



RE - Toner Avenue School

	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 UKS2
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



RE - Toner Avenue School

	<p>To understand that the Bible is a book.</p> <p>To know a story about Jesus.</p> <p>To retell some aspects of the Easter story.</p> <p>To know what Raksha Bandhan is.</p>	<p>To know some Holy Books.</p> <p>To know a story Jesus told.</p> <p>To know what Easter is like in church.</p> <p>To know some religious buildings.</p>		<p>Christians worship in the church on Sunday e.g. prayer, hymns, Bible reading.</p> <p>To recall the Christian story of Creation.</p> <p>To recognise some features of a church Harvest festival.</p> <p>To explain what Christmas is.</p> <p>To explain why gifts are given at Christmas.</p> <p>To know giving and receiving is important for Christians.</p> <p>To explain how Christians celebrate Christmas.</p> <p>To sequence the story of the Wise Men.</p> <p>To know religious ideas and personal feelings can be expressed in a variety of ways.</p> <p>To know that Christians believe that Jesus is God's gift to the world.</p> <p>To understand that people are special to others.</p>	<p>plagues.</p> <p>To know about the story of Passover.</p> <p>To recall the 10 commandments.</p> <p>To know that Hanukkah is the festival of light.</p> <p>To recall the story of Hanukkah.</p> <p>To know how Hanukkah is celebrated.</p> <p>To know how light helps us and how light can be a symbol.</p> <p>To identify symbols of light and what they mean in birth stories.</p> <p>To know ways in which light is used at Christmas.</p> <p>To know about the symbols of Christingle.</p> <p>To begin to understand why the Bible is important to Christians.</p> <p>To know how Christians use and treat the Bible.</p> <p>To know how the Bible might help Christians.</p>	<p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>special to Hindus.</p> <p>To name and describe some special Hindu festivals.</p> <p>To explain that Hindus have multiple holy books.</p> <p>To name and explain the meanings of Hindu symbols.</p> <p>To understand what is meant by the Advent ring.</p> <p>To understand what the season of Advent means for Christians today.</p> <p>To know the features of a Christian church.</p> <p>To know about some common symbols within a place of worship.</p> <p>To make comparisons between Christian churches.</p> <p>To know about the events of Palm Sunday.</p> <p>To know about the atmosphere and feelings of the crowd on Palm Sunday.</p>	<p>To identify different books of the bible.</p> <p>To explore different text types in the bible.</p> <p>To understand how stories are used to teach lessons.</p> <p>To know that there are four Gospels and know who wrote them.</p> <p>To understand the feelings associated with light vs dark.</p> <p>To understand the symbolism within the Advent ring.</p> <p>To know that Jesus is depicted in a variety of ways by artists.</p> <p>To recognise Jesus as one part of the Holy Trinity.</p> <p>To be able to recall a parable of Jesus and the message within it.</p> <p>To recognise some ways in which Jesus's teaching impact the lives of Christians.</p> <p>To understand that Christians</p>	<p>communities.</p> <p>Begin to form a framework of connections between these concepts by making some links between them.</p> <p>Identify some patterns between or within religions (a range of religious and non-religious world views) by comparing similarities and differences.</p>	<p>the Gurdwara and at home.</p> <p>To understand the importance of the holy book and how it is used.</p> <p>To understand the Sikh belief in only one God.</p> <p>To know there are 10 human Gurus and their significance.</p> <p>To understand the Sikh morals (e.g. langar meal, kirat karna (earning a living by one's own honest efforts), vand chhakna (sharing), sewa (selfless service), nam simran (thinking about God based on scriptures)).</p> <p>To understand how Christmas is celebrated as both a religious and secular festival.</p> <p>To know some themes of Christmas.</p> <p>To recognise some themes of Christmas within Bible stories.</p> <p>To explain the importance of</p>	<p>and practices in the local area.</p> <p>To know and recall the two versions of the birth of Jesus.</p> <p>To understand the significance of the two contrasting stories.</p> <p>To distinguish between the two birth stories.</p> <p>To understand religious views on the environment.</p> <p>To understand different religious views on creation.</p> <p>To understand the events of Holy Week.</p> <p>To understand the events of 'Good Friday' and 'Easter Day'.</p> <p>To recognise the significance of 'Good Friday' and 'Easter Day' for Christians.</p> <p>To have knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts.</p>	<p>impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging technical vocabulary.</p> <p>Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews</p> <p>Have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.</p>
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RE - Toner Avenue School

				<p>To find out about the life of Jesus.</p> <p>To know what symbols are important to Christians.</p> <p>To know that Jesus told stories and they have a message.</p> <p>To sequence a Christian story.</p> <p>To recognise that Easter occurs during the spring.</p> <p>To understand symbols associated with Easter.</p> <p>To understand events that occur at Easter.</p> <p>To retell the Easter story.</p> <p>To gain an understanding that Easter has contrasting emotions.</p> <p>To know about ways in which I belong.</p> <p>To know how belonging is expressed and shown.</p> <p>To understand that there are a number of religions in the world.</p>	<p>To know the key events of Holy Week.</p> <p>To understand Christian beliefs about Jesus.</p> <p>To understand the different practises that happen at Easter.</p> <p>To understand the emotions linked to Easter.</p> <p>To know who The Venerable Bede was.</p> <p>To Introduce stories about Bede and learn about his influence.</p> <p>To know that Bede was buried in Jarrow.</p> <p>To know that Bede's World is a museum which details his life and work.</p> <p>To know which faiths are celebrated in my community.</p> <p>To name holy days of local faiths.</p> <p>To identify and compare artefacts linked to local faith communities.</p>		<p>To describe Hindu beliefs about God.</p> <p>To know meanings for some of the symbols connected with Hindu murtis.</p> <p>To describe simply Hindu belief in reincarnation, karma, ahimsa.</p> <p>To give examples of how Hindu beliefs affect what they do.</p>	<p>believe Jesus performed miracles.</p> <p>To understand that Jesus is a teacher and a healer for Christians.</p> <p>To know why Christians celebrate Lent.</p> <p>To understand that Lent is a period of preparation for Christians.</p> <p>To understand the temptation story.</p> <p>To recognise different types of religious buildings and objects.</p> <p>To know what may be found in religious buildings.</p> <p>To understand that religious buildings and objects have meanings for their users.</p> <p>To know places of significance to Christians within the North East.</p> <p>To understand how different religions show care for others.</p> <p>To understand that charity is used to show</p>		<p>love at Christmas time in Christianity.</p> <p>To have knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act.</p> <p>To understand that Christians believe God is a creator.</p> <p>To understand that the Holy Trinity represents the three parts of God.</p> <p>To outline the events of Holy Week.</p> <p>To know the events of Holy Week and recall them.</p> <p>To understand the importance of Easter Sunday to Christians.</p> <p>To understand the importance of The Last Supper to Christians.</p> <p>To explain why it is important for Sikh's to show their commitment, and discuss some of the ways they may show this.</p>	<p>To have knowledge and understanding of belief in Christianity (God, Jesus, love, forgiveness).</p> <p>To have knowledge and understanding of authority in Christianity and how this links to beliefs (Bible, Jesus).</p> <p>To have knowledge and understanding of impact of belief in Christianity (e.g. through Christian attitudes of love and care for others).</p> <p>To have knowledge and understanding of expressions of belief in Christianity (worship, ritual, symbols).</p>	
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RE - Toner Avenue School

				<p>To understand that religious people feel they belong to a faith.</p> <p>To illustrate a sign of belonging.</p> <p>To know about baptism and Jesus's baptism story.</p> <p>To know that Jewish people have a distinctive pattern to the week, which is reflected in their lifestyle.</p> <p>To know that the Jewish symbol of the mezuzah contains a key belief.</p> <p>To know that the synagogue is the special place where Jews keep the Torah.</p> <p>To know how Jews show that the Torah is special.</p> <p>To understand that it is important to respect other people's special places and the things which are precious to them.</p>	<p>To know the main stories concerning religious leaders in a particular religion.</p>			<p>care within different religions.</p>		<p>To understand that Sikh's may show their commitment in different ways.</p> <p>To understand what it means to belong to a community.</p> <p>To understand what is meant by a ritual.</p> <p>To know what the Eucharist is and why it is important to Christians.</p> <p>To understand how and why Muslims perform Salah.</p>		
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RE - Toner Avenue School

<p>Critical Thinking</p>	<p>To begin to ask simple questions, when prompted to do so by an adult.</p>	<p>To begin to ask simple questions to find out more and to check they understand (DM R).</p>	<p>Children should be given the opportunity to ask questions.</p>	<p>To begin to ask simple questions. To be able to express my opinions. To begin to explain my ideas.</p>	<p>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.</p>	<p>Be able to respond to the material they learn about by raising questions, expressing opinions and backing up their opinions using simple reasons.</p>	<p>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.</p>	<p>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.</p>	<p>Be able to respond to the material they learn about by raising questions, expressing their opinions and supporting those opinions with plausible reasons.</p> <p>Recognise that others may think differently or have different opinions.</p> <p>N.B. Plausible = reasonable or probable without being necessarily so, persuasive.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Show appreciation of different perspectives and recognise the reasons given to support these viewpoints (see both sides of an argument).</p> <p>N.B. Sound = reliable, competent.</p>
<p>Personal Reflection</p> <p>Personal reflection is essentially private and subjective.</p> <p>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.</p>	<p>To talk about my own experiences and feelings. Continue to develop positive attitudes about differences between people (U of W, DM 3&4)</p>	<p>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)</p>	<p>Children are able to reflect on their own feelings and experiences.</p>	<p>To begin to reflect on my own feelings, ideas and values. To begin to show awareness of the experiences and feelings of others.</p>	<p>To reflect on my own feelings, ideas and values. To show awareness of the experiences and feelings of others.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>