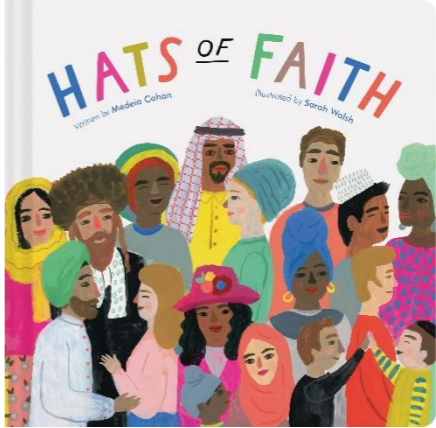


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	Autumn 1 Creation and Fall	Autumn 2 Christmas Visit to St Peter's church to help get it ready for Christmas.	Spring 1 Gospels 	Spring 2 Easter/Salvation	Summer 1 	Summer 2
EYFS	<p>Understanding Christianity :F1 Why is the word God so important to Christians?</p> <p>Vocabulary: God, create, creator, creation, creative</p> <p>Key Knowledge: The word God is important as the name to someone very important to Christians: the Creator of the universe.</p> <p>Christians believe God is behind all there is in the world. They believe that God is the giver of life.</p> <p>Christians show that God is important to the min church when they gather to pray</p> <p>Christians respect Gods name and use it with love and care because God is holy and great.</p> <p>Christians believe that God made everything in six days; some say it took longer, that it all began with a bang, but God started it all.</p>	<p>Durham Diocese Christmas</p> <p>Vocabulary: Christmas, Jesus, Bethlehem, Mary, Joseph, donkey inn, shepherd star and stable</p> <p>Key knowledge: Christmas is the celebration of Jesus' birthday and that he was a very special baby, the Son of God.</p> <p>To recall parts of the nativity</p> <p>The people in the nativity story are Mary, Jesus, Joseph, shepherds, Wise men, inn keeper</p> <p>To use religious words to talk about Christmas.</p> <p>Christmas is important to Christians and how Christians celebrate in church.</p> <p>Outcomes: I know that Christians celebrate Jesus' birthday at Christmas</p> <p>I know what happens in the nativity and who is int it. I can re-tell the Christmas story.</p>	<p>DD: Friendship</p> <p>Vocabulary: Friend, friendship, trust, love, Jesus</p> <p>Key knowledge: Having friends is important – they make us happy, they help us and it makes us happy to help them too.</p> <p>We can be friends with anyone – no matter where they come from, what they look like etc.</p> <p>Children can identify positive aspects of friendship – shared interests, play games, share, help, cheer them up etc.</p> <p>We can be friends with people of different faiths.</p> <p>Christians are friends of Jesus.</p> <p>Jesus went fishing with his friends what do you like to do with your friends?</p> <p>Jesus had special friends called disciples – Calming of the Storm.</p> <p>The Bible story of Ruth and Naomi is of</p>	<p>UC F3 Why do Christians put in a cross in an Easter Garden?</p> <p>Vocabulary: cross, Easter, repent, celebrate, palm cross</p> <p>Key Knowledge: Palm crosses are a special symbol, or a reminder for Christians.</p> <p>Christians use crosses to celebrate Easter at home and at church</p> <p>Christians believe in acknowledging things they think or say or do that is wrong and to say sorry (repent) to each other</p> <p>Christians believe that God forgives even though it is not always easy to say sorry</p> <p>Outcomes: I know why a Palm cross is an important symbol.</p> <p>Pupils will understand why it is good to say sorry</p>	<p>F4 <i>Being special: Where do we belong?</i></p> <p>Vocabulary: baptism, dedication, valued, welcomed</p> <p>Key Knowledge: We show respect for one another by being kind, by accepting that we are different etc.</p> <p>Each person is unique and valuable.</p> <p>Children can name events where they felt welcomed, special, valued.</p> <p>religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person</p> <p>Jewish and Christian people believe God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16).</p> <p>Children are very special to Jesus. He wanted to see the children even though the disciples tried to stop him (Mark 10:13– 16).</p>	<p>F6: Which stories are special and why.</p> <p>Vocabulary: Bible, Old Testament, Muhammad, Rama, Sita, Muslim Hindu</p> <p>The Bible is the Christians' holy book which helps them to understand more about God, and how people and the world work.</p> <p>Bible's may look different but they also have some similarities – they contain the same stories for example.</p> <p>Hear and explore stories from the Bible – note that the Jewish scriptures include the books in the part of the Bible that Christians call the 'Old Testament', e.g. David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jewish story of Hanukkah; stories Jesus told and stories from the life of Jesus: Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19); etc.</p>

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	<p>Christians show that God is important to them in church when they gather together to pray to God and to sing his praise.</p> <p>A church is a Christian place of worship. Worship is about people showing how much God is worth to them.</p> <p>Outcomes:</p> <p>I know that God is important to Christians</p> <p>God is the creator of the world</p> <p>I understand why Christians respect God</p>	<p>I know the story of The story of Anna and Simeon (Luke 2:21-40)</p> <p>I can use religious words to talk about Christmas</p> <p>I can say why Christmas is important to Christians and how it is celebrated in church.</p>	<p>good friendship. Ruth remained with Naomi when it would have been easy to leave. She went with her to live in a foreign place and to take care of her. Ruth was a faithful and loyal friend.</p> <p>Children can talk about the feelings associated with friendship</p>	<p>I know that Christians believe that God will forgive</p>	<p>This love of God for children is shown in Christianity through infant baptism and dedication.</p> <p>Other faiths welcome people to their religion in other ways:</p> <p>Islam: Aqiqah ceremony, whispering of adhan and cutting of hair; Judaism: naming ceremony for girls – brit bat or zaved habat; some atheists (people who believe there is no God) might hold a Humanist naming ceremony.</p> <p>Hindu - Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or rakhi) of gold or red threads around the right hand of her brother.</p>	<p>Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths: Muslim stories such as: Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees,</p> <p>Hindu stories such as: Rama and Sita, the story of Ganesha, stories about Krishna.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Durham Cathedra Jewish Synagogue			
1/2	<p>1.10 How should we care for the world and for others and why does it matter?</p> <p>Vocabulary: Service, golden rule.</p> <p>Key Knowledge: Each person is unique and important</p> <p>Christians and Jews believe that God values everyone, such as for Christians: Matthew 6.26; Jesus blesses the children (Matthew 19, Mark 10, and Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it).</p> <p>Some stories from the Christian Bible are about friendship and care for others. These show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1-4).</p> <p>we all have special skills we can use to benefit others.</p> <p>Some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, (charity) in Islam; tzedekah (charity) in Judaism.</p>	<p>UC 1.4 What is the good news that Jesus brings?</p> <p>Vocabulary: forgiveness, Gospel, peace</p> <p>Key Knowledge:</p> <p>The meaning of 'Gospel' is the same as good news.</p> <p>Matthew the tax collector was one of the 12 disciples. Forgiveness from Jesus</p> <p>Jesus gave instructions to people about how to behave</p> <p>Christians follow the teachings about forgiveness and peace</p> <p>Give 2 examples of how Christians put these beliefs into practice in the church & own lives</p> <p>Outcomes:</p> <p>I know Gospel means 'good news'</p> <p>I know Christians believe Jesus gave instructions about how to behave</p> <p>Jesus showed Christians how to behave through his own behaviour.</p> <p>I can give examples of how Christians live their life the way Jesus wanted them to.</p>	<p>1.9 What makes some places sacred to believers?</p> <p>Vocabulary: sacred, holy. See religion-specific vocab below.</p> <p>Key Knowledge:</p> <p>It is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands or dressing in certain ways).</p> <p>Key features of religious buildings: church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colour, icons; baptismal pool, pulpit, Synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah;</p> <p>Religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say sorry, to prepare for prayer.</p>	<p>UC 1.5 Why does Easter matter to Christians?</p> <p>Vocabulary: Easter, incarnation, resurrection</p> <p>Key Knowledge</p> <p>To tell stories of Holy week and Easter from the Bible</p> <p>To link the idea of salvation with the Easter story and to recognise that salvation and incarnation are part of the big story of the bible</p> <p>To give 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Outcomes</p> <p>I know what happened in Holy week</p> <p>That salvation is important to Christians</p> <p>That Christians show their belief in Jesus by</p>	<p>1.7 Who is Jewish and how do they live?</p> <p>Vocabulary: mezuzah, challah bread, challah cover, kosher, kippah, hanukkah</p> <p>Key Knowledge:</p> <p>Jewish people might have the following objects in their home: mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, hanukkah, kippah)</p> <p>Items can be precious – not in terms of money but in terms of being meaningful.</p> <p>Jews believe that God is one and that it is important to love God.</p> <p>Some Jewish people write G-d, because they want to treat the name of God with the greatest respect.</p> <p>The mezuzah has the words of the Shema on a scroll inside. Many Jews have this in their home.</p> <p>On Shabbat, Jews do many things including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest.</p> <p>Some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day).</p> <p>Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. Sukkot: read the story, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; Hanukkah: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about</p>	

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	<p>Some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Christian Aid; Islamic Relief; the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Consider diocesan companion links (Durham diocese – Lesotho);</p> <p>Some religions have a 'golden rule' about the treatment of others: Golden Rule: Christianity – "Treat others as you want them to treat you" (Matthew 7.12); Islam - "None of you [truly] believes until he wishes for his brother what he wishes for himself." (Hadith); Judaism – "What is hateful to you, do not to your fellow man." (Talmud);</p>	<p>Religious music can be about peace, friendliness, looking for God, thanking God or thinking about God.</p> <p>I can explain what is different between a religious building where people gather and a village hall/ school.</p>			<p>the menorah (7-branched candlestick) and how the 9- branched Hanukkah links to the story of Hanukkah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Miracles
3/4	<p>UC 2a.1 What do Christians learn from our Creation story?</p> <p>Vocabulary: creation, wonder, God as Creator</p> <p>Key Knowledge</p> <p>Place the concepts of God and creation on a timeline of the Bibles Big Story.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and creation</p> <p>Describe what Christians do because they believe God is Creator.</p> <p>What is important in the creation story for Christians living today and for people who are not Christians.</p> <p>Outcomes</p> <p>Understanding of God and Creation and where it sits in the Big Story</p> <p>Have a good understanding of Christian belief about God and creation</p> <p>Can explain what Christians do because they believe in God</p> <p>Make links between the creation story and its importance for Christians/ non Christians today</p>	<p>UC- 2a.4 what kind of world did Jesus want?</p> <p>Vocabulary: Gospel neighbour leprosy</p> <p>Key Knowledge</p> <p>To identify that the Gospels tell the story of the life and teaching of Jesus,</p> <p>Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>To offer suggestions about what Jesus' action towards the leper might mean for Christians.</p> <p>To give examples of how Christians try to show their love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible story of healing the lepers and the importance of love and life in the world today.</p> <p>Outcomes</p> <p>I know what the Gospels teach</p> <p>Understand how Christians try to follow Jesus today</p> <p>Understand what it meant when Jesus healed the ten men with leprosy</p> <p>To know how Christians show their love relating it back to the story of the healing of the 10 lepers. School value</p>	<p>UC 2a.2 What is it like to follow God?</p> <p>Vocabulary: covenant commitment</p> <p>Key Knowledge</p> <p>To make clear links between the story of Noah and the idea of a covenant</p> <p>Make links to promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Outcomes</p> <p>I can explain what a covenant is and how God made a covenant with Noah</p> <p>I can make links from promises in the story of Noah to ones made at a wedding ceremony</p> <p>I can make links between the story of Noah and how Christians live in the wider world</p> <p><i>We can make promises and commitments to one another – explore marriage in the Christian tradition as a promise before God. What does a non-religious marriage ceremony look like? Formal and legal commitment.</i></p>	<p>UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Vocabulary: incarnation, fall, creation, salvation, Gospel Good Friday, Palm Sunday Easter Sunday</p> <p>Key Knowledge</p> <p>To order Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bibles 'big story'</p> <p>To offer suggestions for what the texts about the entry to Jerusalem and the death of Jesus might mean.</p> <p>Give examples of what the text might mean to Christians.</p> <p>Make links between the Gospel texts and how Christians mark Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between the stories and teachings in the Bible and life in the world today.</p> <p>Outcomes</p> <p>I understand 'the big story' of the Bible</p> <p>To know what the entry to Jerusalem and the death of Jesus means to Christians</p>	<p>L2.7 What does it mean to be a Hindu in Britain today?</p> <p>Vocabulary: Brahma, Vishnu and Shiva, Trimurti, Brahman, moksha, puja</p> <p>Key Knowledge</p> <p>Brahma, Vishnu and Shiva form the Trimurti.</p> <p>These deities help Hindus relate to the Ultimate Reality, Brahman</p> <p>Trimurti – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer).</p> <p>We see examples of death and rebirth in nature: seasons, seeds/bulbs, forest fires, etc They are necessary for life.</p> <p>For some Hindus, all living beings possess a 'spark' of Brahman, the Ultimate Reality.</p> <p>This 'spark' is known as 'atman' and means that all living beings are sacred and special.</p> <p>Hindus might describe life as a journey towards moksha; Hindu life is also part of a journey through different stages (ashramas), each with different duties.</p> <p>Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma.</p> <p>Hindus perform daily puja (prayer)</p> <p>Holi is a Hindu festival that celebrates the arrival of spring and the</p>	<p>L2.10 How and why do believers show their commitments during the journey of life?</p> <p>Vocabulary</p> <p>Commitment, milestone, communion, confession</p> <p>Key Knowledge</p> <p>Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?</p> <p>Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments:</p> <p>Christians: e.g. Baptists/Pentecostals celebrate "believers' baptism" or adult baptism; compare this with Church of England and Roman Catholic celebration of infant baptism (note that infant baptism has been introduced in previous units, so build on that learning); Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation</p> <p>Hindus: sacred thread ceremony</p>

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				Know how Christians show their belief about events in Holy week in worship	end of winter. It is a day when Hindus look forward to spending time together and try to mend broken friendships.	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5/6	<p>UC 2b.5 What would Jesus do?</p> <p>Vocabulary: Kingdom of God, community</p> <p>Key Knowledge</p> <p>There are different possible meanings for texts studied (The Feast, Luke, The Tenants (Matthew))</p> <p>There are connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in the community.</p> <p>That Christian teachings or beliefs about God's Kingdom relate to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether the world could or should learn from Christian ideas.</p> <p>Outcome</p> <p>That Christians find the teachings of God into practice in different ways.</p> <p>That Christians relate the teachings of God to what is happening in their life now.</p>	<p>UC 2.8 What kind of king is Jesus?</p> <p>Vocabulary: parable, vineyard, kingdom</p> <p>Key Knowledge:</p> <p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> <p>For Christians, Heaven is a place full of love, with no tears: people do what God wants. Earth is not presently like this, of course.</p> <p>Key texts: The Feast: Luke 14:12–24 The Tenants in the Vineyard: Matthew 21: 33–46</p> <p>Christians try to bring the Kingdom of God on Earth.</p>	<p>UC 2.3 How can following God bring freedom and justice?</p> <p>Vocabulary: covenant, plague, salvation,</p> <p>Key Knowledge:</p> <p>The Old Testament pieces together the story of the People of God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>Explain that Moses and the children of Israel were part of the People of God. Exodus 3:6 shows their link to God and Abraham.</p> <p>The eight key events in Moses' life are: : 1) being put in the basket and found by Pharaoh's daughter, 2) killing of the taskmaster, 3) fleeing Egypt, 4) the burning bush. 5), the ten plagues. : 6) leading children of Israel out of Egypt, 7) crossing the Red/Reed Sea, 8) the covenant on Mount Sinai.</p> <p>God rescues his people in the story of Moses by delivering them from Egypt and then making the covenant with them — not demanding that they obey the commands first and only rescuing them if they manage it.</p>	<p>UC 2b.6 What did Jesus do to save human beings?</p> <p>Vocabulary: incarnation, salvation, New testament, sacrifice</p> <p>Key Knowledge</p> <p>I know how Incarnation and Salvation fit within the timeline of the 'big story' of the Bible.</p> <p>Christians interpret the death of Jesus in the New Testament in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass)</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> <p>I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion.</p> <p>I can explain connections between Isaiah 53, John 19 and</p>	<p>What does it mean for a Jewish person to follow God?</p> <p>Vocabulary: Torah, commandments, Shabbat, mitzvot</p> <p>Key Knowledge</p> <p>'the Shema' - belief in one God and the command to love God with all their heart, soul and might. It is used in the mezuzah</p> <p>It is found Deuteronomy 6:4–9</p> <p>Titles used to refer to God in Judaism: Almighty, King, Father, Lord, King of Kings</p> <p>Texts that describe these names: the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a siddur, a daily prayer book.</p> <p>a Sefer Torah (handwritten scroll) is produced, covered and treated. It is used each week in the synagogue and for the annual cycle of readings.</p> <p>the Jewish holy book is the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings)</p> <p>Regular study of the Torah is important to many Jews.</p> <p>Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting</p>	<p>U2.12 What will make our city/town/village a more respectful place?</p> <p>Vocabulary: diversity, denomination, harmony, tolerance, charter</p> <p>Key Knowledge</p> <p>The main religion in Hartlepool is Christianity, the next is Islam.</p> <p>Learn from diversity through visiting places of worship from different denominations and different religions.</p> <p>identify similarities and differences between places of worship and practices</p> <p>Why are there now more than 40 mosques in the North East, where 60 years ago there were none? Why are there over 260 Churches in the Diocese of Durham and over 230 in the Diocese of Newcastle, some of them over 900 years old? Local examples include Durham Cathedral, Find out about some of the differences across the UK – compare local, rural and urban communities for diversity; identify similarities and differences.</p> <p>Develop understanding of examples of community harmony, reflecting that this does not mean 'being all the same' but does mean 'accepting our differences'; create a 'charter for peace' among religions Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today. and beliefs. Specu-</p>

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			<p>Many Christians see the story of the Exodus as looking forward to salvation, being freed from slavery to sin through Jesus.</p> <p>Many Christian people see Jesus as bringing a new covenant — a new relationship with God. His teachings and actions showed how to live.</p>	<p>the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</p> <p>Outcome</p> <p>That Christians can interpret events in different ways</p> <p>Holy Communion signifies Jesus' sacrifice</p> <p>That Jesus asks Christians to put others before themselves</p> <p>To know the key concepts of Messiah, sacrifice and salvation</p>	<p>on day 7. Note how much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover, and the laws that were then given — and are still followed by the Jewish community today: the Torah contains 613 commandments (mitzvot), including the Ten Commandments.</p> <p>One group of these mitzvot deals with which foods may or may not be eaten. Find out about kosher food laws and how they affect the everyday lives of Jewish people. Note that not all Jews keep all these laws.</p> <p>There is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way. Find out some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.</p>	<p>late on the impact on your communities if religion were banned. What would be missed and by whom? Consider teaching from different religions and beliefs about dealing with difference e.g. responses of respect, tolerance, mutual learning and recognising each other's spirituality, rather than mere argument or even conflict. What examples are there for the way in which pupils handle difference? • Weigh up examples of how people have dealt well with difference or conflict. Give pupils some scenarios to think about in which people choose conflict or acceptance, hostility or tolerance. How would they respond?</p>
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