



Curriculum Plan- Religious Education

Year Group	Autumn	Spring	Summer
1 and 2 Cycle A	<p>Christianity- God What do Christians believe about God? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- introduction to beliefs and practices and their impact <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. <p>Christianity- Church Visit What can we learn about Christianity by visiting a church? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- introduction to beliefs and practices and their impact <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their 	<p>Christianity- Jesus Why is Jesus special to Christians? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- introduction to beliefs and practices and their impact <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. 	<p>Buddhism- Buddha What can we find out about Buddha? Subject Content:</p> <ul style="list-style-type: none"> • Buddhism- introduction to some beliefs and practices and their impact. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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.



	<p>opinions and back them up with simple reasons.</p> <ul style="list-style-type: none"> • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. 		
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Year Group	Autumn	Spring	Summer
<p>1 and 2 Cycle B</p>	<p>Christianity- The Bible Why is the Bible special to Christians? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- introduction to beliefs and practices and their impact <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. <p>Christianity- Saint Cuthbert What can we learn from the story of St Cuthbert? Subject Content:</p>	<p>Christianity- Belonging What does it mean to belong in Christianity? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- introduction to beliefs and practices and their impact <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. <p>Christianity- Easter How do Christians celebrate Easter? Subject Content:</p>	<p>Buddhism-Beliefs How do Buddhists show their beliefs? Subject Content:</p> <ul style="list-style-type: none"> • Buddhism- introduction to some beliefs and practices and their impact. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. <p>Diversity Unit- Local Faith Communities What can we learn about our local faith communities? Subject Content:</p>



	<ul style="list-style-type: none"> • Christianity- introduction to beliefs and practises and their impact <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. 	<ul style="list-style-type: none"> • Christianity- introduction to beliefs and practises and their impact <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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. 	<ul style="list-style-type: none"> • Religious diversity- introduction to the diverse religious and non-religious landscape in the local area (including differing denominations). <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. • Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious 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.
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Year Group	Autumn	Spring	Summer
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<p>3 and 4 Cycle A</p>	<p>Hinduism- Worship How do Hindus worship? Subject Content: -Hinduism- some beliefs and practices and the impact of these for individuals and communities. Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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. <p>Christianity- Christmas How and why is advent important to Christians? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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. 	<p>Christianity- Churches What can we learn about Christian worship and beliefs by visiting churches? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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. <p>Christianity- Palm Sunday What do Christians remember on Palm Sunday? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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. 	<p>Hinduism- Beliefs What do Hindus believe? Subject Content: -Hinduism- some beliefs and practices and the impact of these for individuals and communities. Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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.
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Year Group	Autumn	Spring	Summer
3 and 4 Cycle B	<p>Christianity- The Bible What do we know about the Bible and why is it important to Christians? Subject Content:</p> <ul style="list-style-type: none"> Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> 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. <p>Christianity- Christmas Why do Christians call Jesus the light of the World? Subject Content:</p> <ul style="list-style-type: none"> Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. 	<p>Christianity- Jesus What do Christians believe about Jesus? Subject Content:</p> <ul style="list-style-type: none"> Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> 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. <p>Christianity- Easter Why is Lent such an important period for Christians? Subject Content:</p> <ul style="list-style-type: none"> Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> 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. 	<p>Thematic unit- Care for others How and why do people show care for others? Subject Content:</p> <ul style="list-style-type: none"> Similarities and difference between and within religious and non-religious worldviews through at least one thematic unit. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> 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. <p>Christianity- Durham Cathedral Why do people visit Durham Cathedral today? Subject Content:</p> <ul style="list-style-type: none"> Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> 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.



	<p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.
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Year Group	Autumn	Spring	Summer
<p>5 and 6 Cycle A</p>	<p>Diversity unit- Diversity in our Community What can we learn about diversity in our area? Subject Content:</p> <ul style="list-style-type: none"> • Religious Diversity- the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise controversial 	<p>Thematic unit- Environment How and why do people care about the environment? Subject Content:</p> <ul style="list-style-type: none"> • Similarities and difference between and within religious and non-religious worldviews through at least one thematic unit. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. 	<p>Christianity- Concepts What do we now know about Christianity? Exploration through concepts. Subject Content:</p> <ul style="list-style-type: none"> • Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of



	<p>questions, express their opinions and use sound reasons to back these up.</p> <ul style="list-style-type: none"> • Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument) • 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. • 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. <p>Diversity Unit-Muslim Community What can we find out about our local Muslim community? Subject Content:</p> <ul style="list-style-type: none"> • Religious Diversity- the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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) • Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of 	<ul style="list-style-type: none"> • Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument) • 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. • 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. <p>Christianity-Easter Why are Good Friday and Easter Sunday the most important days for Christians? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of 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 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. 	<p>beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of how 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.
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	<p>similarities and differences between them.</p> <ul style="list-style-type: none"> • 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. 		
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Year Group	Autumn	Spring	Summer
<p>5 and 6 Cycle B</p>	<p>Judaism- Moses Why is Moses important to Jewish people? Subject Content:</p> <ul style="list-style-type: none"> • Judaism- some beliefs and practices and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of 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 concepts connect to form a framework for 	<p>Christianity- God What do Christians believe about God? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of 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 concepts connect to form a framework for understanding religious and non-religious worldviews. 	<p>Judaism- Beliefs How are Jewish beliefs expressed in the home? Subject Content:</p> <ul style="list-style-type: none"> • Judaism- some beliefs and practices and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of 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 concepts connect to form a framework for understanding religious and non-religious worldviews.



	<p>understanding religious and non-religious worldviews.</p> <ul style="list-style-type: none"> • 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. <p>Judaism-Synagogue Why do Jewish people go to synagogue? Subject Content:</p> <ul style="list-style-type: none"> • Judaism- some beliefs and practices and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of 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 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. 	<ul style="list-style-type: none"> • 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. <p>Christianity- Easter Why is the Last Supper so important to Christians? Subject Content:</p> <ul style="list-style-type: none"> • Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • Have more detailed knowledge and understanding of 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 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. 	<ul style="list-style-type: none"> • 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. <p>Thematic unit- Care for others Why do people use rituals today? Subject Content:</p> <ul style="list-style-type: none"> • Similarities and difference between and within religious and non-religious worldviews through at least one thematic unit. <p>Benchmark Expectations:</p> <ul style="list-style-type: none"> • 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. • 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.
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