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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&2  Cycle A | **Autumn**  **Childhood** | | **Spring**  **Bright Lights, Big City** | | **Summer**  **School Days** | |
| + Unit | Why Is The Qur’an a Sacred Book? | Why Do Christians Celebrate Christmas? | The Guru Granth Sahib The Living Guru | Why Do Christians Remember The Last Supper? | Guru Nanak – An Extraordinary Life | The Torah: Gods Law For The Jews |
| Significant Person | Muhammad | Jesus | Guru Nanak | Jesus | Guru Nanak | God |
| Local Heritage | Stockton Mosque | Greens Lane Methodist Church |  |  |  |  |
| Y1 | **Explain why the Qur'an is the sacred book of Muslims. Know what the word sacred means**  **Explain two ways Muslims treat the Qur'an and why they show respect**  Pupils use religious words and phrases to identify some features of religions and its importance for some people. | **Explain why Christians are happy at Christmas**  **Explain that Jesus is seen as a gift to Christians**  **Explain that Christians celebrate at Christmas because they are thankful for Jesus**  Pupils retell some religious stories and suggest meanings for religious actions and symbols. | **Explain that a ‘Guru’ is a teacher in Sikhism**  **State the name of the Sikh holy book and one belief about it**  **Explain two ways the Guru Granth Sahib is treated and why**  Pupils use religious words and phrases to identify some features of religions and its importance for some people. | **Explain that Christians believe Jesus can help people to be better**  **Describe Jesus; use of the bread and wine at the Last Supper**  Pupils ask and respond sensitively to, questions about their own and others’ experiences and feelings. | **Suggest one way Guru Nanak is a special person and explain why Sikhs celebrate him**  **Using two elements of Guru Nanak’s life explain why he is special for Sikhs**  They identify how religion is expressed in different ways. | **Retell a story of Moses or Abraham and state why this has been remembered in Judaism**  Pupils retell some religious stories and suggest meanings for religious actions and symbols. |
| Y2 | **Explain why Muhammad has a special connection to the Qur'an**  **Show understanding of how God uses prophets and angels to communicate messages**  They begin to show awareness of similarities in religions. | **Make a link between a Christmas celebration and why Christians are happy at Christmas**  Pupils use religious words and phrases to identify some features of religions and its importance for some people. | **Explain two differences between the GGS in Sikhism and other holy books**  They begin to show awareness of similarities in religions. | **Explain two things that happen at Christian Communion**  **Explain why Christian Communion is for everyone, even people who do bad things**  Pupils use religious words and phrases to identify some features of religions and its importance for some people. | **Using two of Guru Nanak’s moral teachings, explain why Sikhs follow Guru Nanak today**  **Suggest whether a guru is the same as a prophet based on reasoning**  They identify how religion is expressed in different ways. | **Explain Abraham and Moses’ role in Jewish history and myth**  **Comparison with Sikhi, Islam and Christianity**  They begin to show awareness of similarities in religions. |
| Y3&4  Cycle A | **Autumn**  **Through The Ages** | | **Spring**  **Rocks, Relics and Rumbles** | | **Summer**  **Emperors and Empires** | |
| + Unit | Judaism: Shabbat | Why is Christmas a winter festival? | Why did Monks copy the Gospels by hand? | Why is Easter a Spring Festival? | What is Eid? | What is a Mosque for? |
| Significant Person | Abraham, Moses | Jesus | St Bede | Jesus | Mohammed | Mohammed |
| Local Heritage | Lindisfarne | Reverend Rachel Christmas service |  | Reverend Rachel Easter service | Parent speakers | Stockton Mosque visit |
| Y3 | **Explain one Shabbat symbol and its meaning**  **Suggest beliefs and history underlying Hanukah traditions**  Pupils retell some religious stories and suggest meanings for religious actions and symbols. | **Explain why Jesus’ birth is symbolised by light**  **Describe one symbol of light found at Christmas**  Pupils retell some religious stories and suggest meanings for religious actions and symbols. | **Explain why the Gospels are of high importance to Christians**  Pupils use religious words and phrases to identify some features of religions and its importance for some people. | **Explain why symbols of new life are features of spring festivals**  Pupils retell some religious stories and suggest meanings for religious actions and symbols. | **Describe what happens during Eid and explain why**  Pupils use religious words and phrases to identify some features of religions and its importance for some people. | **State two features of a Mosque and explain how they bring the community together**  Pupils ask and respond sensitively to, questions about their own and others’ experiences and feelings. |
| Y4 | **Suggest reasons for obeying religious commands**  **Suggest the value for a community following religious practices.**  They make links between religions and describe some similarities and differences both within and between religions. | **Explain why celebrations of Jesus’ birth happen in winter**  **Explain the meaning of the Christingle**  Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. | **Explain the purpose of the Gospels**  **Give two pieces of information about the Lindisfarne monastic community**  They make links between religions and describe some similarities and differences both within and between religions. | **Explain why celebrations of Jesus’ resurrection occur in spring**  They suggest meanings for a range of forms of religious expression. | **Explain how Ramadan and Eid demonstrate the concept of Ummah**  Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. | **Show understanding of the word ‘sacred’ in connection to the Mosque**  **Suggest a reason why any building can be used as a Mosque**  They suggest meanings for a range of forms of religious expression. |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties** | | **Spring**  **Sow Grow and Farm** | | **Summer**  **Ground breaking Greeks** | |
| + Unit | Sikhism – The Gurdwara | Is Christmas too commercial? | Who is responsible for Jesus’ death? | | Is faith always the same? What does art tell us? | |
| Significant Person | Guru Granth Sahib | Jesus | Judas/ Jesus | | Jesus | |
| Local Heritage | Gurdwara Sikh Temple Middlesbough |  |  | | Preston Park Museum  Greens Lane Methodist Church | |
| Y5 | **Name two actions Sikhs take in the Gurdwara and explain their meaning**  **Explain how and why the Guru Granth Sahib is treated in the Gurdwara**  Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. | **Explain the meaning of ‘commercial’**  **Provide an answer to the question. Is Christmas too commercial?**  Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. | **Suggest two people/groups who supported Jesus and two people or groups who harmed Jesus**  They make links between religions and describe some similarities and differences both within and between religions. | | **Describe two aspects of Islamic art and explain their meaning**  **Describe two aspects of Christian art and explain their meaning**  Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. | |
| Y6 | **Explain why Sikhs and Hindu’s celebrate Diwali and their differences**  They make links between religions and describe some similarities and differences both within and between religions. | **Compare a moral meaning of Christmas to a commercial meaning of Christmas**  Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. | **Suggest a reason why Judas thought he was doing the right thing**  Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. | | **Offer a supported view as to why art in a religious tradition tends to follow similar characteristics.**  They make links between religions and describe some similarities and differences both within and between religions. | |