links:</i> Holy Communion The last supper The last supper and arrest The last supper - assembly <i>Bible reference:</i> Last Supper Luke 22:7-23, Mark 14:12-25, Matthew 26:17-35</p> <p><i>Whole School Approach</i></p>	<p>How are Jewish beliefs expressed in the home? <i>Useful links:</i> Judaism at home My Jewish learning</p> <p><i>Judaism</i></p>	<p>What can we find out about a local Muslim community? <i>Useful links:</i> Durham University Islamic Society Darlington Jamia Mosque & Islamic Society</p> <p><i>Islam</i></p>
Previous Knowledge	<p><i>Reception – Autumn 1</i></p> <p><i>Let us find out about Shabbat</i></p> <p><i>LKS2 – Cycle A – Summer 1</i></p> <p>Why do people use rituals today?</p>	<p><i>UKS2 – Cycle A – Autumn 2</i></p> <p>How and why is Advent important to Christians?</p>	<p><i>UKS2 – Cycle A – Spring 1</i></p> <p>What do Christians believe about Jesus?</p>	<p><i>UKS2 – Cycle A – Spring 2</i></p> <p>What do Christians remember on Palm Sunday?</p>	<p><i>LKS2 – Cycle A – Summer 1</i></p> <p>Why do people use rituals today?</p>	<p><i>UKS2 – Cycle A – Autumn 1</i></p> <p>What can we learn about religious diversity in our area?</p>

Knowledge

** I know how Moses came to be leader of the Jewish and why he is important to believers today.
 * I know what it means for a believer to follow their 'calling' in terms of religion.
 * I know that Moses is celebrated during the festival of Passover, and can explain why this is.
 * I know what a synagogue is and what worship there may look like.
 * I know some features of a synagogue and can make links to the Jewish faith, whilst naming some.*

** I know the names of some themes of Christmas and can articulate why they are important to remember.
 * I know how to identify themes of Christmas from the nativity story.
 * I know how I celebrate Christmas and if I focus on a particular theme.
 * I know how to join in a debate and express my own opinion, and vote on whether the true meaning of Christmas is now lost.
 * I know how to explain the meaning of commercialisation and link this to losing the true meaning of Christmas.*

** I know how to recall some stories from the Bible, that show God's power on earth.
 * I know what Christians believe about God and can make link to my own beliefs / views.
 * I know how to show an understanding of the difference between a fact, belief and opinion in terms of people's thoughts about God.
 * I know how some Christians may disagree about what God is like, as everyone is entitled to their own opinion.
 * I know two reasons why a Christian believes in God and one as to why an atheist does not.*

** I know when The Last Supper took place, in relation to the Easter Story and can tell you what happened both before and after the Last Supper.
 * I know that the last supper was the first holy communion, to be shared and now it happens many times a week.
 * I know who betrayed Jesus, during the Easter period and why Jesus forgave him.
 * I know the symbolism of bread and wine in holy communion today and can relate this back to the Last Supper.
 * I know why the act of Jesus washing the disciples feet was seen as shocking and why Peter refused, at first to let Jesus wash him, and can give my own thoughts as to what I think of this.*

** I know how and why a Sukkah is made as a temporary hut for use during the week-long Jewish festival of Sukkot, and that it is common for Jews to eat, sleep and spend time in it.
 * I know that Jews believe that God is everywhere and I can explain why.
 * I know how to consider the importance of sharing with others in accordance with the Jewish faith.
 * I know that in the Jewish home the Mezuzah contains the Shema written on parchment. kept in a small case it is of great importance as the words describe God asking Jews to remember his commands in both their heads and hearts.
 * I know why the mezuzah is placed on the door posts of Jewish homes as this fulfill the mitzvah (Biblical commandment) to write the words of God on the gates and doorposts of your house.*

** I know how to ask questions relating to a specific faith that I have become familiar with.
 * I know some issues surrounding the Muslim Community in today's society.
 * I know that the Muslim community may not have the same opportunities as other religions in County Durham, and can make reasoning to why.
 * I know how to share some facts of the Muslim faith, that I have learned and can make comparisons against.
 * I know where the nearest Mosque is to Newton Aycliffe.*

Vocabulary	Moses	Christmas	Bible	Easter	Mezuzah	diversity
	Abraham	Christianity	Christians	Last Supper	Shema	discrimination
	Prophet	themes: - anticipation, hope,	God	disciples	Hanukkah	Islam
	Slavery	new beginnings (advent =	Trinity	Judas Iscariot	dreidel	Mosque
	Passover	coming), celebration,	metaphor	betrayal	latkes	Imam
	Ten commandments	togetherness.	creator	bread	doughnuts oil	County Durham
	Exodus	Giving	authority	wine	miracle	Quran
	Plagues	Gospel – Matthew / Luke	power	body	Sukkot sukkah	Equality
	Mount Sinai	Herod	protector	blood	willow	Allah
	Rabbi	love	saviour	holy communion	synagogue	Shahadah
	Kosher	family	infinite	church	Ark	Muhammad
	Sacred scrolls	Nativity	eternal	forgiveness	Torah	pbuh
	Psalms	worship	creator	Passover	myrtle	salah prayer
	Torah	faith	ruler	sharing	etrog	Jummah (Friday prayer)
	Scribe	religion	provider	symbolism	palm	5 pillars – expression of faith
	Scripture	power	just	sacrament	Hebrew	Sawm – fasting
	Ten commandments	vulnerability	loving		Shabbat	Hajj
	Synagogue	gift	Father		Menorah	Qu'ran
	Community	saviour	Son		Kosher kitchen	
	Kippah		Holy Spirit		Shema	
Tallit		Holy Trinity		songs		
Shema Prayer				prayers		
Pesach						
Sukkot						
Bar/Bat Mitzvah						
Tzedak						