

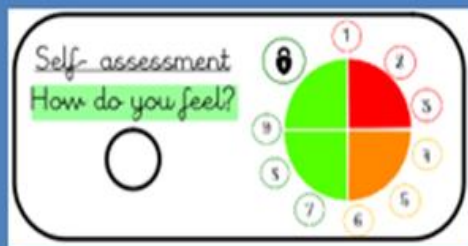


Year Five

RE

Unit One – Autumn Term

What Would Jesus do? (Can we live by the values of Jesus in the 21st century?) (Believing)



LO, I can make connection about some of Jesus' teaching and how Christians live today.		
LO, I can discuss the importance of values to live by and compare them to Christian ideas.		
LO, I can outline Jesus' teachings on how his followers should live.		
LO, I can interpret two of Jesus' parables and say what they might teach Christians about how to live.		
LO, I can explain the impact Jesus' example and teaching might have on Christians today.		
LO, I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today.		

Year Three

RE

Working Deeper

WD, I can explain the links between Jesus' death on the cross and Christian belief in love and forgiveness and give reasons why Christians want to follow Jesus.

WD, I can investigate and explain the challenges of following Jesus' teachings about love, forgiveness, justice or generosity, expressing my own ideas about this.

Year Two

RE

Unit One – Autumn Term

Who is a Christian and Jew and what do they believe? (Believing)

LO, I can retell a story that shows what Christians might think about God, (defends, drama or pictures) (Follow an objective from Y2)

LO, I can talk about some simple ideas about Christian beliefs about God and Jesus (Follow an objective from Y2)

LO, I can discuss issues about good and bad, right and wrong and how they arise from Christian stories.

LO, I can ask some questions about believing in God and offer some of my own thoughts and opinions on this.

LO, I can discuss and understand that Jesus believes in God and that God is known by different names (Messiah, Messiah) (Synagogue Visit)

LO, I can talk about how the Mosaic in the home reminds Jesus about God.

LO, I understand the Sabbath is a special day of the week for Jews and can say what they might do to celebrate. (Synagogue Visit)

LO, I can retell the festival of Sukkot and how it makes Jesus think about God.

Year Three

RE

Unit Three – Summer Term

What does it mean to be a Christian in Britain today? (Living)

LO, I can identify and name examples of what Christians have to do in their families and at Church to show their faith.

LO, I can ask good questions about what Christians have to do to show their faith. (emerging)

LO, I can describe what Christians do to show their faith and make connections with some Christian beliefs and teachings.

LO, I can describe some ways Christians express their faith through hymns and modern worship songs. (Church Visit)

LO, I can suggest at least 2 ways why being a Christian in Britain today is a good thing and 2 ways it can be hard sometimes.

LO, I can discuss links between the actions in Christians helping others, and ways in which people of other faiths and beliefs, including myself, help others.

Year Four

RE

Unit Two – Summer Term

Why does it mean to be a Hindu in Britain today? (Living)

LO, I can identify and name examples of what Hindus have to do in their families and at Mandir to show their faith.

LO, I can ask good questions about what Hindus have to do to show their faith. (emerging)

LO, I can describe what Hindus do to show their faith through puja, aarti and bhajans.

LO, I can describe some ways Hindus express their faith and make connections with some Hindu beliefs or teachings about aims and duties in life.

LO, I can suggest at least 2 ways why being a Hindu in Britain today is a good thing and 2 ways it can be hard sometimes.

LO, I can discuss links between the actions of Hindus in helping others, and ways in which people of other faiths and beliefs, including myself, help others.

Year Four

RE

Unit Two – Summer Term

Why does it mean to be a Hindu in Britain today? (Living)

LO, I can identify and name examples of what Hindus have to do in their families and at Mandir to show their faith.

LO, I can ask good questions about what Hindus have to do to show their faith. (emerging)

LO, I can describe what Hindus do to show their faith through puja, aarti and bhajans.

LO, I can describe some ways Hindus express their faith and make connections with some Hindu beliefs or teachings about aims and duties in life.

LO, I can suggest at least 2 ways why being a Hindu in Britain today is a good thing and 2 ways it can be hard sometimes.

LO, I can discuss links between the actions of Hindus in helping others, and ways in which people of other faiths and beliefs, including myself, help others.

The Northway Curriculum



Year Five

RE

Unit Two – Spring Term

If God is everywhere, why go to a place of worship? (Expressing)



LO: I can recall and name some key features of places of worship studied.

LO: I can find out about what believers say about their places of worship.

LO: I can make connections about how believers feel about places of worship in different traditions.

LO: I can select and describe the most important functions in a place of worship for the community.

LO: I can give examples of how places of worship support believers in difficult times, explain why this matters to believers.

LO: I can present ideas about the importance of people in a place of worship, rather than the place itself.

Year Three

RE

Working Deeper

WD: I can outline how places of worship fulfil special functions in the lives of believers.

WD: I can comment thoughtfully on the value and purpose of places of worship in religious communities.

The Northway Curriculum



Year One

RE

Unit Two – Spring Term
What makes some places sacred to Christians and Muslims? (Expressing)



LO: I understand that there are special places people go to worship and I understand what they do there.

LO: I can name at least 3 items used in worship for Christians and Muslims.

LO: I can discuss how objects are used for its worship

LO: I can discuss ways in which stories, objects, symbols and actions used in Churches and Mosques show what people believe in.

LO: I can describe ways in which people use music in worship and how different kinds of music makes them feel.

LO: I can ask good question during a school visit about what happens in a Church or Mosque. (Mosque Visit)

Early Years

Understanding the World

Who are special and why?

Which places are special and why?

Which times are special and why?

Where do we belong?

What is special about our world and why?

Year One

RE

Working Deeper: I can suggest some meaning to religious music.

Working Deeper: I can show awareness that some people regularly worship God in different ways in different places.

Year Three

RE

Unit Three – Summer Term
What does it mean to be a Christian in Britain today? (Living)



LO: I can identify and name examples of what Christians have to do in their families and at Church to show their faith.

LO: I can ask good questions about what Christians have to do to show their faith. (emerging)

LO: I can describe what Christians do to show their faith and make connections with some Christian beliefs and teachings.

LO: I can describe some ways Christians express their faith through hymns and modern worship songs. (Church Visit?)

LO: I can suggest at least 2 ways why being a Christian in Britain today is a good thing and 2 ways it can be hard sometimes.

LO: I can discuss links between the actions in Christians helping others, and ways in which people of other faiths and beliefs, including myself, help others.

The Northway Curriculum

Year Five

RE

Unit Three – Summer Term

What does it mean to be a Muslim in Britain today? (Living)



LO: I can describe the five pillars of Islam and how these affect the everyday lives of Muslims.

LO: I can identify 3 reasons why the Holy Qur'an is important to Muslims and how it makes a difference to how they live.

LO: I can make connections between Muslim practice of the Five Pillars and their belief about God and the Prophet Muhammad.

LO: I can describe and reflect on the significance of the Holy Qur'an to Muslims.

LO: I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.

LO: I can make connections between the key function of a Mosque and the beliefs of Muslims.

Year Three

RE

Working Deeper

WD: I can answer the key question from different perspectives, including my own.

WD: I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslims daily life.

Year One

RE

Unit One- Autumn Term
Who is a Christian and Muslim and what do they believe? (Believing)

- LO: I understand that Christians believe in God and follow examples of Jesus.
- LO: I can recognise some Christian symbols and images.
- LO: I can talk about some simple ideas about Christian beliefs about God and Jesus.
- LO: I can retell a story that shows what Christians might think about God. (Words, drama or pictures)
- LO: I understand that Muslims believe in one God and follow the example of prophet Muhammad
- LO: I can explore how Muslims do not draw Allah or the Prophet but use Calligraphy to say what God is like.
- LO: I understand some Muslim beliefs and make links to the 99 names of Allah.
- LO: I can retell a story about the life of Prophet Muhammad
- LO: I can recognise some objects used by Muslims and say why they are important.



The Northway Curriculum

Year One

RE

Unit Two- Spring Term
What makes some places sacred to Christians and Muslims? (Expressing)

- LO: I understand that there are special places people go to worship and I understand what they do there.
- LO: I can name at least 3 items used in worship for Christians and Muslims.
- LO: I can discuss how objects are used for worship
- LO: I can discuss ways in which stories, objects, symbols and actions used in Churches and Mosques show what people believe in.
- LO: I can describe ways in which people use music in worship and how different kinds of music makes them feel.
- LO: I can ask good questions during a school visit about what happens in a Church or Mosque. (Pupils Visit)

Early Years	Understanding the World	RE	Working Deeper
What stories are special and why?			
What places are special and why?			
What items are special and why?			
What are we celebrating?			
What is special about our world and why?			



Year Four

RE

Unit Two – Spring Term
Why are festivals important to religious communities? (Eid focus) (Expressing)

- LO: I can recognise and identify some differences between religious festivals and types of celebrations.
- LO: I can retell stories between festivals (Eid and Christmas)
- LO: I can make connections between stories, symbols and beliefs with what happen in at least 2 festivals. (Eid and Christmas)
- LO: I can ask some questions about what matters most to Christians and Muslims during Eid and Christmas
- LO: I can identify similarities and differences in the way festivals are celebrated between religions.
- LO: I can explore and suggest idea about what is worth celebrating and remembering in religious communities and in my own life.

