



An educational family that comes together and stays together

Newton Curriculum Cycle 2023/2024

RE Driver Spring term

Our school RE curriculum is carefully designed to ensure coverage and progression through exciting, broad and balanced learning experiences. We believe it is vital to teach RE discretely whilst still allowing our teachers to creatively form links between subjects. The curriculum provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE.

Our RE curriculum is based on the Derbyshire Agreed syllabus for Religious Education (2020-2025). It provides the legal framework for a syllabus for Religious Education for Derby City and Derbyshire Schools.

Class	Enquiry Question	Substantive Knowledge	Skills	Concepts	Vocabulary
Diamond	What do we know about ourselves? How do we look after ourselves?	To understand the importance of self-care: teeth brushing, toileting. To name body parts To name and try healthy foods	To understand that all people are different To understand that different people have different preferences.	Self-respect	Emotions Feelings Different Same Various body parts
Diamond	Throughout the year Diamond Class (FS2) have studied Celebrations such as Diwali and Christmas. Religious stories are often chosen at story time Before Christmas the Diamond children have spent time understanding and acting out the nativity.				
Emerald	Who is a Christian and what do they believe? Focus: Christianity	Christian are a group of people who believe in God and Jesus Christ. • The trinity is how Christians believe in God as the father, the son and the holy spirit and that God is all around us. • Christian believe that Jesus was the son of God who was sent to Earth to save humanity.	• To retell stories and discuss what the meanings of these are. • Recognise some different symbols and actions which express a community's way of life. • To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference	Belief Faith acceptance Respect Right and wrong	Christian/ Christianity Bible Symbol Church Cathedral Bethlehem Saviour Disciples Gospels

		• That Jesus died and rose again. • Children know there are many stories about Jesus and God which are told in a book called the bible. • Some of the stories in the bible teach Christians about prayer, worship, friendship, care and forgiveness. • The children will be able to name and retell the main points of some of the stories from the bible including The Good Samaritan • There are symbols which different religions use – for Christian	belonging to a community might make. • Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry		Old testament New testament Sacrament Pray Blessing Monotheism (gold standard) Pew Lectern Altar Vicar, priest Denomination apostle
Emerald	What makes some places sacred? Focus: Christianity Judaism	To know what a place of worship is and give some examples 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. To know and be able to talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel Explore the meanings of signs, symbols, artefacts and actions and	Believing • To retell stories and discuss what the meanings of these are. • Recognise some different symbols and actions which express a community's way of life. Expressing • To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Notice and respond sensitively to some similarities and differences between different religions and worldviews Living	Belonging Tradition Values Loyalty belief	Tallit Kippah Hanukkah Bimah Wudu Calligraphy Prayer mat Prayer beads Minbar Muezzin Sacred Altar Crucifix Font Lectern Holy ark Scroll symbols

		how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.	• Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry		
Topaz	Who is Jewish and what do they believe and how do they live? Focus: Judaism	To know the name of the Jewish Holy book, place of worship, To be able to locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls. To recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit. To know about important Jewish festivals such as Shabbat, Hanukkah, Purim To identify some Jewish religious practices, and know that some are characteristic of more than one religion.	Believing • To retell stories and discuss what the meanings of these are. • Recognise some different symbols and actions which express a community's way of life. Expressing • To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Notice and respond sensitively to some similarities and differences between different religions and worldviews Living	Belonging Community Spirituality Values Identity	Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

			• Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. • Find out about and respond with ideas to examples of co – operation between people who are different		
Topaz	Why are festivals important to religious communities?	Children know that different religions celebrate festivals to mark important events. • That some of the events are from stories in their holy books. • Children know that Easter is a festival where Christians celebrate the sacrifice that Jesus made for others. • To know that Diwali celebrates the story of Rama and Sita and shows the importance of light • That Eid is a celebration of sacrifice at the end of Ramadan. • To know Jewish people, celebrate Pesach as a way of remembering the story of Moses and how he wanted to free the Jewish slaves. • Know that religious festivals are a way of communities celebrating together.	Believing To retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Expressing Notice and respond sensitively to some similarities and differences between different religions and worldviews • Discussing and finding out about different festivals, and why these are important to different communities. Living • Investigate what we can learn from religions about right and wrong • Investigate what it is like to be Christian in Britain today. • Discuss what it is like to be a Hindu in Britain today • Explore what it is like to be Jewish in Britain today		Christmas Diwali Easter Eid Harvest Rituals Holy Sacred Community celebrate
Amethyst	Who is Hindu and what do they believe?	To show some understanding of the Hindu way of life (Dharma). • To begin to understand the idea of reincarnation and how this affects how Hindus live their lives. • To have knowledge of karma, and what this means to people with a Hindu faith – that in each life you may be punished or rewarded for the things you have done in a previous life.	Believing Gain and employ the skills and knowledge needed to engage seriously with religion and world views. • To discuss and present their own and others views on challenging questions such as why books and writings are so important. • To know about and ask questions about what different religions believe about god,	Belonging Community Spirituality Values Identity	Sita Mandir Karma Brahman Puja Shrine

		• To know that Hindus do several things to show their faith including Puja, aarti and bhajans. • To know the story of Rama and Sita, and its importance in the Hindu faith. • To be able to explain how Hindus believe in one god – but they can be represented in different ways. They know the story of the blind man and the elephant describes this belief. • To be able to talk about the Hindu way of life in Britain and how this links with the way they live their own lives at home. • Children can compare their own beliefs and thoughts with those of a Hindu. • Children can recognise some of the good things about being a Hindu in Britain today, and can recognise some of these in their own lives.	and why particular people are inspiring to different religions. Expressing Express ideas and insights about the nature, significance and impact of religions and worldviews. • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Considering places of worship and what they mean to different religions. Thinking about why people would go to worship when god is everywhere. Expressing thoughts about how people express their beliefs. Is it better through art and architecture or charity and generosity? Living Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response.		
Amethyst	Why do some people think life is a journey?	• Metaphors are sometimes used to make us feel better about life. Most religions see life as a journey. • That in some religions they have ceremonies that are seen as a passage: baptism in Christianity, bar mitzvah in Judaism and Sacred thread ceremony in Hinduism.	Believing To discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their won in different forms such as music, poetry and art. Expressing		significance ritual baptism dharma karma moksha Journey Life Rites of passage Marriage Ceremony Milestone Baptism Bar mitzvah

		• Children know what these ceremonies mean to parents and families. • To know that some people do not follow a religion, but may still have ways of showing the passing of special milestones. • To know that sometimes people make commitments: eating well, exercise, being kind, treating the environment well etc... • Children can talk about the features of marriage ceremonies and recognise some similarities and differences between Hindu and Christianity. • Children can name some of the beliefs about the afterlife of Hindu's and Christians. • Children can consider what their life journey may be.	• Consider why some people regard life as a journey, and what experiences signify this. • Investigate diverse communities and how they live together. Living • Investigate what it is like to be Christian in Britain today. • Discuss what it is like to be a Hindu in Britain today.		
Ruby	Who is Muslim and what do they believe?	Children will know the 5 pillars of Islam and how these are important in the everyday life of Muslims, they will be able to link this to the 10 commandments and to their own lives. • Children will know that Shahadah is an important part of the Islamic faith. • To know that prayer is an important part of the Islamic faith, and Muslims pray 5 times a day in a particular way. Children will be able to remember some of this. • Children will be able to talk about charity as an important part of many faiths, but know that to Muslims it is	Believing • Gain and employ the skills and knowledge needed to engage seriously with religion and world views. • To discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms such as music, poetry and art. • To debate and reason as to why people believe god exists and what forms this takes in different religions. Expressing • Express ideas and insights about the nature, significance and impact of religions and worldviews. • Consider and apply ideas about ways in which diverse	Belonging Community Spirituality Values Identity	

		very important and is linked to words in the Qur'an. • Children will know about Ramadan and Eid and be able to talk about why this is important to Muslims. • To know the key features of a mosque and to talk about the importance of Mosque to Muslims. • To talk about what a pilgrimage is and why people choose to go on a pilgrimage.	communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Considering places of worship and what they mean to different religions. Thinking about why people would go to worship when god is everywhere. Living • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response. • What does it mean to be a Muslim in Britain today?		
Ruby	What can we do to reduce racism and can religion help?	Children know what diversity is and how Britain is a diverse community. • To know that people have different views and opinions and that we show respect and tolerance of these. • Children know what racism is and can state why it is unfair. • Children know that over time, people from different religions have shown both racist and anti – racist behaviours (see stories from around the world) • Children know that many religious texts express the need to treat people fairly. • To know how to express own thoughts and feelings about racism and what people should be doing to help.	Believing • Gain and employ the skills and knowledge needed to engage seriously with religion and world views. Expressing • Express ideas and insights about the nature, significance and impact of religions and worldviews. • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Living • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response.	Tolerance	Racism Challenge fairness Belief Views Stories Religion

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