



# RE at Wolsingham Primary School



Year 1						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Title</b>	<p>What can we learn about Christianity from visiting a church?</p> <p>What do Christians believe about God?</p>	<p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p>	<p>What is the Easter story?</p>	<p>What can we find out about Buddha?</p>	<p>What can we find out about Buddha?</p>
<b>Statutory focus / knowledge and skills</b>	<p>Christianity</p> <p>Pupils can recognise and name features of a church eg cross, altar, pew, window.</p> <p>Recognise and name some ways in which Christians worship in church on a Sunday.</p> <p>Recognise some of the ways a vicar leads Sunday worship.</p> <p>Recall the Christian story of Creation.</p> <p>Recognise some features of a church Harvest festival.</p> <p>Talk about what they find interesting or puzzling in church.</p> <p>To recognise symbols, and other verbal and visual forms of religious expression.</p> <p>To understand what Christians, believe about god by asking relevant questions.</p>	<p>Christianity</p> <p>Recall the story of the wise men.</p> <p>Recognise the words connected with the gifts the wise men brought - gold, frankincense, myrrh.</p> <p>Recognise that Christians see Jesus as a gift given by God to the world.</p> <p>Talk about their own experiences and feelings about giving and receiving gifts.</p> <p>Identify a way they can give a gift that does not cost any money.</p>	<p>Christianity</p> <p>State that Christians see Jesus as special and link to the birth of Jesus.</p> <p>Know that Jesus travelled around telling people about God.</p> <p>Retell the story of The Lost Sheep.</p> <p>Know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind.</p> <p>Jesus showed power by calming the storm, healing a paralysed man (retell one of these stories)</p> <p>Recognise how Jesus is shown as special in pictures/statues/icons.</p> <p>Know that Christians believe Jesus is God's son.</p> <p>Ask questions, give own view and simple reasons to back up view.</p>	<p>Christianity</p> <p>Recall the story of the death and resurrection of Jesus.</p> <p>Recognise the symbols connected with this story – cross, Easter Garden.</p> <p>Reflect on their own feelings and experiences of being happy.</p>	<p>Buddhism</p> <p>Identify who is Buddha and why is he important to Buddhists.</p> <p>When was Buddha born?</p> <p>Recall the story of the 4 sights and The Bodhi Tree.</p> <p>Know that Buddha changed some people's lives (story of Angulimala)</p> <p>Know that Buddha was kind (Siddhatha and the swan) and Buddhists teach kindness (The Angry Elephant)</p> <p>Give their views and simple reasons to questions raised through learning about Buddha eg. Can people help change others for the better?</p>	<p>Buddhism</p> <p>To know the main events in the life of the Buddha.</p> <p>Pupils reflect on their own feelings, ideas and values.</p> <p>Identify things they find interesting or puzzling, in religious materials studied.</p>
Year 2						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6

<b>Title</b>	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?
<b>Statutory focus / knowledge and skills</b>	<p>Christianity</p> <p>Have simple knowledge of some Christian beliefs about the bible and its importance.</p> <p>Retell religious stories and have simple knowledge of their significance.</p> <p>Suggest meanings for religious actions and symbols.</p> <p>Express their views and give simple reasons to support these, in response to the religious material they learn about.</p> <p>Recognise that some questions can cause people to wonder and are difficult to answer.</p> <p>Have a good understanding of why Cuthbert became a monk; how he preached to help others; how he became a bishop; how he is linked to Durham Cathedral; how the cathedral is a place of worship today and why people visit Lindisfarne today.</p>	<p>Christianity</p> <p>Retell the Nativity story and suggest meaning for symbols of light in story.</p> <p>Identify and suggest meaning for Christingle symbols.</p> <p>Reflect on their own experience and feelings connected with light and be aware of other people's feelings.</p>	<p>Christianity</p> <p>To make links with belonging to a family, neighborhood and a religion.</p> <p>Pupils identify some beliefs and features of religion and their importance for some people.</p> <p>Have simple knowledge of practices, identify and name some objects and actions connected with the baptism ceremony eg. Baptism candle, font, water, cross, baptism card, sign of the cross.</p> <p>Have simple knowledge of beliefs, know that parents and godparents promise to God to follow Jesus and bring their child up as a Christian.</p> <p>Know that being a Christian means showing love and care to others and helping them.</p> <p>Know that Christians take their children to church, pray and read the bible with them to help them belong to the Christian church.</p>	<p>Christianity</p> <p>Identify some features and objects found in churches at Easter eg cross, Easter garden, gold/white/purple.</p> <p>Identify some Easter practices in churches eg Hallelujah, Easter hymns, giving out eggs, bread and wine.</p> <p>Recall story of Good Friday and Easter Day.</p> <p>Recall some other events in the Easter story eg entry into Jerusalem, Last Supper.</p> <p>Reflect on experiences and feelings of making people happy.</p>	<p>Buddhism</p> <p>To understand: What does the wheel mean?</p> <p>What can we see in a Buddhist home shrine?</p> <p>What helps Buddhists worship?</p> <p>What can we make to show our ideas and thoughts?</p> <p>What is the Sangha?</p> <p>How do Buddhist monks spend their days?</p> <p>How do Buddhists express their faith?</p>	<p>In relation to the religious material studied children can reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.</p> <p>Identify how faiths differ.</p>
<b>Year 3</b>						
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>

Title	<p>What do Hindus believe?</p> <p>How and why do Hindus celebrate Diwali?</p>	<p>How and why is Advent important to Christians?</p>	<p>What can we learn about Christian worship and beliefs by visiting churches?</p>	<p>What do Christians remember on Palm Sunday?</p>	<p>Why do people visit Durham Cathedral?</p>	<p>How do Hindus worship at home and at the Mandir?</p> <p>How do Hindus worship at home and at the Mandir?</p>
Statutory focus / knowledge and skills	<p>Hinduism</p> <p>Describe a home shrine and how do Hindus worship there (puja).</p> <p>Describe the features of Mandir.</p> <p>Describe the Arti ceremony in Mandir.</p> <p>Describe some ways Hindus celebrate Diwali.</p> <p>Tell the Diwali story, using correct names and vocabulary and state why this is important to Hindus.</p> <p>Begin to form a framework of connections between concepts by making some links between Hindu worship, stories and beliefs they express (Belief, Authority, Expression of Belief).</p> <p>Raise and explore questions (eg does good always defeat evil?), express their own opinions and support these with plausible reasons.</p> <p>Recognise that others may hold different opinions.</p>	<p>Christianity</p> <p>Describe some key features of Advent, how it is celebrated.</p> <p>Make links between these features and beliefs about Jesus and the Christmas story.</p> <p>Make links between beliefs expressed through Bible passages, particularly Isaiah 9.</p> <p>Reflect on their own feelings, beliefs and values connected with Christmas and appreciate that not all feel the same.</p>	<p>Christianity</p> <p>Recognise there different types of churches (denominations) and identify the names.</p> <p>Describe some of the objects/actions found in churches and how they would be used in worship.</p> <p>Describe simply the meaning of these objects and actions.</p> <p>Ask significant questions about religions and beliefs.</p> <p>Describe and suggest meanings for symbols and other forms of religious expression.</p> <p>Developing knowledge of Christian worship, differing practices, symbols.</p>	<p>Christianity</p> <p>Describe Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem.</p> <p>Describe ways in which Christians remember Palm Sunday today.</p> <p>Ask questions about the Palm Sunday story, give their views and give reasons.</p>	<p>Hinduism</p> <p>Describe some of the features of Durham Cathedral and their significance.</p> <p>Describe some of the in which the cathedral is used for Christian worship and Pilgrimage. Also, for community use and cultural expression e.g. through exhibition, Minors memorial and special events.</p> <p>Describe the significance and influence of St Cuthbert and The Venerable Bede (and other northern saints) on Christian worship, pilgrimage and life today.</p> <p>Know about the varying reasons why Durham Cathedral is visited.</p> <p>Raise questions and discuss ideas, giving opinions with reasons in relation to their study about Durham Cathedral e.g. should a Cathedral be open to all whether they are religious or not? Is a Cathedral more a place for tourists or worship?</p>	<p>Hinduism</p> <p>Describe Hindu beliefs about God.</p> <p>Suggest meanings for some of the symbols connected with Hindu murtis.</p> <p>Describe simply Hindu belief in reincarnation, karma, ahimsa.</p> <p>Give examples of how these beliefs affect what Hindus do.</p> <p>Express their own views, giving plausible reasons to questions raised, showing some awareness of differing views.</p> <p>Ask significant questions about religions and beliefs.</p> <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p> <p>Identify similarities and differences between religions and beliefs.</p> <p>Make links between beliefs, stories and practices.</p> <p>Ask significant questions about religions and beliefs.</p> <p>Investigate and connect features of religions and beliefs.</p>

						They identify how religion is expressed in different ways.
<b>Year 4</b>						
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Title</b>	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?	How and why do people show care for others?	How and why do people show care for others?
<b>Statutory focus / knowledge and skills</b>	<p>Christianity</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>Show understanding of the ways of belonging to religions and what these involve.</p> <p>Understand that the Bible is a sacred book and the importance it has on Christians.</p> <p>Identify different types of writing-Old and New Testament.</p> <p>How is the Bible used in private and communal worship and everyday living?</p> <p>Introduction to the literal and non-literal interpretations of the bible.</p>	<p>Christianity</p> <p>Show some understanding of what Christians mean when they call Jesus light of the world - Christian belief in Jesus as Son of God and saviour.</p> <p>Show understanding of how the symbol of light is used in the Christmas story, making links to Christian beliefs.</p> <p>Express their views and give sound reason to the question "Does the Christmas story have anything to say to people today?" Show understanding of differing views.</p> <p>Describe how Christians use light at Christmas to express these beliefs. Describe and show understanding of the Advent ring.</p> <p>Reflect on their own and others' experiences in relation to what they have learnt about the Advent ring.</p>	<p>Christianity</p> <p>Describe some Christian beliefs about Jesus. They will make links between what Christians believe about Jesus and Biblical material/Christian practice.</p> <p>They will consider how these beliefs might have an impact on how Christians live their lives today</p> <p>Ask important questions about Christian belief in Jesus.</p> <p>Describe some of the events in the life of Jesus- calling the disciples, his baptism, the temptations, performing miracles, what Jesus taught, how he changed lives.</p> <p>They show some awareness of other people's views, reflect on their own ideas, values and feelings in relation to their learning about Christian beliefs about God, and be aware that not all people think, feel and believe the same.</p>	<p>Christianity</p> <p>Describe some ways Christians keep Lent today.</p> <p>Know what happened when Jesus was tempted in the desert.</p> <p>Make links between Jesus' period in the desert and Lent today.</p> <p>Reflect on their own feelings, experiences and values about being tempted.</p>	<p>Christianity</p> <p>Describe some ways in which Christians and Jews help others and the difference this makes to people.</p> <p>Link this to appropriate religious teachings and beliefs.</p> <p>Begin to form a framework of connections between concepts (Belief, Authority, Expressions of Belief, impact of Belief).</p> <p>Identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences.</p> <p>Ask and explore relevant questions (eg Who should care for others? Do only religious people show care?), express their opinions and support these with plausible reasons.</p> <p>Recognise that others may have different opinions.</p>	<p>Christianity</p> <p>Ask questions about the significant experiences of key figures from religions studied.</p>

Year 5						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Title</b>	Why is Moses important to Jewish people?  Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home?	Why do people use rituals today?
<b>Statutory focus / knowledge and skills</b>	<p>Judaism</p> <p>Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in belief are expressed.</p> <p>Understand who Moses was, the significance of the burning bush. To know how Moses, lead the Israelites out of Egypt.</p> <p>To understand what happened on Mount Sinai.</p> <p>How do Jewish people use the Ten Commandments?</p> <p>To understand why Moses is important to the Jewish people.</p>	<p>Christianity</p> <p>Show understanding of the key themes of love, peace, light over darkness, goodwill, joy, giving from Christmas story, connecting with how both Christians and non-Christians celebrate this festival.</p> <p>Reflect on their own feelings, ideas and experiences about these themes and develop empathy for those with differing experiences.</p> <p>Give their views and sound reasons to the question "Is Christmas for everyone?"</p>	<p>Christianity</p> <p>Demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression.</p> <p>Demonstrate detailed understanding of how such beliefs have an impact of Christians.</p> <p>Suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism.</p> <p>Respond to the questions about Christian belief in God. In relation to these questions and religious material studied, they will express their own views, supporting them with sound reasons. They can show understandings of different views and be able to give reasons to support an opposing view.</p>	<p>Christianity</p> <p>Show understanding of key events remembered at Easter and their importance for Christians.</p> <p>Describe and show understanding of what happened at The Last Supper.</p> <p>Describe and show understanding of what some Christians do today at the Eucharist service.</p> <p>Ask questions, give views and back up with reasons.</p> <p>Reflect on their own experiences, feelings and values raised by learning about Easter events eg about fear, betrayal, friendship, humility.</p>	<p>Judaism</p> <p>Pupils describe some of the beliefs and features of religion, <b>recognising similarities and differences.</b></p>	<p>Christianity</p> <p>Show knowledge and understanding of what a ritual is and why rituals can be important today.</p> <p>Show detailed knowledge and understanding of the features and beliefs expressed in Christian Eucharist, Muslim ritual prayer (Salah), the Jewish Pesach meal.</p> <p>Show similarities and differences between the religions studied in relation to ritual, meaning and significance.</p> <p>Show detailed knowledge of how concepts connect (Belief, Authority, Expressions and Impact of Belief) in relation to forming a framework to understanding the religion.</p> <p>Raise and explore questions relating to the study of rituals (eg Do rituals matter today?) expressing their opinions, giving sound reasons and appreciating other views.</p>
Year 6						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Title</b>	What can we learn about religious diversity in our area?  What can we find out about a Muslim community?	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)	Bridging Unit

<p><b>Statutory focus / knowledge and skills</b></p>	<p>Islam Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p>	<p>Christianity Describe the similarities and differences in the gospel birth stories.</p> <p>Show understanding of the intentions of the gospel writers in the birth stories and the beliefs they show about Jesus.</p> <p>Show understanding of the differences between biblical accounts of birth stories and traditions surrounding the Christmas story.</p> <p>Show some understanding of the words true and truth in the context of the birth stories.</p> <p>Express their own views and give sound reasons to the question, "Are the birth stories true?"; show understanding of differing views and give reasons to support a differing view.</p>	<p>Demonstrate understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans.</p> <p>Show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others.</p> <p>Describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam.</p> <p>Ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. They will express views on these questions, give sound reasons to support these views and give reasons to support opposing views.</p> <p>Reflect on their own feelings and values in relation to care for the natural world.</p>	<p>Christianity Show understanding of the significance of the crucifixion and resurrection for Christians – hope follows sadness, the love of God, life after death.</p> <p>Show understanding of these beliefs in the accounts of Good Friday and Easter Day.</p> <p>Express views about questions raised by the events and beliefs of crucifixion and resurrection of Jesus, giving sound reasons to support their views and understanding differing views.</p> <p>Reflect on their own beliefs, feelings and experiences of sorrow, joy, loss, hope, sadness (this is non assessable).</p>	<p>Christianity Describe some Christian beliefs.</p> <p>Describe how Christians use the Bible and link this to some Christian beliefs.</p> <p>Describe some ways in which Christians worship and why they worship (link to Beliefs)</p> <p>Describe some ways Christians help others (or describe how some Christians live in a monastic community).</p>	<p>Demonstrate understanding of BELIEF in Christianity (God, Jesus, love, forgiveness)</p> <p>Demonstrate understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus)</p> <p>Demonstrate understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols)</p> <p>Describe IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others).</p>
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