



The Intent of our RE Curriculum is

- At Red Hall Primary School, we believe that it is **vital** for all our pupils to learn **from** and **about** religion, so that they can **understand** the world around them. Through Religious Education, pupils develop their **knowledge** of the world faiths, and their **understanding** and **awareness** of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to **ask** questions about the world and to **reflect** on their own **beliefs, values** and **experiences**. We use the agreed Darlington Religious Education syllabus as the basis for our curriculum. There are no presumptions made as to the religious **backgrounds** and **beliefs** and **values** of the children and the staff. We **value** the religious background of **all** members of the school community and hope that this will **encourage** individuals to share their own experiences with others freely. All religions and their communities are treated with **respect** and **sensitivity** and we value the links, which are, and can be made between home, school, and a faith community. We are **extremely fortunate** that members of the local church, St Andrew's, and from the Methodist circuit, regularly visit our school to carry out assemblies. We create **warm, trusting** relationships and partnerships built on **mutual respect**. We strongly believe this is the **foundation** of all success.

We **acknowledge** that each religion we study can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses **open enquiry** and **first-hand experiences** wherever possible, for both staff and children.

On our little estate, lots of our children grow up surrounded by **friends** and **family**. Generations of families live on this estate, meaning movement on to the estate is not very common so it is vital that we provide **accurate** and **balanced** information about the different world views that make up modern Britain. We have an **open door** policy where staff, children and parents are able to chat about any issues that concern them.

Red Hall's RE Vision
Lead - Mrs G. Marshall



The experiences your child will receive are	<p>Red Hall Primary School follows the Programme of Study for RE as suggested in the Darlington Agreed Syllabus, and has a scheme of work that reflects this for each Key Stage. During each Key Stage, pupils are taught knowledge, skills and understanding through learning about Christianity, Islam, Hinduism, Judaism and Sikhism through key questions. Each unit of work identifies prior learning and shows how this is built upon.</p> <p>RE is taught in a block unit within a term to allow suitable links to be made to specific religious festivals taking place. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area such as a local Anglican Church, Methodist Church, Durham Cathedral and Newcastle Gurdwara. Many of our parents are not aware that we are able to visit places of worship, which is why we take the children.</p>
By the end of their time at Red Hall, we hope our children have	<p>The children at Red Hall Primary enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world.</p>

Dream Believe Achieve

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Links to previous knowledge	Autumn	Spring	Summer
<p>The expectation by the end of EYFS in RE is:</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> What can we learn about Christianity from visiting a church? What does it mean to belong in Christianity? Why are gifts given at Christmas? 	<ul style="list-style-type: none"> Why is Jesus special for Christians? What is the Easter story? 	<ul style="list-style-type: none"> What do Hindus believe about God? How do Hindus show belonging?

Year 1

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Year 2

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Links to previous knowledge	Autumn	Spring	Summer
<p>The expectation by the end of Year 1 is that pupils will be able to:</p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • recognise and name some ways in which Christians worship in the church on Sunday eg prayer, hymns, Bible reading. • reflect on their own feelings about being quiet, being in a special place, caring for the world. • recognise and name some of the events in the life of Jesus and beliefs about Jesus. They can recall some of the stories about Jesus and recognise some symbols. • recall the story of death and resurrection of Jesus. • recognise the symbols connected with this story – cross, Easter Garden. • reflect on their own feelings and experiences of being happy. <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • recognise and name what happens at Raksha Bandhan. • recall the story of Indra and Sachi. • identify some ways Hindus show care and respect. • think about people who are special to them and special things they have. • know that Hindus believe in one God shown in many ways. • recognise some of the murtis and images for deities and talk about some of the features. • name Ganesh and recall the story of how he got his elephant head. 	<ul style="list-style-type: none"> • How do Hindus worship? • How and why is Diwali special for Hindus? • How and why is light important at Christmas? 	<ul style="list-style-type: none"> • Why is the Bible special to Christians? • How do Christians celebrate Easter? 	<ul style="list-style-type: none"> • What can we learn from the story of St Cuthbert? • How do Jewish people celebrate Shabbat?

Year 3

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Links to previous knowledge	Autumn	Spring	Summer
<p>The expectation by the end of Year 2 is that pupils will be able to:</p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> make links between the Nativity story, symbols and beliefs. describe the symbols and how light is used in the Christingle ceremony. identify the importance of light as a symbol. reflect on their own experience and feelings about light and appreciate not all feel the same as them. identify some features and objects found in churches at Easter eg cross, Easter garden, gold/white/purple. identify some Easter practices in churches eg Hallelujah, Easter hymns, giving out eggs, bread and wine. recall story of Good Friday and Easter Day. recall some other events in the Easter story eg entry into Jerusalem, Last Supper. 	<ul style="list-style-type: none"> What do Sikhs believe? Why is the Gurdwara important to Sikhs? How and why is Advent important to Christians? 	<ul style="list-style-type: none"> What do Christians believe about Jesus? What do Christians remember on Palm Sunday? 	<ul style="list-style-type: none"> How do Sikhs express their beliefs? What can we find out about one local faith community in Darlington? (Salvation Army)

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Year 4

Links to previous knowledge	Autumn	Spring	Summer
<p>The expectation by the end of Year 3 is that pupils will be able to:</p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • describe some key features of Advent, how it is celebrated and make links to beliefs and Bible passages. • reflect on own feelings, beliefs and values connected with Christmas and appreciate that not all feel the same. • describe Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem. • describe ways in which Christians remember Palm Sunday today. • ask questions about the Palm Sunday story, give their views and give reasons. <p><u>From Year 1s unit of visiting a church</u></p> <ul style="list-style-type: none"> • recognise and name some features of a church eg cross, altar, pew, window • recognise and name some ways in which Christians worship in the church on Sunday eg prayer, hymns, Bible reading • recognise some of the ways a vicar leads Sunday worship • recall the Christian story of Creation. 	<ul style="list-style-type: none"> • How and why do religious people show care for others? • Why do Christians call Jesus the Light of the World? 	<ul style="list-style-type: none"> • What do we know about the Bible and why is it important to Christians? • Why is Lent such an important period for Christians? 	<ul style="list-style-type: none"> • What can we learn about Christian symbols and beliefs by visiting churches?

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Year 5

Links to previous knowledge	Autumn	Spring	Summer
<p>Previous learning from Year 2 about St Cuthbert will mean that pupils will be able to discuss :</p> <ul style="list-style-type: none"> • why Cuthbert became a monk • how Cuthbert preached and helped others • how Cuthbert was bishop at Lindisfarne • how Cuthbert liked to be alone to pray • how and why Durham Cathedral is linked to Cuthbert • how Durham Cathedral is a place of worship today • how and why people visit Lindisfarne today. <p>The expectation by the end of Year 4 is that pupils will be able to discuss:</p> <ul style="list-style-type: none"> • the main events of the Easter story (death and resurrection of Jesus, Jesus entering Jerusalem , the period leading up to Good Friday and Easter Day) Lent and the temptations of Jesus in the desert. 	<ul style="list-style-type: none"> • What is the Qur'an and why is it important to Muslims? • What can we learn from visiting a mosque? • What are the themes of Christmas? 	<ul style="list-style-type: none"> • What do Christians believe about God? • Why is the Last Supper so important to Christians? 	<ul style="list-style-type: none"> • What can we learn about Christian faith through studying the lives of northern saints? • What can we find out about religious communities in our local area?

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Year 6

Links to previous knowledge	Autumn	Spring	Summer
<p>The expectation by the end of Year 5 is that pupils will be able to:</p> <p><u>Islam</u></p> <ul style="list-style-type: none"> • describe ways Muslims show respect for the Qur'an. • explain why the events of the 'Night of Power and Excellence' are so significant for Muslims today. • explain why Muhammad is important to Muslims today. • describe what Muslims believe about God. <p><u>Christianity</u></p> <ul style="list-style-type: none"> • describe and make links between themes of Christmas eg love, peace, light over darkness, goodwill, joy giving and story of Christmas. • give views and plausible reason to the question "Is Christmas for everyone?". • discuss the main events of the Easter story (death and resurrection of Jesus, Jesus entering Jerusalem, the period leading up to Good Friday and Easter Day, including the Last Supper), Lent and the temptations of Jesus in the desert. 	<ul style="list-style-type: none"> • What can we find out about the 5 pillars of Islam? • How do Muslims express their beliefs? • What do the gospel stories tell us about the birth of Jesus? 	<ul style="list-style-type: none"> • Why should people with a religious faith care about the environment? • Why are Good Friday and Easter Day the most important day for Christians? 	<ul style="list-style-type: none"> • So, what do we know about Christianity? (Statutory Bridging Unit)