



RE 2023-2024

School Drivers
21st Century Citizens Multicultural awareness British values Sense of community- Rights and Responsibilities Understanding of the wider world Mutual respect and tolerance of those with different faiths and beliefs

Reception	Celebrations	Christmas	Holy Books	Easter	Special places and worship	Special Times
	Let's find out about Harvest in a Church. Let's find out about Divali. Core Learning: Children name different celebrations. Children explain what one of the celebrations are in some detail. Children can retell some parts of the creation story - link to	What is the Christmas story? Celebrations in church at Christmas. Core learning: Children recite key parts of the nativity. Children can list some celebrations that happen in a church at Christmas time. Vocabulary:	What stories did Jesus tell? The lost coin, The Good Samaritan, The Sower Let's find out about Holy books Core learning: Children can name some Holy books. Children can recall parts of some stories from the Bible. Vocabulary: The Bible, The Qur'an, The Torah, The lost coin, story,	What are Easter celebrations in Church? Core learning: Children name some celebrations that happen in a church at Easter time. Vocabulary: Easter, Sunday, Good Friday, Cross, Died, Jesus, Church	Core learning: Children can name different places of worship. Children can name some ways in which people worship. Vocabulary: Church, Synagogue, Temple, Mandir, Mosque, Gurdwara, Prayers, Songs, Statues	Core learning: Children can name different special times. Children can talk about their own experiences of special times. Children can name some similarities and differences when comparing special times in two religions. Vocabulary: Baptism/ naming

	Harvest. Vocabulary: Harvest, Diwali, Celebrations, creation story, World	Christmas, church, nativity, Mary, Joseph, Donkey, Stable, Jesus, Wise men, Star, Shepherds	The Good Samaritan			ceremonies, Weddings, Raksha Bandhan, Special, similarity, difference, religion
Year 1	<u>Christianity</u> What can we learn about Christianity from visiting a church? Core learning: Children understand that a Church is a special place for Christians. Children know some Christian beliefs. Children can name some key features of a Church. Vocabulary: Church , worship, Christians, Sunday, God , Jesus , Bible, altar, pew, cross, vicar, pray, hymns, candles, harvest , pulpit	<u>Christmas</u> Why are gifts given at Christmas? Core learning: Children know the wise men brought presents to Jesus at his birth and can name the 3 presents. Children can give reasons why the wise men might have brought presents. Children can talk about who they might give presents to and why. Vocabulary: Gifts, frankincense, Myrrh, Gold, Wise men, 3 kings, presents, giving,	<u>Christianity</u> Why is Jesus Special to Christians? Core learning: Children know that Jesus is the son of God. Children understand some Cristian values., e.g., forgiveness, love. Vocabulary: Jesus , Christians , Christianity, forgiveness, love, Son of God, Church , Sunday, Bible , Cross , Hymns, Pulpit, Worship, God , Altar, Vicar, Candles, Creation , Pew, Prayer , Harvest , world.	<u>Easter</u> What is the Easter story? Core learning : Children name some key days in the run up to Easter Sunday. Children can recite part of the Easter story. Children know Jesus died on a cross. Vocabulary : Easter Sunday , Good Friday , Palm Sunday, Holy Week,	<u>Compare religions</u> What makes some places sacred to Believers? Link to work from EYFS- special places Core learning: Children can list some sacred places and explain why they are sacred to some people. Children share their own sacred place and know that people have different places that are sacred to them. Vocabulary: Sacred, believer, Christianity , temple, church , prayer, love , peace	<u>Buddhism</u> What can we find out about Buddha? Core learning: Children can recall parts of the Buddhist story. Children know that Buddhism is different religion to Christianity. Children discuss why Buddha is important to Buddhists. Vocabulary: Buddhism, Buddhist, Buddha, Siddhartha, Bodhi, India, kindness
Year 2	<u>Christianity</u> What can we learn from the story of St. Cuthbert? Core learning:	<u>Christmas</u> How and why is light important to Christians? Core learning: To know Jesus is	<u>Christianity</u> What does it mean to belong in Christianity? -Link to own belongings Why is the Bible special? Core learning:	<u>Easter</u> Easter symbols Celebrations of new life How do Christians celebrate? Link to prior work in Year 1.	<u>Buddhism</u> How do Buddhists show their belief? Core learning: Children name some Buddhist	<u>Diversity Unit</u> What can we learn about our local faith communities? Religions in County Durham including non-believers.

	<p>Children can explain why Cuthbert became a monk. Explain why Cuthbert is linked with Durham. Children know why Cuthbert became a saint.</p> <p>Vocabulary: Cuthbert, Lindisfarne, prior, bishop, Holy Island, Monk, Durham, Saint, Cathedral, holy, pray, Bible, reflection.</p>	<p>called the light of the world- link with candles in churches and the following of the star in the nativity. To explain parts of a Christingle.</p> <p>Vocabulary: Christians, Christmas, advent, Light, candle, Christingle, light of the World, Church, star, halo</p>	<p>To understand the Bible is a special book for Christians. To know the Bible is made of two sections- the Old Testament before the birth of Jesus and the New Testament after the birth of Jesus. To recall parts of Jesus' baptism. To know that people belong to Christianity when they become Christened/baptised. To name places that they belong to e.g., dance club, beavers etc.</p> <p>Vocabulary: Belonging, baptism, christening, parents, promises, welcome, Candle, godparents, cross, font, light, Jesus, Bible, love, Church, God, commitment.</p>	<p>Core learning: Children recognise the cross as a symbol of Christianity. Children know that Easter is also a sign of new life. Discuss own Celebrations of Easter. Children know the shape of an Easter Egg is because Of the stone covering the tomb.</p> <p>Vocabulary: Easter, symbol, cross, hot cross bun, bunny, stone, egg, new life, Spring, daffodil, celebrations</p>	<p>beliefs. Children know that a temple is a place of worship for Buddhists. Children know that Buddhists have special clothes and household items that express their beliefs.</p> <p>Vocabulary: Buddhism. Buddha, rupa, prayer, alms, wheel, sangha, bowl, mandala</p>	<p>Core learning: Children know that not everyone believes the same as them. Children know the most popular faith in their village. Children can discuss some people who believe something different to them.</p> <p>Vocabulary: Faith, community, religious, non-religious, County Durham, Kirk Merrington, beliefs, prayers, worship</p>
--	--	---	---	---	---	---

By end of the RE curriculum at Kirk Merrington, our children will:

Key Stage 1:

Knowledge and Understanding

- Have simple knowledge of some beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary.
- Have simple knowledge of why these beliefs and practices may be important to people.
- Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn.

Critical Thinking

- In response to material, they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.

Year 3	<u>Hinduism</u> How do Hindu's worship? Core learning: To describe a home shrine and how Hindu's worship there (puja). To know that a Hindu place of worship is called a mandir. To describe some ways that Hindus celebrate Diwali. To be able to tell the Diwali story, using correct names and vocabulary and state why this story is important to Hindus. Vocabulary: Ramayana, mandir, puja, arti, murti, shrine, symbol, Rama, Sita, Diwali, Hindu, Brahman, celebration, worship, community, Hanuman, Lakshmi, diva, Hinduism, religion.	<u>Christmas</u> How and why is Advent important to Christians? Core learning: Children will describe Christian beliefs shown in the Christmas story. Children will describe Christian belief in Jesus as light and saviour. Children can explain the significance of the Advent ring to Christians. Vocabulary: Christians, Christianity, belief, Jesus, light, saviour, light of the world, advent, candle, ring, wreath	<u>Christianity</u> What can we learn about Christian worship and beliefs by visiting churches? Core learning: Children can explain there are different types of churches and can name some denominations. Children can describe some of the objects found in churches and how they are used in worship. Children can describe, simply, the meaning of some objects found in churches. Vocabulary: Denominations, worship, cross, crucifix, candles, church, symbol, flag, banner, Eucharist, chalice, icon, statue, holy, rosary, communion, water, table	<u>Easter</u> What do Christians remember on Palm Sunday? Core Learning: Children can recall what happened during Palm Sunday. Children know that Jesus was seen as a king and was treated like a king. Children can explain why Jesus was treated like a king. Vocabulary: Christians, Easter, Palm Sunday, cross, crucifix, king, worship, praise, lord, holy, Son of God	<u>Hinduism</u> What do Hindus believe? Core learning: Children can name the Hindu God and understand it is different to the Christian God. Children can name the three forms the Hindu God takes. Children can simple describe the belief of reincarnation. Vocabulary: Brahman, ahimsa, Brahma, consequence, Vishnu, Durga, Shiva, Kali, Ganesh, Parvati, reincarnation, karma	<u>Compare religions</u> How and why do people show care for others? Compare Hindus & Christians Core learning: Describe some ways in which ways people help others in each religion. Children can name some similarities and differences for the two religions. Vocabulary: Bible, church, charity, Christianity, Hinduism, temple, church, Jesus, parable, compassion, commandment, monk
Year 4	<u>Christianity</u>	<u>Christmas</u>	<u>Christianity</u>	<u>Easter</u>	<u>Hinduism</u>	<u>Christianity</u>

	<p>What do we know about the Bible and why is it important to Christians?</p> <p>Core learning: Children understand how the Bible helps Christians and why it is important to them. Children can recall some stories from the old testament. Children can describe the Big Story of Christianity shown through the Bible.</p> <p>Vocabulary: Sacred, creation, incarnation, salvation, interpretation, old testament, new testament, author</p>	<p>Why do Christians call Jesus the light of the World?</p> <p>Core learning: Children will explain why Christians refer to Jesus as the light of the world. Children can explain the importance of light Christmas time.</p> <p>Vocabulary: Presentation, Beloved Son, Light of the World, Oil of Chrism, Christ, Holy one, candle, halo</p>	<p>What do Christians believe about Jesus?</p> <p>Core learning: Children can recall some miracles that Jesus performed. Children can explain that some stories about Jesus show him to be a teacher.</p> <p>Vocabulary: Christian, Christianity, Jesus, Son of God, saviour, teacher, Preacher, friend, light of the World, miracle</p>	<p>Why is the Lent such an important period for Christians?</p> <p>Core learning: Children explain lent is a time for Christians to test themselves. Children link lent with the story of Jesus going into the desert. Children explain why lent is an important time of the Christian calendar.</p> <p>Vocabulary: Easter, Ash Wednesday, lent, Christians, test, Holy week, Satan, Self discipline, shrove Tuesday</p>	<p>How do Hindus use ritual to worship and express belonging?</p> <p>Core learning: Children will recall what Hindus believe about God. Children will understand how symbolic objects and actions are used to express belief. Children will understand how beliefs and feelings are expressed through the practices of Puja.</p> <p>Vocabulary: Ritual, symbol, Puja, Mandir, community, shrine, offering, Sacrifice, belonging, Brahman, bhakti</p>	<p>Why do people visit Durham Cathedral today?</p> <p>Core learning: Children know the difference between a church and a cathedral. Describe some of the features of Durham Cathedral and their significance. Describe some of the ways in which the Cathedral is used for Christian worship and pilgrimage. 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.</p> <p>Vocabulary: Saint, pilgrimage, prayer, Cuthbert, Aidan, Bede, Holy Island, Lindisfarne, spiritual, reflection, worship cathedral, ritual, symbol, community, culture</p>
--	--	--	--	---	---	--

Year 5	<u>Diversity Unit</u> What can we learn about religious diversity in our area? Core learning: Children will describe different religions around the world. Children will compare similarities and differences of religions around the world. Children will list common religions and places of worship within County Durham. Vocabulary: Religion, diversity, Muslims, Jews, Sikhs, Buddhists, Hindus, humanists, Christians, mosque, church, synagogue, temple, cathedral	<u>Christmas</u> What do the gospels tell us about Jesus' birth? Core learning: Pupils will name the 4 gospels. Children will explain similarities and differences of the gospel stories of Jesus birth. Vocabulary: Gospels, Matthew, Mark, Luke, John, prologue,	<u>Comparing Religions</u> How and why do people care about the environment? Link to own morals and beliefs. Core learning: Children can explain, in some detail the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans. Children can describe some of the ways Christians, Buddhists and Muslims act on these teachings and describe the impact this may have. Children can describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism, and Islam. Vocabulary: Stewardship, environment, impact, creation	<u>Easter</u> Why is the Last Supper so important to the Christians? Core learning: The children recognise the last supper as the first holy communion. The children should explain who betrayed Jesus and why he was forgiven. Children can explain the symbolism of bread and wine. Vocabulary: Easter, Last Supper, disciples, Judas Iscariot, betrayal, bread, wine, body, blood, holy communion, church, forgiveness	<u>Islam</u> What can we find out about a local Muslim community? Core learning: Children can discuss how faith impacts on the everyday life of a Muslim. Children know that a Muslim place of worship is a Mosque. Children can explain some key beliefs that Muslims have. Vocabulary: Islam, Muslim. Faith, mosque, revelation, hajj, caliph, jihad, bazaar, imam, muezzin, sharia, Muhammad, Qur'an	<u>Christianity- statutory bridging unit</u> What do we now know about Christianity? Linking all themes from KS1 and KS2 Core learning: Children will explain, in detail, what Christians believe. Children will explain, in detail, authority in Christianity and how it links to beliefs. Children will explain, in detail, how beliefs are expressed in Christianity. Children will explain, in detail, the impact belief has on a Christian. Vocabulary: Review all
	<u>Compare religions</u> <u>Why do people travel</u>	<u>Christianity</u> <u>How and why do people</u>	<u>Islam</u> <u>Why do Muslims</u>	<u>Easter</u> <u>Why are Good Friday and</u>	<u>Sikhism</u> <u>What can we find out about Sikhism?</u>	

<p><u>to sacred places?</u></p> <p>Core learning: Children can name and explain some sacred places from different religions. To identify the meaning of a pilgrimage. Children understand the importance of a pilgrimage journey. Identify the purpose of a pilgrimage to a sacred place. To compare the similarities and differences of sacred journeys.</p> <p>Vocabulary: Pilgrimage, sacred, worship, spiritual, Mecca, journey, place of worship, Bethlehem, Jerusalem, Kumbh Mela, Lumbini, Bodh Gaya,</p>	<p><u>show care in the community at Christmas time?</u></p> <p>Core learning: Children to understand the importance of Christmas to Christians. Children to identify how kindness is shown throughout Christmas. To allow children to participate and make a positive contribution to life in their local communities. To help pupils understand and respect cultural diversity.</p> <p>Vocabulary Christmas, gifts, kind, community, care, contribution, respect, diversity, culture, self reflection, choice.</p>	<p><u>celebrate Eid?</u></p> <p>Core learning: The children will explain that Muslims believe in a God different to other Gods studied. The children will explain that the prophet Muhammad receives messages from God. The children will explain the importance of the Qur'an to Muslims. Children know how beliefs are expressed (Ramadan) To understand how Eid is celebrated in the home and community.</p> <p>Vocabulary Muslim. Faith, mosque, hajj, imam, Ramadan, Eid, Allah, Muhammad, Qur'an, Islamic beliefs, prophet</p>	<p><u>Easter Day the most important days for Christians?</u></p> <p>Core learning: Children can explain the events leading up the Good Friday. Children can argue the significance of Good Friday and Easter Sunday as opposed to other key dates in the Christian calendar.</p> <p>Vocabulary: Easter, Christians, Christianity, Good Friday, Easter Sunday, cross, crucifix, saviour, king, crown of thorns, crucifixion, resurrection.</p>	<p>Core learning: Children understand that Sikhs believe in a God. Children can explain the importance of Guru Nanak to Sikhs. Children explain the importance of the Guru Granth Sahib to Sikhs. To know the features of a Gurdwara. Children will identify the 5 Ks. Children will understand how Sikhs care for others and their environment. To understand the impact Sikhs have within the community.</p> <p>Vocabulary: Sikh, Sikhism, Guru Nanak, The 5 Ks, equality, faith, right choices, Ik Onkar, Gurdwara, langar, Kesh, Kara, Khanga, Kirpan, Kacchera, community, Environment, Sewa, Khanda, Guru, Khalsa, Guru Gobind Singh.</p>
---	--	---	--	---

Key Stage 2:

Knowledge and Understanding

- Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.
- Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.

- Have knowledge of the diversity of religious and non-religious worldviews in the local, national, and global context, and show understanding of similarities and differences between them.

Critical Thinking

- In response to the material, they learn about, pupils can raise controversial questions, express their opinions, and use sound reasons to back these up.
- Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).

