

Autumn		Spring		Summer		
All of our RE Curriculum is based on the Agreed Syllabus for Religious Education- Newcastle						
R	<u>Unit 1</u> <u>The Importance of Belonging</u> About the Unit: Children are introduced to the concept of belonging, which is then related to their own sense of belonging and to how they are made to feel they belong. They look at how children are initiated and welcomed into the Christian family. They think about groups they belong to, how they know and show they belong, and what is special about belonging. Key Questions: <ul style="list-style-type: none"> • What does it mean to belong? • Which groups do you belong to and how do they give you a sense of belonging? • Why is belonging to a faith community important to some people. • How do believers show they belong to a faith community? Vocabulary: Belonging; family; club; faith; community; religion; belief; baptism; Jesus; God.		<u>Unit 2</u> <u>Harvest Festivals</u> About the Unit: Children are introduced to the concept of religious celebration and the notion of religions expressing their beliefs through festivals. They learn about the meaning of Harvest in Christianity and Sukkot in Judaism, and why religious people believe it is important to say thank you to God. Other harvest festivals from around the world, such as Thanksgiving, can be introduced. Opportunities are provided for children to consider for what they might want to say thank you, to whom thanks should be given and how gratitude might be expressed. Key Questions: <ul style="list-style-type: none"> • What is a harvest festival and what is it for? • How and why does our school celebrate Harvest? • What is the Jewish festival of Sukkot about? • Why is it important to show thankfulness? • What are you thankful for and to whom, and how should you show gratitude? Vocabulary: Harvest celebrations; Thanksgiving; Sukkot; religion; God; Christianity; Judaism; hymns; prayers.		<u>Unit 3</u> <u>Friends of Jesus</u> About the Unit: Children are introduced to the person of Jesus by looking at his family and friends, and to the notion of Jesus as a special person for Christians through some stories about him. Key Questions: <ul style="list-style-type: none"> • What is friendship? • What are the qualities that make someone a friend? • Who were Jesus' friends and family? • Why was Jesus a friend to children? Vocabulary: Jesus; disciples; friends; family; feelings; love; caring; forgiveness; reconciliation.	
	Y1	<u>Unit 1</u> <u>Expressions of Belonging</u> About the Unit:	<u>Unit 2a</u> <u>Meanings within Christmas and Hanukkah</u> About the Unit:	<u>Unit 3</u> <u>Introduction to the Bible through characters and stories</u>	<u>Unit 2b</u> <u>Easter</u> About the Unit:	<u>Unit 6</u> <u>Ideas about God and Christianity in Judaism</u> About the Unit:

<p>Pupils relate their own understanding of belonging to what believers from different religions understand about it. They look at how Christians in particular express their sense of belonging, community and identify and at how a church welcomes children into its family.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How is a sense of belonging expressed and demonstrated? • How do religious people express their sense of community? • What is baptism about? <p>Vocabulary: Religion; God; belonging; commitment; dedication; Christianity; Jesus; baptism; christening; cross; Christian worship; prayer; hymn; singing; bible readings; Sunday.</p>	<p>The focus of this unit is the theme of celebration through the exploration and experience of Christmas and Hannukkah. The starting point is the practice of giving gifts at Christmas, which is shared by most Christians and people from a secular background, then the unit explores the Christian belief that Jesus is God’s gift to and the light of the world. The unit also explores the origins and significance of some of the practices associated with the Jewish festival of Hannukkah, including the symbol of light.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is meant by the idea of something being precious or special? • Why do people give gifts at Christmas? • Why do Christians think of Jesus as God’s gift to the world? • How and why is Hannukkah celebrated? • What is the origin and meaning of some of the 	<p>About the Unit: Pupils will learn about the importance of the Bible and some of its content through exploration of some well-known characters and stories. The stories are used as a vehicle for discussing concepts such as faith, faithfulness, obedience, trust, the making and keeping of promises, responses to encounters with God and people’s relationships with God.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the Bible and why is it so important? • Who are some of the important people in the Bible and what do we learn about them? • What can we learn from these people and stories about God and humankind’s relationship with God? <p>Vocabulary: Faith; encounter; relationship; God; bible; Old Testament; New Testament; obedience; trust; promises.</p>	<p>The focus of this unit is the theme of religious celebration through the exploration and experience of Easter. The unit begins with the Easter Day stories and explores the Christian beliefs that Jesus brings new life and is God’s gift to the world.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is Easter about and why is it so important to Christians? • What are some of the important Christian beliefs expressed through Easter? • How do the events of Easter make you feel? <p>Vocabulary: God; angels; religious festivals; Christianity; Jesus; Easter; cross; resurrection; hope; love; joy; peace; security; forgiveness.</p>	<p>Pupils are introduced to some Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. Pupils learn why Christians and Jewish people describe God in terms of positive personal qualities and have opportunities to reflect on their own experiences and feelings of love, wonder, awe and mystery.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What do believers mean when they say that God is the creator of the Universe? • What do Christians and Jewish people think God is like? • What does God being active in our everyday lives mean to Christians and Jewish people? • How do Christians 	<p>In this unit, children will learn about belonging. They will discover how people belong to families and how the word ‘family’ can mean a multitude of different things. They will consider how people can also belong to communities, clubs and religions. This unit will look into religions including Christianity, Judaism and Islam, and children will have the opportunity to deepen their understanding of the different ways of belonging to these religions.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong to a family? • Who am I? • What does it mean to belong to the Christian community? • What does it mean to belong to the
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		<p>activities associated with Hannukkah?</p> <p>Vocabulary: Religion; God; angels; festivals; Christianity; Jesus; Christmas; frankincense; myrrh; Judaism; Hannukkah; hannukiyah; latkes; menorah; feelings; hope; love; joy; peace.</p>			<p>communicate with God?</p> <ul style="list-style-type: none"> • What reminders of God are important to Jewish people? • What does the concept of God mean to you? <p>Vocabulary: Creator; father; sustainer; mystery; love; friendship; wonder; awe; thanksgiving.</p>	<p>Jewish community?</p> <ul style="list-style-type: none"> • What does it mean to belong to the Muslim community? • How are symbols used in religions? <p>Vocabulary: Belong; belonging; family; role; community; identity; Christian; Christianity; church; Easter; Christmas; Jewish; Judaism; Shabbat; synagogue; Aqiqah; Islamic; Islam; mosque; Muslim; Qur'an; cross; religion; Star and Crescent; Star of David; symbol.</p>
Y2	<p><u>Unit 5</u> <u>Christian Beliefs and Practices</u></p> <p>About the Unit This unit gives pupils an introduction to the idea that religious beliefs require expression, both individually through daily life and collectively in a</p>	<p><u>Unit 4</u> <u>Teaching through stories (Christianity)</u></p> <p>About the Unit: Pupils explore some parables from the gospels and learn that Jesus was a good story teller who used stories to teach people about God. Pupils will draw on their own experience and understanding of storytelling and story</p>	<p><u>Unit 7</u> <u>Judaism – the Torah and Shabbat</u></p> <p>About the Unit: Pupils are introduced to the Sefer Torah (the Torah scroll), which is the focal point of Jewish worship and the source of Jewish teaching, custom and practice. Pupils learn about how the Torah is regarded and treated and why it is so precious to Jewish</p>	<p><u>Unit 2b</u> <u>Easter</u></p> <p>About the Unit: The focus of this unit is the theme of religious celebration through the exploration and experience of Easter. The unit begins with the Easter Day stories and explores the Christian beliefs that Jesus brings new life and is God's gift to the world.</p>	<p><u>Unit 8</u> <u>Judaism – Beliefs and Practices- Food in Religion)</u></p> <p>About the Unit: This unit outlines the key beliefs and practices in Judaism by emphasising current practice, while giving pupils the opportunity to learn about the historical foundation of</p>	<p><u>Places of Worship</u></p> <p>About the Unit: In this unit, children reflect on special places and discuss a place that is special to them. They will learn about what a place of worship is and what happens there. The children will learn about what a visitor to a mosque,</p>

<p>community through, for example, worship.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is worship and why is it so important to religious people? • Why is Sunday a special day for Christians? • What happens in Christian worship? • Why are artefacts and symbols important to believers? • Why are festivals important to believers? • How does all this relate to you and your life and experience? • What makes a day holy for believers? <p>Vocabulary: Faith; belief; God; promise; commandments; covenant; worship;</p>	<p>writing. Reference should be made to scripture in religions other than Christianity.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Why did Jesus tell stories? • What do the stories mean? • What are the most important ideas and messages in the stories? • Do the stories relate to your own life and experience? • What can we learn from these stories about God and how we should live our lives? <p>Vocabulary: Parable; God; forgiveness; reconciliation; envy; jealousy; repentance; humility; caring; loving; story; author; illustrator; publisher; content.</p>	<p>people. They consider what rules and teachings influence their own lives and what they value.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the Torah and why is it special to Jewish people? • What does the Torah teach about God and how believers should live their lives? • How do Jewish people reveal that the Torah is important to them? • What do you really believe in and value? • What can you learn from the guidance in the Torah about how you should live your life? <p>Vocabulary: God; holy; commandments; scroll; ark; yad; Sefer Torah; synagogue; Simchat Torah; awe; wonder; tranquillity; specialness.</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What is Easter about and why is it so important to Christians? • What are some of the important Christian beliefs expressed through Easter? • How do the events of Easter make you feel? <p>Vocabulary: God; angels; religious festivals; Christianity; Jesus; Easter; cross; resurrection; hope; love; joy; peace; security; forgiveness.</p>	<p>the religion. Pupils have opportunities to express their own feelings about these beliefs and practices.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Why is Moses so important in Judaism? • What is the festival of Purim about and what is its importance in Judaism? • What is it like inside a synagogue and what happens there? • What is the role of the synagogue in Judaism? • What have you learned from Jewish beliefs and practice which might help you in your life? <p>Vocabulary: Mezuzah; Shabbat; Hannukkah; Purim; awe; wonder; holy.</p>	<p>a gurdwara and a Buddhist temple might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes a place special to people? • What is it like to visit a mosque? • What is it like to visit a gurdwara? • What shape is a Buddhist temple? • How can I compare different places of worship? <p>Vocabulary: Place of worship; holy; incense; meditate; respect;</p>
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	artefact; symbol; festival.					Muslim; Islam; mosque; Allah; Sikh; Sikhism; gurdwara; Guru Granth Sahib; Buddha; Buddhist; temple; enlightenment; compare; similarities; differences.
Y3	<p><u>Unit 1</u> <u>Expressions of Identity</u></p> <p>About the Unit: Pupils draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging to their faith and faith community. Pupils are introduced to a number of outward expressions of religious identity through study of world religions. They consider how and why for religious people expressing their sense of belonging and identity is so important.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do religious people express their sense of 	<p><u>Unit 2a</u> <u>Meanings within Christmas and Diwali</u></p> <p>About the Unit: Pupils look at how Christians find meaning in the stories of Jesus' birth. Using visual and written sources and music, pupils learn about and develop their understanding of some of the ways in which Christians celebrate Jesus' birth. They encounter biblical stories, develop their understanding of the use of symbolic language and examine how religious beliefs and ideas can be conveyed through the arts. They compare and contrast Christmas with Hindu Divali.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Why is the story of Jesus' birth so important to Christians? 	<p><u>Unit 3</u> <u>Contents and significance of the Bible</u></p> <p>About the Unit: This unit focuses on the composition of the Bible and its importance and use in the lives of Christians. The Bible embraces a number of genres, which describe the history of the Jewish people and the early years of the Christian Church. Many of the biblical characters and stories are embedded in British culture.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What kinds of writing are in the Bible and what do they teach us about God and humankind? • How do Christians use the Bible and apply its teachings? • Some biblical passages are particularly important 	<p><u>Unit 2b</u> <u>Meanings within Easter</u></p> <p>About the Unit: This unit explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What did Jesus' friends and family expect of him? • What is the significance of the events of Palm Sunday and Holy Week? • Why is the Last Supper so important? • How was Jesus arrested and crucified? • How did the people most closely involved feel about Jesus' crucifixion? 	<p><u>Unit 7:</u> <u>Hinduism: God and Worship in the Home</u></p> <p>About the Unit: Pupils are introduced to Hinduism by exploring some ideas about God, ways in which Hindus worship and why worship is important to members of the Hindu community.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What do Hindus believe about God? • How do Hindus show their devotion to God? • What is puja and what forms does it take? • What similarities are there between 	<p><u>Islam</u> <u>Key aspects of the Muslim faith</u></p> <p>About the Unit: Pupils will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. Pupils will also learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Where was Islam founded? • What are the key beliefs held by Muslims? • Where do Muslims worship?

	<p>identity with their faith community?</p> <ul style="list-style-type: none"> How do faith communities seek to give expression to their beliefs in how they live? Which groups and communities do you belong to and what does belonging to these mean to you? Why is a sense of identity and community so important? <p>Vocabulary: God; belonging; faith; community; religious identity; commitment; Christianity; Hinduism; Islam; Judaism.</p>	<ul style="list-style-type: none"> What are the key features of the nativity stories and what do they mean? How do Christians express their beliefs about the nativity stories? Why do religious people make special journeys? What can we learn from the nativity stories to help us in our lives today? How does Christmas compare and contrast with Hindu Divali? <p>Vocabulary: Wonder; awe; angel; pilgrims; pilgrimage; carol; messiah; saviour.</p>	<p>to Christians. Which are they and why?</p> <ul style="list-style-type: none"> What might we learn about how to live our lives from some of the teaching and guidance in the Bible? <p>Vocabulary: Old Testament; New Testament; parable; history; law; poetry; letters.</p>	<ul style="list-style-type: none"> How did the resurrection affect Jesus' followers? How has the resurrection affected the Christian faith and Christians through the ages? <p>Vocabulary: God; Garden of Gethsemane; crucifixion; Jesus; messiah; Orthodox; Roman Catholic; excitement; disappointment; betrayal; elation; wonder; bewilderment.</p>	<p>the ideas in this unit and your life, and what can you learn from them?</p> <p>Vocabulary: Worship; prayer; God; devotion; offering; shrine; sacred; holy; murti; arti; puja; om/aum; Prasad; Ganesha; Krishna; Rama; Lashmi; Durga.</p>	<ul style="list-style-type: none"> What are the key Muslim festivals? What is the Muslim holy book and how is it used? Which symbol is associated with Islam? <p>Vocabulary: Islam; Muslim; mosque; Qur'an; prayer; calligraphy; masjid; minaret; Allah; Muhammad; Prophet; muezzin; quibla wall; Mecca; Ramadan; Eid-ul-Fitr; wudu; Eid-ul-Adha; Al Hijra; fast; Sunnah; Hadith; predestination; faith; founded; religion.</p>
Y4	<p>Unit 6 <u>The Meaning of Signs and Symbols in Religion</u></p> <p>About the Unit: Pupils learn about some of the possible or intended meanings of different signs and</p>	<p>Unit 4 <u>The person of Jesus</u></p> <p>About the Unit: This unit investigates what is known about Jesus through history, the gospels and interpretations of Jesus in art. Pupils look at how Jesus is represented</p>	<p>Sikhism – <u>The origins of Sikhism</u></p> <p>About the Unit: This unit gives an overview of Sikhism, focusing on its origins, core beliefs, festivals and special places. Pupils will also explore the different holy books and identify key Sikh</p>	<p>Unit 2b <u>Meanings within Easter</u></p> <p>About the Unit: This unit explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians.</p>	<p>Unit 5 <u>Religions in the Local Community</u></p> <p>About the Unit: Pupils learn about religion in their local area by collecting and interpreting the evidence from a range</p>	<p>Unit 8: <u>Hinduism: Beliefs and Practice</u></p> <p>About the Unit: This unit introduces pupils to some of the beliefs and practices of Hindus through studying worship in</p>

	<p>symbols. The unit considers different religious symbols, including symbolic language, used to express perceptions of God and aspects of faith, and explores the meaning of the symbols for those who use them. Pupils investigate examples of symbolic language to deepen their understanding of important religious concepts.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the difference between a sign and a symbol? • How and why do we use signs and symbols in everyday life? • How is language used symbolically in religion and why? • What are the most important symbols in the religions studied and what meanings 	<p>through art in different periods and places and think about what the representations convey. They investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself. Pupils evaluate work on their own impressions of Jesus.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What was Jesus like as a person and how do we know? • What are artists trying to convey about Jesus in the ways they have depicted him? • How do you imagine Jesus and why do you picture him in this way? • What impact has the work in this unit had on your perception and understanding of Jesus? <p>Vocabulary: God; belief; Christianity; Jesus; crucifixion; disciples.</p>	<p>symbols and understand their meanings.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who founded Sikhism and where? • What are the main beliefs in Sikhism? • What makes the Gurdwara a special place for Sikhs? • What are the special Sikh festivals? • What is the Sikh holy book and how is it used? • What are the means behind Sikh symbols? <p>Vocabulary: Guru Granth Sahib; ten gurus; Guru Nanak; Guru Gobind Singh; Takht; Gurdwara; Manji Sahib; Sikhism; Sikh; Chaur; Vaisakhi; Bandi Chhor Divas; Ik Onkar; Nishan Sahib; Khanda; kirpan; kachera; kara; kangha; kesh.</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What did Jesus' friends and family expect of him? • What is the significance of the events of Palm Sunday and Holy Week? • Why is the Last Supper so important? • How was Jesus arrested and crucified? • How did the people most closely involved feel about Jesus' crucifixion? • How did the resurrection affect Jesus' followers? • How has the resurrection affected the Christian faith and Christians through the ages? <p>Vocabulary: God; Garden of Gethsemane; crucifixion; Jesus; messiah; Orthodox; Roman Catholic; excitement; disappointment; betrayal; elation; wonder; bewilderment.</p>	<p>of sources. They develop their understanding of the ways in which individuals and communities express their religious identity.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Which religious traditions are represented in our local community? • What are the main beliefs and practices of the local faith communities? • Why is there such religious diversity in the local community? • What have you learned from the religious traditions that might help you to understand why some people have and live by a religious faith? <p>Vocabulary: God; worship.</p>	<p>the mandir and the celebration of Divali. There is a focus on how beliefs are exemplified during Divali. The religious significance of what Divali means to believers is highlighted using pictures, drama, storytelling and model making.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What are the key elements of Hindu worship and what do they mean? • What are the meanings in the Rama and Sita story? • What are the most important customs and practices in the festival of Divali and why? • What beliefs, practices and feelings expressed through Divali are
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	<p>do they convey?</p> <ul style="list-style-type: none">• What do you understand about the use of symbols and symbolism in religion? <p>Vocabulary: Signs and symbols; meaning beyond the literal; represents; metaphors and similes; the concept of God.</p>					<p>similar to those in non-Hindu festivals and celebrations in my family?</p> <p>Vocabulary: Diwali; mandir; puja; diva; rangoli; warmth; calmness; security.</p>
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