

Cassop Primary School KS1 - RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Year A Christianity-The Bible <i>Why is the Bible special to Christians?</i> The Holy Bible Stories from Genesis 1 and 2: Creation</p> <p>Christianity - St Cuthbert <i>What can we learn from the story of St Cuthbert?</i> Stories about St Cuthbert how his Christian faith affected his life and how his life had an impact then and now</p> <p>Subject Content: · Christianity- introduction to beliefs and practices and their impact</p> <p>Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Christianity - Harvest <i>How Christians celebrate Harvest?</i></p> <p>Christianity-Christmas <i>How Christians celebrate Christmas?</i> <i>Why are gifts given at Christmas?</i></p> <p>Subject Content: · Christianity- introduction to beliefs and practices and their impact</p> <p>Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Christianity - Jesus <i>Why is Jesus special to Christians?</i> Stories showing Jesus as healer, miracle worker, one who helped and cared for other Jesus as teacher (parables) special teaching of Jesus - love God, love your neighbour.</p> <p>Subject Content: · Christianity- introduction to beliefs and practices and their impact</p> <p>Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Christianity-Easter <i>What is the Easter story?</i> <i>How Christians celebrate Easter?</i> Easter stories from the Bible</p> <p>Subject Content: · Christianity- introduction to beliefs and practices and their impact</p> <p>Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Buddhism - Buddha <i>What can we find out about Buddha?</i></p> <p>Subject Content: · Buddhism- introduction to some beliefs and practices and their impact.</p> <p>Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>

<p>Year B Christianity - God <i>What do Christians believe about God?</i></p> <p>Christianity -church visit <i>What can we learn about Christianity by visiting a church?</i> Introduction to St Helen's or Christ the King Bowburn Church as a place of Worship - features of a church, church leaders (vicar/priest/minister) Subject Content: · Christianity- introduction to beliefs and practices and their impact Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Christianity- Harvest <i>How Christians celebrate Harvest</i></p> <p>Christianity-Christmas <i>How Christians celebrate Christmas?</i> <i>How and why is light important at Christmas?</i> Subject Content: · Christianity- introduction to beliefs and practices and their impact Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Christianity- Belonging <i>What does it mean to belong in Christianity?</i></p> <p>Christian values: individual love, care, forgiveness, helping others, following examples of Jesus.</p> <p>The work of the local vicar - visit to school by vicar to find out about his work in the community Subject Content: · Christianity- introduction to beliefs and practices and their impact Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Christianity-Easter <i>How do Christians celebrate Easter?</i> <i>How Christians celebrate Easter?</i> Belief in Jesus as special to God; death, resurrection of Jesus as important to Christians. Subject Content: · Christianity- introduction to beliefs and practices and their impact Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Buddhism - Beliefs <i>How do Buddhists show their beliefs?</i></p> <p>Diversity Unit -Local Faith Communities <i>What can we learn about our local faith communities?</i> Subject Content: · Buddhism- introduction to some beliefs and practices and their impact. Benchmark Expectations: In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religious studied, using simple technical vocabulary. Have simple knowledge of why these beliefs and practices may be important to people</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>
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