



An educational family that comes together and stays together

Newton Curriculum Cycle 1

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	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.				
Sapphire	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
	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		
Emerald	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 (YHWH), 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		
	How should we care for the others and the world and why does it matter? Focus: Christianity Judaism	Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world Identify two examples of religious believers caring for people. (Mother Teresa, Dr Barnardo; people known in the local area) Say what you know about the Jewish practice of Tzedakah To know and be able to identify the links between the teaching in the Torah and caring. Give simple reasons why Jesus told the story of the Good Samaritan To recount the creation story and explain what it tells Jewish people about God.	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	Kindness Responsibility Well being Values fairness	Bible Parables tzedakah box or pushke The 'Golden rule' Believers Unique Circumstances Valuable Charity Responsibility Inspire Justice Equal share
Tanzanite	What do different people believe about God?	To understand some of the ways in which Christians Hindus and/or Muslims describe God.	Believing • To discuss and present their own and others views on challenging questions	Faith Belief Community Loyalty	Christianity Holy Trinity Religious experiences Creation

	Focus: Christianity Islam	Tu understand the reasons why some people believe in God and some do not Identify how and say why it makes a difference in people's lives to believe in God. Understand what Christians mean when they say 'Father, Son and Holy Spirit' for God Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah. Know some of the artefacts religious people might use when they talk to God or pray	such as why books and writings are so important. • To know about and ask questions about what different religions believe about god, and why particular people are inspiring to different religions. Expressing • Investigate diverse communities and how they live together. • Looking at why people pray and what their beliefs about prayer are. • Discussing and finding out about different festivals, and why these are important to different communities. • Consider why some people regard life as a journey, and what experiences signify this. Living • Investigate what it is like to be Christian in Britain today. • Discuss what it is like to be a Hindu in Britain today • Investigate what we can learn from religions about right and wrong	Common good trust	Trust Existence Inner eye Prayers Love Moses Divine Catholic Ecclesiastic Unbiased Scripture Interpretation enlightenment
	Why does it mean to be religious in Britain today? (L2.8) Focus: Christianity Hinduism Sikhism	To understand the different religions that practise within Britain. Describe some examples of what different religions do to show their faith, and make connections with some of their beliefs and teachings about aims and duties in life. Suggest at least two reasons why being a Hindu/Christian/Muslim/Sikh/Buddhist is a good thing in Britain today, and	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.	Community Friendship Discrimination freedom	secularism atheism Church of England Religious decline non-religious festivals community acceptance differences Curiosity, Dignity, Empathy, Evidence

		two reasons why it might be hard sometimes. Explain similarities and differences between Hindu worship and worship in another religious tradition	• 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		
Amethyst	What is Islam and how does it compare to Christianity? Link to... Why do some people think that life is a journey and what significant experiences mark this? Focus: Christianity Islam Hinduism Sikhism	Explain similarities and differences between different Christian belonging/initiation ceremonies Explain similarities and differences between the Bar and Bat Mitzvah ceremony Explain similarities and differences between wedding ceremonies for two different communities. To be able to explain what a pilgrimage is and be able to give examples of them.	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 • 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	Understanding Empathy Sacrifice Identity Strength	Holy Island Allah Ihram Lourdes Buddhists Islam Experience Transformation Christianity Sacred Pilgrimage Journey Rituals Milestones ceremonies Pilgrimage Journey commitmentMecca

	What would Jesus do, can we live by the values of Jesus in the 21st century? Focus: Christianity (different denominations)	Describe Jesus' teaching on how his followers should live. Describe the 'mission' of Jesus and give examples of how this might mean Christians should live Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. • Give reasons why some people don't want to follow Jesus teaching today, including ideas about making my own choices about good and evil.	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 won 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. 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. • Investigate what are the things that matter most to Christians and humanists.	Values Compassion Respect Courage Generosity Hope peace	Apostle Bible Catholic Denomination Gospel Messiah Minister Omnipresent Prayer Secular Stewardship Theology
Ruby	What are the predominant religions in Britain today and what is it like to practise	The children will be able to name the predominant religions in Britain. They will have an overview of way of life for different religions in Britain	Believing • Gain and employ the skills and knowledge needed to engage seriously with religion and world views.	Values Belonging Respect Tolerance empathy	Religious practices Open mindedness Diversity Demographics

	these religions. Focus on Islam. Focus: Christianity Islam Judaism	The children will be able to name key celebrations for these religions and say how they celebrate and what the impact on school/ work this may have in modern Britain.	• 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. • 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 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?		Census Buddha, Moses, Jesus and the Prophet Muhammad Rights Responsibilities Christianity Judaism Hinduism Buddhism Sikhism Islam Tolerance Empathy impression
	What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community?) Focus: Christianity Islam	Outline the challenges of being a Hindu, Christian or Muslim in Britain today Consider similarities and differences between beliefs and behaviour in different faiths Describe some of the impacts of religious commitments on life.	Believing • To debate and reason as to why people believe god exists and what forms this takes in different religions. • To discuss what different religions believe about hardship and what to do when things get hard. Expressing	Understanding Strength Sacrifice Faith Diversity	Unmah Ahimsa Grace Karmless Community Peace International relations

	Hinduism	Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.	• 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 • What difference does it make to believe in different elements of harmlessness, grace and community		Commitment Prophet Muhammad Sensitively Connections Wisdom Gandhi Grace
--	----------	--	---	--	--