



Opening Doors, Enriching Lives

Religious Education at Tanfield Lea Community Primary School

"We may have different religions, different languages, different coloured skin, but we all belong to one human race." - Kofi Annan

Pre-School		
Topic	Key Vocabulary	Key Knowledge/ Skills
AUTUMN TERM ONE Let's find out about Harvest.	Harvest Fruit Vegetables Sharing Christian Jewish Sukkot	Understanding why people celebrate Harvest in the Christian and Jewish faiths.
AUTUMN TERM TWO Let's find out about Divali.	Hindu Divali Rama Sita Good Bad Diva lamp	Listen to or tell a simple version of the story of Rama and Sita.
CHRISTMAS Let's find out about the Christmas story.	Nativity Gift Jesus Bethlehem Angels Shepherds Kings/Wise Men Mary Joseph	Read the Christmas story in a simple form. Tell the children that this story is in the Christians' special book, the Bible.
SPRING TERM ONE Let's find out about the Bible.	Bible Special book God	Talk about what makes the Bible special to Christians.
SPRING TERM TWO Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).	Story Bible Jesus Zacchaeus Storm	What makes Jesus special in these stories?

Pre-School

Topic	Key Vocabulary	Key Knowledge/ Skills
EASTER Let's find out about the Easter story.	Easter Jesus Cross Happy Sad	Why is the cross important at Easter?
SUMMER TERM ONE Let's find out about Christian baptism.	Christening Baptism Godparents Welcome Belonging	Focus on baptism being a welcoming into the Christian faith/church.
SUMMER TERM TWO Let's find out about Raksha Bandhan.	Rakhi festival Love Protect	Care and concern for each other through happy/sad times. People who help us. Important religious people Caring for others

Reception

Topic	Key Vocabulary	Key Knowledge/ Skills
<p>AUTUMN TERM ONE</p> <p>Let's find out about Harvest in a church.</p>	<p>Harvest Fruit Vegetables Sharing</p>	<p>Understanding why Christians celebrate Harvest.</p>
<p>AUTUMN TERM TWO</p> <p>Let's find out about Shabbat.</p>	<p>Shabbat Sabbath Day of rest Celebration</p>	<p>Talk about the meaning and significance of Shabbat to Jews.</p>
<p>CHRISTMAS</p> <p>Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.</p>	<p>Nativity Gift Jesus Bethlehem Angels Shepherds Kings/Wise Men Mary Joseph</p>	<p>Read Christmas story and talk about main characters. Discuss Advent being a countdown to the birth of Jesus. Think about the special visitors who came to see baby Jesus.</p>
<p>SPRING TERM ONE</p> <p>Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib).</p>	<p>Qur'an Torah Guru Granth Sahib</p>	<p>Discuss why people have holy books. Talk about special people in each holy book—Jesus, the Guru, Moses. Think about how sacred books teach believers about God and how to live, e.g. through stories and special sayings.</p>
<p>SPRING TERM TWO</p> <p>Let's hear some stories Jesus told (Lost Sheep, Lost Coin).</p>	<p>Parable Story Jesus Bible Message</p>	<p>Understand why Jesus told special stories.</p>
<p>EASTER</p> <p>Let's find out about Easter celebrations in churches.</p>	<p>Cross Jesus New life Alive Died Easter Happy Sad</p>	<p>How do Christians celebrate Easter in a church? Think about key colours worn, palm crosses.</p>
<p>SUMMER TERM ONE AND TWO</p> <p>Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas).</p>	<p>Mandir Church Synagogue Buddhist Rupas</p>	<p>Look at key parts of each building. What is the same? What is different?</p>

Year 1 and 2 Cycle A

Year 1 and 2 Cycle A					
	Key knowledge/skills	Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
AUTUMN TERM ONE Christianity What can we learn about Christianity from visiting a church?	Knowledge and understanding Critical thinking Personal reflection	Authority Expressions of belief	Theological Phenomenological	Bible Lectern Altar Font Pulpit Organ Stained glass window Graveyard Cross	Leaders - introduction to a local church leader, e.g. priest, minister, vicar. The church building as a place for worship, community and belonging, - introduction to some features of churches (depending on the tradition visited) e.g. cross, pulpit, lectern, altar, candles, icons, font, statues. Sunday worship in church - words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions), role of the vicar. Visit to local church.
AUTUMN TERM TWO Christianity What do Christians believe about God?	Knowledge and understanding Critical thinking Personal reflection	Belief Impact of belief	Theological Phenomenological Ethical	Trinity Father Son Holy Spirit	A first step towards understanding key Christian beliefs: Creation, Incarnation, Salvation. God as One, creator, loving, caring, having authority. Descriptions of God as Father, Loving Parent, King. God as Creator and responsible for Creation as shown in Genesis 1 and 2, human responsibility to care for God's Creation [Creation]. How Christians care for God's creation (link to Harvest and God as Creator).
CHRISTMAS Christianity Why are gifts given at Christmas?	Knowledge and understanding Critical thinking	Authority Expressions of belief	Theological Phenomenological	Nativity Giving and receiving Worship	Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] How Christians celebrate Christmas.
SPRING TERM ONE/TWO Christianity Why is Jesus special to Christians?	Knowledge and understanding Critical thinking Personal reflection	Belief Authority Impact of belief	Theological Philosophical Sociological Ethical	Parables Bible Belief	A first step towards understanding key Christian beliefs: Creation, Incarnation, Salvation. Introduction to the special nature of Jesus shown through his birth (Incarnation), life and ministry, death and resurrection (Salvation). Jesus as the Son of God (Incarnation). Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (through parables), one who helped and cared for others. Key teachings of Jesus - love God, love your neighbour as yourself. Christian values and ways of living based on the teaching of Jesus, "love God and love your neighbour as yourself" e.g. how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.
EASTER Christianity What is the Easter story?	Knowledge and understanding Critical thinking	Authority Expressions of belief	Theological Philosophical	Easter, Symbol Sacrifice Resurrection Lent	Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] How Christians celebrate Easter.
SUMMER TERM ONE/TWO Buddhism What can we find out about Buddha?	Knowledge and understanding Critical thinking	Belief Authority	Theological Phenomenological Sociological Ethical	Buddha Authority Worship Commitment	Belief in Buddha as an enlightened teacher (not a God). Importance of the natural world. Values of compassion, respect for all living things. Example of the historical Buddha's life - his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. Introduction to Buddhist teaching - compassion, respect for living things, no stealing or telling lies. Buddhist stories illustrating these values, e.g. Siddhartha and the Swan, The Monkey King.

Year 1 and 2 Cycle B

Year 1 and 2 Cycle B					
Key knowledge/skills		Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
AUTUMN TERM ONE Christianity Why is the Bible special to Christians?	Knowledge and understanding Critical thinking Personal reflection	Authority Expressions of belief Impact of belief	Theological Phenomenological	Harvest Worship Belief Bible God Parable Actions	The Bible as the holy book of Christians which tells them about God. How the Bible is treated with respect e.g. read from the lectern in some churches, special Bibles. Some stories from the Bible - Old and New Testament. How Christians celebrate Harvest. How the Bible has an impact on the lives of individuals.
AUTUMN TERM TWO Christianity What can we learn from the story of St. Cuthbert?	Knowledge and understanding Critical thinking Personal reflection	Expressions of belief Impact of belief	Theological Phenomenological	Monk Saint Pilgrim Pilgrimage	Stories about St Cuthbert - how his Christian faith affected his values, practices and actions, how his life has had an impact on others then and now (link to Durham Cathedral). Introduction to Durham Cathedral as a place of worship. Visit to Durham Cathedral
CHRISTMAS Christianity How and why is light important at Christmas?	Critical thinking Personal reflection	Authority Expressions of belief	Phenomenological	Christmas Advent Light Wreath	Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] How Christians celebrate Christmas.
SPRING TERM ONE/TWO Christianity What does it mean to belong in Christianity?	Knowledge and understanding Critical thinking Personal reflection	Expressions of belief	Phenomenological Sociological	Holy communion Altar Lectern Cross Pulpit Worship	How religious identity and belonging are expressed through baptism, services of dedication (symbols, words, actions, vows and promises).
EASTER Christianity How do Christians celebrate Easter?	Knowledge and understanding Critical thinking	Authority Expressions of belief	Theological Phenomenological	Paschal candle Easter Holy week	Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] How Christians celebrate Easter.

Year 1 and 2 Cycle B

Key knowledge/skills					
		Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
SUMMER TERM ONE Buddhism How do Buddhists show their beliefs?	Knowledge and understanding Critical thinking	Expressions of belief Impact of belief	Theological Phenomenological	Buddha Siddhartha Gautama Shrine Monk	Worship in the home: Buddhist home shrine - statue of the Buddha or Mandala, incense, candles, water, food, bell - engaging all the senses. Introduction to meditation as a form of Buddhist worship. Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower. How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty and patience. Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl. The importance of the Buddhist community - lay people, monks, nuns, priests. How mutual support
SUMMER TERM TWO Christianity/ Buddhism What can we learn about our local faith communities?	Knowledge and understanding Critical thinking Personal reflection	Expressions of belief Impact of belief	Sociological Ethical	Faith Community Belief	Compare Christianity and Buddhism—question how personal beliefs affect a way of life, how actions and rituals demonstrate a sense of belonging and how symbols and artefacts play an important role in rites of passage.

Benchmark Expectations by age 7:

Knowledge and Understanding	Critical Thinking
Pupils will: Have simple knowledge of some of the 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 about.	In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.

Children are not assessed in personal reflection as this is private and subjective.

Year 3 and 4 Cycle A

Year 3 and 4 Cycle A						
Key knowledge/skills			Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study	
AUTUMN TERM ONE/TWO Christianity What do we know about the Bible and why is it important to Christians?	Knowledge and understanding Critical thinking Personal reflection	Authority Impact of belief	Theological Phenomenological	Bible Old/New Testament Books Passage	The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today. How the Bible is used in private and communal worship and everyday living. Different types of writing (Old Testament and New Testament); introduction to literal and non-literal interpretations of the Bible today. How the Bible has an impact on the lives of individuals and communities.	
CHRISTMAS Christianity Why do Christians call Jesus the 'Light of the World'?	Critical thinking Knowledge and understanding	Authority	Theological Philosophical	Light of the world	The significance of Jesus as the Son of God in Christian belief shown through key events in his life - birth.	
SPRING TERM ONE/TWO Christianity What do Christians believe about Jesus?	Critical thinking Knowledge and understanding Personal reflection	Belief Authority	Theological Phenomenological	Belief Ministry Preacher Teacher God's Son Redeemer Saviour	Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation]. The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection. The ministry of Jesus and Christian beliefs about Jesus: Jesus as teacher - including selected parables Jesus as miracle worker - healing miracles, nature miracles Jesus having power to change lives e.g. Disciples	
EASTER Christianity Why is Lent such an important period for Christians?	Critical thinking Knowledge and understanding	Expressions of belief	Theological Philosophical	Wilderness Fasting Temptation Lent Palm Sunday Good Friday Easter Sunday	The significance of rituals/objects/symbols associated with Christian worship at Easter (including Lent).	
SUMMER TERM ONE Christianity/Buddhism How and why do people show care for others?	Critical thinking Knowledge and understanding Personal reflection	Impact of belief	Philosophical Sociological Ethical	Compassion Empathy Love Care Support	How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes (e.g. showing love, forgiveness, charity) e.g. work of local churches, Christian charities (e.g. CAFOD, Christian Aid, Salvation Army) and individuals. How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money. Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others. Introduction to how Buddhist values will affect views on moral issues e.g. environment.	

Year 3 and 4 Cycle A

Key knowledge/skills					
		Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
SUMMER TERM TWO Christianity Why do people visit Durham Cathedral today?	Knowledge and understanding	Expressions of belief Impact of belief	Theological Phenomenological	Pilgrimage Compare Similarities Differences Altar Lectern Bell tower Stained glass Pulpit Pew Organ Font Choir stalls	The significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage. How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land. It is anticipated that pupils will visit at least two churches in order to compare features, symbols and aspects of worship in different denominations. Durham Cathedral should also be visited. Other church buildings/places of significance in the area could be visited e.g. Lindisfarne (Holy Island), St Hild's Church Hartlepool, Jarrow, Monkwearmouth, Hexham Abbey. Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister. The impact of local Christian places of significance (e.g. Durham Cathedral, Lindisfarne, Jarrow and Monkwearmouth) for people today. How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Hild, St

Benchmark Expectations by age 9:

Knowledge and Understanding	Critical Thinking
Pupils will: 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 communities. Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences	In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions. <i>Plausible = reasonable or probable without necessarily being so, persuasive</i>

Children are not assessed in personal reflection as this is private and subjective.

Year 3 and 4 Cycle B

Year 3 and 4 Cycle B					
Key knowledge/skills		Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
AUTUMN TERM ONE/TWO Hinduism How do Hindus worship?	Knowledge and understanding	Authority Expressions of belief	Theological Phenomenological	Mandir Puja	Introduction to sacred texts e.g. Bhagavad Gita, Ramayana and how they are used by Hindus. Traditional Hindu stories with a moral and their significance for Hindus e.g. the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love). Worship at home and in the mandir to include Puja, Arti/Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship. How beliefs and feelings are expressed through the communal celebrations of Divali, Holi. The importance of music, dance, drama, artefacts, Mantras, food, stories, customs in celebrations and worship. The role of pilgrimage, how beliefs are expressed through visits to sacred sites e.g. Varanasi on the River Ganges. The sacred thread initiation ceremony as an expression of commitment, religious identity, belonging.
CHRISTMAS Christianity How and why is Advent important to Christians?	Critical thinking Personal reflection	Expressions of belief	Phenomenological	Advent/Prepare Hope Peace Love Joy	The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent).
SPRING TERM ONE/TWO Christianity What can we learn about Christian worship and beliefs by visiting churches?	Knowledge and understanding Critical thinking Personal reflection	Authority Expressions of belief	Theological Phenomenological	Praying hands Kneeling Raising hands Liturgical colour Special clothes Cross Candle Rosary Banners Statues	The role of clergy in local and national churches e.g. vicar/minister/pastor/priest/bishop/Archbishop/Pope. How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths. Introduction to diversity of practice in worship in different churches. Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer. How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony.
EASTER Christianity What do Christians remember on Palm Sunday?	Critical thinking Knowledge and Understanding	Expressions of belief	Theological Philosophical	Symbol Believe Worship Palm Sunday Lent	The significance of rituals/objects/symbols associated with Christian worship - Easter (Holy Week)
SUMMER TERM ONE/TWO Hinduism What do Hindus believe?	Critical thinking Knowledge and understanding	Belief Impact of belief	Theological Phenomenological Ethical	Brahman Trimurti Brahma Vishnu Shiva Murtis Aum Atman Karma Ahimsa Reincarnation Divali Holi	Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms: the Trimurti (Brahma, Vishnu, Shiva) male, female and animal deities as representations of God the concept of avatars e.g. Rama, Krishna. The nature of God as expressed in murtis (images), pictures, symbols, Aum. Introduction to belief in Atman, Karma, Ahimsa and reincarnation. How belief in Karma has impact on behaviour and actions e.g. Seva (service for others). How belief in Ahimsa has an impact on behaviour and actions e.g. non-violence, vegetarianism/food laws. Introduction to how Hindu beliefs and values will affect views on moral issues e.g. the environment, care for others.

Year 5 and 6 Cycle A

Year 5 and 6 Cycle A					
Key knowledge/skills		Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
AUTUMN TERM ONE Christianity/ Buddhism/ Hinduism/ Islam/ Judaism What can we learn about religious diversity in our area?	Critical thinking Knowledge and understanding Personal reflection	Belief Authority Expressions of belief Impact of belief	Sociological	Diversity Similarities Differences Values	Comparison of beliefs, places of worship, how people of faith express their beliefs and how this impacts the way in which they live.
AUTUMN TERM TWO Islam What can we find out about a local Muslim community?	Knowledge and understanding	Belief Authority Expressions of belief Impact of belief	Theological Phenomenological Sociological Ethical	Pillars of Islam belief, worship, fasting, alms-giving, and pilgrimage Qur'an Arabic Allah Muhammad Prophet Makkah/Mecca Mosque Ramadan Imam Shahadah (declaration of faith) Salah (ritual prayer) Sawm (fasting) Zakah (giving) Hajj (pilgrimage) Ummah Submission Shirk Pbih Jummah Wudu	The nature of Allah revealed in the Qur'an: oneness of God, 99 names of Allah, belief that Allah gives guidance through messengers and books. Concept of Shirk (not associating anything or anyone with Allah). Beliefs expressed in Shahadah (one God, Muhammad as prophet of Allah). Islam means submission: submission to the will of God is a central belief. Introduction to the 6 beliefs in Islam: one God, prophets, angels, holy books, predestination and judgement, life after death. The Qur'an • Beliefs about the Qur'an as the final revelation of Allah. • Beliefs about how the Qur'an was revealed to Muhammad. • How the Qur'an is treated and used by Muslims today, some passages from the Qur'an. Muhammad NOTE - when Muhammad's name is stated, Muslims will say "peace be upon him". • Belief in Muhammad as the final prophet. • Use of pbuh (peace be upon him). • Stories about Muhammad. Imam • The role of the Imam as spiritual leader and teacher. Worship in the mosque: Salah prayer including call to prayer, Wudu (washing), meanings of positions of prayer: Friday prayer (Jummah). How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan). Introduction to 5 pillars as expression of faith and commitment for individuals and communities - Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage). How beliefs are expressed through Hajj. How Muslim children show commitment to Islam through the mosque school (learning the Qur'an). How Muslims follow and live by moral codes and how these are shown by individuals and the community (Ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah). Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others.
CHRISTMAS Christianity What do the gospels tell us about the birth of Jesus?	Critical thinking Knowledge and understanding	Authority Expressions of belief	Theological	Gospel Version Interpretation Account	The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today. The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany).

Year 5 and 6 Cycle A

Key knowledge/skills		Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
SPRING TERM ONE/TWO Christianity/ Buddhism/ Hinduism/ Islam/ Judaism How and why do people care for the environment?	Critical Thinking Knowledge and Understanding Personal Reflection	Belief Impact of Belief	Theological Phenomenological Ethical Sociological	Laws Commandments Torah Genesis	Christianity: How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes (e.g. showing love, forgiveness, charity) e.g. work of local churches, Christian charities (e.g. CAFOD, Christian Aid, Salvation Army) and individuals. Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others. Buddhism: Introduction to how Buddhist values will affect views on moral issues e.g. environment. Hinduism: Introduction to how Hindu beliefs and values will affect views on moral issues e.g. the environment, care for others. Islam: Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others. Judaism: Beliefs about creation and the natural world; responsibility to be thankful for and care for the created world. Introduction to how Jewish values will affect views and actions on moral issues e.g.: environment e.g. Tu B'Shevat: tree planting care for others.
EASTER Christianity Why are Good Friday and Easter Day the most important days for	Critical thinking Knowledge and understanding	Expressions of belief	Theological Philosophical	Symbols Parable Ceremony Symbolic Rituals	The significance of rituals/objects/symbols associated with Christian worship, Easter (including Lent, Holy Week) and Pentecost.
SUMMER TERM ONE Christianity So, what do we now know about Christianity? (exploration through the concepts)	Critical thinking Knowledge and understanding Personal reflection	Belief, Expressions of belief Authority Impact of Belief	Theological Phenomenological Philosophical Sociological Ethical	All previously taught vocabulary	Recap of all previously taught concepts - belief, expressions of belief, authority, impact of belief.
SUMMER TERM TWO Christianity Statutory Bridging Unit	Critical thinking Knowledge and understanding Personal reflection	Belief, Expressions of belief Authority Impact of Belief	Theological Phenomenological Philosophical Sociological Ethical	Use Spirited Arts competition as a focus for learning (themes change each year)	Use Spirited Arts competition as a focus for learning (themes change each year).

Benchmark Expectations by age 11:

Knowledge and Understanding	Critical Thinking
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.	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). <i>Sound = reliable, competent</i>

Children are not assessed in personal reflection as this is private and subjective.

Year 5 and 6 Cycle B

Year 5 and 6 Cycle B					
	Key knowledge/skills	Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
AUTUMN TERM ONE Judaism Why is Moses important to Jewish people?	Critical thinking Knowledge and understanding	Authority	Theological	Passover Exodus Plagues Mount Sinai Torah Commandments Rabbi	The significance of Moses in Judaism: chosen by God (Burning Bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism. The Ten Commandments, 613 commandments.
AUTUMN TERM TWO Judaism Why do Jewish people go to the synagogue?	Critical thinking Knowledge and understanding	Belief Authority Expressions of belief Impact of belief	Theological Phenomenological Philosophical Sociological	Kosher Shema Psalms Torah/Sefer Torah Scribe Scripture Synagogue Community Kippah Tallit Pesach Sukkot Bar/Bat Mitzvah Tzedak Gemilut hassadism Pushkes	Jewish beliefs about God: God is one, God as creator, Lawgiver, Judge, God as the provider in this life and in the afterlife. Beliefs about God expressed through the Shema, the first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah. The importance of the Torah: its place, use and significance in the synagogue, importance for Jewish people today. Sefer Torah and the work of the scribe. The role of the Rabbi as teacher The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals. How commitment, belonging, religious identity are expressed through ceremonies e.g. Brit Milah (circumcision), girls' naming, Bar and Bat Mitzvah. How some expressions of belief may vary between Orthodox and Reform traditions e.g. Shabbat practices, synagogue worship, food laws. How Jewish people show commitment and belonging to the faith community e.g. contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadism, pushkes.
CHRISTMAS Christianity What are the themes of Christmas?	Critical thinking Knowledge and understanding Personal reflection	Expressions of Belief	Theological Sociological Ethical	Love Power Vulnerability Gift	The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany).
SPRING TERM ONE/TWO Christianity What do Christians believe about God?	Knowledge and Understanding, Critical Thinking, Personal Reflection	Belief Impact of belief	Theological, Philosophical	Creator Ruler Provider Just Loving Trinity Father Son Holy Spirit	Developing understanding of the nature of God and key Christian beliefs: Creation, Incarnation, Salvation. The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons. The otherness of God (transcendent) who inspires awe, wonder, devotion. Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God. How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.

Year 5 and 6 Cycle B

Key knowledge/skills		Belief	Authority	Expressions of belief	Impact of belief
Topic	Key Elements	Key Concepts	Key Areas of Enquiry	Key Vocabulary	Programme of Study
EASTER Christianity Why is the Last Supper so important to Christians?	Knowledge and understanding Critical thinking Personal reflection	Expressions of belief	Theological Phenomenological	Passover Betray Share Symbolism Holy Communion Sacrament	The significance of rituals/objects/symbols associated with Christian worship, Easter (including Holy Week).
SUMMER TERM ONE Judaism How are Jewish beliefs expressed in the home?	Knowledge and understanding	Expressions of belief Impact of belief	Phenomenological Sociological	Shabbat Mezuzah Kosher Hannukah Menorah	The importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen. Beliefs and practices associated with daily prayer, including significance of Kippah, Tallit, Tzitzit. How beliefs are expressed through practices of Pesach, Sukkot, Shavuot. How Jewish people today follow Jewish laws (including the Ten Commandments) and scripture and the impact this has on individual and community life. How Jewish people show commitment and belonging to the faith community e.g. contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadism, pushkes.
SUMMER TERM TWO Christianity/ Judaism Why do people use rituals today?	Critical thinking Personal reflection	Expressions of belief	Phenomenological Sociological Ethical	Ritual Tradition	Christianity: The significance of rituals/objects/symbols associated with Christian worship. How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths. Judaism: The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals. The importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen. Beliefs and practices associated with daily prayer, including significance of Kippah, Tallit, Tzitzit. How beliefs are expressed through practices of Pesach, Sukkot, Shavuot.

Benchmark Expectations by age 11:

Knowledge and Understanding	Critical Thinking
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.	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). <i>Sound = reliable, competent</i>

Children are not assessed in personal reflection as this is private and subjective.