

Scheme of work - RE

Throughout the teaching and learning opportunities within Religious Education, students have a clear progressive route to enable them to be fully prepared for the rapidly changing world in which they live. This scheme of work has 3 main strands that are threaded through to enable a better understanding of others as well as develop critical thinking and self reflection skills. The strands are:

- To enable pupils to have an insight into a range of beliefs and practices, held by people across the world, and how they can live together in harmony.
- To provoke challenging questions for our pupils on how spiritual, moral, social and cultural viewpoints impact upon life experiences and their understanding of the world in which they live.
- To develop respect and empathy of both themselves and others.

Autumn Term								
Awareness of Religious Belief and Practices/Christmas								
Phase 2						Phase 3		
2	3	4	5	6	7	8	9	
<p>What does it mean to belong to Judaism? / What do we know about the Christmas story?</p>	<p>What does it mean to belong to Christianity?/ How do Christians celebrate Christmas?</p>	<p>How do Sikh's show commitment and belonging?/ Why is Christmas celebrated?</p>	<p>What do Hindu's believe and practice?/ How do the celebrations of Diwali and Christmas compare?</p>	<p>How and why do people worship?/ Is Christmas a religious or Secular celebration?</p>	<p>Why do people use rituals in their lives? / What are the themes of Christmas?</p>	<p>What does it mean to live as a Muslim in Britain today?/ How can we define religion? (bridging unit)</p>	<p>What does it mean to be Buddhist?/What is the significance of Advent?</p>	
<p>Planned PFA Links</p>	<p>- Real world visits (<i>experiencing local places of work</i>); Synagogue (e.g.Newcastle Reform Synagogue) - Visitors/Role Models; Rabbi, Priest, people of faith.</p>	<p>- Real world visits (<i>experiencing local places of work</i>); Church (e.g.St Bedes Church, St Peters), christmas fairs, carol services - Visitors/Role Models; Priest, people of faith.</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): Gurdwara e.g. south shields, - Visitors/Role Models; priests, people of faith</p>	<p>- Visitors/Role Models; priests, people of faith - Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): St Peters Church, Newcastle Reform Synagogue) - Visitors/Role Models; priests, people of faith</p>	<p>- Visitors/Role Models; people of faith - Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): mosque (e.g. Al Azhar, Whitley Bay Islamic Cultural Centre), - Visitors/Role Models; Imam, people of faith</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): Meditation Centre, church (e.g.St Bedes Church, St Peters). - Visitors/Role Models; religious leaders,, people of faith</p>

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	- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others	- Health - diet (linked to celebratory foods) - Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others	- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others - Independent Living: Travel to and from visits.		- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others - Independent Living: Travel to and from visits.	between self and others	- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others - Independent Living: Travel to and from visits.	- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others - Independent Living: Travel to and from visits.
Planned Cultural Capital Opportunities	- Synagogue (e.g. Newcastle Reform Synagogue) - Visitors - religious figures/people of faith	- Church (e.g. St Bedes Church, St Peters), - Christmas fairs, carol services, Fenwicks window, Santa visits, Christmas workshops) Visitors - religious figures/people of faith, youth for Christ	- Visitors - religious figures/people of faith - Gurdwara e.g. south shields,	Visitors - religious figures/people of faith	Visitors - religious figures/people of faith	Visitors - religious figures/people of faith	mosque (e.g. Al Azhar, Whitley Bay Islamic Cultural Centre) Visitors - religious figures/people of faith, Cloud	Newcastle Meditation Centre, church (e.g. St Bedes Church, St Peters).
Planned Reading Opportunities	Story of Hannakah Christmas Story Babushka (D. Casey)	Christian Creation Story Christmas The Night Before Christmas (C.C. Moore)	Christmas Story Jesus is Calling: the story of Christmas (S. Young, picture book) Story of Guru Nanak	Stories of Brahma, Vishnu and Shiva Diwali Story Christmas Story	Christmas Story	Religious Texts/Holy Books	Story of Muhammad	Buddha's Life Story The Life of the Buddha (H. Sanche) Christmas Story
Planned Key Vocabulary (subject specific)	Religion Faith Belief Authority Expression Impact Worship Worldview	Religion Faith Belief Authority Expression Impact Worship Worldview	Religion Faith Belief Authority Expression Impact Worship Worldview	Religion Faith Belief Authority Expression Impact Worship Worldview	Religion Faith Belief Authority Expression Impact Worship Worldview	Religion Faith Belief Authority Expression Impact Worship Worldview	Religion Faith Belief Authority Expression Impact Worship Worldview	Religion Faith Belief Authority Expression Impact Worship Worldview
Planned Key Vocabulary (Topic specific)	Judaism/Jew Rabbi Synagogue Hannakah Christianity/Christian Christmas	Christianity/Christian God Priest/Vicar Harvest Festival Church Celebration Festival	Sikhism/Sikh Guru Temple Gurwara Symbolism Saviour Incarnation	Hinduism/Hindu Murti Trimurti Reincarnation Pilgrimage Ceremony Dwilai	Worship Meditation Commemoration Confession Thanksgiving Adoration Wudu	Ritual Mantra Custom Celebration Worship Identify Commitment	Islam/Muslim Eid-ul-Fitr/Eid Ramadan Mosque Imam Allah Submission	Buddhism/Buddhist Enlightenment Wesak Karma Rebirth Dharma Sanga

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	Nativity Incarnation	Incarnation		Incarnation	Jummah Secular Incarnation	Ceremony	Prophet Shirk Secular Spirituality Plurality	Advent Incarnation Tradition
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - Jewish belief in one God as the creator. - the Shema prayer as an expression of belief. - to identify and name a Rabbi as religious leader - to identify the torah as the Jewish Holy Book. - the story of Hannakah and how it is celebrated - about Shabbat and related practices - about some symbols of Jewish faith (e.g. Mezuzah, menorah, Kippah, tallit) - to identify and name a Synagogue as the Jewish place of worship - consider similarities and differences between themselves and Jews - to recognise the Star of David - be encouraged to question, share opinions, listen to the thoughts of 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - the creation story (belief in God as a creator and loving father) - about the Harvest festival as a way of caring for God's creation, and how it is celebrated locally/within school. Emphasis on Christian duty to care for God's creation. - to identify and name a priest/ vicar as a religious leader. - to identify and name the church as the Christian place of worship, a place of community and belonging for Christians. Some features of a church. Visit at least 1 local church. - elements of Sunday worship (e.g. hymns, prayers, words and actions, sermons) - Bible verses that demonstrate the Christian teaching of loving God and your neighbour 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - importance of bringing children up in the faith. - Guru Nanak's story as 1 of 10 human Gurus., how his birth is celebrated - about the Guru Granth Sahib as a holy text and living guru - how the Guru Granth Sahib is treated - how the Gurdwara is used for worship (e.g. removing shoes, covering head, hymns, prayers) - how beliefs are expressed through the 5Ks. - the significance of the Golden Temple. - consider similarities and differences between themselves/other faiths and Sikhs - compare with how Christians show commitment (e.g. confirmation, worship, attending church volunteering for the church) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - the meaning of the term Murtis. - the Trimurti - about Hindu avatars (through the use of their stories) - about the practice of Arti. - the meaning of reincarnation and the impact on Hindu actions/behaviour. - to consider holy texts in Hinduism - about some places of Hindu pilgrimage/the meaning of a pilgrimage. - consider similarities and differences between themselves/other faiths and Hindu's - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - how places of worship are often used to commemorate or express emotion e.g. Church services on Remembrance Day - to consider their experiences of worship and feelings towards this. - the importance of Christian prayer and the differing prayers and their purposes (e.g. thanksgiving, confession, adoration) inc. The Lords Prayer. - some practices of Christian worship and how some objects are used in private and communal worship - include use of Bible. E.g. crosses, candles, rosary beads, praying hands. - identify and discuss the difference between old and new testament. - to consider how Christian Sunday worship differs between local churches - including role of priests. 	<p>Pupils should be taught:</p> <p>With a focus on hinduism, sikhism and Christianity:</p> <ul style="list-style-type: none"> - the definition of a ritual - How church buildings, symbolic objects and actions are used to express beliefs and feelings - The importance of music, dance, drama, artefacts, mantras, food, stories, customs in celebrations and worship - Prayer and its importance with faiths including different prayers and their practice) - How commitment, belonging and religious identity are expressed through rituals and ceremonies eg first communion, confirmation, baby ceremonies - How rituals enable believers to show commitment to their faith. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - - to name Islamic god as Allah, the nature of Allah (creator, provider), only 1 God, expression through Shahadah - Islam meaning of submission [to the will of God] - belief in Muhammad as the prophet, use of 'peace be upon him' - concept of Shirk - Differences between beliefs of Shi'a Islam and Sunni Islam - importance of bringing up children in Islamic faith/showing commitment to Muslim way of life (e.g. respecting elders, honesty, manners, obedience, Salah, Sawm). Role of Mosque School. -the Quran as the Islamic holy book, containing guidance from Allah, how it is treated with respect - about the 5 Pillars of Islam - belief and how they impact upon life and choices, make comparisons with 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - that Buddhists follow Buddha's example. - that there is no single holy text in Buddhism - the characteristics of Buddha (wisdom, courage, compassion) - the life story of Buddha (birth and early life) - to understand the meaning of Karma and rebirth, how this impacts behaviour - the 3 jewels of Buddhism (Buddha, Dharma and Sangha), their symbol and, how Buddhists take refuge in these. - the purpose of Buddhism to be free of suffering/experience happiness. - about the 8 fold path/related symbolism (wheel) - about the four noble truths. - about the celebration of Wesak and how it is recognised - to know how some Buddhists express their faith through clothing,

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<p>others, give simple reasons for their thinking.</p> <hr/> <ul style="list-style-type: none"> - the Bible as the Christian Holy Book and explore how the Bible is treated with respect - which tells them about God.. - the story of Jesus' birth - to recall some events of the story - to think/ talk about how this story is remembered today - the Christian belief in Jesus as the Son of God. - be encouraged to question, share opinions, listen to the thoughts of others, give simple reasons for their thinking. 	<ul style="list-style-type: none"> - how individuals are welcomed to the church through baptism - consider similarities and differences between themselves and Christians. - consider similarities between Christianity and Judaism [covered in previous year] - be encouraged to question, share opinions, listen to the thoughts of others, give simple reasons for their thinking. <hr/> <ul style="list-style-type: none"> - to identify some ways in which Christmas is celebrated within the North East/ by their families and peers. - to consider why Christmas is celebrated in this way. - to consider their own experiences of Christmas and their related feelings towards this. - be encouraged to question, share opinions, listen to the thoughts of others, give simple reasons for their thinking. 	<ul style="list-style-type: none"> - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. <hr/> <ul style="list-style-type: none"> - the meaning of saviour - the Christian view of Jesus as Light of the World/world's saviour - to recognise some Christian symbols and objects linked to Christmas and the meaning of these symbols e.g. Christingles, Candles, Stars, Angels, Light - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<ul style="list-style-type: none"> - the story of Diwali and how this is from the Ramayana - ways in which Diwali is celebrated. - to compare the way in which Diwali and Christmas are celebrated - to consider their own experiences of celebrations and their related emotions/ thoughts. - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<ul style="list-style-type: none"> - about various types of meditation used in Buddhism (e.g. chanting/mantras) and its significance. - about Hindu puja and family shrines. - Hindu worship in the mandir - consider role of objects, dance, food in Hindu worship. - about Islamic Salah (prayer) call to prayer, wudu, positions of prayer, Jumma - mosque as Islamic place of worship - make comparisons between religions and their practices - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. <hr/> <ul style="list-style-type: none"> - discuss and define secular - recognise secular and religious practices of Christmas - consider reasons why non-christian people may adopt religious practices, linked to Christmas - reflect upon personal experiences of Christmas - secular or religious? Who has 	<ul style="list-style-type: none"> - about ceremonies relating to life as a monk/nun. - The sacred thread initiation ceremony as an expression of commitment, religious identity, belonging.(Hinduism) - to reflect upon rituals and ceremonies they have been involved in/witnessed - compare 2 rituals between differing religions. - to consider the question 'can you 'belong' to a religion without engaging in its ceremonies and rituals?' - to consider the question 'Are rituals//ceremonies important?' - to consider personal thoughts and feelings linked to particular rituals/ ceremonies. ----- - some themes of Christmas (e.g. kindness, peace) - how these themes are recognised within Christian practices at christmas time. 	<p>Christian views/values/practices.</p> <ul style="list-style-type: none"> - to name and identify Iman as a religious leader - Eid-ul-fitr and how it is celebrated - consider similarities and differences between themselves and Muslims - to recognise Islamic symbol of the Crescent Moon and Star and consider its meaning. - consider similarities and differences between themselves/other faiths and Muslims. - be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking. <hr/> <ul style="list-style-type: none"> - define and explore religion, worldview, secular, spirituality, plurality - Discuss and define the concepts of RE (belief, authority, impact and expression) - Consider the concepts of RE through the Christian view of Christmas <ul style="list-style-type: none"> • Belief - what do Christians 	<p>shaved heads, alms bowls.</p> <ul style="list-style-type: none"> - consider similarities and differences between themselves/other faiths and Buddhists - be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking. <hr/> <ul style="list-style-type: none"> - the significance of Jesus as the son of God and the incarnation of God. - the meaning and significance of Advent - Bible verses that celebrate Advent, and how they impact upon belief and practice (e.g. John 1:14, John 3:16, Mark 10:21) - ways in which the church/people of faith mark Advent - how advent traditions/practices differ across the world/between cultures. - the symbolism of the advent ring - create own images/symbols/artwork/music piece to represent this period in the Christian calendar. - consider influences in practices linked to Advent - priests, Bible, tradition, family
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					<p>influenced these practices? - reflect upon how Christmas is portrayed in the media, why might this be? What impact does this have on our feelings and experiences of Christmas? - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. - consider the question: "Do you have to be a Christian to celebrate christmas?"</p>	<p>- what the Gospels say about Christmas/how they reflect these themes. - some symbols of christmas - to consider the themes and symbols they personally link to Christmas.</p>	<p>belief about Jesus/Christmas</p> <ul style="list-style-type: none"> ● Authority - what does the Bible say about Christmas (compare Luke and Mathew accounts), priest/Bible role in spreading Christian belief. ● Expression - how are these views expressed through Christian practices, at home and within the church. ● Impact - Consider the impact that these beliefs have on the individual. I.e. Christian values of thankfulness, peace, hope, faith, love, joy - explore Christmas imagery/artef acts - how do these reflect these 	<p>- be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking.</p>
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								Christian values?	
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Spring Term							
How religion impacts behaviour//Easter							
Phase 2					Phase 3		
2	3	4	5	6	7	8	9
What can we learn from Jesus'	What can we learn from the Story of St	How and why do people show they	How and why do people show they	What can we find out about the local	Why do people visit Durham	What are the key beliefs of different	What does religion say about Animal

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	parables?/ What do know about the Easter story?	Bede?/ How do Christians celebrate Easter?	care for others?/What do we know about the events of Holy Week?	care for the world? / How and why do Christians recognise Lent?	Muslim Community?/ Why is Easter celebrated?	Cathedral today (incorporating St Cuthbert). / Why are Good Friday and Easter Day the most important days for Christians?	religions and non-religious worldviews and how are they expressed? / Can we draw the Big Picture of Christianity?	Rights? //What does it mean to live as a Humanist?
Planned PFA Links	<p>- Real world visits (<i>experiencing local places of work</i>); Library (e.g. Jarrow)</p> <p>- Visitors/Role Models; priest/vicar, people of faith, youth for christ</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p>	<p>- Real world visits (<i>experiencing local places of work</i>); St Bede's Church, Jarrow Hall, Durham Cathedral</p> <p>- Visitors/Role Models; priest/vicar, people of faith, youth for christ</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): local charities (e.g. key projects, Happy at Home), care homes, food banks</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): local charities (e.g. climate action),</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): - Islamic Centre</p> <p>- Visitors/Role Models; people of faith</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): - Durham cathedral</p> <p>- Visitors/Role Models; priest/vicar, people of faith</p> <p>- Independent Living: Travel to and from visits.</p> <p>- Independent Living: Travel to and from visits.</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): Church (e.g. St Bedes Church, St Peters)</p> <p>- Visitors/Role Models; people of faith, show racism the red card</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>- Real world visits (<i>the role they play within the community/ career pathways.</i>): Church (e.g. St Bedes Church, St Peters), animal shelters, animal rescue centres</p> <p>- Visitors/Role Models; people of faith, animal workers</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>

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Planned Cultural Capital Opportunities	- Library (e.g. Jarrow) - Visitors; priest/vicar, people of faith, youth for christ	- Bede's Church, - Jarrow Hall - Visitors; priest/vicar, people of faith, youth for christ	- local charities (e.g. key projects, Happy at Home, Christian Aid) - care homes - food banks	- Litter Picking - Local charities (e.g. climate action),	- Church (e.g. St Bedes Church, St Peters) - visitors; people of faith	- Durham cathedral - visitors; people of faith	- Show racism the red card - Church (e.g. St Bedes Church, St Peters) - Visitors; people of faith	- Local charities (e.g. RSPCA, Animal Rescue) - animal shelters - Church (e.g. St Bedes Church, St Peters) - Holy Island
Planned Reading Opportunities	Parable of the Sower The Good Samaritan The Parable of the Lost Sheep The Prodigal Son Easter Story	Life of St Bede Easter Story	The Monkey King The Story of Siddhatha and Swan The Story of Rama and Sita Zen Shorts (J.J. Muth) Easter/Holy Week Story	The Christian Creation Story The Story of Jesus' Temptations	Moses and the 10 Commandments Easter/Holy Week Story	Story of St Cuthbert		
Planned Key Vocabulary (subject specific)	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship
Planned Key Vocabulary (Topic specific)	Parable Moral Value Old/New Testament Crucifixion Resurrection Salvation	Monk Monastery Crucifixion Resurrection Salvation	Golden Rule Compassion Commandment Respect Charity Crucifixion Resurrection Salvation	Creation Stewardship Duty Temptation Self-Discipline Lent	Sin Commandment Sacrifice Redemption Salvation	Cathedral Pilgrimage Saint Denomination Clergy Preacher Monastery Miracles Salvation	Human Rights Holy Trinity Shirk Mantar omnipotent, transcendent, omniscient, immortal, benevolent.	Vegetarian Vegan Animal Testing Humanism Atheist Agnostic
	Pupils should be taught: - some of the parables taught by Jesus (old and new testament). - about the morals/Christian values taught within these parables.	Pupils should be taught: - about the life of St Bede - consider how monks show commitment to their faith through life in a monastic community. - about how his faith impacted upon his life	Pupils should be taught: - the meaning of the Golden Rule within Christianity (Mathew 7:12) - share, discuss, retell stories of Jesus as a healer/miracle worker.	Pupils should be taught: - the Christian creation and fall story - God as a Father (creator), world as a gift from God, to be cared for. Consider literal and nonliteral approaches to	Pupils should be taught: -speak to/question and answer with Islamic pupils/parents - visit Islamic centre --explore islamic imagery/patterns within local	Pupils should be taught: - The meaning and significance of a 'saint' - The story of st cuthbert's - To consider personal thoughts and opinions relating	Pupils should be taught: - about the oneness of God through the Holy Trinity. - the nature of a Christian God as omnipotent, transcendent, omniscient, immortal, benevolent.	Pupils should be taught: - what the Bible says about animal rights (e.g Psalm 24:1) and its impact on the individual and their view on: animal testing, vegetarianism, animal use in fashion.

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<p>- about how these Christian values can be demonstrated in real world situations/how Christians may demonstrate these values/follow Jesus' teachings (e.g. forgiveness, love, care)</p> <p>- Christian view of Jesus as a teacher.</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give simple reasons for their thinking.</p> <hr/> <p>- the story of Jesus' death and resurrection</p> <p>- to recognise the cross/crucifix as a Christian symbol</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give simple reasons for their thinking.</p>	<p>- about how his life impacted on others (then and now)</p> <p>- that Durham cathedral is a place of worship and the resting place of both St Bede and St Cuthbert - Visit the tomb of Bede/Cuthbert (Durham Cathedral)</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give simple reasons for their thinking.</p> <hr/> <p>- how Easter is celebrated within the north east/by their families and peers.</p> <p>- how Easter celebrations/practices differ across different churches</p> <p>- to consider why Easter is celebrated in this way.</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give simple reasons for their thinking.</p>	<p>- the 10 commandments (Judaism, Christianity)</p> <p>- Buddhist stories (e.g. Siddhartha and Swan, The Monkey King) and the values they teach (Compassion, respect for all living things, no stealing or lying)</p> <p>- how this impacts on behaviour</p> <p>- the Hindu story of Rama and Sita (and its moral)</p> <p>- about Hindu belief in karma and reincarnation and impact upon behaviour/choices.</p> <p>- Sikh practice of Langar, Sewa, Vans Chhakna</p> <p>- Islamic practice of Zakah, Sadaqah</p> <p>- about religious charities and how this reflects belief about caring for others (e.g. Christian aid, salvation army, muslim aid, tzedek)</p> <p>- ways in which we can care for others within our community</p> <p>- make comparisons between religious practices/views.</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give reasonable</p>	<p>creation, how this view is shared in Judaism.</p> <p>- the meaning of stewardship (within Judaism, Christianity and Islam)</p> <p>- ways in which humans might fulfil this duty</p> <p>- what the Holy texts teach about caring for the world (e.g. genesis 2:15, Qur'an, 6:165; 2:256-7, guru granth sahib:8) .</p> <p>- importance of natural world in Buddhism.</p> <p>- what we can be doing to care for the world within our community (e.g. recycling, eco bricks)</p> <p>- make comparisons between religious practices/views.</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking.</p> <hr/> <p>- the story of Jesus and the temptations</p> <p>- to consider Jesus' motivation within the desert</p> <p>- to consider their own experiences of temptation/self discipline</p>	<p>mosques/artwork - design own.</p> <p>- look at local newspapers - discuss and comment on articles and how they represent Muslims.</p> <p>- write letters to Muslim children within the school/community - sharing own experiences and enquiring about their faith, practices and experiences.</p> <p>- compare Islamic experiences/practices with personal experiences/practices.</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking.</p> <hr/> <p>- God seen through Jesus (part of the trinity), a saving, forgiving God.</p> <p>- Jesus as the messiah and saviour.</p> <p>- about Jesus' death as a sacrifice - the meaning of sacrifice</p> <p>- the meaning of redemption</p> <p>- the Christian belief in human</p>	<p>to the story of St Cuthbert.</p> <p>- To consider the question: 'How did St Cuthbert express his belief?'</p> <p>- To reflect upon the significance of St Cuthbert's death.</p> <p>- The significance of Durham Cathedral and Lindisfarne as a place for worship, pilgrimage and understanding of Christian heritage.</p> <p>- How beliefs are expressed through pilgrimage to Durham and/or Lindisfarne</p> <p>- To compare the cathedral with a church of a different denomination and how worship and practice differs between them</p> <p>- The role of clergy in local and national churches eg vicar/minister/pastor/priest/bishop/Archbishop/Pope</p> <p>- To identify buildings of</p>	<p>- different forms of Christian worship (e.g. communal, individual, liturgical, informal) and how this expresses belief, impact it has on the individual/church community.</p> <p>- Islamic belief in ummah, submission to Allah, obedience and jihad.</p> <p>- to recognise Sikh symbol (Ik Onkar) and its meaning with relation to Mool Mantar.</p> <p>- the branches of Buddhism (Theravada and Mahayana) and the differences between their emphasis' (Liberation/Free from Suffering/Happiness)- Buddhist belief in Buddha as the enlightened one and/or that Buddhahood is inherent in all life.</p> <p>- the key beliefs of humanists (human life is valuable, there is no God or we will never know if there is a God, humans should try to live a full and happy life and help others do the same, we should ask questions about life)</p> <p>- discuss and define theism, atheism, agnosticism.</p> <p>- look at artwork (sculpture, windows,</p>	<p>- Christian belief in the uniqueness of humanity</p> <p>- Buddhist views on animals rights and its impact on the individual and their view on: animal testing, vegetarianism, animal use in fashion.</p> <p>- about the Hindu belief in ahimsa (respect for all living things) and how impacts upon choices/actions</p> <p>- what religious leaders/organisations say about the environment (e.g. dala lama, pope)</p> <p>- consider personal views on animal rights and who has influenced these views</p> <p>- consider ways in which we can support animal wellbeing within our local community</p> <p>- compare religious responses to animal rights.</p> <p>- be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking.</p> <hr/> <p>- to know some ways in which humanists celebrate (e.g. naming ceremonies, weddings, funerals)</p>
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			<p>reasons for their thinking.</p> <hr/> <ul style="list-style-type: none"> - the wider events of Holy Week and their significance (i.e. entry to Jerusalem, Maundy Thursday, arrest, trial, crucifixion, resurrection). - how these events are recognised within modern day religious practice - places of pilgrimage for Christians e.g. Lindisfarne, Holy Island, Lourdes and why people often chose Easter to visit these places. - how stained glasses windows depict Christian beliefs. Design stained glass window to represent Holy Week. - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<ul style="list-style-type: none"> - to consider modern practices relating to Lent - how banners can be used to represent Christian belief. Design own banner to depict/recognise Lent. - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<p>redemption, a God who provides and forgives.</p> <ul style="list-style-type: none"> - consider how Jesus' life inspires awe, wonder and devotion in Christians/the belief in a transcendent God. - to recognise some Easter symbols and objects linked to Easter and the meaning of these symbols e.g. Crosses, Eggs, Spring Flowers - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<p>significance to themselves.</p> <ul style="list-style-type: none"> - To consider the question: "Do you need a building to worship and express belief?" - To consider personal views and - through visits to the cathedral, to reflect upon the cathedral's atmosphere and the thoughts and feelings experienced during their visit. ----- - the significance of Good Friday and Easter Day - how the death and resurrection of Jesus is represented in Easter practices, symbols and themes. - Consider the question: "Is Easter a purely religious celebration?" - identify secular and religious practices linked to Easter. - Reflect upon personal feelings linked to Easter; are they based on religious or secular beliefs 	<p>paintings)/dance/music across religions, how do they express belief?</p> <p>Design/create own piece to represent a personal viewpoint.</p> <ul style="list-style-type: none"> - make comparisons between religious beliefs. - be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking. <hr/> <ul style="list-style-type: none"> - about the structure of the Bible, the Bible as the word of God, how it can be read as the relationship between God and humans. -be taught Christian views on creation and the fall of adam/eve (Creationists and Liberal Christians) - the significance of Jesus as the messiah and saviour, of the salvation he brought. - differing ways Christians interpret some of these events (literal, non-literal) - share the Christian big story - '<i>This is RE</i>' texts/https://vimeo.com/123430346 - retell individual stories (e.g. role play, storyboards) consider and discuss relating emotions, thoughts 	<ul style="list-style-type: none"> - compare Humanist funerals with Christian funerals, consider how each reflect beliefs in life after death. - that Humanists believe that we can live happily without religion but should respect the views and practices of others. - that Humanists believe in the scientific evidence relating to human life (discuss and explore the big bang theory and evolution) - the Happy Human as a symbol of humanism. - the humanist values of kindness, compassion, fairness, justice and honesty. Explore scenarios involving moral issues (e.g. discrimination, abortion) - what would be a humanist approach to this? - consider rules that are followed in everyday life, emphasising how these rules don't stem from religious authority - which rules do many humanists follow? Consider the rules they personally follow - who has influenced their decision to follow these rules/behave in this way?
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Scheme of work - RE

						<p>and experiences? - consider the question: "Is Easter more significant/important than Christmas?"</p>	<p>and opinions, significance and impact to Christians - create a piece of artwork/music that represents the various stages/events of the Big Story. - be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking.</p>	<p>https://understandinghumanism.org.uk/wp-content/uploads/2016/04/Ethics-Activity-Rules.docx - consider personal views on the meaning and purpose of life, compare with humanist and Christian viewpoints. - be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking. Additional Information/Resources available at: https://understandinghumanism.org.uk/wp-content/uploads/2016/10/Humanism-planning-guidelines.docx</p>
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Summer Term								
Our Own Beliefs and Experiences/Respect for All								
Phase 2						Phase 3		
2	3	4	5	6	7	8	9	

Scheme of work - RE

	Who do people of faith consider special? / How can we be a good friend?	What can we learn about our Local faiths?/ What are our similarities and differences?	What can we learn from visiting local churches?/ How can we show respect and why is it important?	How is belonging and faith demonstrated through religious ceremonies?/ What is the meaning of diversity?	Why do people travel to sacred places?	What do we know about Christianity? (bridging unit)/ What is the meaning of equality?	Is it the duties of religions to fight against prejudice and discrimination?	What do differing worldviews say about wealth and poverty?
Planned PFA Links	<p>- Visitors/Role Models; people of faith</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p>	<p>- Real world visits (experiencing local places of work); local places of workshop - e.g. St Pauls Church, Meditation Centre, Newcastle Reform Synagogue), Art Galleries (e.g. Baltic, Laing)</p> <p>- Visitors/Role Models; people of faith, authors</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p>	<p>- Real world visits (experiencing local places of work); Local churches (e.g St Pauls), Durham Cathedral, -</p> <p>Visitors/Role Models; people of faith,</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>Visitors/Role Models; people of faith,</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>Visitors/Role Models; people of faith,</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>Real world visits (experiencing local places of work); Local churches</p> <p>- Visitors/Role Models; people of faith,</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>- Visitors/Role Models; people of faith,</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>	<p>Real world visits (experiencing local places of work); Local charities (e.g. Family Gateway)</p> <p>- Visitors/Role Models; people of faith,</p> <p>- Community Inclusion: Learning about the beliefs and practices of others, Learning to accept differences between self and others</p> <p>- Independent Living: Travel to and from visits.</p>
Planned Cultural Capital Opportunities	- Visitors - people of faith	local places of workshop - e.g. St Pauls Church, Meditation Centre, Newcastle Reform Synagogue), Art Galleries (e.g. Baltic, Laing) Visitors - people of faith	- Durham Cathedral - Church (e.g.St Bedes Church, St Peters) Visitors - people of faith	Visitors - people of faith	- Local journey within community/local area of interest - Visitors - people of faith	- Church (e.g.St Bedes Church, St Peters) - Whitley Bay Islamic Cultural Centre, - Newcastle Reform Synagogue Visitors - people of faith	- Visitors - people of faith	- Local charities (e.g. Family Gateway) - Visitors - people of faith

Scheme of work - RE

Planned Reading Opportunities	Muhammad (Demi) Where is God? (H.Bea) Moses and the Burning Bush Story of Muhammad Miracles of Jesus (e.g. feeding 5000, healing leper, water into wine) The Boy at the Back of the Class (O.Q.Rauf)	What is God? (E.Boritzer)	God's Dream (Archbishop Tutu and D.C.Abrams)	Wonder/We are all Wonders Perfectly Norman	The Story of the Great River of Ganga and Shiva	The Right to Learn (R.Langston-George)/Malala: My Story of Standing Up for Girls Rights (M.Yousafzai)	Martin Luther King; The Peaceful Warrior Martin's Big Words Who was Rosa Parks? The Youngest Marche	
Planned Key Vocabulary (subject specific)	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship	Religion Faith Belief Authority Expression Impact Worship
Planned Key Vocabulary (Topic specific)	Prophet Miracle Friendship Emotion Behaviour	Holy Sacred Torah Quran Bible Similarities Differences	Church Synagogue Mandir Mosque Worship Respect	Ceremony Initiation Communion Diversity Identify	Pilgrimage Sacred Hajj Journey Miracle	Equality Discrimination Racism Sexism Homophobia Respect Acceptance	Prejudice Justice Sexism Racism Homophobia Protest	Relative Poverty Absolute Poverty Ethos
	Pupils should be taught: - to consider the people who are special to themselves and why this is. - stories of Moses (i.e. burning bushi) - stories about Muhammad as Islamic prophet - stories relating to Jesus miracles (e.g. feeding the 5000)	Pupils should be taught: - Which religions are commonly practiced within the north east of England. - Which religions are practiced within the school population - data handling - To respect and accept the differing beliefs of others. Plan a small school event to celebrate religious	Pupils should be taught to: - to consider the buildings/places that are special to themselves and why this is. - visit local churches, look at artwork, icons and symbols within and the beliefs they represent. - some features of a Church and how they	Pupils should be taught to: - to consider their own experiences of ceremonies, and feelings towards these. - about how Babies are welcomed into various faiths; Christianity, Hinduism, Sikhism, Islam	Pupils should be taught to: - - The meaning and significance of a pilgrimage - the significance of Lourdes and Westminster Abbey. - How christian belief is expressed through pilgrimage to Lourdes	Pupils should: - be given opportunities to consolidate and reinforce their understanding of Christianity as part of this bridging unit. - review their learning of Christian belief, authority, expression and impact (KS2 objectives)	Pupils should be taught: - the meaning of prejudice and justice - to name varying forms of prejudice (e.g. racism, sexism, disability) - to consider their personal experiences of prejudice and justice - Christian views [recognising differing	Pupils should be taught to: - The views of Christians (including reference to Bible verses/teachings) and 1 other religion with relation to poverty and how this impacts upon their behaviour/actions - to consider similarities and

Scheme of work - RE

<ul style="list-style-type: none"> - make comparisons between religious practices/views. <hr/> - the meaning of friendship - what makes a good friend - positive and negative behaviour within friendships - positive ways of responding to disagreements - consider how emotions are affected by behaviour - where to go for help if a friend hurts/upsets you - the story of David and Goliath and its teaching (God will judge you on character and heart, not appearance) 	<p>diversity within school.</p> <ul style="list-style-type: none"> - How religion is represented in the world around them - visit local art galleries and consider which religions are represented and how. - That Holy Island is a place of Christian pilgrimage and of its local significance. - To reflect upon and share personal experiences of religion/personal beliefs and viewpoints. - to reflect upon religious places of worship and how these places help support local faiths. - make comparisons between religious practices/views. <hr/> <ul style="list-style-type: none"> - identify and discuss similarities and differences between themselves and others (e.g. families, homes, talents, difficulties, hobbies) - share opinions and beliefs about shared stories, local/recent news. - actively listen to the opinions and beliefs of others relating to recent/local news. 	<p>reflect belief and practice e.g. liturgical colours, statues, banners, windows, alters, pulpits Visit at least 2 local churches of different denominations to compare features, symbols etc.</p> <ul style="list-style-type: none"> - share, discuss and explore Biblical stories and bible verses about the nature of God - Just, powerful, loving, creator, Holy - Reference to the Holy Spirit. (e.g. powerful in <i>The Crossing of the Sea</i>, loving in <i>Paul and the Shipwreck</i>, psalm 25:8-14) - recognise Christian metaphors for God (e.g. potter, father, rock, shepherd, shield) - the history and significance of Durham Cathedral - including its importance as a place of pilgrimage. Discuss and explore the story of St Cuthbert. Visit Durham Cathedral. - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable 	<ul style="list-style-type: none"> - to know some practices of Holy Communion - about first communion and confirmation ceremonies in Christianity. - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. <hr/> <ul style="list-style-type: none"> - the meaning of diversity - the importance of diversity - various ways in which people are diverse within the north east. - the meaning of identify - to consider their own identify (e.g. religion, gender, values, talents) - positive and negative responses to diversity - positive and negative ways of expressing identify - be encouraged to question, share opinions, listen to the 	<ul style="list-style-type: none"> - The story of Bernadette Soubirous - How Hindu's express their belief through pilgrimage to Varanasi. - The story of the great river of Ganga - How Muslims express belief through pilgrim to Mezzah (Hajj) - To identify personal thoughts and feelings towards these pilgrimages and their related stories. - To reflect upon personal journeys of significance. - To reflect upon the difference between a journey and pilgrimage. - To compare 2 different pilgrimages. - To consider their experiences of a particular journey [education visit] and the activities, thoughts and feelings they experienced - compare with known pilgrimage. 	<p>through discussion, exploration and research.</p> <ul style="list-style-type: none"> - present and share their understanding of Christianity (e.g. leaflet, informative video, school assembly, plan and deliver a lesson to younger pupils). - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. <hr/> <ul style="list-style-type: none"> - the meaning of equality - the meaning of discrimination - various forms of discrimination (e.g. racism, sexism, homophobia) - to consider how discrimination effects behaviour and individuals - religious responses to discrimination and equality. - to consider ways of respecting 	<p>denominations] on prejudice and discrimination, including reference to Bible verses/teachings</p> <ul style="list-style-type: none"> - Christian values of love, compassion, forgiveness, justice, good and evil and Jesus' role in teaching these values. Use of biblical stories/parables to support. - about the life and actions of Martin Luther King including his Christian values and racist prejudice leading to his actions. - to consider personal views/feelings relating to the life and actions of MLK. - the purpose and practices of Martin Luther King Day. - compare religious responses to prejudice and justice. - consider others [outside of faith] who have a responsibility to fight against prejudice/discrimination - links to Black Lives Matter movement. - consider ways in which they could peaceful fight against 	<p>differences between these religious views.</p> <ul style="list-style-type: none"> - to consider personal views, feelings and beliefs relating to poverty and comparing these with the views of others. - about religious companies supporting poverty (e.g. CAFOD, Tearfund, Save the Children), their ethos and how they can be supported (e.g. fundraising) -to question what they find concerning, interesting, puzzling about poverty -the meaning of absolute and relative poverty - to consider poverty impacts upon the human rights of the individual - to recognise that poverty exists within their own community/locality - to recognise ways in which they can support people living in poverty - to recognise sources of support for those living in poverty
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Scheme of work - RE

		<p>- talk about their own experiences and families</p>	<p>reasons for their thinking.</p> <hr/> <ul style="list-style-type: none"> - the definition of respect - identify ways in which they can show respect - recognise behaviours/ actions that are disrespectful - how Hindu's celebrate Rakshabandhan, the love for one another, relating story. - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<p>thoughts of others, give reasonable reasons for their thinking.</p>		<p>equality in our lives.</p> <ul style="list-style-type: none"> - be encouraged to question, share opinions, listen to the thoughts of others, give reasonable reasons for their thinking. 	<p>prejudice and discrimination</p> <ul style="list-style-type: none"> - consider individual conscience in responses to discrimination - debate female priests, considering Christian, humanist and personal views. - be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking. 	<ul style="list-style-type: none"> - consider individual conscience in responses to poverty - be encouraged to question, share opinions, listen to the thoughts of others, give reliable reasons for their thinking.
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