






Corporation Road Community Primary School

RE LTP

RE: Year 1/2B			
Vision: Across the curriculum we aim to develop children’s skills of enquiry, reasoned argument and reflection. We are a multi-faith school and offer a curriculum to reflect this, with more emphasis placed upon the faiths of Christianity and Islam. We plan for a range of activities to engage all children in Religious Education. Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance which will enable them to live successfully in a multi- faith society that is reflected within Britain today. These values will enable our pupils to make a positive impact on their own lives and the communities in which they live.			
Domains		Key Concepts	
Authority and Belief		Thinking About Religion and Beliefs and Enquiring, Investigating and Interpreting	
Expression of Beliefs		Beliefs and Teachings (what people believe), Practices and Lifestyles (what people do) and Expression and Language (how people express themselves)	
Impact of Beliefs		Identity and Experience (making sense of who we are), Meaning and Purpose (making sense of life) and Values and Commitments (making sense of right and wrong)	
Autumn 1	Autumn 2	Spring	Summer
Theme: Community	Theme: Legacy & Impact	Theme: Citizenship	Theme: Gender & Equality
Domains:		Domains:	
<ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs 		<ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs 	
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End Point: Community	End Point: Legacy & Impact	End Point: Citizenship	End Point: Gender & Equality
Enable our pupils to make a positive impact on their own lives and the communities in which they live. Know that they can make positive contributions to their community and understand their place within the community. Know that school is a central part to the local community- children can recognise how school	Children learn about a range of major world faiths; although more emphasis is placed upon the faiths of Christianity and Islam. To gain knowledge, insight and experiences of different world religions which will allow children to provide answers to key questions, be able to participate in discussions (sharing knowledge	Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance and will enable them to live successfully in a multi- faith society that is reflected within Britain today The fundamental British values are reflected in the teaching and learning therefore promoting: mutual respect, democracy, tolerance, liberty and the rule of law.	The teaching and learning promote: mutual respect, democracy, tolerance, liberty and the rule of law. Children understand that no matter of their chosen gender they are as equal as any other person and they have rights which they are entitled to exercise and practice.

<p>contributes to the local community to ensure the people and children within it are safe and respected.</p>		<p>and informed opinions) and to share stories from different religions</p>									
<p>Christianity</p> <p>What can we believe from visiting a church? A, EoB What can we learn from the story of St. Cuthbert? IoB</p> 		<p>Islam</p> <p>How do Muslims worship at home and at the mosque? A, B, EoB, IoB When do Muslims go to mosque? A, B, EoB</p> 		<p>Buddhism</p> <p>How do Buddhists show their beliefs and practice? B,A, EoB How do Buddhists worship? B, A, EoB</p> 							
<p>Year 1</p> <ul style="list-style-type: none"> - To recall features of religious, spiritual and moral stories and other forms of religious expression - To recognise and name features of religions and beliefs - To identify what they find interesting and puzzling in life - To recognise symbols and other forms of religious expression - To recount outlines of some religious stories - To recognise features of religious life and practice - To recognise some religious symbols and words - To identify aspects of own experience and feelings, in religious material studied - To identify things they find interesting or puzzling, in religious materials studied - To identify what is of value and concern to themselves, in religious material studied 		<p>Year 2</p> <ul style="list-style-type: none"> - To retell religious, spiritual and moral stories - To identify how religion and belief is expressed in different ways - To identify similarities and differences in features of religions and beliefs - To recognise that some questions about life are difficult to answer - To ask questions about their own and others' feelings and experiences - To identify possible meanings for symbols and other forms of religious expression - To retell religious stories and identify some religious beliefs and teachings - To identify some religious practices, and know that some are characteristic of more than one religion - To suggest meanings in religious symbols, language and stories - To respond sensitively to the experiences and feelings of others, including those with a faith - To realise that some questions that cause people to wonder are difficult to answer - To respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong 		<p>Year 1</p> <ul style="list-style-type: none"> - To recall features of religious, spiritual and moral stories and other forms of religious expression - To recognise and name features of religions and beliefs - To identify what they find interesting and puzzling in life - To recognise symbols and other forms of religious expression - 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<p>Christianity</p> <p>What can we believe from visiting a church? A, EoB Leaders of a church are Vicars, Priests, minister, Reverend. Some features of the church, cross, lectern, pulpit, altar, font, pew, kneeling cushion. What happens during a church service? Commitment to faith- belonging. First communion, adult baptism, confirmation, membership.</p> <p>What can we learn from the story of St. Cuthbert? IoB Who Was St. Cuthbert? Why is he remembered? Why is he special? Where is St Cuthbert now? The impact of St Cuthbert upon Christians and why he is important to them.</p> <p>Christmas</p> <p>How and why is light important at Christmas? B,A,EoB What does the light symbolise? Christingle? Why are these made? What do they represent? When are they made? How are they used? Christingle service. The star is a symbol used to show where Jesus was born- Nativity story. Christians make Christingles and attend Christingle service.</p> <p>http://request.org.uk/life/church/church-tours/# virtual church tour. http://request.org.uk/life/church/what-is-church/ what is a church</p>		<p>Islam</p> <p>How do Muslims worship at home and at the mosque? A, B, EoB, IoB When do Muslims go to mosque? A, B, EoB Pray at home (space). Animals Mosque (men). Women are allowed in big cities as there are different entrances and spaces. Call to prayer. Friday is their special day. Five times a day. Cover head and body (loose clothes). Saying thanks to God before and after they eat. Say thank you to God regularly.</p> <p>Easter</p> <p>How do Christians celebrate Easter? B,A,EoB The cross, egg are symbols of Easter Why do we have Easter egg? Simmnel cake. 11 balls- 12 apostles minus Judas. People celebrate the death and resurrection of Jesus at Easter- Easter story. Give eggs give cards. celebrate together</p>		<p>Buddhism B</p> <p>How do Buddhists show their beliefs and practice? B,A, EoB How do Buddhists worship? B, A, EoB</p> <p>Buddha as an enlightened teacher (not as a God). Buddha's life- his birth, growing up as Prince Siddharta- giving up his palace life to search for truth and a n answer to suffering; symbol of the Bodhi tree. Understand the importance of the natural world to Buddhists. Characteristics of Buddha- wisdom, courage, compassion. Buddhist teaching- compassion, respect for living things, no stealing or telling lies. People who are Buddhist demonstrate compassion, generosity, honesty and patience. Buddhist stories to illustrate these values- e.g. Siddharta and the Swan, The monkey King. Dharma, or law of life- as a law of cause and effect: karma (kamma). Worship in the home- home shrine. (Statue of Buddha (rupa) or mandala, incense, candles, water, food, bell – to engage all of the senses). Meditation as a form of worship. Symbols and aid to worship e.g. prayer beads, prayer wheel, prayer flags. Lotus flower. Some show belonging and commitment (impact of belief) by living in communities (monastic communities), special clothing, shaven head, alms bowl. Mutual support and responsibility.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv Buddhism https://www.bbc.co.uk/bitesize/guides/zr7ck2p/revision/1 Dharma https://www.bbc.co.uk/bitesize/guides/zmd9dxs/revision/3 meditation https://www.bbc.co.uk/bitesize/clips/zqwfkg7 Prince Siddharta</p>							

<https://www.lindisfarne.org.uk/general/cuthbert1.htm> St Cuthbert

<https://www.britannica.com/biography/Saint-Cuthbert>

<https://kids.kiddle.co/Cuthbert>

https://www.durhamcathedral.co.uk/_assets/media/editor/Downloadable_family_activities/st-cuthbert-key-stage-1.pdf Ks1 Story of St Cuthbert – Durham Cathedral

