



Curriculum Overview

Year Group Progression	Guidance Areas	Autumn		Spring		Summer		Seasonal additional units
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	
EYFS	The children in Early Years begin their RE teaching through their learning in Understanding the World- People and Communities and Understanding the World- The World. The children will explore and understand key religious festivals through their EYFS provision. The festivals include Harvest Festival, Diwali, Chinese New Year, Shrove Tuesday and Easter . The children will explore famous cities, cultures and traditions including their own.							
	Skills- Children in EYFS will recognise different family traditions. They will explore and understand cultural diversity and similarities and differences in our own community. Children will learn about music and dance from around the world and other cultures. They will understand that some people are special to members of their community. They will recognise that people have different beliefs and celebrate special times in different ways.							
Year 1	Topic/Focus	What can we learn about Christians from the church?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?		
	Key knowledge	Christian- A person who follows the Christian religion. Church- A place of worship. Symbols- Cross, Bible, Font Worship- The practice of religion. Vicar- Represents the church.	Jesus- Gift to the world. Gospel story- Story of the Three Wise Men. Three Wise Men- Kings who brought gifts to Jesus. Frankincense, Gold, Myrrh- Special gifts for Jesus.	Jesus- Son of God, healer, miracle worker and a teacher. God- creator, holy. Bethlehem- Place where Jesus was born. Parables- Special stories Jesus told. Nativity- Story of the birth of Jesus.	Easter- The most important event in Christian's calendar. Good Friday- Jesus died on the cross. Easter Sunday- Jesus came back to life.	Buddha- An enlightened teacher (not a God). Siddhartha- A prince who gave up everything to lead a simple life (Buddha). India- A country in South Asia. Kindness- The quality of being friendly, generous and considerate. Compassion- Sympathy for others and their sufferings. Care for all- harm no living thing. Bodhi tree- Symbol of the final enlightenment.		The creation story.
	Key skills	-Recognise features of a church. -Name ways in which Christian's worship.	-Recall the story of the Three Wise Men. -Recognise the words connected with the gifts from the Wise Men.	- Recognise Jesus as special and link it to the birth of Jesus. -Understand Jesus went around telling people about God.	-Recall the story of death and resurrection of Jesus. -Recognise symbols connected with the story. -Understand and discuss	-Recognise different forms of Buddha and name them. -Recall the stories of the 4 sights and The Bodhi Tree. -Understand that Buddha was kind through listening to stories.		



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		<p>-Understand and recognise some of the ways a priest leads Sunday worship.</p> <p>-Recall the Christian story of creation.</p> <p>-Recognise features of a Harvest Festival.</p>	<p>-Recognise that Christians see Jesus as a gift given by God to the world.</p> <p>-Talk about own experiences about giving and receiving gifts.</p>	<p>-Retell the story of the lost sheep.</p> <p>-Understand and explain how Jesus showed power by calming the storm.</p> <p>-Recognise how Jesus is shown as special in pictures, statues, and icons.</p>	<p>how Christians feel both happy and sad about Easter.</p>	<p>-Give own views and suggest reasons to questions raised through their learning.</p>		
Year 2	Topic/Focus	Why is the Bible special to Christians?	What can we learn from the story of St Cuthbert?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?		Christmas
	Key knowledge	<p>Bible- holy book for Christians.</p> <p>God- Father, creator of the world.</p> <p>Harvest Festival- A celebration of the annual harvest where giving to the poor is the primary factor.</p>	<p>St Cuthbert- Anglo Saxon monk and Bishop of Lindisfarne.</p> <p>Lindisfarne- Holy Island</p> <p>St Cuthbert- how his life has an impact then and now.</p> <p>Cathedral- Place of worship.</p> <p>Durham Cathedral- St Cuthbert is buried there and it was built because of St Cuthbert.</p>	<p>Belonging- Belonging to a group/religion.</p> <p>Baptism- Christian ceremony to show belonging to the church.</p> <p>Symbols at a baptism- Christening robe, candle, font, Bible, cross.</p>	<p>Easter- The most important event in Christian's calendar.</p> <p>Lent- The period of 40 days leading up to Easter Day.</p> <p>Shrove Tuesday- Day before lent.</p> <p>Ash Wednesday- First day of Lent.</p> <p>Palm Sunday- Jesus entered Jerusalem.</p> <p>Maunder Thursday- Last supper.</p> <p>Good Friday- Jesus died</p>	<p>Buddha- An enlightened teacher (not a God).</p> <p>Siddhartha- A prince who gave up everything to lead a simple life (Buddha).</p> <p>Buddhist shrine- A special place Buddhist's worship.</p> <p>Meditation- form of worship.</p> <p>Buddhist symbols- Dharma wheel, lotus flower, mandala, palms bowl, prayer beads and flags.</p> <p>Monk- Member of the Buddhist Sangha.</p> <p>Sangha- Buddhist community.</p> <p>Mandala- Special picture made from different symbols.</p>	<p>Nativity Story- The birth of Jesus Christ.</p> <p>Symbol of light- Symbolises the star, the night Jesus was born.</p> <p>Christingle- A lighted candle symbolising Christ as the light of the world.</p>	



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					<p>on the cross.</p> <p>Easter Sunday-Jesus came back to life.</p> <p>Easter symbols- cross, egg, white, gold, purple, flower, wine, Easter Garden.</p>			
	<p>Key skills</p>	<ul style="list-style-type: none"> - Have simple knowledge of some Christian beliefs about the Bible and its importance. - Retell religious stories and have simple knowledge of their significance. - Suggest meanings for religious actions and symbols. - Express their views and give simple reasons to support these, in response to the religious material they learn about. - Recognise that some questions cause people to wonder and are difficult to answer. 	<ul style="list-style-type: none"> - Explain and discuss St Cuthbert's faith and life. - Reflect on own ideas, feelings and experiences. 	<ul style="list-style-type: none"> - Have simple knowledge of practices. - Identify and name some objects and actions connected with the baptism ceremony. - Have simple knowledge of beliefs: - Know parent/godparents promise to God. - Understand being a Christian. - Know Christians beliefs about raising their children as Christian. 	<ul style="list-style-type: none"> - Identify some features and objects found in churches at Easter. - Identify some Easter practices in churches. - Recall story of Good Friday and Easter Day. - Recall some other events in the Easter story. 	<ul style="list-style-type: none"> - Explain and discuss Buddhist's way of life and their faith. - Link and reflect on Buddhism to their own beliefs, feelings and ideas. 	<ul style="list-style-type: none"> - Retell the Nativity story and suggest meaning for symbols of light in story. - Identify and suggest meaning for Christingle symbols. - Reflect on their own experience and feelings connected with light and be aware of other people's feelings. 	



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Year 3	Topic/Focus	How do Hindu's worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe?		
	Key knowledge	<p>Diwali celebration- Hindu celebration of light.</p> <p>Hindu Shrine- Significant place in Hindus homes.</p> <p>Puja- A worship ritual performed by Hindus.</p> <p>Mandir- A Hindu temple.</p> <p>Rama and Sita Story- Good vs evil</p>	<p>Advent-The first season of the church year leading up to Christmas.</p> <p>Solemn-A religious sanction.</p> <p>Prophets-Speaks on behalf of God.</p> <p>Isaiah- A prophet.</p> <p>Alter cloth-A stiffened square card covered with white linen.</p>	<p>Worship- The practice of religion.</p> <p>Symbols- Cross, crucifix, candles.</p> <p>Churches- Roman Catholic Church, Baptist Church, Salvation Army Citadel</p> <p>Denominations- A branch of the Christian church.</p>	<p>Palm Sunday- Jesus entered Jerusalem.</p> <p>Maundy Thursday- The last supper.</p> <p>Good Friday- Jesus killed on the cross.</p> <p>Messiah- A leader seen as a saviour.</p> <p>Jesus- King to the people.</p> <p>Easter- The most important Christian celebration.</p> <p>Lent- 40 days leading up to Easter day.</p> <p>Shrove Tuesday- Day before lent begins.</p> <p>Ash Wednesday- First day of lent.</p>	<p>Brahman- Hindu's one God, worshipped in different forms (<i>Brahma, Vishnu, Krishna</i>)</p> <p>Karma-The result of a person's actions.</p> <p>Ahimsa- Respect for forms of life.</p> <p>Reincarnation- Life after death.</p> <p>Atman- Individual soul.</p> <p>Consequence- A result or effect of an action.</p> <p>Trimurti-Triad of the three Gods.</p> <p>Ganesh-Elephant headed Hindu God of beginnings.</p>		
	Key skills	<p>-Describe a home shrine and how Hindus worship there.</p> <p>-Tell the Diwali story using the correct vocabulary.</p> <p>-Describe and understand the</p>	<p>-Describe key features of Advent and how it is celebrated.</p> <p>-Make links between these features and beliefs about Jesus and the Christmas Story.</p> <p>-Make links between beliefs expressed through Bible passages.</p>	<p>-Recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel.</p>	<p>-Describe what happened when Jesus entered Jerusalem.</p> <p>- Describe Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem.</p> <p>-Describe ways in which</p>	<p>-Describe Hindu beliefs about God.</p> <p>- Suggest meanings for some of the symbols connected with Hindu murtis.</p> <p>-Describe simply Hindu belief in reincarnation, karma, ahimsa.</p> <p>-Give examples of how these beliefs affect what Hindus do.</p> <p>- Express their own views, giving plausible reasons to</p>		



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		features of the mandir. -Make links between Hindu worship, beliefs they express and stories. -Recognise and respect other people's opinions. -Raise and explore questions and support these with reasons.	-Reflect on their own values, beliefs and feelings about Christmas.	- Describe some of the objects/actions found in churches and how they are used in worship. -Describe simply the meaning of these objects/actions.	Christians remember Palm Sunday today. --Ask questions about the Palm Sunday story, give their views and give reasons.	questions raised, showing some awareness of differing views.		
Year 4	Topic/Focus	Why is the Bible important to Christians?	Why do Christians call Jesus the 'Light of the World'?	What do Christians believe about Jesus?	Why is lent important?	How and why do people show care for others?	Why do people visit Durham Cathedral?	
	Key knowledge	Bible- Christian holy book. Sacred- Connected with God. Salvation- The act of saving or protecting from harm. Old Testament- The first part of the Christian Bible. New Testament- The second part of the Christian Bible. God- Creator of the world.	Jesus- Son of God, saviour, and light of the world. Advent ring- Symbolises the passage of the four weeks. Christmas story- Birth of Jesus. Nativity- Story of the birth of Jesus.	Jesus- Son of God, teacher, miracle worker, life changer. Gospels- The teaching of Christ. Disciples- A personal follower of Christ. Passover- The Jewish Spring festival honouring the freedom of the Israelites, -Parables- A short story told to teach a moral or religious lesson.	Lent- 40 days leading up to Easter day where Christians pray, fast, give money to charities and give up some things they do for pleasure, Temptation- Having a strong desire to do something wrong or unwise.	Good deeds- Something done, performed or accomplished for the benefit of others. Islam- Religion of the Muslims. Muslims worship Allah. Qur'an- The Islamic sacred book. Humanism- A set of ideas how people should live and act. People following this theory are called humanists. Christianity- People who believe that Jesus Christ is the Son of God.	Northern Saints- Collection of six walking trails based on ancient pilgrimage routes. The Venerable Bede (St Bede) - Monk and early historian for the Church of England. He was a member of the sister Northumbrian monasteries of Monkwearmouth-Jarrow. St Cuthbert- Anglo Saxon monk and Bishop of Lindisfame. St Aiden- The founder and first bishop of the monastery on the island of Lindisfame.	



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		<p>Authority-The right to give orders and make decisions.</p> <p>Incarnation-A person who embodies a spirit.</p>				<p>Community-A group of people who may have common interests.</p>	<p>St Hild- Christian saint who was a British abbess and nun in the middle ages.</p> <p>Durham Cathedral- The cathedral church of Christ.</p> <p>Holy Island- Lindisfarne.</p> <p>Pilgrimage- A journey to a holy place.</p>	
	Key skills	<p>-Describe what is in the Bible and how it is used.</p> <p>-Understand how the Bible helps Christians.</p> <p>-Describe similarities and differences in how the Bible is interpreted.</p> <p>-Describe the Big Story of Christianity shown through the Bible.</p> <p>-Compare questions raised about the Bible.</p>	<p>-Express views on the Christmas story and its relevance today.</p> <p>-Reflect on own experiences in relation to the Advent Ring.</p> <p>-Understand how the symbol of light is used in the Christmas story.</p> <p>-Explain why Jesus is seen as 'Light of the World'.</p>	<p>-Describe some of the events in the life of Jesus.</p> <p>-Describe and understand some of the Christian beliefs about Jesus through these events.</p> <p>-Show how these beliefs have had an impact on Christians today.</p> <p>-Ask questions connected with their learning.</p>	<p>-Describe some ways Christians keep Lent today.</p> <p>-Know and understand what happened when Jesus was tempted in the desert.</p> <p>-Make links between Jesus' period in the desert and Lent today.</p> <p>-Reflect on personal experiences of temptation.</p>	<p>-Contrast differing religious and non-religious views on the subject 'caring for others'.</p> <p>-Consider what Christians and Muslims say about caring for others.</p> <p>-Compare and identify patterns between religious and non-religious beliefs.</p> <p>-Ask and explore relevant questions.</p> <p>-Recognise that others may hold different opinions.</p>	<p>-Describe some of the features of Durham Cathedral and their significance.</p> <p>-Describe and explain the ways the Cathedral is used for Christian worship and pilgrimage.</p> <p>-Raise questions and discuss ideas, giving opinions with reasons.</p> <p>-Know about the varying reasons people visit Durham Cathedral.</p> <p>-Describe the significance and influence of St Cuthbert and The Venerable Bede.</p>	



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Year 5	Topic/Focus	<p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p>	<p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p>	<p>Why is the last supper important?</p>	<p>Why do people use rituals today?</p>	<p>How are Jewish beliefs expressed in the home?</p>	
	Key knowledge	<p>Judaism- The religion of the Jewish people.</p> <p>Moses- Considered the most important prophet in Judaism.</p> <p>Torah- The holy script of Judaism.</p> <p>Ten Commandments- Set of 10 principles from the Bible, which play an important role in Judaism and Christianity.</p> <p>Bar Mitzvah- Coming of age ritual in Judaism for boys.</p> <p>Bat Mitzvah- Coming of age ritual in Judaism for girls.</p> <p>Sukkot- Holiday from the Torah, celebrated for seven days in</p>	<p>Secular- Not linked with religion or the church and not belonging to a religious order.</p>	<p>God- creator, protector, powerful, eternal and a saviour.</p> <p>Alpha and Omega- The first and last letters in the Greek alphabet, suggesting that God includes all that can be.</p> <p>Metaphor- Word or a phrase applied to an object to which it is not literally applicable.</p> <p>Infinite- Limitless or endless.</p>	<p>Holy week- Marks the final week of the season of Lent.</p> <p>Palm Sunday- Entry into Jerusalem</p> <p>Maunder Thursday (The Last Supper)</p> <p>Good Friday- Jesus' arrest and trial crucifixion.</p> <p>Easter Sunday- Resurrection.</p> <p>Eucharist- The Christian service commemorating the Last Supper.</p>	<p>Ritual- A religious ceremony consisting of a series of actions performed.</p> <p>Salah- Prayers performed by Muslims.</p> <p>Eucharist- The Christian service commemorating the Last Supper.</p> <p>Pesach- The Jewish festival Passover.</p>	<p>Mezuzah- A parchment inscribed with religious texts and attached in a case to the door of a Jewish house as a sign of faith.</p> <p>Treif- Unkosher.</p> <p>Siddur- A Jewish prayer book containing prayers.</p> <p>Shabbat- The Sabbath. The day of rest.</p> <p>Challah- A plaited loaf of white leavened bread, baked to celebrate the Jewish Sabbath.</p> <p>Kosher- The way food is sold, cooked or eaten which satisfies the requirements of Jewish law.</p> <p>Kashrut- A set of dietary laws dealing with the foods that Jews are permitted to eat and how those foods must be prepared according to the Jewish law.</p>	



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		September. Celebrated for the Israelites commended to make a pilgrimage to the Temple at Jerusalem.						
	Key skills	<p>-Demonstrate detailed knowledge and understanding of the links between Jewish beliefs in God and Moses.</p> <p>-Respond to questions about Jewish rules and rituals, expressing their own views.</p> <p>-Understand different views and be able to give reasons to support an opposing view.</p>	<p>-Show understanding of the key themes of love, peace, light over darkness, goodwill, joy and giving.</p> <p>-Explore their own feelings, ideas and experiences about these themes and develop empathy for those with differing experiences.</p> <p>-Consider whether Christmas should be celebrated regardless of faith.</p>	<p>-Know and Understand the importance of Holy Week and the events.</p> <p>-Show understanding of key events.</p> <p>-Describe and show understanding of what happened at The Last Supper and what Christians do today at the Eucharist service.</p> <p>-Ask questions, give views and back up with reasons.</p>	<p>-Demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols and other forms of Christian expression.</p> <p>-Suggest meanings for some of the ways in which beliefs about God are represented in art/symbols.</p> <p>-Respond to questions about Christian belief in God.</p>	<p>-Show knowledge and understanding of what a ritual is.</p> <p>-Show detailed knowledge and understanding of features and beliefs expressed in Christian Eucharist, Muslim ritual prayer and the Jewish Pesach meal.</p> <p>-Raise and explore questions relating to the study of rituals.</p>	<p>-Show knowledge and understanding of what expression of belief is.</p> <p>-Understand the features of Jewish daily life.</p> <p>-Raise and explore questions relating to the sacrifices made by Jewish families.</p>	
Year 6	Topic/Focus	<p>What can we learn about religious diversity in our area?</p> <p>What can we learn about a local Muslim community?</p>	What do the gospels tell us about the birth of Jesus?	Why should people with a religious faith care about the environment?	Why are Good Friday and Easter Sunday the most important days for Christians?	What do we know now about Christianity?		
	Key knowledge	Diversity- The practice of including people from a range of different	<p>-Gospels- The teaching of Christ.</p> <p>-Interpretation- The action of explaining the</p>	<p>Stewardship- The job of supervising or taking care of something.</p> <p>Environment- The</p>	<p>Good Friday- Jesus was crucified.</p> <p>Resurrection- The rising from the dead.</p>	<p>Belief- key Christian beliefs including beliefs about God, Jesus, human life, love and forgiveness.</p> <p>Authority- the sources that help Christians in their beliefs, attitudes and actions e.g. Bible, person of</p>		



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		backgrounds. Respect- Admiration for someone or something based on abilities, quantities or achievements. Tolerance- Acceptance of others opinions and behaviours. Worldviews- A philosophy of life or conception of the world. Stereotype- An idea of a particular type of person or thing.	meaning of something. -Nativity- The birth of Jesus Christ.	surroundings or conditions in which a person, animal or plant operates. Natural World- All animals and plants existing in nature and not made or caused by people.	Easter Sunday- Also known as resurrection day, the day Jesus came back to life. Crucifixion- An ancient form of execution in which a person is nailed to a cross. Despair- The loss of all hope. Hope- An optimistic state of mind, expecting a positive outcome.	Jesus, church leaders. Expression- how Christians express their beliefs through worship, ritual, symbols, ceremonies. Impact- the difference that belief makes to how Christians think feel and act Trinity- The state of being three. Beatitudes- a title given to patriarchs in the Orthodox Church. Diversity- The practice of including people from a range of different backgrounds.		
Key skills	-Identify connections between different religions and worldviews. -Identify religions and denominations in the local area. -Consider similarities and differences between different religions.	-Describe the similarities and differences in the gospel birth stories. -Show understanding of the intentions of the gospel writers in the birth stories and the beliefs they show about Jesus. -Show understanding of the words true and truth in the context of the birth stories.	-Understand some of the beliefs and teachings of Christianity, Buddhism and Islam linked to the natural world. -Describe some of the similarities and differences between teachings and actions across religions. -Ask questions raised by the teachings of religions.	-Investigate and enquire and ask relevant questions. -Interpretate and draw meanings. -Give an informed opinion and express personal viewpoints. -Think reflectively about feelings and beliefs, considering the feelings of others.	- Investigate and ask questions using different sources to gather information. -Link RE concepts together, drawing meaning from artefacts and biblical passages. -Give informed opinions. -Reflect and respond about own feelings and ideas. -Demonstrate detailed knowledge and understanding of belief, authority, expressions of belief and impact of belief in Christianity. -Respect and recognise other people's beliefs and practices.			



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		<p>-Know and understand what diversity is and why it is important.</p> <p>-Discuss similarities and differences in attitudes and how negative stereotypes can be tackled.</p> <p>-Raise and explore important questions relating to the study of diversity.</p>	<p>-Express their own views and give sound reasons to questions.</p>	<p>-Express and support their own views and give reasons to support opposing views.</p> <p>-Reflect on their own feelings and values in relation to care for the natural world.</p>	<p>-Ask and respond to questions about the beliefs of Good Friday and Easter Sunday.</p> <p>-</p>			