

The Northway Curriculum

Year Six

RE

Unit One – Autumn Term

What do religions say to us when life gets hard? (Believing)



LO: I can raise thoughtful questions about life, death, suffering, and what matters most in life.

LO: I can give simple definitions of some key terms to do with life after death. Eg. salvation, heaven, reincarnation.

LO: I can express ideas about why religion can help believers when times are hard, giving examples.

LO: I can outline Christian and Hindu beliefs about life after death.

LO: I can describe some similarities and difference between beliefs about life after death.

LO: I can explain why Christians and Humanists have different ideas about an afterlife.

Year Three

RE

Working Deeper

WD: I can explain what difference belief in judgement, heaven, karma, reincarnation might make to someone who lives, giving examples.

WD: I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.

Year One

Unit One – Autumn Term

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

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

The Northway Curriculum

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 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.

The Northway Curriculum

Year Six

RE

Unit Two – Spring Term

Is it better to express your religion in arts and architecture or in charity and generosity? (Expressing)



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| LO: I can respond to the question title with ideas on my own. | | |
| LO: I can find out about religious teachings, charities and ways of expressing generosity. | | |
| LO: I can describe and make connections between examples of religious creativity. (buildings and art) | | |
| LO: I can show understanding of the value of sacred buildings and art. | | |
| LO: I can suggest reasons some believers see generosity and charity to be more important than buildings and art. | | |
| LO: I can apply ideas from values and from scriptures to the title question. | | |

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| Year Three | |
| RE | |
| Working Deeper | |
| WD: I can outline how and why Humanists criticise spending on religious building or art. | |
| WD: I can examine the title question from different perspectives, including my own. | |

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 in 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)

Year Two
RE
 Unit Two – Spring Term
 How and why do we celebrate special and sacred times? (Christian, Muslim, Jewish) (Expressing)

LO: I can identify a special time I celebrate and explain simply what celebration means.
 LO: I can talk about ways in which Jesus was a special person who Christians believe | the son of God.
 LO: I can explain how Christian holidays such as Easter, Harvest, and Christmas is celebrated and how it can vary in other religions.
 LO: I can retell the Easter story and a story from another religion and say why these are important to their believers.
 LO: I can ask questions that spark my curiosity amongst different religious festivals.
 LO: I can give examples of what people give, do, sing, and remember during a religious festival.

The Northway Curriculum

Year Five
RE
 Unit Two – Spring Term
 If God is everywhere, why go to a place of worship? (Expressing)

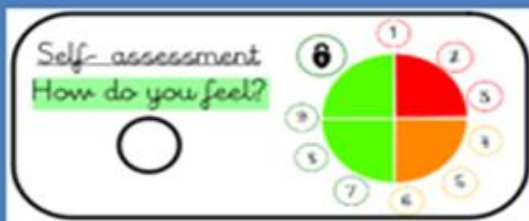
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 LO: I can present ideas about the importance of people in a place of worship, rather than the place itself.

Year Six

RE

Unit Three – Summer Term

What matters most to Christians? (Living)



LO: I can identify the values found in stories and texts.

LO: I can suggest ideas about why humans can be both good and bad, making links with Christian ideas.

LO: I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.

LO: I can describe some Christian and Humanist values simply.

LO: I can express my own ideas about big moral concepts, such as fairness, honesty, etc.

LO: I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult.

Year Three

RE

Working Deeper

WD: I can give examples of similarities and differences between Christian and Humanist values.

WD: I can apply ideas about what really matters in life for themselves, including ideas of fairness, freedom, peace, truth, in the light of learning.

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.

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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.