



A member of
Bowes Cotherstone Federation



Religious Education Cotherstone Primary School

Rationale

At Cotherstone Primary School, we are committed to ensuring that all children are provided with stimulus and questions that allow them to explore their own religions and beliefs. We are committed to exposing children to major world religions and researching the beliefs and traditions that underpin it. We recognise the importance of diversity and making children more aware of different faiths, cultures, and traditions from around the world and in our local area. We aim to encourage children to think and discuss their thoughts and beliefs in a supportive environment and celebrate different faiths, feelings and values.

Through regular RE lessons throughout the school, children 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. Children are encouraged to ask questions about the world and to reflect on their own beliefs, values, and experiences. Every child is aware that they can choose what they want to believe in, though they must respect everyone's choices and opinions.

Rationale

R.E will be taught 1 session per week throughout the school. Teachers will make links between religions previously studied to those that are being studied at present. A clear progression of knowledge and skills will be taught through well sequenced lessons with the opportunities to review, deepen and apply their understanding of the subject.

We have a very close link with our local reverend, Reverend David, who comes into school on a weekly basis to deliver an assembly. Children visit the local church, St. Cuthberts, on a regular basis for collective worships, Harvest festival, Christingle and Easter services. Reverend David works with the children for them to deliver services in church.

Children learn about other religions both in their discrete RE lessons, as well as in assemblies for religious themed days for example.

Visitors are encouraged to school and likewise visits will be made to places of worship to develop and enhance students understanding of the different religions. Children will have the opportunities to share and discuss their own beliefs and learn how to value and respect everyone's opinions and values. Children will explore and experience different faiths from around the world and see how many different festivals are celebrated.

Rationale

Our R.E curriculum is high quality, well thought out and is planned to demonstrate progression throughout the school. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- Pupil's discussion about their learning
- Evidence in R.E books

Long Term Plan- Year 1 and 2

Religious Education
Long Term Plan



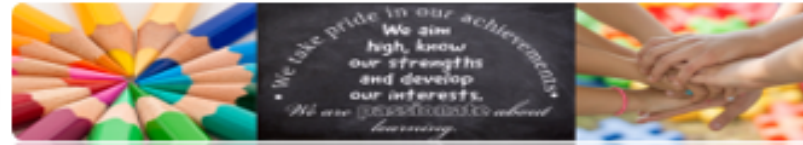
Other core religions
 Christianity
 Whole school approach to Christmas/Easter
 Diversity unit
 Thematic unit

	<i>Autumn</i>	Christmas Unit:	<i>Spring</i>	Easter Unit	<i>Summer</i>
Year 1 and 2 Cycle A	<p>What can we learn about Christianity from visiting a church?</p> <p>What do Christians believe about God?</p>	<p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p>	<p>What is the Easter story?</p>	<p>What can we find out about Buddha?</p>
Year 1 and 2 Cycle B	<p>Why is the Bible special to Christians?</p> <p>What can we learn from the story of St Cuthbert?</p>	<p>How and why is light important at Christmas?</p>	<p>What does it mean to belong in Christianity?</p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p> <p>*What can we learn about our local faith communities? *</p>

Long Term Plan- Year 3 and 4

Other core religions
 Christianity
 Whole school approach to Christmas/Easter
 Diversity unit
 Thematic unit

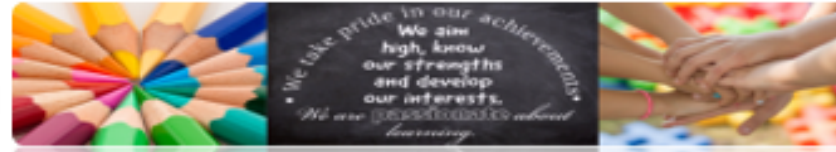
Religious Education
 Long Term Plan



<p>Year 3 and 4 Cycle A</p>	<p>How do Hindus worship?</p>	<p>How and why is Advent important to Christians?</p>	<p>What can we learn about Christian worship and beliefs by visiting a church?</p>	<p>What do Christians remember on Palm Sunday?</p>	<p>What do Hindus believe?</p>
<p>Year 3 and 4 Cycle B</p>	<p>What do we know about the Bible and why is it important to Christians?</p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus?</p>	<p>Why is Lent such an important period for Christians?</p>	<p>How and why do people show care for others? Why do people visit Durham Cathedral today?</p>

Long Term Plan- Year 5 and 6

Religious Education
Long Term Plan



Other core religions
Christianity
Whole school approach to Christmas/Easter
Diversity unit
Thematic unit

<p>Year 5 and 6 Cycle A</p>	<p>Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?</p>	<p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p>	<p>Why is the Last Supper so important to Christians?</p>	<p>How are Jewish beliefs expressed in the home?</p>	<p>Why do people use rituals today?</p>
<p>Year 5 and 6 Cycle B</p>	<p>What can we learn about religious diversity in our area? What can we find out about a local Muslim community?</p>	<p>What do the gospels tell us about the birth of Jesus?</p>	<p>How and why do people care about the environment?</p>	<p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit</p>	

Progression of Knowledge and Skills

RE progression of knowledge and skills- Cotherstone Primary School

	Year 1 and Year2	Year 3 and Year4	Year 5 and Year6
Knowledge and Understanding	<ul style="list-style-type: none"> • I have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary. • I have simple knowledge of why these beliefs and practices may be important to people. • I have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about 	<ul style="list-style-type: none"> • I can describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. • I can begin to form a framework of connections between these concepts by making some links between them. • I can identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences 	<ul style="list-style-type: none"> • I have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and nonreligious worldviews. • I have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews. • I have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them.

Progression of Knowledge and Skills

critical Thinking	<ul style="list-style-type: none">• I can raise questions, express my opinions and back them up with simple reasons in response to the material I learn about.	<ul style="list-style-type: none">• I can raise questions, express my opinions and support these with plausible reasons in response to the material I learn about• I can recognise that others may think differently and have different opinions.	<ul style="list-style-type: none">• I can raise controversial questions, express my opinions and use sound reasons to back these up in response to the material I learn about.• I can show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).
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Progression of Knowledge and Skills

The wider impact of RE on the learner

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engagement and experiences	<ul style="list-style-type: none">• I can tell someone about a religious artefact or visitor that I really enjoyed learning from.	<ul style="list-style-type: none">• I can tell someone about a religious artefact or visitor that I really enjoyed learning from.	<ul style="list-style-type: none">• I can talk about a time where I have handled religious artefacts, visited a religious building or met someone of faith.	<ul style="list-style-type: none">• I can talk about a time where I have handled religious artefacts, visited a religious building or met someone of faith.	<ul style="list-style-type: none">• I can talk about a range of opportunities I have had to handle religious artefacts, visit religious buildings and meet people from different religious communities.	<ul style="list-style-type: none">I can talk about a range of opportunities I have had to handle religious artefacts, visit religious buildings and meet people from different religious communities.

Progression of Knowledge and Skills

Careers and life skills	<ul style="list-style-type: none"> I can name one job that studying RE can lead to. 	<ul style="list-style-type: none"> I can name some jobs that are done by people who have studied RE. 	<ul style="list-style-type: none"> I can list at least 3 jobs that the studying the subject of RE can lead to. I can use my critical thinking skills in a subject other than RE. 	<ul style="list-style-type: none"> I can list several jobs that studying the subject of RE can lead to. I can see how being able to think critically can impact positively on subjects other than RE. 	<ul style="list-style-type: none"> I can talk about careers in RE and recall meeting and talking to at least one visitor from a religious community. I can see how being able to think critically can impact positively on subjects other than RE. 	<ul style="list-style-type: none"> I can talk about careers in RE and recall meeting and talking to more than one visitor from a religious community over time. I can talk about why learning about different religions helps us understand the world better.
Connecting with parents/carers and community	<ul style="list-style-type: none"> I can tell someone from home a religious story I have heard. 	<ul style="list-style-type: none"> I can tell someone from home two religious stories I have heard from different religions. 	<ul style="list-style-type: none"> I can talk about a religious visitor or religious building I have visited with someone from home. 	<ul style="list-style-type: none"> I can talk to people outside of my home about a religious visitor or religious building I have visited and share something I have found out. 	<ul style="list-style-type: none"> I can think of relevant questions to ask when meeting a visitor from a religious community. 	<ul style="list-style-type: none"> I can think of relevant questions to ask when meeting a visitor from a religious community.