

## Laurel Avenue Community Primary School RE

Year Group	Cycle	Term	Overarching topic	RE Focus	National Curriculum Link (Chris Quigley Essentials) <i>Pupils should be taught about...</i>	RE Enquiry Question Or Statement	Links and Progression	Knowledge Categories	Key Vocabulary
M1 1/2	A	Aut	Fire! Fire!	Christianity -Belonging	<p>To understand beliefs and teachings –</p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p>To understand practices and lifestyles –</p>	What does it mean to belong in Christianity?	The first of many Christianity focused units throughout the key stages. This forms the basis of children building their knowledge of Christianity in a range of areas. Culminating in M3 studying; Christianity – So what do we now know about Christianity?	<p>Belief</p> <p>Expressions of belief</p> <p>Impact of Belief</p>	<p>belonging</p> <p>promises</p> <p>cross</p> <p>Jesus</p> <p>baptism</p> <p>welcome</p> <p>font</p> <p>Bible</p> <p>christening</p> <p>candle</p> <p>light</p> <p>love</p> <p>parents</p> <p>godparents</p>

# Laurel Avenue Community Primary School RE

					<ul style="list-style-type: none"><li>• Recognise, name and describe some religious art efacts, places and practices.</li></ul> <p>To reflect –</p> <ul style="list-style-type: none"><li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li><li>• Relate emotions to some of the experiences of religious figures studied.</li><li>• Ask questions about puzzling</li></ul>				
--	--	--	--	--	---	--	--	--	--

## Laurel Avenue Community Primary School RE

					aspects of life.				
		<b>Spr</b>	<b>Around the World</b>	Christianity - Jesus	<p>To understand beliefs and teachings –</p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p>To understand practices and lifestyles –</p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	Why is Jesus special to Christians?	<p>This unit will build on previous work about Jesus from EYFS (eg Christmas, Easter).</p> <p>Studying the significance of Jesus to Christians at this stage forms the basis for studies in M2 &amp; M3 respectively of Christianity – Beliefs about Jesus. Then making further links to significance of God - Christianity – What do Christians believe about God?</p>	<p>Authority</p> <p>Expressions of belief</p> <p>Impact of belief</p>	<p>Jesus nativity</p> <p>power</p> <p>God</p> <p>parable</p> <p>Bethlehem</p> <p>miracle</p> <p>forgiveness</p>

## Laurel Avenue Community Primary School RE

					<p>To reflect –</p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul>				
		<b>Sum</b>	<b>Travel</b>	Buddhism - The Life of Buddha	<p>To understand beliefs and teachings –</p> <ul style="list-style-type: none"> <li>• Describe some of the</li> </ul>	<b>What can we find out about Buddha?</b>	Make links to world mapping – continents/countries where Buddhism is practiced most prevalently.	<p>Beliefs</p> <p>Authority</p> <p>Expressions of belief</p>	<p>Siddhartha</p> <p>Buddha</p> <p>Bodhi</p> <p>Buddhists</p> <p>India</p> <p>kindness</p>

## Laurel Avenue Community Primary School RE

					<p>teachings of a religion.</p> <ul style="list-style-type: none"> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p>To understand practices and lifestyles –</p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>				
	<b>B</b>	<b>Aut</b>	<b>Past and Present</b>	Christianity - Church	<p>To understand beliefs and teachings –</p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> </ul>	What can we learn about Christianity from visiting a church?	We have a range of Christian denomination churches locally, which we can readily access. These locations are sometimes places	Authority  Expressions of belief	Church Sunday Bible Cross Hymns Worship God Altar

## Laurel Avenue Community Primary School RE

					<ul style="list-style-type: none"> <li>Describe some of the main festivals or celebrations of a religion.</li> </ul> <p>To understand practices and lifestyles –</p> <ul style="list-style-type: none"> <li>Recognise, name and describe some religious art objects, places and practices.</li> </ul>		<p>some of the children have previous experience of (christened there, attended a wedding) allowing them to provide context and therefore be more able to identify areas of the church we can learn about the religion from. This unit will help to establish grounding for M2 enquiry - Christianity –Why do people visit Durham Cathedral today? What can we learn about Christian worship from visiting a church?</p>		<p>Vicar Candles Christians Jesus Pew Prayer Harvest world</p>
		<b>Spr</b>	<b>Weather Watchers</b>	Buddhism - Beliefs	<p>To understand beliefs and teachings –</p> <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> </ul>	How do Buddhists show their beliefs?	<p>The Buddhist practice of meditation is weaved into classrooms, during mindfulness/reset/breathing focus sessions that occur</p>	<p>Belief</p> <p>Expressions of belief</p> <p>Impact of Belief</p>	<p>Buddhism prayer wheel mandala Buddha sangha rupa alms bowl</p>

## Laurel Avenue Community Primary School RE

				<ul style="list-style-type: none"> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p>To understand practices and lifestyles –</p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul> <p>To understand how beliefs are conveyed -</p> <ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning</li> </ul>		<p>when needed throughout the school day.</p> <p>This unit builds on studies in the previous M1 cycle of Life of the Buddha.</p>		
--	--	--	--	---	--	--	--	--

## Laurel Avenue Community Primary School RE

					of some religious symbols.				
		<b>Sum</b>	<b>Castles and Cathedrals</b>	Christianity: The Bible & Life of St. Cuthbert.	<p>To understand practices and lifestyles –</p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious art efacts, places and practices.</li> </ul> <p>To reflect –</p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the</li> </ul>	<p><b>Why is the Bible special to Christians?</b></p> <p><b>What can we learn from the story of St Cuthbert?</b></p>	<p>A 2nd local RE unit link across the milestones. Allows children to explore the religious history in the city on their doorstep and visit places they ‘see’ but do not necessarily know about. St Cuthbert’s shrine in Durham Cathedral – final resting place of his relics, linking with the M2 unit - Christianity –Why do people visit Durham Cathedral today?</p> <p>Links fully to overarching topic of Castles &amp; Cathedrals, also making use of the schools City centre location &amp; both Durham Castle &amp; Cathedral being in close proximity.</p>	<p>Belief</p> <p>Expressions of belief</p> <p>Impact of Belief</p>	<p>Bible</p> <p>New Testament</p> <p>God</p> <p>St Francis lectern</p> <p>special care</p> <p>holy Christians creator</p> <p>Harvest worship</p> <p>respect</p> <p>Old Testament</p> <p>Jesus father church library love</p> <p>Cuthbert bishop Durham holy reflection Lindisfarne Holy Island Saint</p>



## Laurel Avenue Community Primary School RE

					<p>experiences of religious figures studied.</p> <ul style="list-style-type: none"> <li>• Ask questions about puzzling aspects of life.</li> </ul>		<p>This unit provides a basis for the M2 unit to build upon - Christianity – What do we know about the Bible and why is it important to Christians?</p>		<p>pray prior monk cathedral Bible</p>
Year Group	Cycle	Term	Overarching topic	RE Focus	National Curriculum Link (Chris Quigley Essentials) <i>Pupils should be taught about...</i>	RE Enquiry Question Or Statement	Links and Progression	Knowledge Categories	Key Vocabulary
M2 3/4	A	Aut	<b>From Stone to Iron</b>	Christianity – Beliefs about Jesus.	<p>To understand beliefs and teachings</p> <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to</li> </ul>	<b>What do Christians believe about Jesus?</b>	<p>This unit builds on the previous M1 unit about Jesus - Christianity: Jesus Why is Jesus special to Christians? It is placed also as a precursor to the M3 Christianity unit - Beliefs - What do Christians believe about God?</p>	<p>Beliefs Authority Expressions of belief Impact of Belief</p>	<p>Bible disciples Passover gospels miracle Son of God Messiah parable Jewish</p>

## Laurel Avenue Community Primary School RE

					explain answers.				
		<b>Spr</b>	<b>Settlers</b>	Hinduism - How do Hindus worship?	<p>To understand practices and lifestyles</p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	How do Hindus worship?	This unit forms a basis of Hinduism to build on in the following M2 cycle unit; Hinduism – What do Hindus believe?	Expression of belief	<p>Ramayana arti symbol Divali celebration Hanuman Hindu mandir murti Rama Hindu worship Lakshmi Hinduism puja shrine Sita Brahman community diva religion</p>

## Laurel Avenue Community Primary School RE

		<b>Sum</b>	<b>Invaders</b>	<p>Thematic unit: How do people show care?</p>	<p>To understand practices and lifestyles</p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul> <p>To reflect</p> <ul style="list-style-type: none"> <li>• Show an understandi</li> </ul>	<p>How and why do people show care for others?</p>	<p>Placed as an introduction to the M3 thematic unit - How any why do people care about the environment?</p> <p>Also, usually falls around the right time of year for Ramadan/Eid – allows for discussion into good deeds within these festivals of Islam.</p>	<p>Expressions of belief</p> <p>Impact of belief</p>	<p>Bible charity compassion commandment Jesus parable Church Christianity Sikhism Judaism Christian Sikh Jew dhan man tan vand chhakna sewa gurdwara langar meal synagogue Torah mitzvah tzedaka</p>
--	--	------------	-----------------	--	--	--	--	--	--

# Laurel Avenue Community Primary School RE

					<p>ng that personal experiences and feelings influence attitudes and actions.</p> <ul style="list-style-type: none"><li>• Give some reasons why religious figures may have acted as they did.</li><li>• Ask questions that have no universally agreed answers.</li></ul> <p>To understand values</p> <ul style="list-style-type: none"><li>• Explain how beliefs about right and wrong affect people's behaviour.</li><li>• Describe</li></ul>				
--	--	--	--	--	--	--	--	--	--

## Laurel Avenue Community Primary School RE

					<p>how some of the values held by communities or individuals affect behaviour and actions.</p> <ul style="list-style-type: none"> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>				
	<b>B</b>	<b>Aut</b>	<b>Romans Rock</b>	Christianity – Holy Book	<p>To understand beliefs and teachings</p> <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to</li> </ul>	What do we know about the Bible and why is it important to Christians?	<p>Topic to build on previous Christianity units in M1 &amp; M2, as well as exploit main topic focus of the Romans – as the early Christians were influenced by the Roman Empire in many ways. The Romans had a major impact on the spread of Christianity as they encouraged it to flourish and become</p>	<p>Authority</p> <p>Expressions of belief</p>	<p>sacred</p> <p>Salvation</p> <p>New Testament</p> <p>Creation</p> <p>interpretation</p> <p>authority</p> <p>Incarnation</p> <p>Old Testament</p>

## Laurel Avenue Community Primary School RE

					<p>explain answers.</p> <p>To understand practices and lifestyles</p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>		<p>one of the most popular religions in the world. As one of the major powers of the early centuries A.D., Rome provided a platform to preach the gospel, establish churches, and create institutions dedicated to the faith. A major contribution by the Roman Empire was the integration of Christianity into their laws, with the first recorded public declaration of Christianity taking place in the year 313 A.D</p> <p>Subsequent units in M3 will build further on the overview of Christianity.</p>		
--	--	--	--	--	--	--	---	--	--

## Laurel Avenue Community Primary School RE

					<p>To understand how beliefs are conveyed</p> <ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>				
		<b>Spr</b>	<b>Tomb Raiders</b>	Hinduism – Beliefs	<p>To understand beliefs and teachings –</p> <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul> <p>To understand practices</p>	What do Hindus believe?	<p>This unit builds on the Key Stage 2 Unit ‘How do Hindus worship?’ as it explores the general beliefs behind the rituals and ceremonies which take place at home and in the mandir.</p> <p>The connection between the Egyptians and Hinduism is evident in various aspects of their respective religions. Ancient Egyptian mythology and gods have clear</p>	<p>Beliefs</p> <p>Expressions of belief</p> <p>Impact of belief</p>	<p>Brahman</p> <p>consequence</p> <p>Shiva</p> <p>Parvati</p> <p>ahimsa</p> <p>Vishnu</p> <p>Kali</p> <p>reincarnation</p> <p>Brahma</p> <p>Durga</p> <p>Ganesh</p> <p>karma</p>

## Laurel Avenue Community Primary School RE

					<p>and lifestyles –</p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul> <p>To reflect –</p> <ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings</li> </ul>		<p>parallels in the Hindu religion, with some scholars suggesting that they share a common origin. Ancient Egyptian gods and goddesses such as Isis, Osiris, Anubis, Horus, and Ra have been compared to Hindu figures of Shakti, Vishnu, Shiva, Brahma, and the Trimurti, respectively. The concept of mummification as well as ancestor worship found in Egyptian culture has its roots in Hinduism. In addition, the Egyptians' strong belief in reincarnation is also closely linked to the Hindu belief of reincarnation. As such, there is an interesting relationship between</p>		
--	--	--	--	--	---	--	--	--	--



# Laurel Avenue Community Primary School RE

				<p>influence attitudes and actions.</p> <ul style="list-style-type: none"><li>• Give some reasons why religious figures may have acted as they did.</li><li>• Ask questions that have no universally agreed answers.</li></ul> <p>To understand values –</p> <ul style="list-style-type: none"><li>• Explain how beliefs about right and wrong affect people's behaviour.</li><li>• Describe how some of the values held by communi</li></ul>		<p>these two ancient civilizations.</p>		
--	--	--	--	---	--	---	--	--

## Laurel Avenue Community Primary School RE

					ties or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.				
		<b>Sum</b>	<b>All Around the World</b>	Christianity –Special places	To understand practices and lifestyles – • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are	Why do people visit Durham Cathedral today?  What can we learn about Christian worship from visiting a church?	This unit is placed to run alongside a local history unit focusing on the question - Has the city of Durham been shaped by religion?  Exploiting the fact, we are in a cathedral city & making use of good links/educational experiences offered by Durham Cathedral.	Beliefs  Authority	saint Cuthbert Holy Island reflection ritual culture pilgrimage Aidan Lindisfarne worship symbol prayer Bede spiritual cathedral community  denominati

## Laurel Avenue Community Primary School RE

					used. • Explain some of the religious practices of both clerics and individuals.				crucifix symbol worship candles cross Church
Year Group	Cycle	Term	Overarching topic	RE Focus	National Curriculum Link (Chris Quigley Essentials) <i>Pupils should be taught about...</i>	RE Enquiry Question Or Statement	Links and Progression	Knowledge Categories	Key Vocabulary
M3 5/6	A	Aut	Britain at War	Judaism	To understand beliefs and teachings • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs	Why is Moses important to Jewish people?  Why do Jewish people go to synagogue?  How are Jewish beliefs expressed in	An additional unit taught due to its links to a chosen history topic with national and international significance and one with a variety and wealth of sources of evidence. Children are able to link learning of Judaism during RE to their history topic, Britain at War, by doing so	Beliefs  Authority  Expressions of belief  Impact of belief	Torah Kippah Synagogue Shabbat Judaica Menorah Yom Kippur Mitzvot Rabbi Hebrew

## Laurel Avenue Community Primary School RE

					<p>shape the lives of individuals and communities.</p> <p>To understand practices and lifestyles</p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt</li> </ul>	the home?	<p>are very engaged in the RE elements.</p> <p>Links are easily made as Judaism and World War II are deeply intertwined through the Jewish people's persecution and destruction at the hands of Nazi Germany. At the same time, Judaism was a source of strength and resilience for many Jews in the war, providing them with solace and hope as they confronted unthinkable suffering.</p>		
--	--	--	--	--	--	-----------	---	--	--

## Laurel Avenue Community Primary School RE

				<p>different lifestyles.</p> <ul style="list-style-type: none"><li>• Show an understanding of the role of a spiritual leader.</li></ul> <p>To understand how beliefs are conveyed –</p> <ul style="list-style-type: none"><li>• Explain some of the different ways that individuals show their beliefs.</li></ul> <p><i>*Additional area of study to link with history topic - World wars I &amp; II</i></p>				
--	--	--	--	--	--	--	--	--

## Laurel Avenue Community Primary School RE

		<b>Spr</b>	<b>Our Planet</b>	Christianity – Beliefs	To understand beliefs and teachings • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.	What do Christians believe about God?	This unit is the culmination of studies on Christian beliefs, building on from the M1 unit about Jesus - <i>Why is Jesus special to Christians?</i> And the M2 unit – Beliefs about Jesus.	Beliefs  Authority	Bible Trinity authority saviour Christians metaphor power infinite God creator protector eternal
		<b>Sum</b>	<b>Life on Earth</b>	<i>Thematic unit - Rituals</i>	• Explain the practices and lifestyles involved in belonging to a faith community.	<b>Why do people use rituals today?</b>	This unit enables pupils to build on and develop further their knowledge and understanding about the similarities and differences in religions – first looked at in M2 -	Beliefs  Expression of beliefs	symbol mass wuzu Haggadah mosque Isralites ritual Minaret Holy Communi

## Laurel Avenue Community Primary School RE

					<ul style="list-style-type: none"> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>		<p>How and why do people show care for others? by looking at a feature of religion (ritual) in 2/3 religions. Through this study, pupils learn about the importance of symbol and ritual for expressing beliefs in religious communities.</p> <p>This unit also gives pupils the opportunity to develop their understanding of how religion can be defined as pupils can use their learning about religions to form a framework of connections between Belief, Authority, Expressions of Belief and the Impact of Belief (the 4 concepts).</p>		<p>salah Pesach Submission Eucharist chalice prostration Islam</p>
--	--	--	--	--	---	--	--	--	--

## Laurel Avenue Community Primary School RE

	<b>B</b>	<b>Aut</b>	<b>Past and Present</b>	<i>Thematic unit: Care</i>	<ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>	<i>How any why do people care about the environment ?</i>	<p>By this point pupils have increased their knowledge and developed their understanding of the beliefs and features of Christianity, Hinduism and Sikhism as discrete religions. This unit further develops skills of investigation and enquiry by comparing 3 religious traditions in one area of study: <i>The Environment</i>. Through this study pupils will increase general awareness of the global world in which they live and learn about the impact of religion on individuals and communities, both locally, nationally and internationally. Geography links.</p>	<p>Belief</p> <p>Expressions of belief</p> <p>Impact of beliefs</p>	<p>stewardship</p> <p>creation</p> <p>environment</p> <p>impact</p>
--	----------	------------	-------------------------	----------------------------	---	---	---	---	---



## Laurel Avenue Community Primary School RE

							<p>Opportunity for this unit to form part of a cross-curricular topic on environmental issues.</p> <p><b>Knowledge and Understanding of Religion</b> Pupils will understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world. They will consider the impact these have for differing individuals and communities.</p> <p><b>Critical Thinking</b> In response to questions raised about religious beliefs and the environment, pupils will express views</p>		
--	--	--	--	--	--	--	---	--	--

## Laurel Avenue Community Primary School RE

							and give reasons to back these up.		
							<p><b>Personal Reflection</b> Pupils will be given the opportunity to reflect on their own ideas, feelings and thoughts on care for the natural world and make responses.</p>		
		<b>Spr</b>	<b>Lands and Landscapes</b>	Islam	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>	Islam. What can we find out about a local Muslim community? What can we learn about religious diversity in our area?	<p><i>This local area study makes links to the history unit looking at -</i> <i>The Middle Ages; a dark age or a golden age?</i> It provides opportunities to address prejudice, misconception and diversity.</p>	<p>Belief</p> <p>Authority</p> <p>Expressions of belief</p> <p>Impact of beliefs</p>	<p>Muslim</p> <p>Islam</p> <p>Mosque</p>

## Laurel Avenue Community Primary School RE

					A local RE study making links to a previous local area history unit.				
		<b>Sum</b>	<b>Groovy Greeks</b>	Christianity -	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> <li>• Explain the practices and lifestyles</li> </ul>	So what do we now know about Christianity?	<p>This unit was chosen to link what pupils have learnt about Christianity across ks1 and 2 and enable continuity and progression of learning into Year 7. It is also based on developing learning about the RE concepts which run across all key stages (through our use of the Durham Agreed Syllabus):</p> <ul style="list-style-type: none"> <li>• BELIEF: key Christian beliefs including beliefs about God, Jesus, human life, love and forgiveness.</li> </ul>	<p>Belief</p> <p>Authority</p> <p>Expressions of belief</p> <p>Impact of beliefs</p>	<p>Belief, Authority, Expression, Impact, Trinity, forgiveness, Beatitudes, diversity, artefact, chalice, icon, crucifix.</p>

## Laurel Avenue Community Primary School RE

					<p>involved in belonging to a faith community.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>AUTHORITY:</b> the sources that help Christians in their beliefs, attitudes and actions e.g. Bible, person of Jesus, church leaders.</li> <li>• <b>EXPRESSIONS OF BELIEF:</b> how Christians express their beliefs through worship, ritual, symbols, ceremonies.</li> <li>• <b>IMPACT OF BELIEF:</b> the difference that belief makes to how Christians think feel and act</li> </ul> <p>This unit mainly allows us to consolidate pupils' knowledge and understanding of Christianity. There is also, however, <b>some opportunities for</b></p>		
--	--	--	--	--	---	--	---	--	--

## Laurel Avenue Community Primary School RE

					<ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> <li>• Explain why different religious</li> </ul>	<p><b>pupils to respond to</b> puzzling/interesting questions raised by their study of Christianity. These can be discussed and help develop Critical Thinking.</p> <p>There is also opportunity for pupils to reflect on their own feelings, beliefs, values and ideas as a result of their learning about the RE concepts – Personal Reflection.</p>		
--	--	--	--	--	---	--	--	--

## Laurel Avenue Community Primary School RE

					<p>communities or individuals may have a different view of what is right and wrong.</p> <ul style="list-style-type: none"><li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li><li>• Express their own values and remain respectful of those with different values.</li></ul>				
--	--	--	--	--	---	--	--	--	--