



# 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 B

<b>Cycle B</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<b>Special Times</b>	<b>Special People</b>	<b>Special Books</b>
	<b>The Christmas Story</b>	<b>The Easter Story</b>	<b>Special Buildings</b>
<b>Cycle B</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1/2</b>	<b>Christianity</b> How and why is Christmas celebrated by Christians?	<b>Christianity</b> How and why is Easter celebrated by Christians?	<b>Buddhism</b>  <b>Islam</b>
	<b>Christianity</b> How and why is Christmas celebrated by Christians?	<b>Christianity</b> How and why is Easter celebrated by Christians?	<b>Christianity</b>  <b>Islam</b>
<b>Year 3/4</b>	<b>Christianity</b> How and why is Christmas celebrated by Christians?	<b>Christianity</b> How and why is Easter celebrated by Christians?	<b>Christianity</b>  <b>Islam</b>
	<b>Religious Study - Religious Diversity</b> How and why is Christmas celebrated by Christians?	<b>Religious Study - Environment</b> How and why is Easter celebrated by Christians?	<b>Islam</b>  <b>Christianity</b> Statutory Bridging Unit

Dene House Primary School Medium Term Plan Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rights Respecting will be taught within each topic area.					
<b>EYFS</b>	Let's find out about Harvest in a church	Let's learn about the Christmas Story, Diwali, Rama and Sita	Let's find out about special people - Muhammad, Buddha, Jesus, other religious people, Chinese New Year	Let's find out about the Easter Story	Let's find out about holy books (e.g. the Bible, the Qur'an, the Torah, the Guru Granth Sahib).	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, mosque, Buddhist Rupas).
<b>Year 1/2</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?	Why is Muhammad important to Muslims?
<b>Year 3/4</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?	Why do people visit Durham Cathedral today?	Islamic Rites of Passage
<b>Year 5/6</b>	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?	What can we find out about a local Muslim community?	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit

EYFS - Understanding of the World -People, Culture and Communities					
Let's find out about Harvest in a church	Let's learn about the Christmas Story, Diwali, Rama and Sita	Let's find out about special people - Muhammad, Buddha, Jesus, other religious people, Chinese New Year	Let's find out about the Easter Story	Let's find out about holy books (e.g. the Bible, the Qur'an, the Torah, the Guru Granth Sahib).	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, mosque, Buddhist Rupas).
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"> <li>Understand the idea of special times/days within religions and how these are celebrated by faith communities within the home and wider community</li> <li>Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read</li> </ul>	<ul style="list-style-type: none"> <li>Understand the idea of special times/days within religions and how these are celebrated by faith communities within the home and wider community</li> <li>Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the founders of some religions and be introduced to members of faith communities who have special roles within the faith tradition</li> <li>Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read in class</li> <li>Develop positive attitudes about the differences between people</li> <li>Talk about members of their family and immediate community</li> </ul>	<ul style="list-style-type: none"> <li>Know sacred books within faith traditions, important sayings and sacred texts</li> <li>Know that special books should be treated with respect</li> <li>Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and</li> </ul>	<ul style="list-style-type: none"> <li>Know religious buildings are sacred places and how they are used for worship</li> <li>Know some similarities and differences between different religious groups and cultural communities drawing on their experiences and what's been read in class</li> <li>Develop positive attitudes about the differences</li> </ul>

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

<p>Why is the Bible special to Christians?  What can we learn from the story of St Cuthbert?</p>	<p>How and why is light important at Christmas?</p>	<p>What does it mean to belong in Christianity?</p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p>	<p>Why is Muhammad important to Muslims?</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"> <li>• have simple knowledge of some Christian beliefs about the Bible and its importance</li> <li>• retell religious stories and have simple knowledge of their significance</li> <li>• suggest meanings for religious actions and symbols</li> <li>• express their views and give simple reasons to support these, in response to the religious material they learn about</li> <li>• recognise that some questions cause people to wonder and are difficult to answer</li>   <li>• why Cuthbert became a monk</li> <li>• how Cuthbert preached and helped others</li> <li>• how Cuthbert was bishop at Lindisfarne</li> <li>• how Cuthbert liked to be alone to pray</li> <li>• how and why Durham Cathedral is linked to</li> </ul>	<ul style="list-style-type: none"> <li>• retell the Nativity story and suggest meaning for symbols of light in story</li> <li>• identify and suggest meaning for Christingle symbols</li> <li>• reflect on their own experience and feelings connected with light and be aware of other people's feelings.</li> </ul>	<p>have simple knowledge of practices:</p> <ul style="list-style-type: none"> <li>• identify and name some objects and actions connected with the baptism ceremony eg baptism candle, font, water, cross, baptism card, sign of the cross</li> </ul> <p>have simple knowledge of beliefs:</p> <ul style="list-style-type: none"> <li>• know that parents and godparents promise to God to follow Jesus and bring their child up as a Christian</li> <li>• know that being a Christian means showing love and care to others and helping them</li> <li>• know that Christians take their children to</li> </ul>	<ul style="list-style-type: none"> <li>• have simple knowledge of the beliefs, teaching / stories about the events of Holy Week including the death (Good Friday) and resurrection (Easter Sunday) of Jesus as well as the Last Supper (key focus) and Palm Sunday, using simple technical vocabulary.</li> <li>• have simple knowledge of why the beliefs and practices about Palm Sunday, the Last Supper (key focus) and the death and resurrection of Jesus, may be important to people by connecting the symbols of the Easter story to celebrations in church. For example, identify some Easter practices in churches eg</li> </ul>	<ul style="list-style-type: none"> <li>• have simple knowledge of how Buddhists worship and meditate</li> <li>• have simple knowledge of some of the Buddhist aids to worship</li> <li>• have simple knowledge of some of the values and actions of Buddhists</li> <li>• have simple knowledge about the Buddhist community</li> </ul>	<ul style="list-style-type: none"> <li>• Understand Muhammad as the final prophet of Allah</li> <li>• Know stories of his life and their significance to the Muslim faith</li> <li>• Understand the Muslim belief that we must take care of animal no matter how big or small</li> <li>• Know that Muslims believe in one God</li> <li>• Understand the significance of Hajj in relation to Muhammad</li> <li>• Know that when Muhammad's name is spoken Muslims will say 'Peace be upon him'</li> </ul>

<p>Cuthbert</p> <ul style="list-style-type: none"> <li>• how Durham Cathedral is a place of worship today</li> <li>• how and why people visit Lindisfarne today.</li> </ul>		<p>church, pray and read bible with them to help them belong to the Christian church.</p>	<p>Hallelujah, Easter hymns, giving out eggs, bread and wine</p> <ul style="list-style-type: none"> <li>• have simple knowledge of some of the similarities and differences between Christian denominations and how they celebrate Easter in church by (the Last Supper (key focus) identify some features and objects found in churches at Easter eg cross, Easter garden, gold/white/purple</li> <li>• In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</li> </ul>		
<p><b>Language:</b></p>	<p><b>Language:</b></p>	<p><b>Language:</b></p>	<p><b>Language:</b></p>	<p><b>Language:</b></p>	<p><b>Language:</b></p>
<p>Bible, holy, Old Testament New Testament, Christians, Jesus God, creator, father St Francis, Harvest, church, lectern, worship, library, love, Special, respect, care</p> <p>Cuthbert, Lindisfarne prior, bishop, Holy Island, monk, Durham, Saint, cathedral, Holy, pray, Bible, reflection</p>	<p>Light, Angel, Star Halo, Christingle</p>	<p>Belonging, baptism, christening, parents Promises, welcome, candle, godparents, Cross, font, light, Jesus, Bible, love, Church, God, commitment</p>	<p>Easter, Christians, Good Friday, Easter Sunday new life, Jesus, disciples cross, crucifix, hot cross bun, palm cross, purple, Easter garden, Maundy Thursday, The Last Supper</p>	<p>Buddhism, Buddha , rupa prayer wheel, sangha, alms bowl, mandala</p>	<p>Muslim, Islam, Muhammad, prophet, Allah, Hajj, stories</p>

Year 3/4

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 visit Durham Cathedral today?	Islamic Rites of Passage
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"> <li>• describe what is in the Bible (different types of writing, Old and New Testament) and how it is used</li> <li>• show understanding of how the Bible helps Christians and why it is important to them</li> <li>• describe some similarities and differences in how the Bible is interpreted</li> <li>• give responses to questions raised about the Bible eg does something have to have happened to be true?</li> <li>• describe the Big Story of Christianity shown through the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• show understanding of how the symbol of light is used in the Christmas story, making links to Christian beliefs</li> <li>• describe how Christians use light at Christmas to express these beliefs - describe and show understanding of the Advent ring</li> <li>• reflect on their own and others' experiences in relation to what</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• describe some of the Christian beliefs about Jesus shown through these events - Jesus as powerful, Jesus as having authority, Jesus as the son of god, Jesus changing lives</li> <li>• show how these beliefs have an impact on the lives of Christians today</li> <li>• ask questions connected with their learning, express an opinion and give plausible reasons to back their opinion up.</li> </ul>	<ul style="list-style-type: none"> <li>• describe some ways Christians keep Lent today</li> <li>• know what happened when Jesus was tempted in the desert</li> <li>• make links between Jesus' period in the desert and Lent today.</li> </ul>	<ul style="list-style-type: none"> <li>• describe some of the features of Durham Cathedral and their significance</li> <li>• describe some of the ways in which the Cathedral is used for Christian worship and pilgrimage</li> <li>• describe 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</li> <li>• describe the significance and influence of St Cuthbert and The Venerable Bede (and other northern saints) on Christian worship, pilgrimage and life today</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the Five Pillars of Islam and what they represent</li> <li>• Understand different ceremonies within the Muslim faith/community including - marriage, funeral</li> <li>• Know how beliefs are expressed through Hajj</li> </ul>



	<p>they have learnt about the Advent ring</p> <ul style="list-style-type: none"> <li>express their views and give sound reason to the question "Does the Christmas story have anything to say to people today?"</li> </ul> <p>Show understanding of differing views.</p>			<ul style="list-style-type: none"> <li>know about the varying reasons why Durham Cathedral is visited today</li> <li>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 than a place of worship?</li> </ul>	
<b>Language:</b>	<b>Language:</b>	<b>Language:</b>	<b>Language:</b>	<b>Language:</b>	<b>Language:</b>
sacred, Creation, Incarnation, Salvation, interpretation, Old Testament, New Testament, authority	Advent, saviour, nativity	Bible, gospels, Messiah, disciples, miracle, parable, Passover, Son of God, Jewish	Lent, Ministry, Devil, Temptation, Preparation	Saint, pilgrimage, prayer, Cuthbert, Aidan, Bede, Holy Island, Lindisfarne, spiritual, reflection, worship, cathedral, Ritual, symbol, community, culture	Muslim, Islam, Five Pillars, faith, communities, beliefs, Hajj, Shahadah, Salat, Zakat, Sawm, Allah, Mecca

Year 5/6

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?	What can we learn about a local Muslim community?	So, what do we now know about Christianity? (exploration through the concepts)
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"> <li>Identify and describe the religious and non-religious communities within our local area</li> <li>Understand how belonging to a religious community can help people</li> <li>Find out about the impact faith and beliefs have had on the lives of inspirational figures.</li> <li>Consider the difficulties for people of different religious beliefs living in non-religious communities.</li> <li>Think about what makes it difficult to live life according to our own beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>describe the similarities and differences in the gospel birth stories</li> <li>show understanding of the intentions of the gospel writers in the birth stories and the beliefs they show about Jesus</li> <li>show understanding of the differences between biblical accounts of birth stories and traditions surrounding the Christmas story</li> <li>show some understanding of the words true and truth in the context of the birth stories</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans</li> <li>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</li> <li>describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of the significance of the crucifixion and resurrection for Christians - hope follows sadness, the love of God, life after death</li> <li>show understanding of these beliefs in the accounts of Good Friday and Easter Day</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of the Imam as spiritual leader and teacher</li> <li>Understand worship in the mosque: Salah prayer including call to prayer, Wudu (washing), meanings of positions of prayer; Friday prayer (Jumma).</li> <li>Know the 5 pillars as expression of faith and commitment for individuals and communities - Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).</li> <li>Understand how Muslim children show commitment to Islam through the mosque school (learning the Qur'an).</li> <li>Understand how Muslims follow and live by moral codes and how these are</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts</li> <li>demonstrate more detailed knowledge and understanding of BELIEF in Christianity (God, Jesus, love, forgiveness)</li> <li>demonstrate more detailed knowledge and understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus)</li> <li>demonstrate more detailed knowledge and understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols)</li> <li>demonstrate more detailed knowledge and understanding of IMPACT OF BELIEF in Christianity (e.g. through Christian</li> </ul>

		<p>and give reasons to support opposing views</p> <ul style="list-style-type: none"> <li>reflect on their own feelings and values in relation to care for the natural world.</li> </ul>		<p>shown by individuals and the community (Ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).</p> <ul style="list-style-type: none"> <li>Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others.</li> </ul>	<ul style="list-style-type: none"> <li>attitudes of love and care for others).</li> </ul>
<b>Language:</b>	<b>Language:</b>	<b>Language:</b>	<b>Language:</b>	<b>Language:</b>	
Beliefs, community, religious, non-religious, difference, similarity, inspirational	Gospels, Interpretation, Nativity	Stewardship, environment, impact, creation	Good Friday, Easter Sunday, crucifixion, resurrection, hope, despair, joy, fear, Jesus, Christians, God, Beliefs	Iman, salah, Wudu, Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage), mosque, moral	Belief, Authority, Expression, Impact, Trinity, forgiveness, Beatitudes, diversity, artefact, chalice, icon, crucifix.