|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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&2  Cycle 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&4  Cycle 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 meaning  Explain 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 purpose  Explain 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 English  Explain why Muslims practise these pillars  Explain 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 traditions  Offer 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 world  Identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar  Talk generally about the benefits and demands of belonging to a faith community | |
| Y5&6  Cycle 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 traditions  Give 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 them  Offer 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 not  Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy | |