



Dene House Primary School

RE



Key Strands of the RE Curriculum

Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
Belief	Interpretation	Reflection
Authority	Reason	Response
Expression of Belief	Evaluate	Empathy
Impact of Belief	Expression	

Dene House Primary School RE - Taken from the Key Focus of Learning from Durham Agreed Syllabus 2020

Rights Respecting Links



Dene House Primary School Long Term Planning

Coverage of Religious and Non-Religious World Views - Cycle A

	Autumn	Spring	Summer
EYFS	Special Times The Christmas Story	Special People The Easter Story	Special Objects and Music Belonging
Cycle A	Autumn	Spring	Summer
Year 1/2	Christianity How and why is Christmas celebrated by Christians?	Christianity How and why is Easter celebrated by Christians?	Buddhism Islam
Year 3/4	Hinduism How and why is Christmas celebrated by Christians?	Christianity How and why is Easter celebrated by Christians?	Hinduism Islam
Year 5/6	Judaism How and why is Christmas celebrated by Christians?	Christianity How and why is Easter celebrated by Christians?	Judaism Islam

Dene House Primary School Medium Term Plan Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rights Respecting will be taught within each topic area.					
EYFS	Let's find out about Shabbat, Eid Let's find out about the Bible	Let's find out about Christmas celebrations in churches - advent, Diwali, Wesak	Let's hear some stories Jesus told (Lost Sheep, Lost Coin).	Let's find out about Easter celebrations in churches.	Let's find out about special objects and special music - Buddhism prayer wheels, flags, statues, Christianity,	Let's find out about religious ceremonies - baptism, welcoming and naming babies, weddings
Year 1/2	What can we learn about Christianity from visiting a church? What do Christians believe about God?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?	What can we learn about Islam through religious celebrations and family life?
Year 3/4	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 do Muslims worship at home and in the mosque?
Year 5/6	Why is Moses important to Jewish people?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	Why do Jewish people go to the synagogue?	What is the Qur'an and why is it important to Muslims?

EYFS - Understanding of the World -People, Culture and Communities					
Let's find out about Shabbat, Eid Let's find out about the Bible	Let's find out about Christmas celebrations in churches - advent, Diwali, Wesak	Let's hear some stories Jesus told (Lost Sheep, Lost Coin, Good Samaritan).	Let's find out about Easter celebrations in churches.	Let's find out about special objects and special music -	Let's find out about religious ceremonies - baptism, welcoming and naming babies, weddings
Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:
<ul style="list-style-type: none"> Understand the idea of special times/days within religions and how these are celebrated by faith communities within the home and wider community Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read 	<ul style="list-style-type: none"> Understand the idea of special times/days within religions and how these are celebrated by faith communities within the home and wider community Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read 	<ul style="list-style-type: none"> Know some of the founders of some religions and be introduced to members of faith communities who have special roles within the faith tradition Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read in class Develop positive 	<ul style="list-style-type: none"> Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read in class Develop positive attitudes about the differences between people Talk about members of their family and immediate community Understand that 	<ul style="list-style-type: none"> Explore and understand the importance of religious artefacts in Christianity, Islam, Buddhism, Hinduism, Judaism Understand worship through religious traditions, sacred music and special objects (artefacts) Know some similarities and differences between 	<ul style="list-style-type: none"> Know some religious ceremonies which show belonging to a faith Begin to be aware of religious rituals and promises/commitment shown through religious wedding ceremonies Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read in class Develop positive attitudes about the

<p>in class</p> <ul style="list-style-type: none"> • Develop positive attitudes about the differences between people • Talk about members of their family and immediate community • Understand that some places are special to members of their community • Compare and contrast characters from stories including figures from the past • Recognise that people have different beliefs and that these are celebrated in different ways 	<p>in class</p> <ul style="list-style-type: none"> • Develop positive attitudes about the differences between people • Talk about members of their family and immediate community • Understand that some places are special to members of their community • Compare and contrast characters from stories including figures from the past • Recognise that people have different beliefs and that these are celebrated in different ways 	<p>attitudes about the differences between people</p> <ul style="list-style-type: none"> • Talk about members of their family and immediate community • Compare and contrast characters from stories including figures from the past • Recognise that people have different beliefs and that these are celebrated in different ways 	<p>some places are special to members of their community</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past • Recognise that people have different beliefs and that these are celebrated in different ways 	<p>different religious groups and cultural communities drawing on their experiences and what's been read in class</p> <ul style="list-style-type: none"> • Develop positive attitudes about the differences between people • Talk about members of their family and immediate community • Understand that some places are special to members of their community • Recognise that people have different beliefs and that these are celebrated in different ways 	<p>differences between people</p> <ul style="list-style-type: none"> • Talk about members of their family and immediate community • Understand that some places are special to members of their community • Compare and contrast characters from stories including figures from the past • Recognise that people have different beliefs and that these are celebrated in different ways
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Year 1/2

<p>What can we learn about Christianity from visiting a church? 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 learn about Islam through religious celebrations and family life?</p>
<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p>
<ul style="list-style-type: none"> • recognise and name some features of a church eg cross, altar, pew, window • recognise and name some ways in which Christians worship in the church on Sunday eg prayer, hymns, Bible reading • recognise some of the ways a vicar leads Sunday worship • recall the Christian story of Creation • recognise some features of a church Harvest festival • talk about what they find interesting or puzzling in a church • God as One, creator, loving, caring, having 	<ul style="list-style-type: none"> • recognise and name times when they may have given/received gifts and the value this has • recall the Christian story of the birth of Jesus - the wise men bringing Jesus gifts • Understand why Christians view Jesus as a gift from God and how this affects how they celebrate Christmas 	<ul style="list-style-type: none"> • state that Christians see Jesus as special and link to the birth of Jesus • know that Jesus travelled around telling people about God • retell the story of The Lost Sheep • know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind • Jesus showed power by calming the storm, healing a paralysed man (retell one of these stories) • recognise how Jesus is shown as special in pictures/statues/icons • know that Christians believe Jesus is God's 	<ul style="list-style-type: none"> • have simple knowledge of the beliefs, teaching / stories about the death and resurrection of Jesus, using simple technical vocabulary • have simple knowledge of why the beliefs and practices about the death and resurrection of Jesus, may be important to people by connecting the symbols to the story (cross, Easter Garden) • pupils can raise questions, express their opinions and back them up with simple reasons. 	<ul style="list-style-type: none"> • recognise rupas of Buddha and name them • recall the stories of the 4 sights and The Bodhi Tree • know that Buddha changed some people's lives (story of Angulimala) • know that Buddha was kind (Siddhartha and the Swan) and Buddhists teach kindness (The Angry Elephant) • give their views and simple reasons to questions raised 	<ul style="list-style-type: none"> • God is known as Allah • Know the sacred book of Islam is the Qur'an • Understand that the Muslim Holy Book is the Qur'an and that it should be treated with respect • Understand the importance of families and the community in bringing children up in the Muslim faith • Know the practice of 'Salah' in the home and the importance in preparing for

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<p>authority. Descriptions of God as Father,</p> <ul style="list-style-type: none"> • Loving Parent, King • God as Creator and responsible for Creation as shown in Genesis 1 and 2, human • responsibility to care for God's Creation [Creation] 		<p>son</p> <ul style="list-style-type: none"> • ask questions, give own view and simple reasons to back up view. 		<p>through learning about Buddha eg Can people help change others for the better?</p>	<p>prayer</p> <ul style="list-style-type: none"> • Know how Muslims express their beliefs through Ramadan and Hajj
<p>Language:</p>	<p>Language:</p>	<p>Language:</p>	<p>Language:</p>	<p>Language:</p>	<p>Language:</p>
<p>Church, Worship, Christians, Sunday, God, Jesus Bible, Altar, Pew, Cross, Vicar, Prayer, Hymns, Candles, Harvest, Pulpit, Creation, world, Belief, Nature, Authority</p>	<p>Gifts, Light Giving, Christmas Receiving, Jesus, Birth Wise men</p>	<p>Jesus, God, Bethlehem Nativity, parable, miracle, power, icon forgiveness, statue</p>	<p>Good Friday, Easter Day, Jesus, Easter garden Cross, sad, happy, Christians, Easter egg, special, church, new life</p>	<p>Siddhartha, Bodhi, India, Buddha, Buddhists, kindness</p>	<p>Ramadan, Hajj, Salah, Qur'an, Allah, Ramadan - Sawm, prayer, family,</p>

Year 3/4

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 do Muslims worship at home and in the mosque?
Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:
<ul style="list-style-type: none"> describe a home shrine and how Hindus worship there (puja) describe the features of a mandir describe the Arti ceremony in a mandir describe some ways Hindus celebrate Diwali tell the Diwali story, using correct names and vocabulary and state why this story is important to Hindus begin to form a framework of connections between concepts by making some links between Hindu worship, stories and the beliefs they express [Belief, Authority, 	<ul style="list-style-type: none"> describe some key features of Advent, how it is celebrated make links between these features and beliefs about Jesus and the Christmas story make links between beliefs expressed through Bible passages, particularly Isaiah 9 reflect on their own feelings, beliefs and values connected with Christmas and appreciate that not all feel the same. 	<ul style="list-style-type: none"> recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel describe some of the objects/actions found in churches and how they are used in worship describe simply the meaning of these objects/actions give their views to questions raised (eg Do objects matter?) and give plausible 	<ul style="list-style-type: none"> describe what happened when Jesus entered Jerusalem describe Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem describe ways in which Christians remember Palm Sunday today ask questions about the Palm Sunday story, give their views and give reasons. 	<ul style="list-style-type: none"> describe Hindu beliefs about God suggest meanings for some of the symbols connected with Hindu murtis describe simply Hindu belief in reincarnation, karma, ahimsa give examples of how these beliefs affect what Hindus do express their own views, giving plausible reasons to questions raised, showing 	<ul style="list-style-type: none"> Understand the belief of Muhammad as the final prophet Stories about the prophet Muhammad Understand the beliefs about how the Qur'an was revealed to Muhammad Know how the Qur'an is used and treated by Muslims today including reading some passages from the Qur'an Understand the significance of the festival of Ramadan Know how beliefs are expressed

<p>Expressions of Belief]</p> <ul style="list-style-type: none"> raise and explore questions (eg Does good always defeat evil?), express their opinions and support these with plausible reasons recognise that others may hold different opinions. 		<p>reasons to back up their views.</p>		<p>some awareness of differing views</p> <ul style="list-style-type: none"> 	<p>through individual and communal commitment - Id-UI-Fitr</p> <ul style="list-style-type: none"> Understand how Muslims worship in the mosque
<p>Language:</p>	<p>Language:</p>	<p>Language:</p>	<p>Language:</p>	<p>Language:</p>	
<p>Ramayana, mandir, puja Arti, murti, shrine Symbol, Rama, Sita Diwali, Hindu, Brahman Celebration, worship, community, Hanuman, Lakshmi, diva Hindu, Hinduism, religion</p>	<p>Advent, Solemn, Prophets, Stole, Isaiah, Altar, cloth, Preparation</p>	<p>Flag, banner, Eucharist Chalice, icon, statutes holy water, rosary, communion, table denominations, worship cross crucifix, candles, Church, symbol</p>	<p>Palm Sunday, palm leaves, Messiah</p>	<p>Brahman, ahimsa, Brahma Consequence, Vishnu, Durga, Shiva, Kali, Ganesh, Parvati, reincarnation, karma</p>	<p>Muhammad, Qur'an, Ramadan, Id-UI- Fitr, Wudu, Salah, Jummah - Friday prayer</p>

Year 5/6

Why is Moses important to Jewish people?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	Why do Jewish people go to the synagogue?	What is the Qur'an and why is it important to Muslims?
Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:
<ul style="list-style-type: none"> describe some of the beliefs within the Jewish community <p>God as lawgiver (ten commandments)</p> <p>Moses was chosen to set the Israelites free</p> <ul style="list-style-type: none"> understand the Jewish festival of Pesach significance of Moses in Judaism state that Jews see Moses as important the Israelites freedom is the beginnings of Judaism know the importance of the giving of the Torah on Mount Sinai 	<ul style="list-style-type: none"> 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 reflect on their own feelings, ideas and experiences about these themes and develop empathy for those with differing experiences give their views and sound reasons to the question "Is Christmas for everyone?". 	<ul style="list-style-type: none"> demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression demonstrate detailed understanding of how such beliefs have an impact on the lives of Christians; suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism respond to the questions about Christian belief in God. In relation to 	<ul style="list-style-type: none"> show understanding of key events remembered at Easter and their importance for Christians describe and show understanding of what happened at The Last Supper describe and show understanding of what some Christians do today at the Eucharist service 	<ul style="list-style-type: none"> to understand the synagogue is a place of worship and prayer, education and community to describe the features of a synagogue and their significance to describe the role of the Rabbi in a synagogue to describe the importance of the Torah within worship to describe some of the ceremonies that take place in the synagogue to explain how some practices and beliefs may differ between Orthodox and 	<ul style="list-style-type: none"> Know and understand the word scared Be able to recognise the beliefs about the Qur'an as the final revelation of Allah Understand the Muslim belief in the oneness of God, 99 names of Allah and the belief that Allah gives guidance through messages and books Understand how the Qur'an is treated and used by Muslims today Understand what the Qur'an teaches about Allah Know some passages from the Qur'an and how this influences Muslim behaviour Know how Muslim children learn about

		these questions and religious material studied, they will express their own views, supporting them with sound reasons. They can show understanding of different views and be able to give reasons to support an opposing view (i.e. they can see both sides of an argument).		Reform traditions e.g. Shabbat, worship and food laws	the Qur'an
Language:	Language:	Language:	Language:	Language:	Language:
Moses, Ten Plagues Passover (Pesach) Pharaoh, Jew Mount Sinai, Slaves, Jewish, Ten Commandments, Israelites, Judaism	Secular, Love, giving, peace, goodwill, joy	Bible, Christians, God Trinity, metaphor, creator, authority, power Protector, saviour infinite eternal	Lent, Holy Week Eucharist, Passover Easter, Palm Sunday Holy Communion, Mass	synagogue Rabbi Torah Shabbat Bar Mitzvah Bat Mitzvah Orthodox Reform traditions	Qur'an, Muslim, Allah, Muhammad, belief, guidance, behaviour, teachings