



# Castleside Primary School

## R.E Long Term Planning



### Rationale for R.E Planning:

EYFS planning is based on the Early Years Foundation Stage curriculum and is repeated annually. In EYFS, R.E is linked with the areas of Knowledge and Understanding of the World and Personal and Social and Emotional Development. The R.E curriculum is planned for mixed-age classes across KS1 and KS2 on a two-year cycle to ensure full coverage of the national curriculum. In 2020-2021, years 1-4 are following Cycle B and year 5+6 are following cycle A due to some topics of study changing year groups in the new Durham agreed syllabus of 2020, which would have resulted in some repetition for our pupils. At our discretion, we have previously included teaching about Muslim beliefs to promote understanding, tolerance and respect of the religion of Islam. We had also included a unit of study about Judaism, linked to our history and music curriculum for upper KS2 and to develop understanding, tolerance and respect towards people of Jewish faith living in our local geographical area. The study of Judaism has now been added into the new Durham syllabus for RE (2020).

Golden Threads running through the R.E curriculum include developing **Knowledge and Understanding** of Christianity and the five other main world religions, using **Critical Thinking** skills to analyse, evaluate and interpret different beliefs as well as deepening skills in **Personal Reflection** to explore their own beliefs and nurture respect and empathy for those who hold different religious beliefs and those who hold none.

<b>EYFS</b>	<p>Taught across the year and explored through continuous provision: Children learn that others don't always enjoy the same things to themselves and are sensitive of this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Following the programme of study outlined in the Durham Agreed Syllabus, children learn about special people, special objects, special books and belonging. They learn about special times throughout the year such as Harvest, Shabbat, Diwali and Christmas.</p>		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Year 1 / 2</b> <b>Cycle A</b></p> <p><b>Class 2</b> <b>('21-'22)</b></p> <p>Y1 topic of study</p>	<p><u><b>What can we learn about Christianity from visiting a church?</b></u></p> <p>Introduce features of a church, worship (including Harvest) beliefs and leaders. Visit our local church and identify features that we have learnt about. Children ask the vicar questions that they have about Christian beliefs and the church. They then look at why and how Harvest is celebrated in church.</p> <p><u><b>What do Christians believe about God?</b></u></p> <p>Children develop their knowledge of Christian belief in God and Jesus. They learn that Christians believe God created the world and that he loves people. They learn that Christians believe God is their saviour, loving father, creator and king.</p> <p><u><b>Why are gifts given at Christmas?</b></u></p> <p><u><b>What is the Christmas Story?</b></u></p> <p>Learn about what makes a gift precious and what gifts baby Jesus was given in the Christmas story. Reflect on gifts they hope to give at Christmas and what precious gifts they could give to others.</p>	<p><u><b>Why is Jesus special to Christians?</b></u></p> <p>Understand who Jesus is, when he lived and what Christians believe about him - that he was not an ordinary man. Learn stories that Jesus told and special things that he did eg. miracles. Discuss who is special to them and why.</p> <p><u><b>Spring 2 - What is the Easter story?</b></u></p> <p>Learn about symbols of Easter and why Easter is such an important time for Christians. Children make an Easter garden to retell the Easter story and reflect on what Easter means for them.</p>	<p><u><b>What can we find out about Buddha?</b></u></p> <p><u><b>What are our own thoughts and beliefs?</b></u></p> <p>Children learn who the Buddha was and what Buddhists believe about him. They learn stories about the Buddha and understand the meanings behind these stories, comparing Christian and Buddhist beliefs. They learn about Buddhist rules for living and reflect on the rules that we follow and why. They have a visitor in school to teach more about the Buddha - Oriental Museum outreach visitor. They then reflect on their own thoughts and beliefs.</p>

<p><b>Year</b> <b>1 / 2</b></p> <p><b>Cycle B</b></p> <p><b>Class 2</b> <b>'20 - '21</b> Y2 topic of study</p>	<p><b><u>Why is the Bible special to Christians?</u></b> Children learn about the Bible as a special book for Christians and reflect on which books are special to them and why. They learn how the Bible is treated and used by Christians and learn what the Bible teaches Christians about God.</p> <p><b><u>How and why is light important at Christmas? What role does light play in the Christmas story?</u></b> Children learn how light is a symbol of good winning over evil and know that Christians call Jesus the light of the world. The link this with other festivals of light eg. Diwali, Guy Fawke's night. Children recognise symbols of light in the Christmas story and create a stained-glass window to retell the Nativity.</p>	<p><b><u>What does it mean to belong in Christianity?</u></b> Children reflect on which communities and groups they belong to and how they show this. They learn about ceremonies of commitment and belonging in the church such as baptism. They learn how beliefs affect values and actions of individuals.</p> <p><b><u>What can we learn from the story of St Cuthbert?</u></b> Children learn who St Cuthbert was and why he is important to our local area. They hear stories about him and see his influence. They learn how he lived out his Christian faith and his legacy today - visit Durham cathedral.</p> <p><b><u>How do Christians celebrate Easter?</u></b> Children reflect on which events they celebrate and why. They learn how Christians celebrate Easter in church.</p>	<p><b><u>How do Buddhists show their beliefs?</u></b> Children learn how Buddhists worship at home and in the temple. They learn about special ceremonies such as Wesak and understand how Buddhists show commitment and belonging eg. The Sangha. They learn about Buddhist meditation and how this is part of worship. Children meet someone who is Buddhist and experience first-hand how someone who is Buddhist shows their beliefs.</p> <p><b><u>What can we learn about our local faith communities?</u></b> <i>(new topic for '2020 new syllabus)</i> Children to research the different communities of faith in Castleside and Consett (including children in our school) and then further afield in the north east. They reflect on what we have learnt about different beliefs and consider their own beliefs.</p>
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We match lesson objectives to the Durham Agreed Syllabus for R.E for KS1 below:

It states that by the end of KS1, children should be able to:

- identify some of the key beliefs of Christianity and Buddhism
- retell some stories within Christianity and Buddhism
- identify some ways in which Christians and Buddhists worship and celebrate special events
- use some religious words
- show some awareness of how some aspects are the same in both Christianity and Buddhism
- express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism
- reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism

Programmes of Study and lesson objectives in the Durham Agreed Syllabus for R.E are used to inform Medium Term and Weekly planning. This ensures development and progression of skills by stating clear objectives to be achieved in each year group.

**Please see separate document.**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 3 / 4</b> <b>Cycle A</b>  '21-'22  Year 3 topic of study	<p><b><u>How does religious faith affect people's lives?</u></b></p> <p>Children learn about what faith is and discuss who or what they have faith in. To learn about the religious faith of key figures from major faiths - Malala Yousef, the Dalai Lama, Rabbi Sacks, Bear Grylls and Fauja Singh.</p> <p><b><u>How and why is Advent important to Christians?</u></b></p> <p>Children learn what Advent is and how it is marked by the church. They learn about key symbols of Advent eg. the Advent wreath, candle, calendar and Christingle services during Advent. They attend a whole-school Advent service at our local church.</p>	<p><b><u>What can we learn about Christian symbols and beliefs by visiting churches?</u></b></p> <p>Children revisit the objects you would expect to see in a church and the meaning behind key Christian symbols. They learn about a Catholic church, Methodist, Baptist and C of E church and reflect on similarities and differences. The children visit 2 local churches of different denominations and identify features and symbols in each that show Christian belief.</p> <p><b><u>What do Christians remember on Palm Sunday?</u></b></p> <p>Children learn the story behind Palm Sunday and how Christians mark this day. They show the meaning behind Palm Sunday through artwork - 'stained-glass window'. They learn what happened the day after Palm Sunday and how this links with Easter.</p>	<p><b><u>What do Hindus believe and how does this affect the way they live their lives?</u></b></p> <p><b><u>How do Hindus worship?</u></b></p> <p>Children explore their prior knowledge of Hinduism and what they would like to find out. They learn about the basic beliefs of Hinduism, who Hindus worship and how this is done at home and at a communal place of worship. Children learn about the rules that Hindus live by and where these come from - holy books. They learn about special festivals such as Diwali and Holi and compare these with other religious festivals they have learnt about. They learn about the key Hindu symbols and their meaning and design a symbol that reflects their own beliefs. Children learn about what Hindus believe about life and life after death and how this affects the way they live their lives.</p> <p>Visit to a Hindu temple in Newcastle.</p>
<b>Year 3 / 4</b> <b>Cycle B</b>  '20 - '21  Year 4 topic of study	<p><b><u>What do we know about the Bible and why is this important to Christians?</u></b>  <b><u>(new topics for 2020)</u></b></p> <p>Children learn about the importance of the Bible, its impact on worship, values and daily living. They learn about how Christians use the Bible and how it is viewed as God's living word. They learn how to look up Bible passages and understand the basic structure and content of the Bible.</p> <p><b><u>Why do Christians call Jesus the light of the world?</u></b></p> <p>Children recap last year's learning about Hinduism by reflecting on the role of light at Diwali. They learn why Jesus is associated with light (Bible passages) and link with good winning over evil and salvation. They look at artwork showing Jesus as the light of the world and create their own, reflecting on what light symbolises to them.</p>	<p><b><u>What do Christians believe about Jesus?</u></b></p> <p>Children revisit and build upon what they have learnt about Jesus in KS1. They develop their knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry and look at the impact of Jesus on the lives of Christians today.</p> <p><b><u>Why is Lent such an important period for Christians today?</u></b></p> <p>Children begin by looking at Shrove Tuesday - the secular and religious meaning behind this day. They learn about the Christian period of Lent that follows and look at Bible passages about Jesus' temptation in the wilderness. They learn why many Christians give something up and create new positive habits at this time, reflecting on how they could 'turn over a new leaf'.</p>	<p><b><u>Why do people visit Durham Cathedral today?</u></b>  <b><u>(new topics for 2020)</u></b></p> <p>Children learn about the lives of the northern saints and their impact on the growth of Christianity within Britain. They learn the role that Durham cathedral has played and its ongoing importance for Christians today as a place of worship and pilgrimage. Visit to Durham cathedral.</p> <p><b><u>How and why do religious people show care for others?</u></b></p> <p>Children develop their knowledge about practices within religious traditions and their links to beliefs and sources. They look at what different religions teach about caring for others and non-religious views on caring for others. They reflect on their own thoughts.</p>

	Autumn Term	Spring Term	Summer Term
<p><b>Year 5 / 6</b> <b>Cycle A</b></p> <p>'20-'21</p> <p>Year 5 topic of study</p>	<p><u>Why is Moses important to Jewish people?</u> <u>How are Jewish beliefs expressed in the home?</u> (new topics for 2020)</p> <p><u>What are the themes of Christmas?</u> Children to explore the Christian meaning of Christmas and secular traditions. They reflect on what Christmas means to them and discuss whether they feel Christmas has become overly linked with consumerism.</p>	<p><u>What do Christians believe about God?</u> (new topics for 2020)</p> <p>Children develop their knowledge of Christian belief in God and how this links with their belief in Jesus. They learn more about Christian views on the meaning of life, life after death and how this affects how Christians feel and act.</p> <p><u>Why is the Last Supper so important to Christians?</u></p> <p>Children learn about the symbolic events that took place during the Last Supper and how they impact upon Christian life and worship today. They learn how Maundy Thursday is marked in our country and around the world and understand how it links with the Easter story.</p>	<p><u>Why do Jewish people go to the synagogue?</u> (new topics for 2020)</p> <p>Chn learn about the synagogue as a house of prayer for Jewish people and a place of learning and community. They learn about the features inside a synagogue, the bar and bat mizvah ceremony and similarities and difference in worship between reform and orthodox Judaism. The chn go on a trip to a synagogue in Gateshead if possible (unit swapped from Aut 1 due to Covid 19)</p> <p><u>Why do people use rituals today?</u></p> <p>Children learn what a ritual is and reflect on rituals in their own lives. They reflect on the role of ritual within Judaism, Islam, Christianity and Humanism and reflect upon their own thoughts about ritual, ceremony and remembrance.</p>
<p><b>Year 5 / 6</b> <b>Cycle B</b></p> <p>'21-'22</p> <p>Year 6 topic of study</p>	<p><u>What can we learn about religious diversity in our area?</u> (new topic for 2020)</p> <p>Children to research the different places of worship and religions in our local area and the north east. They look at why there may be more religious diversity in some areas than others.</p> <p><u>What can we find out about a local Muslim community?</u> (new topic for 2020)</p> <p>Children to learn about the beliefs of Islam and worship in a mosque. They find out where the nearest mosque is to our locality and invite a member of that Muslim community into school to learn more about their faith.</p> <p><u>What do the Gospels tell us about the birth of Jesus?</u></p> <p>Children compare the different Gospel accounts of the birth of Jesus and learn what each writer was trying to convey through their account. They challenge misconceptions and discuss the link between Christmas and Easter to understand why Christian believe Jesus was God's gift to the world.</p>	<p><u>Why should people with religious faith care about the environment?</u></p> <p>Children learn about the impact of religious faiths upon actions and how the two are intertwined. They compare and contrast beliefs about the environment - Christian, Sikh, Buddhist, Hindu, Islam and reflect upon their own beliefs / values and their impact.</p> <p><u>Why are Good Friday and Easter day the most important days for Christians?</u></p> <p>Children explore the mixed emotions that Christians might feel over the Easter period and how this links with the events of Good Friday and Easter day. Children link their learning with the Gospel accounts and why Christians feel so thankful for Jesus' sacrifice - that Jesus was born to die - atonement. They reflect on what Easter time means for them and their family.</p>	<p><u>What do Sikhs believe and how are these beliefs expressed?</u></p> <p>Children learn about beliefs and practices within Sikhism and how these beliefs make a difference to individual and communal life. They learn about the importance of the gurus, the gurdwara, the 5 Ks, the Amrit ceremony and the festival of Baisakhi. Visit to Gurdwara in Newcastle. (We have kept this from the old curriculum to give our children a complete overview of the 6 major faiths and because they have found this particularly engaging and enjoyable).</p> <p><u>So, what do we now know about Christianity?</u></p> <p>Children consolidate and build upon their prior learning about why Jesus is fundamental to Christian belief. They summarise Christian beliefs, authority, expressions of belief and the impact this belief has upon people's lives. The children then reflect upon the impact of non-religious beliefs and how this affects how people live their lives eg. believing in yourself leading to high aspirations and success.</p>

We match lesson objectives to the Durham Agreed Syllabus for R.E for KS1 below:

It states that by the end of lower KS2, children should be able to:

- Describe beliefs and practices within Christianity and Hinduism
- Link religious stories and teaching to the beliefs that underlie them
- Know some similarities and differences between Christianity and Hinduism

It states that by the end of upper KS2, children should be able to:

- Show understanding of the beliefs and practices within Christianity and describe some ways in which these make a difference to people's lives
- show understanding of the beliefs and practices within Sikhism and describe some ways in which these make a difference to people's lives
- describe some similarities and differences within Christianity and between religions
- show understanding of the R.E concepts - belief, authority, expressions of belief and impact of belief

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