New Seaham Academy - RE Scheme of Work

Class 1 (EYFS)

	Content	Objectives	Vocabulary
Autumn 1	What Makes Us Special? Exploring similarities and differences between themselves, others and the wider community. Through stories, discussions and creative activities, pupils learn that people can hold different beliefs and that many Christian people believe in God and Jesus.	Lesson 1: Why are we special? Lesson 2: Who is special to you? Lesson 3: Who helps us? Lesson 4: Why should we care for others? Lesson 5: Why is Jesus special to some people?	belief believe care Christian God respect special
Autumn 2	What Are Special Times? Comparing special times, including Diwali and Christmas, by exploring their meanings, traditions and celebrations through stories, pictures and videos. Pupils learn how these festivals are celebrated and consider their importance in bringing people and communities together.	Lesson 1: What are special times? Lesson 2: What is Diwali? Lesson 3: How do some Hindu people celebrate Diwali? Lesson 4: Why do many Christians celebrate Christmas? Lesson 5: How do some Christian people celebrate Christmas?	Christmas celebrate Christian Diwali festival Hindu Jesus
Spring 1	**Why Are Some Places Special?**	Lesson 1: What places are special to you?	Christian

	Exploring what makes places special by reflecting on places that are important to themselves and others. Pupils learn about religious buildings and places of worship and consider why these places hold significance for different people and communities.	Lesson 2: Which places are special to our community? Lesson 3: What makes a place special? Lesson 4: Why are churches special to many Christian people? Lesson 5: Why are mosques special to many Muslim people?	Christian Bible church community mosque Muslim respect special prayer
Spring 2	What makes The World Special? Considering what makes the world special by exploring why it is important to themselves and others. Pupils listen to different viewpoints about caring for the world and discuss why looking after it matters.	▪ *Lesson 1: What is special about our world?* ▪ *Lesson 2: Where do some people believe the world came from?* ▪ *Lesson 3: Why should we look after our world?* ▪ *Lesson 4: How can we care for the world?* *Lesson 5: What is the Easter story?* ▪	belief believe respect care Christian creation Easter Jewish Muslim
Summer 1	Wy Are Somethings Special?	Lesson 1: What is special to you? Lesson 2: What makes prayer beads special?	candle Christian Bible

	Reflecting on things that are special to people by exploring items and images that hold personal or communal significance. Pupils discuss why objects can be important to different people and learn to respect and appreciate different beliefs and values.	Lesson 3: What are special symbols? Lesson 4: Why are some books special? Lesson 5: Why are some candles special?	Diwali festival Hanukkah prayer Qur'an special symbol respect
Summer 2	Why are Some Stories Special? Exploring how stories can help people understand beliefs and values. Pupils listen to a range of stories, consider the messages they contain and learn how stories can inspire people to act in positive ways.	Lesson 1: How do some people treat special books? Lesson 2: What is your favourite story? Lesson 3: What makes a story special? Lesson 4: What can we learn from a Christian story? Lesson 5: What can we learn from a Hindu story?	care Christian Christian Bible God Hindu Jesus Muslim Qur'an special

Class 3 – Year 1

	Content	Objectives	Vocabulary
Autumn 1	How did the world begin? Exploring a range of creation stories and scientific ideas about how the world began, children present their own ideas through art and language. They consider how creation stories help some people understand what God is like	▪ To identify what creation means in relation to the natural world. ▪ To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories. ▪ To recognise that there are different creation stories to explain how the world began. ▪ To express ideas about what a creator might be like based on creation stories. ▪ To know that many Humanists use science to understand how the world began. ▪ To explore and express ideas about how the world began.	Belief believe Brahman Christian Christian Bible creation creator God Hindu idea Jewish proof religion respect scripture Torah worldview
Autumn 2	What do some people believe God looks like? Examining different representations of God by exploring Islamic art, Hindu avatars and images from the Christmas story. Pupils consider how people express beliefs through words and images, create their own artwork and reflect on why representing ideas about God can be challenging.	To express ideas about God. To explain how some Muslim people express their ideas about God. To recognise some of the different forms of God in the Hindu worldview. To recognise that many Christian people believe Jesus is the son of God and God on Earth. To identify how some religious worldviews refer to and represent God. To identify and explain some of the different names people use for God. To consider why Christmas is important to Christians by exploring the ways it is celebrated.	Allah belief believe Brahman Christian Christian Bible Christmas creator God Hindu idea Jesus Muslim

			religion respect worldview
Spring 1	**What is Gods Job?** Investigating different beliefs about God by exploring stories and sacred texts. Pupils examine the roles and actions attributed to God and consider what these beliefs mean to different people.	To investigate different beliefs about God through exploring the 99 names of Allah. To identify what a Jewish story teaches about a special relationship with God. To describe what some people believe about God using Jewish scripture. To describe what some people believe about God using a Christian story. To describe what some Hindus believe about God's different forms and the Trimurti. To explore some Zoroastrian beliefs about God through their creation story.	Allah belief believe Brahman Christian Christian Bible creator God Hindu Jewish miracle Muslim quote Qur'an religion scripture Trimurti Zoroastrian

Spring 2	Why Should We Save The World? Exploring creation stories, religious teachings and quotations about the relationship between humans and nature. Pupils investigate different viewpoints and reflect on how beliefs can influence attitudes towards caring for the world.	To explore who might own the world through a creation story. To investigate why some people believe God created humans last in the Jewish and Christian creation story. To explore the meaning of stewardship by analysing quotes. To investigate what some Muslims believe about caring for the world by exploring stories from Muhammad. To recognise why some people believe it is important to care for the world by exploring ahimsa. To understand the importance of taking care of the world from different worldviews. To explore why Easter is a special time for many Christians by learning about the Easter story.	belief Brahman Christian Christian Bible creation creator God Hindu Humanist important Jewish Muhammad quote religion responsibility scripture Torah worldview
Summer 1	How do we know that new babies are special? Investigating how different people welcome a new baby by exploring ceremonies through	To think about why new babies are special by exploring beliefs about God as a creator.	Allah belief

	quotes, videos and pictures. Pupils examine the symbolism behind these celebrations and identify similarities and differences in how people from different worldviews mark this special event.	To explain why some Muslim people welcome a new baby with the Adhan. To explain how some Muslim people welcome a new baby by investigating Aqiqah. To describe how some Hindu people welcome a new baby by exploring Jatakarma. To explore how promises are made during Christian baptism ceremonies. To identify why names are sometimes an important part of baby welcoming ceremonies.	believe blessing Brahman ceremony Christian community creation God Hindu Humanist Jewish Muslim religion Sikh Trimurti worldview
Summer 2	Why Should We Care For Others? Examining the impact of caring actions by investigating stories and guidance from different traditions and worldviews. Pupils discover different ways people help others and	To explore Christian teachings on caring through stories about Jesus. To identify how and why some people care for others by exploring the Sikh belief in Sewa.	Allah Christian creation God

	consider why generosity and kindness are important.	To investigate why many Muslims believe it is important to care for others by exploring Zakat. To investigate why some ways of caring take more effort and receive less thanks by exploring Tzedakah. To identify some Humanist beliefs about the importance of caring for others. To explore modern examples of how people use their skills to care for others.	Humanist Jesus Jewish miracle Muslim religion responsibility scripture Sikh Waheguru

New Seaham Academy - RE Scheme of Work

Class 4 – Year 2

	Content	Objectives	Vocabulary
Autumn 1	*Why do we need to Give Thanks?* *Investigating how people express gratitude by exploring beliefs and practices linked to making offerings. Pupils examine survey data and artefacts used during puja, consider the meaning behind these traditions and create their own song lyrics to express thanks.*	*To identify how and why some people say thank you by reflecting on personal experience.* *To recognise how and why some people celebrate harvest by examining what they say and do.* *To identify why some Hindus and Christians feel thankful to God by exploring stories.* *To describe how and why some Hindus express gratitude to God by exploring puja.*	*Brahman* *church* *deity* *disciples* *express* *festival*

		To identify how some Hindus and Christians thank God by examining what they do. *To explore music to understand how some Christians thank God.*	*mandir* *murti* *prayer* *puja* *shrine* *symbol/symbolise* *temple* *worship* *value*
Autumn 2	*How do we know some people feel a special connection to a god?* *Exploring the lives of significant religious figures by listening to stories from different traditions and worldviews. Pupils investigate how some people are believed to have a special connection to God, using clues from religious stories to interpret meaning and understand symbolism.*	*To identify how the Christmas story shows that Jesus is special to some people.* *To investigate why some people believe Guru Nanak was special by exploring a story.* *To explore how some stories show beliefs about special people.* *To understand that some people believe Krishna is special by exploring a Hindu story.* *To recognise why Muhammad is special to many people by exploring a story.* *To recognise why many Christians believe Jesus was a special adult by investigating a story.*	*avatar* *chosen* *deity* *Guru* *Old Testament* *prophet*
Spring 1	*How do some people talk to God?* *Examining prayer as a form of communication by exploring why people pray and the different ways prayer is practised. Pupils investigate objects used in prayer and consider how movement and the whole body can be used to express beliefs and feelings.*	*To identify reasons why some people choose to talk to God.* *To describe different ways some people pray.* *To describe ways of praying through exploring Muslim prayer.*	*avatar* *deity* *murti*

		To explain simply how and why special objects and clothing are used during prayer. *To explore how some Hindu people pray and the objects they use.* *To recognise different ways of praying by exploring the use of scripture and prayer books.*	*prayer* *puja* *Qur'an* *shrine* *Torah*
Spring 2	*Where do some people talk to God?* *Investigating places of worship by exploring buildings in the local area and beyond. Pupils examine how features of these buildings can reflect beliefs about God and apply their learning by designing their own place of worship.*	*To describe what makes a place of worship special.* *To understand how a mosque helps some Muslims to pray.* *To understand how a church helps some Christians to pray.* *To understand why some Sikhs visit the gurdwara.* *To identify similarities and differences between places of worship.* *To decide which features are important when designing a place of worship.*	*Alevi* *Allah (Y1)* *believe (Y1)* *Christian (Y1)* *church* *community* *God (Y1)* *gurdwara* *Guru* *Guru Granth Sahib* *important (Y1)* *mosque* *Muslim (Y1)* *place of worship* *prayer* *ritual* *Sikh (Y1)* *value* *worship*
Summer 1	***Who was Buddha and why is he important to Buddhists?*** *Learning about Buddha by finding out why he is a special figure for Buddhists and retelling the story of why he left his home and what he discovered. Pupils explore what we can*	*To recognise that Buddha is a special figure for Buddhists and explain why he is important.* *(Who is Buddha? Why is he special?)*	*1. Buddha* *2. Buddhist*

	learn from his life and teachings. They then find out how Buddhists remember his birth and celebrate the Festival of Wesak.	*To retell the story of why Buddha left his home and describe what he discovered.* *(Why did Buddha leave home?)* *To talk about what we can learn from Buddha's life and teachings.* *(Values and teachings)* *To describe how Buddhists remember and celebrate the birth of the Buddha.* *(The Birth of Buddha)* *To identify the Festival of Wesak and explain how Buddhists celebrate it.* *(Festival of Wesak)* ***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.***	3. *Buddhism* 4. *prince* 5. *Siddhartha* 6. *enlightenment* 7. *teachings* 8. *kindness* 9. *peace* 10. *meditation* 11. *temple* 12. *Wesak* 13. *festival* 14. *celebrate* 15. *lotus flower* 16. *candle* 17. *offering*
Summer 2	***How do Buddhists show their beliefs?*** *Learning about Buddhism by exploring important symbols such as the Lotus Flower and the Bodhi Tree. Pupils find out how Buddhists worship at home and in a temple, and how they express their beliefs through prayer, meditation and offerings. They then reflect on how special people and stories can guide the way we live and treat others.*	*To identify and talk about some symbols that are important in Buddhism, such as the Lotus Flower and the Bodhi Tree.* *(Symbols)* *To explore and describe ways Buddhists show their beliefs through worship.* *(How do Buddhists worship?)* *To describe how Buddhists might worship at home or in a temple.* *(How do Buddhists worship at home?)*	*Buddha* *Buddhist* *symbol* *lotus flower* *Bodhi Tree*

		To understand how Buddhists express their beliefs through prayer, meditation, and offerings. *(How do Buddhists show their beliefs and practice?)* *To reflect on how special people and stories help guide how we live and treat others.* ***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.***	*worship* *temple* *shrine* *prayer* *meditation* *offering* *candle* *incense* ▪ *kindness*

New Seaham Academy - RE Scheme of Work

Class 5 -Year 3

	Content	Objectives	Vocabulary
Autumn 1	What Makes Us Human? Exploring ideas about spirituality, the inner self and the soul by interpreting and creating artwork inspired by different beliefs and perspectives. Pupils reflect on what it means to be human and express their ideas by designing a book cover and blurb.	To understand what makes being human special by exploring Humanist beliefs. To consider what makes humans special by exploring beliefs about the soul. To describe what some people believe about being human through exploring personal responses. To explore the meaning of spirituality to different people.	Buddhist connection meditation

		To explain how and why some Buddhists meditate. To present own and others' views to answer the enquiry question, 'What makes us human?'.	soul source
Autumn 2	Where Do Our Morals Come From? Reflecting on what it means to live a good life by considering ideas about right and wrong and the choices people make. Pupils investigate how some Jewish people use a tallit to remind them of guidance, explore similar meaningful objects and create their own moral code inspired by their learning.	To explain what morals are by exploring Golden Rules from different worldviews. To evaluate the importance of religious guidance to some Christian and Jewish people. To identify how some people remember moral guidance by exploring artefacts. To describe how religious guidance can influence daily life in different worldviews. To explore beliefs by comparing religious and non-religious guidance. To express ideas and justify opinions about moral guidance by evaluating those from other worldviews. To explore why the birth of Jesus is considered good news by many Christians.	Buddha Buddhist covenant Five Pillars of Islam guidance Islam morals reasoning

			Ten Commandments
Spring 1	**Is Scripture Central to religion?** Examining how scriptures are used and valued by different people by investigating a range of religious texts and traditions. Pupils explore how sacred writings are treated with respect, consider their significance to believers and present their findings in a poster.	To explore some key Jewish beliefs about scripture by looking at religious practices, art and writings. To explore beliefs about scripture by looking at the Torah and the Chumash. To make connections between beliefs about the Qur'an and the Hadith and their use. To identify similarities and differences between Jewish and Christian scripture. To recognise the value of the Bible by exploring how and why some Christians use it. To reflect on learning about scripture and its importance in religion.	faith holy inspired New Testament Tenak Torah scroll
Spring 2	What happens if We Do Wrong? Developing their previous learning about the role of god and moral guidance, pupils explore the meaning of consequences to different people. They design and play Snakes-and-Ladders-style games to explore beliefs about reincarnation.	To analyse the consequences of wrongdoing by exploring different perspectives. To examine some Christian beliefs about the process of forgiveness. To investigate how some religious people seek God's forgiveness after wrongdoing.	baptism cleansed forgiveness

		To investigate some beliefs about what happens to the soul after repentance. To investigate some Christian beliefs about cleansing the soul. To explore some Hindu beliefs on how actions can affect the soul.	moral sin salvation soul
Summer 1	Why is Water Symbolic? Investigating the symbolism of water by exploring its use in rituals, ceremonies and religious stories. Pupils consider what water represents to different people, create poetry inspired by its meaning and reflect on how beliefs about water can influence actions and attitudes towards the environment.	To explore how water is important to life practically and symbolically. To explore the significance of water in rituals. To analyse the importance of water in some Christian, Jewish and Muslim stories. To investigate water's symbolism and role in Christian baptism. To explore the significance of water at the Hindu Kumbh Mela festival. To explore why water is considered precious by analysing quotes and actions.	baptism cleanse holy offering Shinto
Summer 2	Why is Fire Used Ceremonially? Examining the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance. Pupils investigate Hindu fire rituals, create freeze frames to represent	To suggest some symbolic meanings of fire by exploring the Olympic flame ceremony. To explore the symbolism of fire in different Hindu ceremonies.	cleanse covenant

	different ceremonies and design a candle to commemorate a special person or event.	To explore how fire can represents both destruction and renewal in some Hindu ceremonies. To explore the significance of fire in the Zoroastrian worldview. To consider how some candles are used to remember in the Jewish worldview. To explore the significance of fire in the Easter Vigil.	divine eternal

New Seaham Academy - RE Scheme of Work

Class 6 -Year 3/4

	Content	**Objectives**	**Vocabulary**
Autumn 1	Y3/4 (A): What makes us human? Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children design the cover and blurb for a book titled 'What makes us human?'.	To understand what makes being human special by exploring Humanist beliefs. To consider what makes humans special by exploring beliefs about the soul. To describe what some people believe about being human through exploring personal responses. To explore the meaning of spirituality to different people. To explain how and why some Buddhists meditate. To present my own and others' views to answer the enquiry question 'What makes us human?'	Buddhist connection meditation soul source

Autumn 2	Y3/4 (A): Why is water symbolic? Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions.	To explore how water is important to life practically and symbolically. To explore the significance of water through investigating Buddhist and Shinto rituals. To analyse the importance of water in some Christian, Jewish and Muslim stories. To investigate water's symbolism and role in Christian baptism. To explore the significance of water at the Hindu Kumbh Mela festival. To explore why water is considered precious by analysing quotes and actions.	baptism cleanse commitment holy offering perspective Shinto spiritual
Spring 1	Y3/4 (A): What makes some texts sacred? Looking at different ways scriptures are used, what this shows about the value placed on them and why this might be. Children consider how and why beliefs about revelation and the origins of texts affect how they are viewed looking at a range of sources.	To recognise how ideas and beliefs can be communicated by looking at different art forms. To explore some key Jewish beliefs about scripture by studying religious practices, art and writings. To identify similarities and differences between Jewish and Christian scriptures.	ancient Buddhist Canon divine

		To recognise the value of the Bible by exploring how and why some Christians use it. To compare and contrast different beliefs about the origin and value of religious texts. To evaluate the role of some religious texts by examining a range of information.	holy New Testament represent revelation Tenak Torah scroll
Spring 2	Y3/4 (A): Who was Jesus really? Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.	To explore who Jesus was and how he has been represented in different ways. To explore Jesus' significance to many of his followers using passages from the Bible. To consider how different people interpreted Jesus' parables using Bible passages. To identify the different names some Christians use for Jesus using images and Bible passages.	crucified Easter evidence Gospels

		To create deductions about Jesus by interpreting Bible stories. To explore what the Easter story might suggest about Jesus for many Christians.	impact literal origin perspective prophecy resurrection sacrifice saviour spiritual viewpoint

Summer 1	Y3/4 (A): Why is fire used ceremonially? Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance.	▪ To suggest some symbolic meanings of fire by exploring the Olympic flame ceremony. ▪ To explore the symbolism of fire in different Hindu ceremonies. ▪ To explore how fire can represents both destruction and renewal in some Hindu ceremonies. ▪ To explore the significance of fire in the Zoroastrian worldview. ▪ To consider how some candles are used to remember in the Jewish worldview. ▪ To explore the significance of fire in the Easter Vigil.	cleanse covenant divine eternal
Summer 2	Y3/4 (A): Why is the Bible the best-selling book of all time? Using historical skills and knowledge, the children explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.	To know how the Christian Bible came to exist using historical enquiry. To explore beliefs about the Bible by investigating its contents. To evaluate the impact of people and events on the modern-day Christian Bible. To explain the importance of Bible interpretation to many Christians. To compare the use of the Christian Bible in different churches. To identify ways in which the Christian Bible is relevant to some people today.	artefact culture Gospels historical holy impact

			literal moral New Testament perspective prophecy spiritual Tenak Torah translation

New Seaham Academy - RE Scheme of Work

Class 7 -Year 4/5

	Content	Objectives	Vocabulary
Autumn 1	What makes some texts sacred? Exploring the different ways scriptures are used, what this shows about the value placed on them and why this might be.	To recognise how ideas and beliefs can be communicated by looking at different art forms. To explore some key Jewish beliefs about scripture by studying religious practices, art and writings. To identify similarities and differences between Jewish and Christian scriptures. To recognise the value of the Bible by exploring how and why some Christians use it. To compare and contrast different beliefs about the origin and value of religious texts. To evaluate the role of some religious texts by examining a range of information.	ancient Buddhist Canon divine holy New Testament represent revelation Tenak Torah scroll
Autumn 2	Why is the Bible the best selling book in the World?	To know how the Christian Bible came to exist using historical enquiry.	artefact

	Exploring the history of the Christian Bible and investigating its relevance to many Christians today.	To explore beliefs about the Bible by investigating its contents. To evaluate the impact of people and events on the modern-day Christian Bible. To explain the importance of Bible interpretation to many Christians. To compare the use of the Christian Bible in different churches. To identify ways in which the Christian Bible is relevant to some people today.	culture Gospels historical holy impact literal moral New Testament perspective prophecy

			spiritual Tenak Torah translation
Spring 1	**Does the language of the scripture matter?** Exploring the ancient and translated languages of scripture and investigating their importance to many believers today.	To explain how stories were shared through oral tradition before writing. To explain why some believers read scripture in its original language. To describe how scripture is used and expressed in different ways. To compare different expressions of the same scripture across communities and practices. To recognise how scripture language can help people feel part of a community. To explore whether the language of scripture matters.	ancient culture guidance Hadith holy modern origin

			revealed Tenak traditions translation
Spring 2	Why Doesn't Christianity always look the same? Investigating why Christian worship looks different across the world when key beliefs are the same.	▪ To investigate how a religion can begin by exploring the story of Pentecost and the start of the Christian church. ▪ To explore the impact of historical figures on the development of Christian beliefs and practices. ▪ To find out how Christianity has changed over time by learning about how different groups (denominations) have formed. ▪ To explain how different interpretations of the Bible lead to different Christian beliefs about the Holy Spirit. ▪ To compare how Christians show their beliefs by looking at how different denominations practise. ▪ To investigate how religions can change by exploring how Christianity continues to develop in the world today.	crucifixion denomination devotion Holy Spirit interpretation Orthodox parable personal pilgrim significant stereotype The Trinity

Summer 1	Why are some places in the world significant to believers? Using maps, pictures and texts, children investigate why some places are significant to some religions	To consider whether height can make a place significant by exploring mountains. To identify the importance of Jerusalem to some Jewish, Christian and Muslim people. To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib. To investigate the significance of the River Ganges for religious and non-religious people. To find out about beliefs by investigating relics. To evaluate who should have access to significant places.	Abrahamic parable personal pilgrimage reflect religious respond significant suggest
Summer 2	Why do people have to stand up for what they believe in?	To recognise the importance of religious freedom by interpreting news reports.	atheist Bandi Chhor Divas

	Investigating historical and modern-day examples of people who have fought for their beliefs.	To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. To explain why Bandi Chhor Divas is celebrated by many Sikhs. To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night. To explore why people stand up for their beliefs using a variety of modern-day scenarios. To explain how and why people stand up for what they believe in.	bias denomination devotion discrimination interpretation Jain liberation martyrdom prejudice protected characteristics

			religious secular stereotype tolerance

New Seaham Academy - RE Scheme of Work

Class 8 -Year 5/6

	Content	Objectives	Vocabulary
Autumn 1	Y5/6 (A): Why do people have to stand up for what they believe in? Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues.	To recognise the importance of religious freedom by interpreting news reports. To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. To explain why Bandi Chhor Divas is celebrated by many Sikhs. To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night. To explore why people stand up for their beliefs using a variety of modern-day scenarios.	atheist Bandi Chhor Divas bias denomination devotion discrimination interpretation Jain

		To explain how and why people stand up for what they believe in.	liberation martyrdom prejudice protected characteristics religious secular stereotype tolerance
Autumn 2	Y5/6 (A): Why do Dharmic religions look different around the world? Considering how people practise their religion and worldview, children think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.	To explore how places can influence the worship of different Hindu deities. To explore how some people maintain their Hindu identity in the UK. To reflect on what it means to be part of the Sikh community by exploring different personal experiences. To analyse and understand festivals of light from different worldviews. To compare how Buddhist teachings influence daily life for a monk and lay Buddhist. To make links and comparisons between different meditative practices performed by some Buddhists.	Bandi Chhor Divas Dharmic diversity Eightfold Path enlightenment interpretation

			Jain liberation
Spring 1	Y5/6 (A): What happens when we die? (Part 1) Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, children explore what happens when we die and the importance of funerals.	To recognise the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. To explore some Jewish beliefs about death through the concept of purgatory. To explore Muslim beliefs about the afterlife by investigating sources. To explain what funerals can mean in different worldviews. To explore the role of forgiveness for some people in different worldviews. To recognise the significance of Dia de los Muertos for some Catholic people.	Abrahamic interpretation portrayal Yom Kippur
Spring 2	Y5/6 (A): What place does religion have in our world today? Thinking about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.	To express a personal worldview through art. To interpret the religious make-up of the UK by examining census data. To compare the use of places of worship locally and elsewhere in the UK. To investigate the spread of religion across the world using maps and data.	census discriminate diversity protected characteristics

		To discuss the importance of freedom of religion and belief by analysing different scenarios. To explain the importance of learning about religions and world dviews through real-life examples.	religious secular
Summer 1	Y5/6 (A): What happens when we die? (Part 2) Continuing to investigate concepts relating to death, exploring the concepts of reincarnation and karma and comparing these ideas with those studied in Part 1.	▪ To explain some Dharmic beliefs about the soul. ▪ To recognise beliefs about samsara and reincarnation in some Dharmic religions. ▪ To recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara by exploring varnas. ▪ To describe how certain practices and traditions may help a Sikh person cope with the death of someone. ▪ To express ideas about enlightenment based on Buddhist beliefs. ▪ To express ideas about enlightenment based on Buddhist beliefs.	Dharmic Eightfold Path enlightenment Four Noble Truths karma liberation moksha mukti nirvana portrayal stereotype reincarnation suggest
Summer 2	Y5/6 (A): Who should get to be in charge? Exploring how laws are created, the concept of succession, where religious laws come from and	To explore the creation of laws and teachings within communities.	devotion discrimination

	how leaders can be chosen for leadership characteristics.	To recognise why there are different ideas about succession in the Muslim worldview. To explore how some religious laws are created in the Muslim worldview. To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. To explore leadership qualities through monarchs and religious leaders. To explain how the Guru Granth Sahib can be a guiding, living leader in the Sikh worldview.	interpretation prejudice secular succession Ummah

New Seaham Academy - RE Scheme of Work

Class 9 – Year 6

	Content	**Objectives**	**Vocabulary**
Autumn 1	Why does religion look different around the world? (Part 1) Exploring how religious practices can vary by investigating the influence of culture, tradition, migration and interpretation. Pupils build on their understanding of the Abrahamic religions and consider how beliefs can be expressed in different ways across communities and contexts.	To identify the similarities and differences between some Abrahamic religions. To identify how some religious practices change over time by exploring Jewish mitzvot. To explain reasons why traditions can vary within a religion. To recognise how some religious practices are influenced by culture.	Liberal mitzvot monotheist

		To use scripture and lived experience to discuss why someone may choose to cover their hair. To identify similarities between Christian teachings and cultural practices around the world.	Orthodox Shabbat tabernacle
Autumn 2	Why does religion look different around the world? (Part 2) Examining how interpretation influences beliefs and practices within Dharmic religions by exploring the impact of culture, history, geography and tradition. Pupils investigate why different Buddhist schools have developed, compare a range of practices and reflect on how religion and worldviews can be expressed in diverse ways.	To explore how places can influence the worship of different Hindu deities. To explore how some people maintain their Hindu identity in the UK. To reflect on what it means to be part of the Sikh community by exploring different personal experiences. To analyse and understand festivals of light from different worldviews. To compare how Buddhist teachings influence daily life for a monk and lay Buddhist. To make links and comparisons between different meditative practices performed by some Buddhists. To consider why and how some people celebrate Christmas.	diversity Jain
Spring 1	Why is it better to be there in person? Investigating the significance of pilgrimages and sacred journeys by exploring why certain places are important to different people. Pupils examine the experiences and challenges of pilgrimage and consider the value of visiting a place in person compared with learning about it in other ways.	To explore the factors that can shape someone's experience of a religious or non-religious event. To understand the significance of places for some Jewish and non-Jewish people. To evaluate the rules around attending significant places.	Hajj secular

		To consider the challenges that many Muslims may face when travelling to Makkah. To understand the significance of attending a non-religious event as a Humanist. To explore the concept of pilgrimage and its relevance in the UK.	
Spring 2	Why is there suffering? (Part 1) Exploring different responses to suffering by considering ideas about sin, free will and the existence of God. Pupils analyse stories and texts from a range of worldviews to investigate why some people turn to God during difficult times, while others see suffering as evidence against God's existence.	To explain some causes of suffering by exploring scripture and experience. To understand the concept of free will through exploring scripture. To investigate beliefs about human wrongdoing through religious perspectives. To explore beliefs about suffering and goodness through scripture and personal responses. To explore different beliefs about God's role in suffering. To examine how teachings about Jesus affect some Christian responses to suffering. To discuss the impact of different Easter traditions by exploring Holy Week.	contradictory Fall free will suffering temptation
Summer 1	Why is there suffering? (Part 2) Further examining different responses to suffering by exploring stories, texts and beliefs from a range of worldviews. Pupils consider how people make sense of suffering and investigate	To consider how people's beliefs influence responses to suffering. To interpret Buddhist beliefs about suffering using the story of Kisa Gotami.	Hukam personal

	how beliefs and values can influence the ways individuals respond to difficult experiences.	To explore how the Four Noble Truths can help some Buddhists respond to suffering. To recognise how the belief in Hukam can help Sikhs in difficult times. To discuss how some Shinto followers believe suffering can be prevented. To recognise how responses to suffering vary by reflecting on stories, beliefs and practices.	reflect respond
Summer 2	What place does religion have in our world today? Investigating the diversity of beliefs and worldviews by exploring personal perspectives, census data and digital maps. Pupils consider what these sources can reveal about religion in society, recognise their limitations and reflect on the importance of freedom of religion or belief and its role in citizenship	To express a personal worldview through art. To interpret the religious make-up of the UK by examining census data. To compare the use of places of worship locally and elsewhere in the UK. To investigate the spread of religion across the world using maps and data. To discuss the importance of freedom of religion and belief by analysing different scenarios. To explain the importance of learning about religions and worldviews through real-life examples.	census diversity protected characteristics secular