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| **RE** | **Pedagogical Knowledge****Any religion, topic or unit of work may be taught through enquiry methods: active engagement from pupils in exploration, reflection and expression makes learning personalised and effective.****Enquiry 1: What?** Identify questions, find out facts, learn concepts, build understanding, use the skill of investigation, use a range of methods, media and sources.**Enquiry 2: How?** Plan lines of enquiry, gather and compare information and ideas, look for links and explanations.**Enquiry 3: Present and Explain** Present sources, ideas, similarity and difference, communicate and express, suggesting interpretations.**Enquiry 4: Empathise and Reflect**. Reflect on people, influences, inspiration, using empathic skills to further analysis and understanding.**Enquiry 5: Evaluate What did we learn?** Why? Examples, explanations, reflections, reasons, arguments, interpretations which are evaluated for their impact and effects. |
| Y1&2Cycle B | **Autumn****Movers & Shakers**  | **Spring****Coastline** | **Summer****Magnificent Monarchs** |
| + Unit | How is someone welcomed into Christianity? | Why Do Christians Give Gifts at Christmas? | Belonging to the Muslim Family. | What do Christians Remember at Easter? | A Man Called Muhammed. | Belonging to the Sikh Family. |
| Significant Person | John the Baptist / Jesus | Jesus | Allah | Jesus | Muhammad/Allah | Muhammad |
| Local Heritage | St Peter’s Stockton / Greens Lane Methodist Church | Stockton Mosque | Reverend Rachel Easter service |  | Gurdwara Sikh Temple Middlesbrough |
| Y1 | Explain that baptism means that someone has been welcomed into the Christian family.Explain that baptism can be for adults or children. | Name three features of the nativity story. Explain why the shepherds and magi brought gifts to Jesus. | Explain one way a baby is welcomed into the Muslim family.Explain two things that characterise wuzu and its purpose. | Name two features of the Easter story.Explain that Christians remember Jesus’ new life at Easter. | Explain why Muhammad was a good leader for Muslims.Explain why Muhammad had to leave Makkah. | Explain one of the 5 K’s and what it means Talk about how someone’s name can suggest the community they belong to |
| Y2 | Explain the meaning of water in Christian baptism.Explain one difference and one similarity between infant and adult baptism. | Explain two features of the nativity story which show Jesus was a special baby.Explain why Christmas is a special time for Christians. | Explain how Islamic items used in the mosque help Muslims to be together.Show understanding that all religions have different ways to help people be together.  | Explain the events of the Easter story including Jesus’ death and resurrection.Show understanding of the link between Easter eggs and Jesus’ new life. | Give at least two examples of how Muhammad has had a lasting impact on Islam today.Explain why Muhammad is described as a ‘prophet’ as well as a leader. | Explain two of the 5K’s and what they mean Explain a similarity in signs of belonging across faiths |
| Y3&4Cycle B | **Autumn****Invasion**  | **Spring****Misty Mountain, Winding River** | **Summer****Ancient Civilisations** |
| + Unit | Diwali The Festival Of Light | What Is The Big Story Of Christianity? | Do All Buddhists Believe And Celebrate The Same Thing? | What Actually Happens At Easter? | Muslims In Britain And Around The World? |
| Significant Person  | Rama & Sita | God / Jesus | Siddharta | Jesus | Mohammed |
| Local Heritage |  | Reverend Rachel Christmas service |  | Reverend Rachel Easter service | Parent speakers | Stockton Mosque visit |
| Y3 | Retell the story of Rama and Sita and its meaningExplain three actions at modern Diwali and explain the meanings or stories underlying them | Explain what Jesus’ birth tells Christians about God.Explain what Jesus’ resurrection tells Christians about God | Give information about one Buddhist celebration and its purposeExplain the significance of Siddharta Gautama in Buddhism and how this is shown in festivals | Explain 2 events over the Easter period.State how the disciples might have felt at these events. | Name two of the 5 pillars in Arabic and EnglishExplain why Muslims practise these pillarsExplain how at least two of the 5 pillars help Muslims to uphold their faith in today’s world |
| Y4 | Show a connection between the modern festival of Diwali and the story of Rama and Sita Suggest a reason as to why many cultures have festivals of light in the winter | Explain the meaning of Incarnation and resurrection for Christians.State whether Easter/ Resurrection or Christmas/ Incarnation best explain the ‘Big Story’ of Christianity. | Compare and contrast Mahayana and Theravada Buddhist traditionsOffer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not | Explain what the Resurrection tells Christians.Explain how three events from the Easter story are still remembered today. | Offer a view as to how helpful it might be for Muslims to know that the 5 pillars are happening all over the worldIdentify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillarTalk generally about the benefits and demands of belonging to a faith community |
| Y5&6Cycle B | **Autumn****Maafa** | **Spring****Frozen Kingdoms** | **Summer****Britain at War** |
| + Unit | From Life To Death What Role Does Religion Play? | Why Are The Gospel Accounts Different? | Food and Drink; What Are Religious Rules For? | Why Is Jesus’ Death Seen As A Victory? | What Is Worship What Is It For? |
| Significant Person |  | Jesus / Matthew / Luke | God | Jesus |  |
| Local Heritage |  |  | Parent Speakers | Reverend Rachel Easter service |   |
| Y5 | Explain one action and its meaning for each rite of passage; birth, coming of age, marriage and death. Link the rites of passage to the correct religion.Suggest why all cultures have rites of passage. | Explain one Christian belief about Jesus from the Nativity.Explain Matthew’s concern.Explain Luke’s concern. | Explain the role and purpose of fasting in Islam Explain how Muslims should treat animals and why | Explain the series of events that led to Jesus becoming humanity’s saviour in Christian belief.Explain what Christians believe about Jesus coming back to life.  | Define ‘worship’, with reference to examples from three religious traditionsGive a view as to whether humanitarian work is worship, with reference to at least two religious charitable principles and practical actions |
| Y6 | Explain the purpose for a community of each rite of passage, with using key vocabulary. Offer a view as to the reason why all cultures mark the same stages in life. | Describe two common elements of Matthew and Luke’s nativity accounts.Show how at least one element of the nativity reflects Christian beliefs in Jesus as a saviour.Show how at least one element of the Nativity reflects Christian beliefs in Jesus as God Incarnate.  | Give two examples of halal and haram food in Islam and explain why Muslims can or cannot eat themOffer a view as to the purpose of religious rules | Explain why Jesus’ death is seen as a victory.Show a connection between an Easter belief and a Christmas belief. | With reference to at least three different religious examples, explain what worship is and is notGive a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy  |