

	Nursery	Reception	End of EYFS	Year One	Year Two	End of KS1	Year Three	Year Four	End of LKS2	Year Five	Year Six	End of UK\$2
Units Covered	Let's find out about Harvest. Let's find out about Diwali.	Let's find out about harvest in a church. Let's find out about Shabbat.		What can we learn about Christianity from visiting a church? What do Christians believe about God?	Why is Moses special to Jewish people? How and why do Jewish people celebrate Hanukkah?		How do Hindus worship?	What do we know about the Bible and why it is important to Christians?		What do Sikhs believe? Why do Sikhs go to the Gurdwara?	What can we learn about religious diversity in our area? What can we learn about a local Muslim community?	
	Let's find out about the Christmas story.	Let's find out about the Christmas Story.		Why are gifts given at Christmas?	How and why is light important at Christmas?		How and why is Advent important to Christians?	Why do Christians call Jesus the light of the world?		What are the themes of Christmas?	What do the gospels tell us about the birth of Jesus?	
	Let's find out about the Bible. Let's hear some stories about Jesus.	Let's find out about Holy Books. Let's hear some stories Jesus told.		Why is Jesus special to Christians?	Why is the Bible special to Christians?		What can we learn about Christian worship and beliefs by visiting churches?	What do Christians believe about Jesus?		What do Christians believe about God?	How and why do people care about the environment?	
	Let's find out about the Easter story.	Let's find out about Easter celebrations in churches.		What is the Easter story?	How do Christians celebrate Easter?		What do Christians remember on Palm Sunday	Why is Lent such an important period for Christians?		Why is the Last Supper so important to Christians?	Why are Good Friday and Easter Day the most important days for Christians?	
	Let's find out about Christian Baptism.	Let's find out about special buildings and worship there.		What does it mean to belong in Christianity?	What can we learn from the story of The Venerable Bede?		What do Hindus believe?	Why do people go to Durham Cathedral (and other places of significance) today?		How do Sikhs show commitment and belonging?	So, what do we now know about Christianity?	
	Let's find out about Raksha Bandhan.			How and why is the home and the synagogue important in Jewish life?	What can we find out about our local faith communities?			How and why do people show care for each others?		Why do people use rituals today?		
Knowledge & Understanding	To know what Harvest is. To know what Diwali is. To retell some aspects of the Christmas story.	To know what Harvest is like in a church. To know what Shabbat is. To be able to retell the Christmas story.	Children should be introduced to some religious practices.	To recognise and name some features of a church eg cross, altar, pew, window. To recognise and name some ways in which	To know about the early life of Moses. To know about the story of Moses and the burning bush. To be able to identify the 10	Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary.	To explain who founded Hinduism and where. To explain the main beliefs in Hinduism. To explain which places are	To identify different books of the bible. To use the correct vocabulary to describe key features of the Bible.	Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and	To know the Sikh symbols of belief (5K's) To understand the Sikh symbols of belief. To know how Sikhs worship in	To identify religious traditions in the local area. To demonstrate knowledge and understanding of one set of religious beliefs	Have more detailed knowledge and understanding of the concepts (beliefs, teaching, sources of authority, expressions of belief and the



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To understand	To know some	Christians worship	plagues.	Have simple	special to Hindus.	To identify	communities.	the Gurdwara	and practices in	impact of beliefs
that the Bible is a	Holy Books.	in the church on		knowledge of		different books of		and at home.	the local area.	on the lives of
book.	·	Sunday e.g.	To know about	why these beliefs	To name and	the bible.	Begin to form a			individuals and
	To know a story	prayer, hymns,	the story of	and practices	describe some		framework of	To understand	To know and	communities)
To know a story	Jesus told.	Bible reading.	Passover.	may be	special Hindu	To explore	connections	the importance	recall the two	across several
about Jesus.	To know what	bible redding.		important to	festivals.	different text	between these	of the holy book	versions of the	religious and
To retell some	Easter is like in	To recall the	To recall the 10	-	TOSTIVOIS.	types in the	concepts by	and how it is	birth of Jesus.	non-religious
			commandments.	people.	To avalorio the ort				Diffici Jesus.	_
aspects of the	church.	Christian story of			To explain that	bible.	making some	used.	T	worldviews, using
Easter story.		Creation.	To know that	Have simple	Hindus have	To understand	links between		To understand	wide-ranging
	To know some		Hanukkah is the	knowledge of	multiple holy	how stories are	them.	To understand	the significance	technical
To know what	religious	To recognise	festival of light.	some of the	books.	used to teach		the Sikh belief in	of the two	vocabulary.
Raksha Bandhan	buildings.	some features of		similarities and		lessons.	Identify some	only one God.	contrasting	
is.		a church Harvest	To recall the story	differences	To name and		patterns between		stories.	Have more
		festival.	of Hanukkah.	between and	explain the	To know that	or within religions	To know there		detailed
				within the	meanings of	there are four	(a range of	are 10 human	To distinguish	knowledge and
		To explain what	To know how	religious and	Hindu symbols.	Gospels and	religious and	Gurus and their	between the two	understanding of
		Christmas is.	Hanukkah is	non-religious		know who wrote	non-religious	significance.	birth stories.	how these
			celebrated.	worldviews they	To understand	them.	world views) by			concepts
		To explain why		learn about.	what is meant by		comparing	To understand	To understand	connect to form
		gifts are given at	To know how		the Advent ring.	To understand	similarities and	the Sikh morals	religious views on	a framework for
		Christmas.	light helps us and			the feelings	differences.	(e.g. langar	the environment.	understan
			how light can be		To understand	associated with		meal, kirat karna		ding
		To know giving	a symbol.		what the season	light vs dark.		(earning a living	To understand	religious
		and receiving is	,		of Advent means	1		by one's own	different religious	and non
		important for	To identify		for Christians	To understand		honest efforts),	views on	religious
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		Christians	stories.		features of a	Adverning.		nam simran	the events of	Have knowledge
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		Christmas.	which light is		To know about	Jesus is depicted		God based on	_ , , ,	religious and
			used at		some common	in a variety of		scriptures)).	To understand	non-religious
		To sequence the			symbols within a	ways by artists.			the events of	worldviews within
		story of the Wise	Christmas.		place of worship.				'Good Friday'	the local,
		Men.			place of worship.	To recognise		To understand	and 'Easter Day'.	national and
			To know about		To make	Jesus as one part		how Christmas is		global context,
		To know religious	the symbols of		comparisons	of the Holy Trinity.		celebrated as	To recognise the	and show
		ideas and	Christingle.		between			both a religious	significance of	understanding of
		personal feelings	Grinom igio.		Christian	To be able to		and secular	'Good Friday'	similarities and
		can be	To begin to		churches.	recall a parable		festival.	and 'Easter Day'	differences
		expressed in a	understand why		Chorches.	of Jesus and the			for Christians.	between them.
		variety of ways.	the Bible is		Ta lua accessia accel	message within		To know some		
			important to		To know about	it.		themes of	To have	
		To know that	l '		the events of			Christmas.	knowledge and	
		Christians believe	Christians.		Palm Sunday.	To recognise			understanding of	
		that Jesus is	l		To know about	some ways in		To recognise	some of the	
		God's gift to the	To know how		the atmosphere	which Jesus's		some themes of	beliefs and	
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		To understand			Palm Sunday.				concepts.	
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that there are a number of artefacts linked compare artefacts linked compare artefacts linked commitment,			snown.				is important for		
that there are a number of artefacts linked compare artefacts linked commitment,			To understand	To identify and			Sikh's to show		
number of artefacts linked artefacts linked commitment,				compare		care for others.	their		
				artefacts linked			commitment,		
				to local faith		To understand	and discuss some		
world communities. I that Charity is of the ways they			_	communities.		·	of the ways they		
used to show may show this.						LUCOO TO COOM			



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					care within			
		To understand	To know the		different religions.	To understand		
		that religious	main stories		amorom rongions.	that Sikh's may		
		people feel they						
		belong to a faith.	concerning			show their		
		belong to a failt.	religious leaders			commitment in		
		To illustrate a sign	in a particular			different ways.		
			religion.			'		
		of belonging.	rongion:			To understand		
		To less our sils out						
		To know about				what it means to		
		baptism and				belong to a		
		Jesus's baptism				community.		
		story.						
						To understand		
						what is meant by		
		To know that						
		Jewish people				a ritual.	1	
		have a						
						To know what	1	
		distinctive				the Eucharist is		
		pattern to the				and why it is	1	
		week, which is				important to		
		reflected in their						
		lifestyle.				Christians.		
		111031710.						
						To understand		
		To know that the				how and why		
		Jewish symbol of				Muslims perform		
		the mezuzah				Salah.		
		contains a key				Jaian.		
		belief.						
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		To know that the						
		synagogue is the						
		special place						
		where Jews keep						
		the Torah.						
							1	
		To know how						
		Jews show that					1	
		the Torah is					1	
		special.						
							1	
		To understand					1	
		that it is					1	
		important to					1	
		respect other						
							1	
		people's special					1	
		places and the						
		things which are						
		precious to them.						
							1	
						I	I	



Critical Thinking	To begin to ask simple questions, when prompted to do so by an adult.	To begin to ask simple questions to find out more and to check they understand (DM R).	Children should be given the opportunity to ask questions.	To begin to ask simple questions. To be able to express my opinions. To begin to explain my ideas.	To begin to make connections between my own feelings and experiences of celebrations, and those of others. To be able to ask questions. To be able to express opinions, and back these up with simple reasons.	Be able to respond to the material they learn about by raising questions, expressing opinions and backing up their opinions using simple reasons.	To ask questions about religious material. To be able to express my opinions. To begin to be able to support my opinions with reasons. To begin to recognise that others may think differently or have different opinions.	To ask questions about religious material. To be able to express my opinions. To be able to support my opinions with plausible reasons. To recognise that others may think differently or have different opinions.	Be able to respond to the material they learn about by raising questions, expressing their opinions and supporting those opinions with plausible reasons. Recognise that others may think differently or have different opinions. N.B. Plausible = reasonable or probable without being necessarily so, persuasive.	To begin to raise controversial questions in relation to religious material. To be able to express my opinions. To begin to use sound reasons to support my opinions. To begin to show appreciation of different perspectives. To begin to recognise the reasons given to support alternative viewpoints.	To raise controversial questions in relation to religious material. To be able to express my opinions. To use sound reasons to support my opinions. To show appreciation of different perspectives. To recognise the reasons given to support alternative viewpoints.	Be able to respond to the material they learn about by raising controversial questions, expressing their opinions and by using sound reasons to back up these opinions. Show appreciation of different perspectives and recognise the reasons given to support these viewpoints (see both sides of an argument). N.B. Sound = reliable, competent.
Personal Reflection Personal reflection is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom but these reflections should not be assessed by teachers to show progress in RE.	To talk about my own experiences and feelings. Continue to develop positive attitudes about differences between people (U of W, DM 3&4)	To reflect on my own feelings and experiences. Understand that some places are special to members of the community (U of W, DM Rec) Recognise that people have different beliefs and celebrate special times in different ways (U of W, DM Rec)	Children are able to reflect on their own feelings and experiences.	To begin to reflect on my own feelings, ideas and values. To begin to show awareness of the experiences and feelings of others.	To reflect on my own feelings, ideas and values. To show awareness of the experiences and feelings of others.	In relation to the religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.	To reflect on my own feelings, ideas and values. To begin to appreciate that not all people think, feel and believe the same. To begin to reflect on what influences me. To begin to make links between aspects of my own life and the experiences of others.	To reflect on my own feelings, ideas and values. To begin to appreciate that not all people think, feel and believe the same. To begin to reflect on what influences me. To begin to make links between aspects of my own life and the experiences of others.	In relation to religious material, children are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They reflect on what influences them, making links between aspects of their own and others' experiences.	To begin to reflect on my own beliefs. To reflect on my own ideas, feelings and values. To begin to develop empathy for people with differing beliefs and experiences.	To reflect on my own beliefs. To reflect on my own ideas, feelings and values. To develop empathy for people with differing beliefs and experiences.	In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.