

New Seaham Academy R.E. scheme of work Class: 2

	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
<u>Autumn</u>	<p>To learn why the Bible is a special book for Christians. Can retell and suggest meanings to some religious stories. Can identify some of the beliefs of Christianity. Can express their views.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues.</p> <p>Can identify some ways which Christians celebrate special events.</p>	<p>Christianity The Creation Story The Bible as a special book Noah</p> <p>Christmas – The Nativity</p>	<p>Noahs Ark story Noahs Ark small world Bible Christianity artefacts</p>
<u>Spring</u>	<p>Can recognise some religious symbols and words. Can express their views. Is beginning to talk about another religion. Can identify how Muslims worship</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues.</p> <p>To learn the importance of the Easter story to Christians.</p>	<p>Islam Quran as Muslim holy book Why is Quran stand used? Listen to some sayings from the Quran. Make a class special book – how could we treat it with care. Role play preparing to read from the Quran. What books are special to them and why? Make a special cover for a book. Prayer mat</p> <p>Easter- Easter Story</p>	<p>Big book My Muslim Faith Islam Artefacts</p>
<u>Summer</u>	<p>To use stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways. To learn what it means to trust someone. Can recognise some religious symbols and words. Can identify some religious beliefs and teachings Can retell some Buddhist stories exploring their meanings.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs.</p>	<p>Buddhism Recap My Buddhist Faith Two stories from The Monkey King</p> <ul style="list-style-type: none"> • The Lion And The Jackal • The Kings Elephant 	<p>Big Book My Buddhist Faith Buddhist artefacts Buddhist DVD/teachers book</p>

Respect different people's faiths, feelings and values.
Social: Mutual respect and tolerance of those with different faiths and beliefs.

New Seaham Academy R.E. scheme of work Class: 3

	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
<u>Autumn</u>	<p>To learn how Muslims worship at a Mosque. Can use some religious words. Can identify some ways in which Muslims worship. Is beginning to identify some of the beliefs of Islam Can express their views and begin to give simple reasons in response to their learning about the beliefs, teachings and practices of Islam. SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues.</p> <p>To identify some ways Christians worship and celebrate special events.</p>	<p>Islam The Mosque as a place of worship compare to a Christian Church. Rituals involved Features of a Mosque. –prayer hall, prayer times, mat, Mosque library, Subha/Tasbih beads How often do they attend?</p> <p>Christmas</p>	<p>Islam artefacts Big Book My Muslim Faith</p>

<p><u>Spring</u></p>	<p>To retell stories from Buddhism. To use stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways. To identify some ways Buddhists worship and celebrate special events. To think about ways to change for the better. To learn about different feelings. SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. To identify why Christians celebrate Easter.</p>	<p>Buddhism Recap using My Buddhist Faith Big Book Two stories from the Monkey king</p> <ul style="list-style-type: none"> • Kisa and the Mustard Seeds • Angulimala meets the Buddha <p>Easter</p>	<p>My Buddhist Faith Big Book Buddhist artefacts Buddhist DVD/teachers book</p>
<p><u>Summer</u></p>	<p>Can retell and begin to suggest meanings to some religious stories. Can identify some of the beliefs of Christians. Can identify some ways Christians worship and celebrate special events. Can express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity. Can discuss similarities and differences between the different faiths in our local communities. SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues.</p>	<p>Christianity Ways of worshipping Sunday as a special day of worship. Miracles of Jesus Jarius's daughter Jesus calms the storm</p> <p>Religious Diversity Explore the different faiths in our local communities.</p>	<p>Christianity artefacts Big Book My Christian Faith Bibles</p>

New Seaham Academy R.E. scheme of work Class : 4

	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
Autumn	<p>To learn how Buddha is special to Buddhists. To learn how Buddhists express their beliefs. To learn how Buddhists worship. To identify some ways Buddhists worship and celebrate special events.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues.</p> <p>To identify some ways Christians worship and celebrate special events.</p>	<p>Buddhism The Birth of Buddha How is Buddha special to Buddhists? Why did Buddha leave home? How do Buddhists show their beliefs and practice? How do Buddhists worship at home? Festival of Wesak Symbols - The Lotus Flower, The Bodhi Tree</p> <p>Christmas</p>	Buddhist artefacts
Spring	<p>Can name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Can ask and respond to questions about what communities do.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues. Social:Willingness to participate in a variety of communities.</p> <p>To identify why Christians celebrate Easter.</p>	<p>Islam What does it mean to be a Muslim? Why is Muhammad so important to Muslims? What is the Qu'ran and why is it so special to Muslims? What do I do every day, every week, and every year? What are Muslim daily rituals? What is Ramadan and Eid-Al-Fitr? Can we interview each other about life as a Muslim?</p> <p>Easter</p>	Islam artefacts
Summer	<p>Can retell and suggest meanings to some religious stories. Can name different beliefs and practices. What can we learn from the life of St Cuthbert?</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values.</p>	<p>Christianity St Cuthbert Jesus as a story teller -The lost sheep -The lost coin Relate to children's own experiences about being lost/found, saying sorry.</p>	Christianity artefacts My Christian Faith big book Bibles Selection of photos from religions taught.

	<p>Social: Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Moral: Offer reasoned views about moral issues.</p> <p>Cultural: Improving understanding of and showing respect for different faiths and cultural diversity.</p> <p>To notice and respond sensitively to some similarities between different religions and worldviews. Can recall and name different beliefs and practices.</p>	<p>Religious Diversity</p> <p>What have I learned about different religions? Can I sort photos of different religious items? Can I explain what these RE words mean? Can I identify these symbols? Which religions can I identify in my local community?</p>	
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	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
<u>Autumn</u>	<p>Can describe some beliefs and practices within Sikhism. To understand and identify ways of belonging to the Sikh religion. To use a range of resources to identify and record features and traditions with Sikh Festivals. To give views and respond to religious stories. To be sensitive to the different views of others. To use a range of information sources.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues. Cultural: Improving understanding of and showing respect for different faiths and cultural diversity.</p> <p>To learn the real purpose of giving gifts at Christmas.</p>	<p>Sikhism Belonging to the Sikh religion. Guru Nanak Study his life and examples of his teachings and why he started this religion. The festival of Guru Nanak's birthday. The Khanda symbol. The story of Guru Gobind Singh (Rai). The Festival of Baisakhi</p> <p>Christmas Giving and receiving of gifts.</p>	<p>Sikh artefacts</p> <p>Outdoors: Re-enact the story of Guru Gobind Singh outside.</p>
<u>Spring</u>	<p>To describe and understand the link between stories and religion. To respond and reflect thoughtfully to religious stories. Can express their own views in response to stories. Can express their own ideas.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral issues.</p> <p>Cultural: Improving understanding of and showing respect</p>	<p>Christianity Why did Jesus tell stories? Read or watch a film of a story with a message eg Aesop's fables. What can we learn from stories? Can we make a timeline of the life of Jesus? What can we learn from The Lost Coin, The House built on the rock and the House built on the sand? How do Christians use these stories to help them live their lives? What have I learned from these stories? How can we re-enact one of the stories? Easter- Palm Sunday</p>	<p>Children's Bibles</p> <p>Internet</p> <p>Computers</p> <p>Outdoors: Act out one of the parables of Jesus outside.</p>

	<p>for different faiths and cultural diversity.</p> <p>To learn why Christians remember Palm Sunday.</p>		
<u>Summer</u>	<p>To describe and make connections between different features of religions.</p> <p>To learn about different celebrations, worships and rituals which mark important points in life and reflect on their significance.</p> <p>SMSC links: Spiritual:</p> <p>Ability to be reflective about their own beliefs.</p> <p>Respect different people's faiths, feelings and values.</p> <p>Social: Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Moral: Offer reasoned views about moral issues.</p> <p>Cultural: Improving understanding of and showing respect for different faiths and cultural diversity.</p>	<p>Judaism What is Judaism?(Focus p59)</p> <p>What is the Torah?</p> <p>Who was Abraham, Moses and David?</p> <p>What is the Jewish covenant with God?</p> <p>What happens in a synagogue?</p> <p>Why is Shabbat so important?</p> <p>What is Bar Mitzvah and Bat Mitzvah?</p> <p>What beliefs do Jews and Christians have in common?</p>	<p>Judaism artefacts</p> <p>Outdoors: Imagine you are the Israelites leaving Egypt. Re-enact this journey as a class.</p>

New Seaham Academy R.E. scheme of work Class : 6

	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
<u>Autumn</u>	<p>To understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable both in the diverse communities being studied and in their own lives.</p> <p>Can describe different features of religions</p> <p>Can make connections between religions</p> <p>Can reflect on their ideas</p> <p>Can explain and give reasons for their ideas.</p> <p>SMSC links: Spiritual:</p> <p>Ability to be reflective about their own beliefs.</p>	<p>What do we mean by commitment?</p> <p>eg-Watch or listen to an interview with an Olympic medal winner explaining their training regime and years of practice.</p> <p>What groups and clubs do we belong to and who leads them?</p> <p>Why is it not always easy to stay committed to something?</p> <p>Why were people so upset when Nelson Mandella died?</p> <p>Who is the Dali Lama and why is he so important to</p>	<p>Internet</p> <p>Pictures/Photos</p>

	<p>Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Willingness to participate in a variety of communities. Moral: Offer reasoned views about moral issues.</p> <p>Cultural: Improving understanding of and showing respect for different faiths and cultural diversity.</p> <p>To learn why advent is important to Christians?</p>	<p>Buddhists? Who is the Pope and why is he so important to Catholics? What am I committed to? Christmas Advent</p>	
<u>Spring</u>	<p>To discuss and apply their own and others ideas about ethical questions, including ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response. To respond thoughtfully to ideas about community values and respect To reflect on their own beliefs, feelings, values, attitudes and experiences. SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Willingness to participate in a variety of communities. Moral: Offer reasoned views about moral and ethical issues. Ability to recognise the difference between right and wrong. Cultural: Improving understanding of and showing respect for different faiths and cultural diversity.</p> <p>To learn why Christians remember Palm Sunday.</p>	<p>Thats not fair! Or is it? Watch a famine relief appeal video. How do we help others? How did Christian Aid/Oxfam begin and why? Whats the story behind Comic/Sport Relief? Do you have to be religious to support these charities? The life and work of William Booth and the Salvation Army. When did it form? Why? How has it changed over the years? What do they do today?</p> <p>Easter Palm Sunday</p>	Internet
<u>Summer</u>	<p>To observe and understand varied examples of religions and worldviews so that they can explain, with reasons their meanings and significance to individuals and communities. To learn what Sikhs believe and how these beliefs are expressed. To learn what religions say about the environment.</p>	<p>Sikhism What do Sikhs believe and how are these beliefs expressed? Why are the Gurus special in Sikhism? How do Sikhs worship in the Gurdwara? How do Sikhs show commitment and belonging? What does Sikhism teach about the environment? What can we find out about a local Sikh community?</p>	Sikh artefacts

	<p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Willingness to participate in a variety of communities. Moral: Offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p>		
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New Seaham Academy R.E. scheme of work Class : 7

	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
<u>Autumn</u>	<p>To observe and consider different dimensions of religion across the region so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>How is Christmas celebrated in other countries? Why do Christians celebrate Christmas and what do we associate with this festival? What are the four themes of Advent? How is Christmas celebrated in Mexico and what happens 9 days before Christmas? How is Christmas celebrated in Poland and why is a twelve course meal eaten?</p> <p>Christmas - Jesus the light of the world?</p>	<p>Internet Pictures/photographs</p>

	To learn why Christians call Jesus the light of the world.		
<u>Spring</u>	<p>To observe and understand varied examples of religions and worldviews so that they can explain, with reasons their meanings and significance to individuals and communities.</p> <p>To learn what Hindus believe and how these beliefs are expressed.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p> <p>To learn why Lent is such an important time for Christians.</p>	<p>Hinduism How do Hindus worship? How do Hindus worship at home and in the mandir? How and why do Hindus celebrate Divali? What do Hindus believe and how does this affect the way they live their lives? Festival of Holi. Birth of Krishna. Images of male and female deity. Golden Temple of Amritsar</p> <p>Easter - Lent</p>	<p>Hinduism artefacts Internet</p>
<u>Summer</u>	<p>To observe and understand varied examples of religions and worldviews so that they can explain, with reasons their meanings and significance to individuals and communities.</p> <p>Can describe a range of beliefs.</p> <p>To study a local Muslim community.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>Islam What is pilgrimage? Watch a video of pilgrims at Mecca. Which places are special to us and why? When do we go on journeys and why? What is Hajj and what does it mean to Muslims? What is so special about places? What is special about Mount Hira to Muslims What are the main features of a mosque compare to a church/gurdwara? What places are near our school that have religious significance? What can we find out about a local Muslim community?</p>	<p>Islam artefacts Internet</p>

	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
<u>Autumn</u>	<p>To learn about celebrations and worship, and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Can link religious stories and teachings to the beliefs that underlie them.</p> <p>Can describe beliefs and practices within Hinduism.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Hinduism Investigate the Hindu home and family life. Focus on baby naming, weddings, the Hindu home shrine and how beliefs influence family values, including vegetarianism and the extended family.</p> <p>The story of Rama and Sita; the belief in the triumph of good over evil; fresh starts and new beginnings.</p> <p>Christmas – No room at the inn Feeling accepted or rejected.</p>	Hinduism artefacts
<u>Spring</u>	<p>To consider and apply ideas about ways in which diverse communities can live together for the well being of all.</p> <p>To reflect on ideas of right and wrong and their own and others' responses to them.</p> <p>To learn about religious codes of conduct and rules of living, considering the effect of these on daily life;</p> <p>Can respond thoughtfully to ideas about community, values and respect.</p> <p>To learn about the events of Holy week.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Willingness to participate in a variety of communities. Moral: Ability to recognise the difference between right and wrong. Offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>Christianity The power of Jesus to change lives</p> <ul style="list-style-type: none"> • The story of Zacchaeus • The story of Blind Bartimacus <p>What are moral values? The Ten Commandments Can we compile our own list of moral rules?</p> <p>Easter – The events of Holy week</p>	Christianity artefacts
<u>Summer</u>	<p>Can describe and make connections between different features of religions and worldviews.</p> <p>To learn about celebrations, worship, pilgrimages and</p>	<p>Islam What are the Five pillars of Islam? (Focus p89) Show a film clip or pictures of Hajj and discuss its</p>	Islam artefacts

the rituals which mark important points in life, in order to reflect on their significance.
To discuss and express their own ideas about ethical questions.
To reflect on their ideas.
SMSC links: Spiritual:
Ability to be reflective about their own beliefs.
Respect different people's faiths, feelings and values.
Social: Mutual respect and tolerance of those with different faiths and beliefs.
Moral: Offer reasoned views about ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

significance.
What do we know about the Qu'ran and the Sunnah?
Can we re-tell the stories of Muhammad?
What rules do I follow in my life and why do I follow them?
What are Shahada, Salat, Zakah, Sawm and Hajj?

New Seaham Academy R.E. scheme of work Class : 9

	<u>Objectives</u>	<u>Topic</u>	<u>Resources</u>
<u>Autumn</u>	<p>To describe and make connections between different features of religions and worldviews. To discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. To explore and show understanding of similarities and differences between religions. Can represent their own views on challenging questions.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>How do different religions celebrate marriage? What do I celebrate? Who is special to me and why? How do Christians celebrate marriage? How do Muslims celebrate marriage? How do Hindus celebrate marriage? How do Humanists celebrate marriage? What do I believe about marriage?</p> <p>Christmas – Sacred and secular</p>	<p>Film clips /pictures of weddings from different religions.</p>
<u>Spring</u>	<p>To learn about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/Gods To show understanding of differing views and give reasons for an opposing view.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p> <p>To learn why Good Friday and Easter Day are important to Christians.</p>	<p>WHAT MIGHT GOD BE LIKE? Pupils explain the word 'God' to someone who has never heard it before. Pool together pupil's views on the characteristics of God/gods. Point out their diversity. <i>How do people who are religious believe that God/gods act in the world? What characteristics would God/gods have in order to act in the world?</i> (for example, strong, compassionate, intelligent) Explain that religious people would search for pointers to the character of God/gods in their sacred writings. Explain that some questions have definite answers, yes or no. Sometimes we are unsure. Explain probability by labelling a line of choices, no chance, some chance, fair chance, good chance, very good chance certain. Pupils decide how probable it is they must have a reason for their choice of probability eg 'It will rain today', 'the sun exists', 'I will become a millionaire today', 'love exists', 'I will die some day', 'there is an Afterlife', 'I will have children one day', 'God exists', 'there is a war being fought somewhere today',</p>	

		'someone in the world has just been born'. Easter – Good Friday and Easter Day,	
<u>Summer</u>	<p>To explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning</p> <p>Can apply their own ideas in different forms.</p> <p>Can express their own views using sound reasons in response to religious material.</p> <p>To show understanding of differing views and give reasons for an opposing view.</p> <p>SMSC links: Spiritual: Ability to be reflective about their own beliefs. Respect different people's faiths, feelings and values. Social: Mutual respect and tolerance of those with different faiths and beliefs. Moral: Offer reasoned views about ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>How can religious meaning be expressed through art?</p> <p>Which art work do I like and why?</p> <p>What are the key features of Islamic art?</p> <p>What stories can be found in a church's stained glass windows?</p> <p>What are some of the 64 traditional Hindu arts?</p> <p>How is religion expressed through art in our community?</p> <p>How can I create a piece of art that is significant to me and my beliefs?</p>	<p>Visit to a place of worship to see and record (if appropriate) symbols and artwork.</p>