



The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools

Executive Headteacher – Mrs Marie Mann

Blessed is the one who trusts in the Lord, whose confidence is in him.
 They will be like a tree planted by the water that sends out its roots by the stream.
 It does not fear when heat comes; its leaves are always green.
 It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

A PLACE TO LEARN, LOVE & GROW

Religious Education Long Term Plan Overview

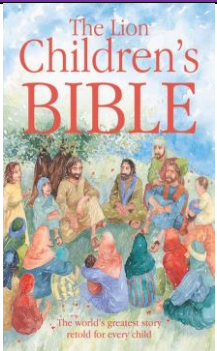


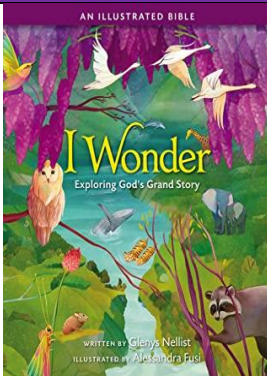
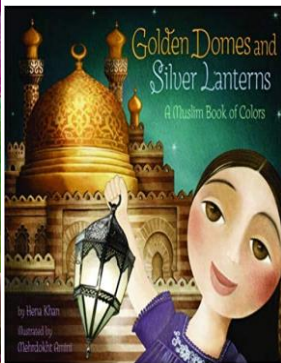
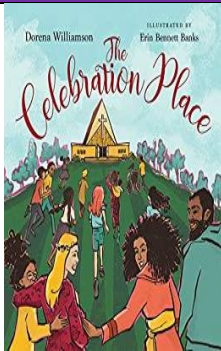
Cycle A	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	- F4 (NYCC) Which times are special and why? - Incarnation (UC): Why do Christians perform Nativity plays?	NYCC 1.4: What can we learn from sacred books? Incarnation UC 1.3: Why does Christmas matter to Christians?	NYCC 2.5 Why are festivals important to religious communities? (Focus on Christianity and Hinduism, recap Judaism) Incarnation UC 2.3 What is the Trinity?	NYCC 2.3 What do Religions say to us when life gets hard? (Christians, Hindus and non-religious) UC 2.8b Kingdom of God: What kind of King was Jesus?
Spring	- F2 (NYCC) Which people are special and why? - Salvation (UC): Why do Christians put a cross in an Easter Garden?	NYCC 1.7: What does it mean to belong to a faith community? Creation UC1.2: Who made the world?	NYCC 2.8 What does it mean to be a Hindu in Britain today? Salvation UC 2.5 Why do Christians call the day Jesus died 'Good Friday'?	NYCC U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? Hindus, Christians and Muslims. UC 2.6b What did Jesus do to save human beings?
Summer	- F3 (NYCC) – Which places are special and why? - God/Creation (UC): Why is the word 'God' so important to Christians?	NYCC 1.5: What makes some places sacred? God UC1.1: What do Christians believe God is like?	Creation UC2.1 What do Christians learn from the Creation Story? NYCC 2.6 Why do some people think that life is a journey? What significant experiences mark this? (Focus on Christian and Hindu journeys)	UC 2.3b How can following God bring freedom and justice? NYCC U2.4 If God is everywhere, why go to a place of worship? (Places of worship – Christians, Hindus and Jewish people)

Cycle B	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	- F4 (NYCC) Which times are special and why? - Incarnation (UC): Why do Christians perform Nativity plays?	Believing NYCC 1.3: Who is a Jewish and what do they believe? NYCC1.6: How and why do we celebrate special and sacred times?	UC 2.2a People of God: What is it like to follow God? NYCC 2.1 What do different people believe about God? (focus on Christianity and Muslims)	NYCC U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious) UC 2.4b Was Jesus the Messiah?
Spring	- F2 (NYCC) Which people are special and why? - Salvation (UC): Why do Christians put a cross in an Easter Garden?	NYCC 1.8 How should we care for others and the world, and why does it matter? Salvation (UC1.5): Why does Easter matter to Christians?	NYCC 2.4 Why do people pray? (Focus on how Christians and Muslims pray, link back to previous year's work on Hinduism) Gospel UC2.4 What kind of world did Jesus want?	UC 2.2b Creation and science: conflicting or complementary? UC 2.7b What difference does the resurrection make for Christians?
Summer	- F3 (NYCC) – Which places are special and why? - God/Creation (UC): Why is the word 'God' so important to Christians?	Gospel (UC 1.4) What is the good news that Jesus brings? NYCC 1.1 Who is a Christian and what do they believe?	NYCC 2.9 What can we learn from religions about deciding what is right and wrong? (Christian, Jewish people, non-religious e.g. Humanists) UC 2.6a Kingdom of God: When Jesus left, what was the impact of Pentecost?	UC 2.1b What does it mean if God is holy and loving? NYCC U2.6 What does it mean to be a Muslim in Britain today?


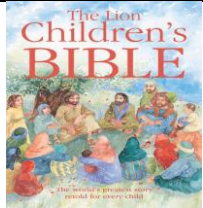
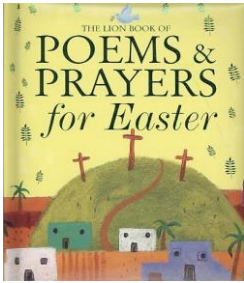
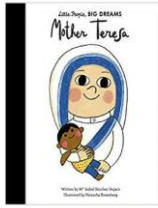
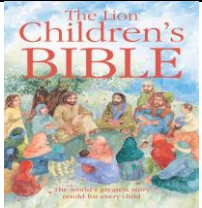
The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression EYFS

Understanding the World (RE)	Development Matters (Guidance)	ELG (Statutory Framework)	How this achieved in EYFS	Knowledge, skills and vocabulary: By the end of EYFS the children will know...
	<p>Reception:</p> <ul style="list-style-type: none"> • Build constructive & respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance • Be tolerant of others • Listen to and talk about stories to build familiarity and understanding. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>ELG People, Culture & Communities.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. <p>ELG Building relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> • Daily worship • End of the day prayer (CW) • Discuss and share family celebrations such as Christmas and birthdays. • Who lives and works in our community? • Vision and Values • Children explore alternative festivals and celebrations through topic learning eg Diwali, Hanukkah, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night. • National festivals explored including Remembrance Day. • Share stories from around the world – discuss similarities and differences seen. • Who loves me? Look at families/Community/School (Link PSHE) • Looking at RE through Art. • Sharing bible stories • Role playing stories from the bible. • Music and songs 	<p>Knowledge:</p> <p>God/Creation – I know that...</p> <ul style="list-style-type: none"> • Christians believe that God created the heavens and the earth. • Christians believe that they must treat God's name with respect. • They believe that the earth and everything in it belongs to God and that he gave them special jobs to do. Adam was given a special job to care for the animals. • Jesus told stories or parables about how much God loves Christians. <p>Incarnation – I know that...</p> <ul style="list-style-type: none"> • The key events from the nativity story. • That stories have changed over time and that we must go back to the original texts to understand what happened. • Understand why people perform nativity plays and where the first ones came from. • Jesus welcomes everyone even the little children. • Jesus loves everyone so much. <p>Salvation – I know that...</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. <p>Skills:</p> <p>Retell some stories, talking about what they say about the world, God, human beings. Recall simply what happens at a Christian festival. Think, talk and ask questions about different religions and festivals studied.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • God/Creation God Creation, Adam, Eve, Animals, Respect, Believe, Stewardship, Parables, Pearl, Precious, • Incarnation Jesus, Christmas, Heaven, God, Wise men, Magi, Shepherds, Nativity, Incarnation, Human, God, Saviour, Herod, World, • Salvation Jesus, God, Salvation, Cross, Disciples, Donkey, Hosanna, Palm, leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan. • Thematic units Special Stories Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression Key Stage 1

		Autumn Term What can we learn from sacred books? Why does Christmas matter to Christians?	Spring Term What does it mean to belong to a faith community? Who made the world?	Summer Term What makes some places sacred? What do Christians believe God is like?
YEAR 1 & 2 CYCLE A	High Quality texts	  	 	
	Enrichment Opportunities	Invite Rev Jeff into school to talk about sacred books A visit to church to find out how Christmas is celebrated. Nativity play	Enrichment Day – Outdoor learning/Forest school Getting creative with Creation: a day of music, drama and arts work that uses the wonders of the natural world, creation stories from Genesis. Using nature to create art.	Visit to the local church or Mosque.
	Cross Curricular, link to school vision and values, British Values	-Speaking and listening - develop empathy and understanding (e.g. hot seating, drama) -Nativity Play -Collective Worship	- Music listening skills - Appreciation of artwork on creation. - English	-Appreciation of places of worship/Artwork -Speaking and listening - develop empathy and understanding (e.g. hot seating, drama)
	Knowledge (National Curriculum links)	Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions

	<ul style="list-style-type: none"> • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) 	<p>used in churches, mosques and/or synagogues show what people believe (B2).</p> <ul style="list-style-type: none"> • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).
Skills	<p>Year 1</p> <ul style="list-style-type: none"> - Retell a religious story and talk about it. - Recall and name different beliefs and practices including festival, worship rituals and ways of life. - Think about the special things that happen to them and others. <p>Year 2</p> <ul style="list-style-type: none"> - Retell a religious story and suggest meanings to some religious and moral stories. - Ask and respond to questions about why religious communities do different things. - Discuss sacred writings and sources of wisdom. 	<p>Year 1</p> <ul style="list-style-type: none"> - Recall and name different beliefs and practices, including festival, worship rituals and ways of life. - Recognise religious art, symbols and words and talk about them. - Think about the special things that happen to them and others. <p>Year 2</p> <ul style="list-style-type: none"> - Ask and respond to questions about why religious communities do different things. - Recognise that religious symbols, words and actions express a community way of living. - Explore questions about meaning and truth. 	<p>Year 1</p> <ul style="list-style-type: none"> - Recall and name different beliefs and practices including festival, worship rituals and ways of life. - Think about what is important to them and to other people. <p>Year 2</p> <ul style="list-style-type: none"> - Ask and respond to questions about why religious communities do different things. - Begin to express their ideas and opinions and to recognise there could be more than one answer.
Vocabulary	<p>Church, - altar, font, lectern, pulpit. Mosque – prayer mat, mihrab, Mecca Synagogue – Jewish, ark, scrolls, bimah, Torah, Noah. sacred, holy, prayer, Respect, Rules Nativity, Bethlehem, Angel Gabriel, Saviour, Innkeeper, Stable Manger, Shepherd, Gold, Frankincense, Myrrh</p>	<p>Faith, prayer, community, ceremony, baptism, Christian, Jews, Muslim, naming ceremony, Bar Mitzah, Bat Mitzvah (a ceremony where a Jewish girl becomes an adult), Rites of passage.</p>	<p>Christian beliefs, worship, forgiving, king, parable, bible.</p>

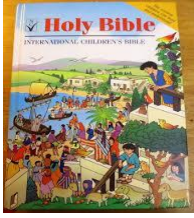
		Autumn Term	Spring Term	Summer Term
		Who is a Jewish and what do they believe? How and why do we celebrate special and sacred times?	How should we care for others and the world, and why does it matter? Why does Easter matter to Christians?	What is the good news that Jesus brings? Who is a Christian and what do they believe?
YEAR 1 & 2 CYCLE B	High Quality texts	 	 	
	Enrichment Opportunities	<p>Invite Rev Jeff into school to talk about Christmas. A visit to church to find out how Christmas is celebrated. Harvest festival Nativity play</p>	<p>A visit to the local church. Look at the Stations of the cross and how our local place of worship celebrates Easter.</p>	<p>- A visit from Rev Jeff to talk about what is the good news that Jesus brings?</p>
	Cross Curricular, link to school vision and values, British Values	<ul style="list-style-type: none"> -Speaking and listening - develop empathy and understanding (e.g. hot seating, drama) -Nativity Play - music -Collective Worship - History 	<ul style="list-style-type: none"> - Speaking and listening - develop empathy and understanding - Art and music – the story of Holy Week through art and music. - PSHE - History - Geography - ICT (booklet) 	<ul style="list-style-type: none"> - English - PSHE
	Knowledge (National Curriculum links)	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <ul style="list-style-type: none"> • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Identify some ways Christians celebrate Christmas /Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <ul style="list-style-type: none"> • Re-tell stories connected with Christmas/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <ul style="list-style-type: none"> • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1).
	Skills	<p>Year 1</p> <ul style="list-style-type: none"> - Retell a religious story and talk about it. - Think about the special things that happen to them and others. 	<p>Year 1</p> <ul style="list-style-type: none"> - Think about the special things that happen to them and others. - Recognise religious art, symbols and words and talk about 	<p>Year 1</p> <ul style="list-style-type: none"> - Recognise religious art, symbols and words and talk about them.

		<p>Year 2</p> <ul style="list-style-type: none"> - Retell a religious story and suggest meanings to some religious and moral stories. - Discuss sacred writings and sources of wisdom 	<p>them.</p> <p>Begin to ask questions about the faith communities in their school.</p> <p>Year 2</p> <ul style="list-style-type: none"> - Explore questions about meaning and truth. - Recognise that religious symbols, words and actions express a community way of living. - Notice and respond sensitively to some similarities between different religious and worldviews. 	<ul style="list-style-type: none"> - Think about what is important to them and to other people. <p>Year 2</p> <ul style="list-style-type: none"> - Recognise that religious symbols, words and actions express a community way of living. - Begin to express their ideas and opinions and to recognise there could be more than one answer
	<p>Vocabulary</p>	<p>Jewish person Star of David Symbol Mezuzah Scroll Shema Shabbat Shalom Torah Hebrew Synagogue Rabbi Challah Seder meal Chanukah Chanukiah Dreidel Oil Kippah</p> <p>Celebrate Festival Decoration Symbol Rejoicing</p>	<p>Unique Important Teachings Values Benefits Responsibilities Caring Gifts Serving Alms Zakat Charity Tzedakah Inspired</p> <p>Mother Theresa Dr Barnardo Creation Spoiled Environment</p> <p>Weeping Easter Holy Week Jerusalem Palm Sunday Last Supper</p> <p>Betrayal Arrested Denial Good Friday Crucifixion Tomb Easter Sunday Resurrection Pesach (Passover) Moses Exodus Slave Pharaoh Plague</p>	<p>Gospel Christians Jesus Poor Jesus' teachings Bible peace Forgiveness Good News Prayer New Testament</p> <p>Symbol Message Teaching Belief Good Bad Right Wrong Role Miracle Lord's Prayer Forgive Temptation Sin Heaven</p>

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression Lower Key Stage 2

YEAR 3 & 4 CYCLE A		<p>Autumn Term NYCC 2.5 Why are festivals important to religious communities? (Focus on Christianity and Hinduism, recap Judaism) Incarnation UC 2.3 What is the Trinity?</p>	<p>Spring Term NYCC 2.8 What does it mean to be a Hindu in Britain today? Salvation UC 2.5 Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Summer Term Creation UC2.1 What do Christians learn from the Creation Story? NYCC 2.6 Why do some people think that life is a journey? What significant experiences mark this? (Focus on Christian and Hindu journeys)</p>
	High Quality texts			
	Enrichment Opportunities	Visit from Rev Jeff to talk about the Trinity.	<p>Enrichment Day Easter: did he really? Set up an experiential set of reflective 'stations' that tells the story of Maundy Thursday, Good Friday and Easter Sunday. Explore the experience of Jesus' followers in the narrative through story, drama, music, drawing, poems, sculpture and reflection. Get pupils to create their own drama or speaking performances on the human themes of betrayal, loneliness, suffering, despair and hope.</p>	<p>Enrichment Day – Forest school Getting creative with Creation: a day of music, drama and arts work that uses the wonders of the natural world, creation stories from Genesis. Outdoor learning, being creative and using Gods creation to produce art, drama etc.</p>
	Cross Curricular, link to school vision and values, British Values	<p>Art and Music – Using art and music as a lesson starter. English– The story of Rama and Sita PSHE eco waste creations Art Make rangoli patterns</p> 	<p>-Speaking and listening - develop empathy and understanding (e.g. hot seating, drama) English History Art, drama and music.</p>	<p>Art through creation Creation through music</p>
	Knowledge (National Curriculum links)	<p>Learn about religion and belief (AT1) Beliefs, teachings and sources • Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study; Practices and lifestyles • Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; Learn from religion and belief (AT2)</p>	<p>Learn from religion and belief (AT2) Meaning, purpose and truth • Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives;</p>	<p>Learn about religion and belief (AT1) Beliefs, teachings and sources • Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study; Practices and lifestyles Learn about religion and belief (AT1) Expressing meaning • Pupils will find out about and consider different forms of</p>

	<p>Identity, diversity and belonging</p> <ul style="list-style-type: none"> • Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; <p>Meaning, purpose and truth</p> <ul style="list-style-type: none"> • Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; 		<p>religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages.</p>
Skills	<p>Investigate</p> <ul style="list-style-type: none"> • gather information from a variety of sources • ask relevant questions • know what may be appropriate information. <p>Interpret</p> <ul style="list-style-type: none"> • draw meaning from artefacts, symbols, stories, works of art and poetry • interpret religious language • suggest meanings of religious texts. 	<p>Investigate</p> <ul style="list-style-type: none"> • gather information from a variety of sources • ask relevant questions • know what may be appropriate information. <p>Interpret</p> <ul style="list-style-type: none"> • draw meaning from artefacts, symbols, stories, works of art and poetry • interpret religious language • suggest meanings of religious texts 	<p>Investigate</p> <ul style="list-style-type: none"> • gather information from a variety of sources • ask relevant questions • know what may be appropriate information. <p>Interpret</p> <ul style="list-style-type: none"> • draw meaning from artefacts, symbols, stories, works of art and poetry • interpret religious language • suggest meanings of religious texts <p>Empathise</p> <ul style="list-style-type: none"> • consider the thoughts, feelings, experiences, beliefs and values of others • see the world through someone else's eyes • develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy
Vocabulary	<p>Rules Commands Guides Guidance Jewish People Ten Commandments Community Jesus God the Father God the son God the Holy Spirit Incarnation</p>	<p>Hindu, Mandir, Aum, Brahman, Vedas Good Friday Easter Crucifixion Messiah disciple salvation tomb forgiveness apostles last supper</p>	<p>Creation God ceremonies faith cleansing baptism bible Christians Hindu reincarnation sacraments Moksha</p>

		Autumn Term	Spring Term	Summer Term
		UC 2.2a People of God: What is it like to follow God? NYCC 2.1 What do different people believe about God? (focus on Christianity and Muslims)	Why do people pray? (Focus on how Christians and Muslims pray, link back to previous year's work on Hinduism) Gospel UC2.4 What kind of world did Jesus want?	NYCC 2.9 What can we learn from religions about deciding what is right and wrong? (Christian, Jewish people, non-religious e.g. Humanists) UC 2.6a Kingdom of God: When Jesus left, what was the impact of Pentecost?
YEAR 3 & 4 CYCLE B	High Quality texts	 		
	Enrichment Opportunities		High impact RE day -Global Citizenship – exploring the problems of inequality and poverty, and finding out how a charity like Christian Aid makes a difference for those whose lives are damaged by war or famine. Pupils take part in role play to decide how a charity should use its funds and consider: Who in our class is going to change the world? How? Why? What makes a person able to make a difference in a world of need?	Good and bad, right and wrong; how do we decide? Use philosophy for children to explore this idea to lead to a formal debate.
	Cross Curricular, link to school vision and values, British Values	PSHE Art and Music English	Global neighbours	Artwork – Pentecost Music – Pentecost English History PSHE
	Knowledge (National Curriculum links)	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	<ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3).
	Skills	Year 3 - make links between beliefs, stories and practices - identify the impacts of beliefs and practices - investigate and connect features of religions and beliefs Year 4 - Describe similarities and differences within and between religions and beliefs.	Year 3 - identify similarities and differences between religions and beliefs - ask significant questions about religions and beliefs Year 4 - Describe the impact of beliefs and practices on individuals, groups and communities	Year 3 - describe and suggest meanings for symbols and other forms of religious expression. Year 4 - Comment on connections between questions, beliefs, values and practices
	Vocabulary	Harvest Festival, Advent, Messiah, Christ, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, heaven, nativity. Allah, Prophet Muhammad, Qur'an, Hadith, Sunnah, Mosque, Muslim, Islamic Eid	Jesus, prayer, reflection, Allah, Muhammad, Bible, Qur'an, Mosque, Church, service, Christian, Mosque, Islamic, 5 pillars, zakat, adhan (call to prayer)	Ten commandments, the Golden rule, Christianity, Humanists, The Beatitudes, Judaism, traditions,

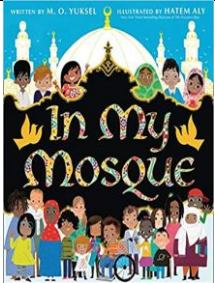

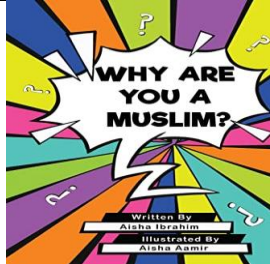
The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools

Curriculum Progression Upper Key Stage 2

		Autumn Term	Spring Term	Summer Term
		<p>NYCC 2.3 What do Religions say to us when life gets hard? (Christians, Hindus and non-religious)</p> <p>UC 2.8b Kingdom of God: What kind of King was Jesus?</p>	<p>NYCC U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? Hindus, Christians and Muslims.</p> <p>UC 2.6b What did Jesus do to save human beings?</p>	<p>UC 2.3b How can following God bring freedom and justice?</p> <p>NYCC U2.4 Ig God is everywhere, why go to a place of worship? (Places of worship – Christians, Hindus and Jewish people)</p>
High Quality texts				
Enrichment Opportunities		<p>Visit to church to celebrate Harvest Festival – link to when life gets hard, what do religions say?</p>	<p>Enrichment Day Easter: did he really? Set up an experiential set of reflective 'stations' that tells the story of Maundy Thursday, Good Friday and Easter Sunday. Explore the experience of Jesus' followers in the narrative through story, drama, music, drawing, poems, sculpture and reflection. Get pupils to create their own drama or speaking performances on the human themes of betrayal, loneliness, suffering, despair and hope.</p>	<p>Visit to Sinai synagogue in Leeds – explanation of the role of the synagogue in the lives of Jewish people, their traditions and festivals. Look at the Torah scrolls.</p>
Cross Curricular, link to school vision and values, British Values		<p>Global neighbours What do you do when life gets hard? History Speaking and listening - develop empathy and understanding (e.g. hot seating, drama)</p>	<p>History – Gandhi</p>	<p>British Values - Freedom and justice Art and music through places of worship English</p>
Knowledge (National Curriculum links)		<p>Learn about religion and belief (AT1)</p> <ul style="list-style-type: none"> • Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study; <p>Learn from religion and belief (AT2)</p> <ul style="list-style-type: none"> • Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; 	<p>Learn about religion and belief (AT1)</p> <ul style="list-style-type: none"> • Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; <p>Learn from religion and belief (AT2)</p> <ul style="list-style-type: none"> • Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; 	<p>Learn about religion and belief (AT1)</p> <ul style="list-style-type: none"> • Pupils will find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages. <p>Learn from religion and belief (AT2)</p> <ul style="list-style-type: none"> • Pupils will explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully.
Skills		<p>Year 5</p> <ul style="list-style-type: none"> • gather information from a variety of sources 	<p>Year 5</p> <ul style="list-style-type: none"> • gather information from a variety of sources 	<p>Year 5</p> <ul style="list-style-type: none"> • explain concepts, rituals and practices

YEAR 5 & 6 CYCLE A

	<ul style="list-style-type: none"> • ask relevant questions • know what may be appropriate information. • ponder on feelings, relationships, experience ultimate questions, beliefs and practices • think and speak carefully about religious and spiritual topics • consider the thoughts, feelings, experiences, beliefs and values of others • see the world through someone else's eyes • develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy <p>Year 6</p> <p>- Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth</p>	<ul style="list-style-type: none"> • ask relevant questions • know what may be appropriate information. <p>Year 6</p> <ul style="list-style-type: none"> • draw conclusions by reference to different views and using reason to support own ideas • debate issues of religious significance with reference to experience, evidence and argument. <p>- Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues.</p> <p>- Reflect on their own ideas</p>	<ul style="list-style-type: none"> • identify and express matters of deep concern by a variety of means, not only through words • respond to religious issues through a variety of media <p>Year 6</p> <p>- Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.</p>
Vocabulary	<p>Life Death Suffering Reflect Spirit Soul Faith Bereaved Life after death Afterlife Judgement Heaven Salvation Karma Reincarnation Moksha Liturgies Meditations Funeral Eulogy Jesus King God</p>	<p>Commitment Ahimsa harmless Karma reincarnation Gandhi liberation acts of service grace unconditional love forgiveness resurrection submission Gandhi Last Supper meditation prayer The night of ascent The road to Makkah Ummah pilgrimage Zakat Sunni</p>	<p>Place of worship Anglican Church Baptist Church Immersion Lord's Supper Pastor Holy Communion Bread & Wine Lectern Congregation Font Altar Priest Mandir Deity / Murti Shrine Sadhu Shikara Synagogue Ark Bimah Torah Ner Tamid Skull Cap</p>

		Autumn Term	Spring Term	Summer Term
		NYCC U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious) UC 2.4b Was Jesus the Messiah?	UC 2.2b Creation and science: conflicting or complementary? UC 2.7b What difference does the resurrection make for Christians?	UC 2.1b What does it mean if God is holy and loving? NYCC U2.6 What does it mean to be a Muslim in Britain today?
YEAR 5 & 6 CYCLE B	High Quality texts			
	Enrichment Opportunities	Trip to Waterloo Road Mosque in Middlesbrough – call to prayer Jamia Mosque 133a Waterloo Road Middlesbrough TS1 3JB Telephone: 01642 245855	Enrichment Day Getting creative with Creation: a day of music, drama and arts work that uses the wonders of the natural world, creation stories from Genesis, Hindu tradition or the Qur'an and arguments about our origins (are we an accident or plan of love?) to explore the question 'Does a beautiful world mean there must be a wonderful God?' Philosophical RE meets creative arts!	A visit to Middleham/link back to Autumn Term.
	Cross Curricular, link to school vision and values, British Values	Art and music Global neighbours	Art and music Speaking and listening - develop empathy and understanding (e.g. hot seating, drama)	Global neighbours English Art
	Knowledge (National Curriculum links)	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). 	<ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing Restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. 	<ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).
	Skills	<p>Year 5</p> <ul style="list-style-type: none"> Suggest reasons for the similar and different beliefs which people hold, Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities. <p>Year 6</p> <ul style="list-style-type: none"> Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals, which mark important points in life. 	<p>Year 5</p> <ul style="list-style-type: none"> Explain how religious sources are used to provide answers to important questions about life and morality. <p>Year 6</p> <ul style="list-style-type: none"> Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals, which mark important points in life. 	<p>Year 5</p> <ul style="list-style-type: none"> Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities. <p>Year 6</p> <ul style="list-style-type: none"> Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.
	Vocabulary	Charity Generosity Responsibility Wealth Poverty Community Christian Values Samaritan's Purse Tolerance	Resurrection, crucifixion, Last supper, Good Friday, creation,	Five Pillars of Islam Salat Wudu Daily Prayer Fasting Ramadan Zakat Alms Giving Ummah Hajj Pilgrimage

		Equality Christian Aid Christians against Poverty Comic Relief Children in Need Tolerance	Easter, Holy week, Palm Sunday, The Passion, Evolution, cosmology,	Mecca/Makkah Kab'ah Holy Qur'an Commandments Hadith Mosque
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