

Key Stage 2 RE - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 5	Areas	Term 1	Term 2	Term 3
	Content	<p>Worship and the Community (+ baseline)</p> <p>Describe the key features of worship and link them to appropriate stories and quotes from sacred texts</p> <p>Compare worship in one religion with worship in another religion</p> <p>Use technical language to describe the parts, function and message of worship</p> <p>Devise questions and address them to a believer about the importance of worship in general and prayer in particular</p> <p>Communicate their own thoughts, needs and worries</p> <p>Link certain religious beliefs to community action</p> <p>Reflect on their own community involvement and the reasons they might</p>	<p>Mohammed and The role of the Mosque</p> <p>Identify and describe the main features of a mosque</p> <p>Describe the purpose of some of the main practices of Islam such as preparing for prayer</p> <p>Retell the story of Muhammad and explain the influence it has on Islam</p> <p>Discuss the importance of the mosque in Islamic communities</p> <p>Recognise and describe the five pillars of Islam.</p> <p>Guest speaker from IDCI - COVID permitting</p>	<p>Life of Jesus</p> <p>Know who Jesus is and why he is important to Christians.</p> <p>Understand that Christians' actions are influenced by their faith and teachings in the Bible.</p> <p>Know how the Bible is organised and how to find text/references.</p> <p>Know key parables in the Bible and how these would influence Christians.</p> <p>Understand the meaning and role of a disciple.</p> <p>Visit to St Paul's church (this may be subject to change) - COVID permitting</p>

		<p>choose to become involved in a community project in the future</p> <p>Explain the responsibilities and benefits of being part of a religious community</p> <p>COVID: recap key vocabulary – spacing starters, recall, memory madness</p>		
Literacy link	<p>Lit link: Write a letter from a Jewish child to a non-Jewish child telling them about the Bar Mitzvah celebration they attended</p>	<p>Instructions: explain how to do the WUDU</p> <p>Retell the story of Mohammed</p>	<p>Retelling of the parables of Jesus</p>	
Assessment	<p>Baseline assessment</p> <p>TA throughout the topic</p>	<p>TA throughout the topic</p>	<p>TA throughout the topic</p>	
Cross curricular links	<p>History – Salvation Army</p>	<p>PSHE – respect for others, equality</p>	<p>History – chronological order</p> <p>PSHE – respect for others</p>	

Year 6	Areas	Term 1	Term 2	Term 3
	Content	<p style="text-align: center;">Christian Religious Buildings</p> <p>Describe the interior and the exterior of Christian and other religious buildings, identifying key features and explaining how they are used in worship and what they mean in terms of the religious beliefs of worshippers</p> <p>Identify similarities and differences between two contrasting Christian denominations, and explain that metaphors, symbols and objects convey religious meaning</p> <p>Identify similarities and differences between one of the buildings visited and a place of worship of another religion</p> <p>Explain how the key features of two contrasting features of religious buildings relate to different Christian and other traditions</p> <p>Visit Quaker church and All Saints, invite leaders in to compare to a churches – COVID permitting</p> <p>COVID: Starters recapping key vocabulary e.g.: spacing starters, memory madness; link in one of Jesus parables (linked to Y5 topic the life of</p>	<p style="text-align: center;">Sacred Texts</p> <p>Recognise what is meant by the term ‘sacred’ and how different objects/buildings/places can be sacred,</p> <p>Define the term ‘sacred’ and relate to different religions and their own lives</p> <p>Study the religious texts of Islam, Judaism, Buddhism, Sikhism and Hinduism and discuss how the sacred writings are used/treated by followers of the religions,</p> <p>Compare and contrast sacred texts and how they are used by followers of different religions.</p> <p>Invite guest speakers in from the faiths – visit synagogue in Gosforth -COVID permitting</p>	<p style="text-align: center;">Buddhism</p> <p>Know where Buddhism originated from and where it lies in terms of age to other religions</p> <p>Know the founder of Buddhism</p> <p>Identify the main concepts the religions Buddhism</p> <p>Describe the purpose of some of the main practices of Buddhism</p> <p>Explain and compare religious beliefs and practices</p> <p>Invite guest speakers from the Buddhist centre - COVID permitting</p>

		Jesus), this can be created onto a stained-glass window.		
	Literacy link	Recount of visit to All Saints	Retelling of the story of Guru Nanak	History -To compare peace against the conflict of WWII
	Assessment	TA throughout the topic	TA throughout the topic	TA throughout the topic
	Cross curricular links	PSHE – items special to the children, respect DT – designing their own church	History – chronology of the religions	PSHE – rights and respect