

**Burradon Community Primary School**  
**Religious Education 2025-2026**

	<b>Autumn Term</b>	<b>Christmas: How and why is Christmas celebrated by Christians?</b>	<b>Spring Term</b>	<b>Easter: How and why is Easter celebrated by Christians?</b>	<b>Summer Term</b>
<p><b>Pre-school (2 year old)</b></p> <p>Pre-school objectives from 'Development Matters' document</p>	<p>Why am I special?</p> <p>Notice differences between people.</p>	<p>What is the Christmas story?</p> <p>Make connections between the features of their family and other families.</p>	<p>Which book is special to me?</p> <p>Start to say how they are feeling, using words as well as actions.</p>	<p>When are our special times?</p> <p>Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.</p>	<p>Who are special to me?</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>
<p><b>Nursery (FS1)</b></p> <p>FS1 objectives from 'Development Matters' document</p>	<p><b>Christianity:</b> What is Harvest about?</p> <p><b>Hinduism:</b> What is Diwali about?</p> <p>Continue developing positive attitudes about the differences between people. Understand gradually how others might be feeling. Use a wider vocabulary.</p>	<p>What is the Christmas story about?</p> <p>Begin to make sense of their own life-story and family's history. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Use a wider vocabulary. Understand gradually how others might be feeling.</p>	<p><b>Christianity:</b> Which books are special?</p> <p>*Stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm)</p> <p>Talk about what they see, using a wide vocabulary. Use a wider vocabulary.</p>	<p>What is the Easter story?</p> <p>Talk about what they see, using a wide vocabulary. Use a wider vocabulary.</p>	<p><b>Christianity:</b> Which places are special to me?</p> <p>Why are people special?</p> <p><b>Hinduism:</b> What is Raksha Bandhan? (Festival to celebrate bonds of love, care and respect)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Use a wider vocabulary. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Understand gradually how others might be feeling. Develop their sense of responsibility and membership of a community.</p>

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<p><b>Reception (FS2)</b></p> <p>FS2 objectives from 'Development Matters' document</p>	<p><b>Christianity:</b> What happens in a church during Harvest Festival?</p> <p><b>Judaism:</b> What is Shabbat?</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Learn new vocabulary</p>	<p>How is Christmas celebrated in churches?</p> <p>Learn new vocabulary</p>	<p><b>Diversity Unit:</b> What are the Holy Books? (The Qur'an, the Torah, The Guru Granth Sahib)</p> <p><b>Christianity:</b> Which stories did Jesus share? (The Lost Sheep, The Lost Coin)</p> <p>Learn new vocabulary Listen to and talk about stories to build familiarity and understanding. Describe events in some detail. See themselves as a valuable individual.</p>	<p>How is Easter celebrated in churches?</p> <p>Compare and contrast characters from stories, including figures from the past. Describe events in some detail Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them.</p>	<p><b>Diversity Unit:</b> Which places are special and why? (mandir, church, synagogue, Buddhist rupas)</p> <p>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Learn new vocabulary Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Think about the perspectives of others.</p>
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<p><b>Year 1</b></p>	<p><b>Christianity:</b> <b>What do Christians believe about God?</b> ~God as One, creator, loving, caring, having authority. -Descriptions of God as Father, Loving parent, King ~God as Creator and responsible for Creation as shown in</p>	<p>Why are gifts given at Christmas?</p>	<p><b>Christianity:</b> <b>Why is Jesus special to Christians?</b> ~Introduction to the special nature of Jesus through his special birth (incarnation), life and ministry, death and resurrection (salvation) ~Jesus as the Son of God (incarnation)</p>	<p>Why do Christians celebrate Easter?</p>	<p><b>Buddhism:</b> <b>Who is Buddha?</b> ~Belief in Buddha as an enlightened teacher (not a god) ~Importance of the natural world. ~Values of compassion, respect for all living things. ~Example of historical Buddha's life – his birth, growing up as Prince</p>

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	<p>Genesis 1 and 2, human responsibility to care for God's Creation. ~How Christians care for God's creation (link to Harvest)</p> <p><b>What can we learn about Christianity from visiting a church?</b></p> <p>~Introduction to a local church leader e.g. priest / minister / vicar. ~The church building as a place for worship, community and belonging – introduction to some features of churches e.g cross pulpit, lectern, altar, candles, icons, font, statues. ~Sunday worship in church – words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist, role of the vicar.</p> <p><b>Visit to the local church</b></p>		<p>~Jesus as important as shown through his birth, death and resurrection – Christmas and Easter (Incarnation and Salvation) ~Stories about the life and ministry of Jesus – as healer, miracle worker, teacher (e.g. through parables), one who helped and cared for others. Key teaching of Jesus – love God, love your neighbour as yourself. ~Christian values and ways of living based on the teaching of Jesus, 'love God and love your neighbour as yourself' e.g. how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.</p>		<p>Siddhartha, giving up palace life to search for truth and an answer to suffering: symbol of the Bodhi tree. ~Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies. ~Buddhist stories illustrating these values e.g. Siddhartha and the Swan, The monkey King.</p> <p><b>Interview / visit from Buddhist Monk</b></p>
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<b>Year 2</b>	<b>Christianity:</b> <b>Why is the Bible special to Christians?</b> ~The Bible as the holy book of Christians which tells them about God. ~How the Bible is treated with respect e.g. read from the lectern in some churches, special Bibles.	How and why is light important at Christmas?	<b>Christianity:</b> <b>What does it mean to belong to Christianity?</b> ~How religious identity and belonging are expressed through baptism, services of dedication (symbols, words, actions, vows and promises)	How do Christians celebrate Easter?	<b>Buddhism:</b> <b>How do Buddhists show their beliefs?</b> ~Worship in the home: Buddhist home shrine – statue of Buddha or mandala, incense, candles, water, food, bell – engaging all the senses. ~Introduction to meditation as a form of Buddhist worship.

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	<p>~Some stories from the Bible – Old and New Testament. ~How the Bible has an impact on the lives of individuals,</p> <p><b>What can we learn from the story of St Cuthbert?</b></p> <p>~Stories about St Cuthbert – how his Christian faith affected his values, practices and actions, how his life has had an impact on others then and now (link to local centre of worship)</p>		<p>~Introduction to Newcastle Cathedral as a place of worship.</p> <p><b>Visit to Newcastle Cathedral</b></p>		<p>~Symbols and aids to worship e.g. prayer beads, prayer wheels and flags, lotus flower. ~How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty and patience. ~Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl. ~The importance of the Buddhist community – lay people, monks, nuns, priests. How mutual support and responsibility are shown.</p> <p><b>Diversity Unit:</b> <b>What can we learn about our local faith communities? (Compare Christianity with the beliefs of Humanists)</b></p> <p>~Introduction to the diverse religious and non-religious landscape within the local area. ~How do Humanists express their beliefs? ~What do Humanists believe?</p> <p><a href="https://understandinghumanism.org.uk/">https://understandinghumanism.org.uk/</a></p>
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<b>Year 3</b>	<p><b>Christianity:</b> <b>What can we learn about Christian worship and beliefs by visiting churches?</b></p> <p>~The role of clergy in local and national churches e.g. vicar/ minister/pastor/priest/ bishop/ Archbishop/Pope. ~The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent</p>	<p>How and why is Advent important to Christians?</p>	<p><b>Hinduism:</b> <b>What do Hindu's believe?</b></p> <p>~Belief in one God, One Supreme Being (Brahmin), represented and worshipped in many forms: the Trimurti (Brahma, Vishnu, Shiva), male and female animal deities as representations of God, the concept of avatars e.g Rama and Krishna. ~The nature of God as expressed in murtis (images), pictures, symbols, Aum.</p>	<p>What do Christians remember on Palm Sunday?</p>	<p><b>Hinduism:</b> <b>How do Hindus worship?</b></p> <p>~Worship at home and in the mandir to include puja, Arti/Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship. ~How beliefs and feelings are expressed through communal celebrations of Diwali / Holi. ~The importance of music, dance, drama, artefacts, mantras, food, stories,</p>

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	<p>and Holy Week), Pentecost.</p> <p>~How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.</p> <p>~Introduction to the diversity of practice in worship in different churches.</p> <p>~Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer.</p> <p>~How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g first communion, confirmation, membership ceremony.</p> <p>~Commitment shown through life in a</p>		<p>~Introduction to belief in atman, karma, ahimsa, reincarnation.</p> <p>~Introduction to sacred texts e.g. Vedas, Bhagavad Gita, Ramayana and how they are used by Hindus.</p> <p>~Traditional Hindu stories with a moral and their significance for Hindus e.g. the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love)</p> <p>~How belief in karma has impact on behaviour and actions e.g. Seva (service for others)</p> <p>~How belief in ahimsa has an impact on behaviour and actions e.g. non-violence, vegetarianism/food laws.</p> <p>~Introduction to how Hindu beliefs and values affect views on moral issues e.g. the environment, care for others.</p>		<p>customs in celebrations and worship.</p> <p>~The role of pilgrimage, how beliefs are expressed through visits to sacred sites e.g. Varanasi on the river Ganges.</p> <p>~The sacred thread initiation ceremony as an expression of commitment, religious identity and belonging.</p> <p><a href="#">Visit to Hindu Temple</a></p>
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	<p>monastic community/religious order, becoming a priest/vicar/minister.</p> <p><b>Visit to the local church and a contrasting church to compare features</b></p>				
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<b>Year 4/5</b>	<p><b>Judaism:</b> <b>Why is Moses important to Jewish people?</b> ~The significance of Moses in Judaism: chosen by God (Burning bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism.</p> <p><b>Diversity unit: What can we learn about religious diversity in our area?</b></p>	<p>Why do Christians call Jesus the light of the world?</p>	<p><b>Christianity:</b> <b>What do Christians believe about God?</b> ~The nature of God as creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepard and Shield) and through stories, symbols, art, icons. ~The otherness of God (transcendent), who inspires awe, wonder and devotion.</p>	<p>Why is the Last Supper so important to Christians?</p>	<p><b>Thematic Unit:</b> <b>How and why do people show care for others? (Compare Christianity, Hinduism and Humanist belief and thinking)</b></p> <p><b>Christianity:</b> ~How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes by showing love, forgiveness, charity e.g. work of local churches,</p>

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	<p>(compare Christianity with the beliefs of Humanists)          ~How do we decide what to believe?  <a href="https://understandinghumanism.org.uk/uhtHEME/what-is-humanism/?age=5">https://understandinghumanism.org.uk/uhtHEME/what-is-humanism/?age=5</a>  <a href="https://understandinghumanisms.org.uk/uhtHEME/knowledge/?age=7">https://understandinghumanisms.org.uk/uhtHEME/knowledge/?age=7</a>          ~Why don't Humanists believe in God?  <a href="https://understandinghumanism.org.uk/uhtHEME/atheism-and-agnosticism/?age=7">https://understandinghumanism.org.uk/uhtHEME/atheism-and-agnosticism/?age=7</a></p>		<p>~Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God.          ~How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.</p>		<p>Christian charities such as CAFOD, Christian Aid, Salvation Army and individuals.          ~How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money.</p> <p>~Introduction to how Christian values will affect views on moral issues e.g. care for others.</p> <p><b>Hinduism:</b>          ~Introduction to how Hindu values will affect views and actions on moral issues e.g. care for others.</p> <p><b>Humanism:</b>          ~How do we believe we can lead a good life?  <a href="https://understandinghumanism.org.uk/uhtHEME/values/?age=7">https://understandinghumanism.org.uk/uhtHEME/values/?age=7</a>  <a href="https://understandinghumanism.org.uk/uhtHEME/knowledge-and-belief/?age=7">https://understandinghumanism.org.uk/uhtHEME/knowledge-and-belief/?age=7</a></p> <p>~What do we value in life?</p>
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					<a href="https://understandinghumanism.org.uk/uhtheme/values/?age=7">https://understandinghumanism.org.uk/uhtheme/values/?age=7</a>
	<b>Autumn Term</b>	<b>Christmas: How and why is Christmas celebrated by Christians?</b>	<b>Spring Term</b>	<b>Easter: How and why is Easter celebrated by Christians?</b>	<b>Summer Term</b>
<b>Year 5/6</b>	<p><b>Christianity:</b> <b>Why is Moses important to Jewish people?</b> ~The significance of Moses in Judaism: chosen by God (Burning bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism.</p> <p><b>Diversity unit: What can we learn about religious diversity in our area?</b> (compare Christianity with the beliefs of Humanists) ~How do we decide what to believe? <a href="https://understandinghumanism.org.uk/uhtheme/what-ishumanism/?age=5">https://understandinghumanism.org.uk/uhtheme/what-ishumanism/?age=5</a> <a href="https://understandinghumanisms.org.uk/uhtheme/knowledge/?age=7">https://understandinghumanisms.org.uk/uhtheme/knowledge/?age=7</a></p>	<p>Why do Christians call Jesus the light of the world?</p>	<p><b>Christianity:</b> <b>What do Christians believe about God?</b> ~The nature of God as creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepard and Shield) and through stories, symbols, art, icons. ~The otherness of God (transcendent), who inspires awe, wonder and devotion. ~Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God. ~How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.</p>	<p>Why is the Last Supper so important to Christians?</p>	<p><b>Christianity: (This is a statutory bridging unit into KS3 and will consolidate learning from KS1 and KS2)</b> <b>What do we now know about Christianity? (exploration through the concepts)</b></p> <p><b>Unit 1 (already taught):</b> <b>Belief:</b> ~God as One, creator (Genesis 1 and 2), loving, caring, having authority. God who provides and forgives. Shown through metaphors for God as Potter, Father, Rock, Shepherd, and Shield through stories, symbols, art, icons. Descriptions of God as Father, Loving Parent, King. ~The otherness of God (transcendent) who inspires awe and wonder.</p>

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	<p>~Why don't Humanists believe in God?  <a href="https://understandinghumanism.org.uk/uhtHEME/atheism-andagnosticism/?age=7">https://understandinghumanism.org.uk/uhtHEME/atheism-andagnosticism/?age=7</a></p>				<p>-Introduction to God as Trinity (Father, Son and Holy Spirit).          ~The special nature of Jesus shown through his special birth (Salvation), showing the special nature of Jesus and what this means for Christians today.          ~Jesus as the Son of God.</p> <p><b>Authority:</b>          ~How the Bible is treated with respect and used in worship          ~Jesus as important as shown through his birth as well as key events- baptism          -Different types of writing- Old and New Testament.          ~Stories about the life and ministry of Jesus. Jesus as teacher, miracle worker and having the power to change lives-disciples.</p> <p><b>Expressions of Belief:</b>          ~The church as a place of worship, community and belonging. Features of a church.          ~Sunday worship.          ~Religious identity and belonging expressed through baptism.</p>
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					<p>~The significance of rituals/objects and symbols associated with Christian worship.</p> <p>~How church buildings and symbolic objects are used to express beliefs and feelings.</p> <p>~The importance of prayer in different forms.</p> <p>~Commitment to the church through rituals such as first communion, confirmation.</p> <p>~The significance of Christian places in the North East for worship (Newcastle and Durham Cathedral, Holy Island, Jarrow, Tynemouth)</p> <p><b>Impact of Belief:</b></p> <p>~How Christians show commitment and belonging to the Christian community.</p> <p>~Christian values and ways of living based on the teachings of Jesus, the moral code by which Christians base their lives.</p> <p>~How the Bible has an impact on the lives of individuals.</p>
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					<p><b>Unit 2 (new knowledge):</b> <b>Belief:</b></p> <p><b>Authority:</b> ~The Bible as the Holy book of Christians, the sacred book showing God's relationship with humanity.</p> <p><b>Expressions of Belief:</b></p> <p><b>Impact of Belief:</b> ~Christian values and ways of living based on the teachings of Jesus, the moral code by which Christian's baes their lives. ~How the Bible has an impact on the lives of individuals. ~How belief in God will affect Christians e.g. their belief in life after death, praying and going to church.</p>
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