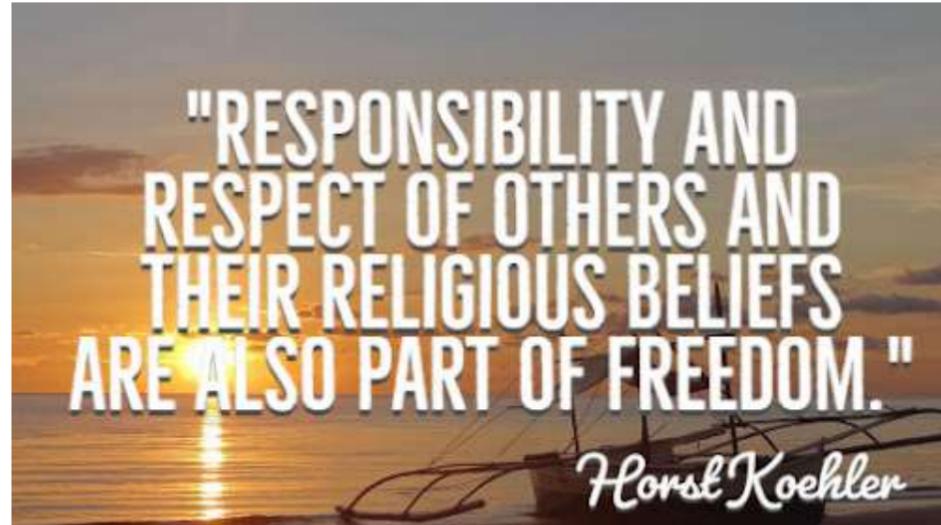




## RE: Intent & Implementation



We follow the Nottinghamshire and the city of Nottingham Agreed Syllabus for Religious Education, 'RE for All' 2021-2026.

Through the use of the Syllabus we use RE to enable our pupils to gain insight and knowledge to equip them as responsible members in our society. The Syllabus we follow encourages pupils to discover more about religion and world views on a range of topics. They are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. They will take part in in-school lessons, visits and trips (including trips to places of worship).

The three fold aims of RE in Nottinghamshire will ensure that our pupils:

1. Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society.
2. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues
3. Develop and use skills which will assist them to engage seriously with religions and world views

By following the Agreed Syllabus, RE will contribute to a whole range of school priorities. Their study will promote spiritual, cultural, social and moral development, as well as enabling them to consider British Values such as tolerance and respect for other who hold different world views.

If you would like to know more about the Nottinghamshire and Nottingham City Agreed Syllabus a copy is available for you to read in the school.

Children in EYFS will learn through play about a range of simple religious concepts and celebrations.

School Context	Response
The school deprivation indicator is in quintile 4 (more deprived) of all schools, although the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. A high proportion of our pupils have limited experience of other countries and cultures. A high proportion of the school population are White British. White Non-British and we are less diverse than other schools in the area & nationally.	To nurture a culture of curiosity and enquiry to look for common threads and values whilst celebrating difference through the study of different faiths and beliefs.
Our pupils experience some difficulties with communication skills including speaking and listening. Typical entry for pupils into Reception is 30-50 developing – below the typical of 40-60 months developing. This low baseline is seen across most areas (Speaking – reading – writing – Number – shape, Space & Measure, but poor communication & language runs as a common area of weakness.	To use a rich range of resources including artefacts and visitors and visits to ensure that children are able to explore and understand different faiths on a variety of levels.

Key concepts and big ideas within our RE curriculum are as follows:

Faith into action - Belonging - Mutual respect - The Golden Rule - Charity - Diversity - Community



# RE Skills and Knowledge Progression Overview 2021-22

Interrelated Dimensions of RE					
Strand:					
EYFS: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
1.1 To know that people are different. 1.2 To know that people believe different things. 1.3 To know how to show care for others.	2.1 To know some of the main elements of the story of Moses 2.2 To know some of the main events in Jesus' life 2.3 To know who St Peter was and why he was chosen to lead the Christian church.	3.1 Bible stories behind key Christian festivals. 3.2 About key contemporary practices related to these festivals 3.3 To know what trinity represents. 3.4 To know and understand the terms crucifixion, resurrection and fruits of the spirit.	4.1 Some Hindu, Muslim and Christian practices relating to birth, marriage and death. 4.2 To know the main beliefs attached to the rituals of birth, marriage and death. 4.3 To know different beliefs about the concept of an afterlife including those who believe there is no afterlife.	5.1 To know the names of the main sacred texts of Islam, Judaism, Christianity and Hinduism. 5.2 To know that the Old Testament provides a foundation for a number of these sacred texts. 5.3 To know about famous people who have put the scriptures into action.	6.1 To know the names of the main faith texts and how they are used. 6.2 To know what sacred texts have to say about God, the world and humanity/ human life. 6.3 To name and show understanding of two texts from each religion. 6.4 To know about the beliefs and works of two contemporary faith leader examples.
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
Express ideas about a religious story. Give an example of how a person can show their values.	Gathering information. Critical thinking. Discussion. Expressing ideas about leadership making links to the stories.	Explore and discuss key concepts such as generosity. List similarities between festivals. Explain their own ideas about creation stories.	Explain and understand similarities and differences in beliefs and practices. Explore and express own beliefs about life and death, including what happens after you die.	Apply the idea of inspiration for themselves. Explore what makes an effective leader. Explore and discuss why we need role models.	Develop the ability to respond to a range of sources of wisdom, beliefs and teachings. To respond respectfully when giving their own opinions.
<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>
Community Care Psalm Jesus Teachings.	Religion Christian Jewish Torah Bible	Spiritual Passion (In relation to Easter) Pentecost Harvest Commitment	Muslim Hindu Humanist Afterlife Destiny Ritual/Rite Worship Heaven Paradise.	Moral code Ten Commandments Trinity Crucifixion Resurrection Holy Spirit Torah Qur'an Hadith	Moral code Moral compass Commandments Trinity Incarnation Resurrection Holy Spirit Sources of wisdom Torah Qur'an Hadith Rationalist

EYFS:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
1.4 To know some religious festivals including Divali, Christmas, Easter, Hanukkah and Shabbat. 1.5 To know some of the songs of worship sung for different celebrations. 1.6 To know some of the stories associated with the celebrations.	2.4 To know what Jewish people believe about God. 2.5 To know the story of creation. 2.6. To know some ways a rabbi teaches a community about God.	3.5 To know the practice and meaning of the 5 daily Islamic prayers. 3.6. To know the meaning of the Lord's Prayer in Christianity. 3.7 To know about prayer in a Mosque or Church. 3.8 To know some beliefs about Allah/God and prayer in different religions.	4.4. To know what a pilgrimage is and why someone might go on one. 4.5 To know sites of pilgrimage for Muslims, Hindus and Christians. 4.6. To know about local places of pilgrimage e.g. Southwell	5.4 To know statistics of world religions in the local area and nation. 5.5 To know about inter-faith organisations and their work.	6.5 To know statistics of world religions in the local area, nation and world. 6.6. To know at least two interfaith organizations and how their work brings communities together.
Skills	Skills	Skills	Skills	Skills	Skills
To recall stories. To suggest meaning for an artefact, symbol or religious practise.	To develop skills of discussion, observation and information gathering. To use factual knowledge to suggest meanings in Jewish practise.	To look for meaning in rituals. To suggest wat symbols and actions might mean. To explain their knowledge and ideas to each other.	To be able to express understanding and handling different perspectives on pilgrimage. To be able to recognise different reasonable ideas. To describe different religious practice and meaning.	Consider how to express respectful attitudes and opinions of people of different faiths and cultures. Use research and information to address questions.	Think reasonably about questions of community, harmony and inter-faith.
Aspiration Vocabulary	Aspiration Vocabulary	Aspiration Vocabulary	Aspiration Vocabulary	Aspiration Vocabulary	Aspiration Vocabulary
Celebration Festival Religion Jewish Christian Hanukkah Synagogue Church	Religion Faith Belief Judaism Ark Torah Bimah Shabbat Creation Worship Holiness Sacred	Muslim Islam Mosque Qur'an Prophet Spiritual Ritual Liturgy Prayer Commitment Values	Hindu Pilgrim Pilgrimage Community Commitment] (see also year 2 vocabulary for rewind)	Inter-faith Harmony Tolerance Respect Moral values	Inter-faith Harmony Tolerance Respect Moral values Religious plurality Humanist Moral compass Ethics Human rights

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
1.7 To know some of the stories written about Jesus. 1.8 To know some of the stories that Jesus told. 1.9 To know that Christians believe that Jesus was God on Earth.	2.7 To know what it means to belong to different groups and communities including family and school. 2.8. To know some of the ways that people show they belong to a faith or religious group. 2.9 To know the Golden rule.	3.9 To know how religious buildings reflect and express key ideas of worship. 3.10 To know key terms in relation to Churches, Mosques and Mandirs. 3.11 To know the similarities and differences between places of worship for different religions.	4.7 To know different examples of music from the Christian community including hymns, psalms, Handel's 'Messiah' and understand how and why they are used as forms of religious expression. 4.8 To know some other sources of religious or spiritual music and understand why people find it spiritual or uplifting.	5.6 To know and understand spiritual concepts such as justice, fairness, compassion and responsibility. 5.7 To know about the key aspects of two major faith based global organisations and development charities. 5.8 To know about one major non-faith based global organisation.	6.7 To know and understand spiritual concepts such as justice, fairness, compassion and responsibility. 6.8 To know about the key aspects of two major faith based global organisations and development charities. 6.9 To know about one major non-faith based global organisation.

		3.12 To know how features of religious buildings are connected to different aspects of worship.			
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
To be able to learn and recall the main details in a story. To infer meaning from a story. To retell a story.	To be able to observe and discuss key concepts. To start to gather information and remember what they have found out. To make own suggestions for what it means to belong.	To be able to observe, name, describe and recall different aspects of religious buildings. To be able to write a proposal for a new religious building using their understanding of what buildings contain and why.	To be able to listen, discuss and appreciate religious and spiritual music. To be able to critically appreciate a piece of music.	To be able to use information to address views on global issues in writing and discussion.	To be able to gather, weigh up and use information through simple research. To be able to discuss, reason and provide an argument for their own views on major global issues.
<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>
Bible Symbol Thankful Faith Belief Easter God Jesus	Golden Rule Belonging Worship Sacred Holiness	Religion Hindu Muslim Islam Christina Worship Mosque Mandir Trinity Allah Gods and goddesses Spiritual Ritual Liturgy Prayer Sacred Commitment values	Spiritual Religious Devotion Belief Uplifting Self-expression.	Religion Atheist Agnostic Charity Ahimsa Ummah Agape Justice Faith	Religion Atheist Agnostic Charity Ahimsa Ummah Agape Justice Faith

<b>EYFS:</b> Learned action songs and rhymes – singing and playing, basics of music appreciation.					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
1.10 Some of the main features of churches and synagogues. 1.11 To know the meaning and importance of symbols and artefacts 1.12 To know how to handle artefacts with respect and why.	2.10 To know some stories from the Old Testament. 2.11 To know some of the major characters from the Old Testament 2.12 To know that the Jewish Bible is called the Torah and that it contains stories from the Old Testament.	3.13 Some of the main inspirational characters from the Old and New Testament 3.13 To know who Jesus is and his significance to both Christians and Muslims. To know some of the stories and teachings of Jesus. 3.14 To know who Muhammed is and his significance to Muslims. 3.15 to know some of the stories and teaching of Mohammed.	4.9 Know some key aspects of Hindu worship. 4.10 To know some of the key details of celebrations and the related stories (e.g. Rama and Sita). 4.11 To know some of the similarities and differences as to how Hindu celebrate a major festival in England and in India. 4.12 Some of the main Hindu gods and related beliefs. 4.13 To know some of the ways that Hindus worship in a mandir.	5.9 To know about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in 1930's Germany. 5.10 To know what Kindertransport was and its importance in providing refuge to people who are persecuted for their beliefs or culture. 5.11 To know about the work of the National Holocaust centre as a place of remembrance in the UK. 5.12 To know of modern examples of religious persecution and some of the organisations that help to fight against it.	6.10 To know about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in 1930's Germany. 6.11 To know what Kindertransport was and its importance in providing refuge to people who are persecuted for their beliefs or culture. 6.12 To know about the work of the National Holocaust centre as a place of remembrance in the UK. 6.13 To know of modern examples of religious persecution and some of the organisations that help to fight against it.
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
To be able to reflect and comment on what they have seen.	To be able to gather and remember information.	To be able to infer beliefs and values from stories.	To be able to gather information from a range of sources.	To be able to use information to address questions in discussion and writing.	To be able to reflect upon big questions on human values and behaviour.

To be able to show awe and wonder for some aspects of religious buildings and artefacts.	To be able to discuss what they have learnt referring back to key features. To suggest what makes ancient stories valuable today.	To be able to write a biography about an inspirational figure.	To be able to use information to discuss and suggest meanings for symbols and religious practices.	To be able to make sense of key concepts.	To discuss, think and create their own responses to the issues raised. To show balance and respect in their world views.
<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>	<b>Aspiration Vocabulary</b>
Synagogue Ark Torah Bimah Church Altar Worship Font Bible Holiness Sacred God.	Humanist Torah Bible Courage Persistence Forgiving God (god – one of many as opposed to God – the only god) Creator.	Prophet Exodus Law-giver Messiah Allah Qur'an New Testament Gospel Inspiration Role model.	Hindu Murtis Gods and goddesses Karma Dharma Festival Ritual Symbol Aum	Religion Harmony Respect Persecution Beth Shalom Remembrance Bystander Upstander	Religion Harmony Respect Persecution Beth Shalom Remembrance Bystander Upstander

## R.E Long Term Plan 2021-2022

R.E Long Term Plan 2021-2022							
	Main Religion	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYF S		<b>Special People and Places – Myself, my beliefs</b> - To know some similarities and differences between different religious and cultural communities, drawing on experience and what has been read in class.	<b>Special stories – Christmas story, Hannukah story, Divali</b> To know some similarities and differences between different religious and cultural communities, drawing on experience and what has been read in class.	<b>Wonders of the World – The natural world</b> To know some similarities and differences between different religious and cultural communities, drawing on experience and what has been read in class.	<b>Special Books and Objects – Christianity and Islam</b> To know some similarities and differences between different religious and cultural communities, drawing on experience and what has been read in class.	<b>Places of Worship – Visit to church</b> To know some similarities and differences between different religious and cultural communities, drawing on experience and what has been read in class.	<b>Explore beliefs, practises and forms of expressions around the world</b> To know some similarities and differences between different religious and cultural communities, drawing on experience and what has been read in class.
Year 1	Christianity & Judaism	<b>1.2 Myself:</b> Who am I and what do I believe? How do we show we care for others? Why does it matter? What does it say about our culture? <b>Skills:</b> Recall the name of a main character in a story they have heard. <b>Give an example of how a person can show their values.</b>	<b>1.2 Myself</b> Why does it matter that we care for others? (Moral stories) <b>1.1 celebrations and festivals:</b> Who celebrates what and why? <b>Skills:</b> Express an idea about a religious story.	<b>1.1. Celebrations and festivals continued – Shabbat, Easter.</b> Look at songs, worship, celebration, artefacts and food. <b>Skills:</b> Suggest a meaning for an artefact, symbol or religious practice. <b>Visits:</b> Church to find out more about signs and symbols of Easter.	<b>1.3 Stories of Jesus:</b> What can we learn from them? How do religious stories make a difference to people's lives? Pupils retell (for example through drama or in pictures) the religious story of Easter, Healing ten lepers, calming the storm, feeding the 5,000 and learn why these stories matter to Christians. <b>Skills:</b> Literacy skills – engaging in and retelling stories.	<b>1.3 Stories of Jesus</b> <b>1.4 Symbols and religious worship and practice</b> In what ways are churches/ synagogues important to believers?  <b>Look at the basic features of churches and synagogues – visit or virtual visit, look at artefacts from each religious building – RS Resources</b> <b>Skills:</b> use and develop observation and thinking skills	<b>1.4</b> In what ways are churches and synagogues important to believers? What happens in a church/ synagogue – look at basic ceremonies such as baptisms or weddings. Also look at basic weekly service. <b>Skills:</b> use and develop observation and thinking skills
Year 2	Christianity & Judaism	<b>2.1 Leaders – What makes people inspiring to others - learn some stories of Moses – the baby in the bulrushes, the burning bush, the ten plagues, the parting of the red sea, the ten commandments</b> <b>Skills:</b> thinking and discussion * information gathering skills.	<b>2.1 Leaders – what makes people inspiring to others?</b> Learn some stories about Jesus and St Peter – Jesus calling Peter as a disciple, Peter recognising Jesus as Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes first leader of the Christians – Acts Key knowledge – what is a Saint? <b>Skills:</b> thinking and discussion * information gathering skills. <b>2.2 What do Jewish people believe about God and Creation?</b> What are some ways Jewish people show they belong? (Rites and symbols)	<b>2.2 Believing – What do Jewish people believe about God and creation?</b> What are some ways that Jewish people show how they belong? - How do Jewish people show respect for G-d? What do they believe about G-d and how do they show this? - Retell creation story – - Explore ways of belonging to the Jewish faith - Explore art and express their views.  <b>Skills:</b> use and develop discussion, observation and information gathering.	<b>2.3 Belonging</b> What does it mean to belong? What is like to belong to a Christian family in Nottingham today? Baptism/ Christening Jesus getting baptised in river Jordan The golden rule – Christianity, belonging to humanity. <b>Skills:</b> information gathering and remembering.	<b>2.3 Belonging</b> Visit or visitor from Church in Nottingham – e.g. St Margaret's (Aspley) Belonging for non-faith people. <b>2.4 Story</b> <b>How and why are some stories important in religions?</b> What can we learn from these stories and from the Torah and the bible? Retell story of Noah, Abraham, Jacob, Joseph, David, Esther and Daniel What behaviours are shown by these characters? (Note all major bible characters make mistakes) Find out where the stories come from. Find out about the Torah (use artefacts).	<b>2.4 Story</b> How and why are some stories important in religions? What can we learn from these stories and from the Torah and the bible? Retell story of Noah, Abraham, Jacob, Joseph, David, Esther and Daniel What behaviours are shown by these characters? (Note all major bible characters make mistakes) Find out where the stories come from. Find out about the Torah (use artefacts). <b>Skills:</b> use and develop discussion, observation and information gathering. Use factual knowledge to suggest what makes ancient stories valuable today.
Year 3	Christianity & Islam	<b>Religion: Christianity</b> <b>3.1 Beliefs and Questions</b> What difference does it make to be a Christian? How do Christian beliefs about God, Jesus and the world impact on their lives? (Rewind – golden rule and story of Noah). <b>Skills:</b> explore and discuss key concepts	<b>Religion: Hinduism &amp; Christianity</b> <b>3.1 Explore Christian commitment through various ceremonies and festivals</b> – Christmas, Easter, Pentecost, Harvest – connected to biblical stories and concepts. Key idea of Trinity, crucifixion, resurrection, Holy Spirit. Fruit of the spirit (Galatians 5:22)- Also connect to Jesus tree that bears fruit.  <b>3.2</b> How do religious families and communities practice their faith? (Prayer) <b>Skills:</b> suggesting what actions might mean and explaining meaning to each other.	<b>Religion: Christianity / Islam</b> <b>3.2</b> How do religious families and communities practice their faith? (Prayer) Explore the main beliefs and practices of Christian and Islamic prayer. - % times a day in Islam, the meaning of the Lord's prayer and its origin. Meanings of symbols, words and actions used in prayer – prayer mat, rosary, bowing, hands clasped, liturgy. Compare and contrast Christian and Islamic prayer. Consider the questions- why do some people pray every day and others not at all? Look at the concept of intent and compare what Jesus says in the New Testament (Matthew 6 to the Qur'an - Woe to those who pray but are unmindful of their prayer or pray only to be seen by people). <b>Skills:</b> seeing meaning in rituals, explaining meaning.	<b>Religion: Christianity/ Islam</b> <b>3.3</b> Worship and sacred places – Where how and why do people worship? Learn about Churches, Mosques and Mandirs and how these buildings express key ideas about beliefs (orientation or building, cross shape of traditional church, essential parts or the buildings etc. Key terms in relation to each building. Identify similarities and differences between places of worship. <b>3.4 Inspirational people from the past.</b> Recap and explore Moses – how did he lead people through the wilderness?  <b>Skills:</b> notice, name and describe key features. <b>Visit to mosque to look at main features, how to show respect for sacred items and to see artefacts and how they are handled.</b>	<b>Religion Christianity/ Judaism</b> <b>3.4</b> Inspirational people from the past Jesus- Muhammed Learn about Ruth, Joseph, David (also Islamic prophets as well as Christian) Life of the prophet Muhammed (PBUH) Examples of stories from the gospel and Qur'an. <b>Skills:</b> practice inferring beliefs and ideas about values from stories. <b>Practice writing biography about inspirational figures</b>	<b>Religion Christianity/ Islam/ Humanism</b> <b>3.4</b> Inspirational people from the past Look at Abraham as being a major character for Judaism, Christianity and Islam. Look at Jesus as an Islamic prophet Look at Muhammed Examples of Islamic stories of the prophet Muhammed (PBUH) and his companions. <b>Skills:</b> practice inferring beliefs and ideas about values from stories. <b>Practice writing biography about inspirational figures</b>

				Artefacts – prayer mat, consider getting a Muslim leader to talk to the children about prayer.			
Year 4	Christianity, Hinduism and Islam	<p><b>Religion: Hindusim, Christianity, Islam, Non-religious world views.</b></p> <p><b>4.1 The journey of life and death</b> Why do some people think life is a journey. Look at the key ways in which, Hindu's Muslims and Christians see life as a journey. Birth and naming rites, rites of passage as older children, marriage ceremonies and rites of passage.</p> <p>Skills: Develop skills of expressing understanding and giving opinions on varied beliefs. Recognise differing but reasonable ideas.</p>	<p><b>4.1 The Journey of Life and Death</b> Death and funeral rites. Beliefs in life after death- what happens to you after you die? <b>Religion: Christianity, Islam, Hinduism, Non-religious world views</b></p> <p><b>4.2 Symbols and religious expression – pilgrimage.</b> How do people express their religious and spiritual beliefs through pilgrimage? - Pilgrimages and religious journeys to Makkah, Lourdes, The Holy Land, Varanashi (Hindu).</p> <p>Skills: expressing understanding and handling varied perspectives of pilgrimage. Recognise different reasonable ideas and describe varied religious practice and meanings.</p>	<p><b>Religion: Christianity, Islam, Hinduism, non-religious world views.</b></p> <p><b>4.2 Symbols and religious expression - pilgrimage</b></p> <ul style="list-style-type: none"> <li>About local places of pilgrimage e.g Southwell minster (trip or virtual visit to the minster) – Rev Francis talk about his cycle pilgrimage?</li> <li>Pilgrimages of non-religious world views e.g. Stonehenge (humanist), 7 natural wonders of the world.</li> </ul> <p>Skills: expressing understanding and handling varied perspectives of pilgrimage. Recognise different reasonable ideas and describe varied religious practice and meanings.</p>	<p><b>Religion: Christianity and non-religious world views.</b></p> <p><b>4.3 Spiritual expression</b> Explore examples of different types of Christian music including carols, songs for children, evangelist music, psalms, classic hymns (Amazing Grace) – including exploring the deeper meaning</p> <p>Skills: Discussion and gathering information from a range of different media sources including interviews.</p>	<p><b>Religion : Christianity, Islam and Hinduism</b></p> <p><b>4.3 Spiritual expression</b> Explore examples of non-religious spiritual music e.g John Lennon – Imagine, Meditation music, Buddhist chants, their own choice of spiritual music.</p> <p><b>4.4 Religion, family, community and worship, celebration and ways of living.</b> How do Hindu families practice their faith? What are the deeper meaning of some Hindu Festivals? Gain knowledge about Hindu worship including stories of Rama and Sita (Divali) and Holi. Explore Hindu ideas about gods, goddesses and worship in the home and Mandir. Explore beliefs and values expressed in stories, festivities, worship and community life. Skills: discussion and self expression, musical appreciation.</p>	<p><b>Religion: Christianity &amp; Hinduism/ Islam</b></p> <p><b>4.4 Religion, family, community and worship, celebration and ways of living.</b> How do Hindu families practice their faith? What are the deeper meaning of some Hindu Festivals? Explore Hindu ideas about gods, goddesses and worship in the home and Mandir. Explore beliefs and values expressed in stories, festivities, worship and community life. Skills: Discussion and gathering information from a range of different media sources including interviews. Self expression, musical appreciation.</p>
Year 5/6 (Year 6 on 2 year cycle)	Christianity & Islam	<p><b>Religion: Judaism, Hinduism, Humansim, Christianity</b></p> <p><b>6.1 Teachings, wisdom and authority</b> Describe how religious people use sacred texts What can we learn from reflecting on words of wisdom from religious and world views? What do sacred texts and other sources have to say about God, the world and human life? To understand 2 carefully selected texts from the scriptures of each belief studied. Learn about 2 contemporary examples of members of each of the faith communities. Skills (Year 5) Apply the idea of inspiration to themselves. Explore what makes an effective leader. Explore and discuss why we need role models. (Years 6): Pupils develop the ability to respond to a range of sources of wisdom and to beliefs and teachings that arise from different religions</p>	<p><b>Religion: Judaism, Hinduism, Humansim, Christianity</b></p> <p><b>6.1 Teachings, wisdom and authority</b> Learn about 2 contemporary examples of members of each of the faith communities. Discuss reasons why religious texts have been so enduring and why they are considered as sources of wisdom (Solomon and proverbs). Write ten commandments for today. <b>6.2 Family and Community</b> Investigate aspects of religious and non-religious community e.g. weekly worship, prayer, community projects, charity. Explore their own commitments to community e.g. through sport or other clubs Skills: (Year 5) Consider how to express respectful attitudes to people different from themselves. (Year 6) Think reasonably about questions of community, harmony and inter-faith work. Express their own ideas respectfully and make suggestions for contributions to the community.</p>	<p><b>Religion: Christianity, Islam, Hinduism, Non-religious world views.</b></p> <p><b>6.2 Family and Community</b> List and describe the ways that different communities show they belong. Explore religious and non-religious codes for living referring back to the commonality of the Ten Commandments, Hindu rules, The Golden Rule. Explore the foundation of respect for all. Discuss and apply own moral charters and codes including the idea of respect.</p> <p>Explore tolerance, empathy and respect for all with real life examples e.g. Gandhi Skills: (Year 5 use information to address questions and make sense of key concepts). (Year 6) Think reasonably about questions of community, harmony and inter-faith work. Express their own ideas respectfully and make suggestions for contributions to the community.</p>	<p><b>Religion: Christianity, Hinduism, Humanism</b></p> <p><b>6.3 Beliefs in action in the world.</b> How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Learn about these concepts in terms of spirituality Research at least two examples of major faith based global aid and development charities including Islamic relief, Save the Children, Look into the convent run by mother Theresa – concept of doing something good for Jesus for anybody needing help regardless of religion or beliefs – connect to Peter's dream about unclean animals).</p> <p>Skills: (Year 5): develop their ability to make sense of key concepts. (year 6) learn to gather weigh up and use information through simple research. Practice skills of discussion and argument in relation to questions about global issues.</p>	<p><b>Religion: Christianity, Hinduism, Islam, Humanism, Judasim.</b></p> <p><b>6.3 Beliefs in action in the world</b> Look at non-religious global relief organisations e.g. Medecins sans Frontiers. Explore what motivates people to participate in charitable organisations (more than just giving) <b>6.4 Beliefs in action in the world</b> Research Jewish practices, religion and community focussing on religious practice in Germany before the Second World War. Investigate aspects of Jewish persecution (including bible references from the Old Testament). Research and write about Kindertransport from survivor accounts during the Second World War If possible, take a trip to the Holocaust Centre. Skills: (Year 5) To think about dilemmas for themselves and through discussion. (Year 6) Practice skills of discussion, reasoning and argument.</p>	<p><b>Religion: Judasim</b></p> <p><b>6.4 Beliefs in action in the world</b> Learn about the Jewish Community in the world today. Learn about the Jewish community in action in the UK today. Research examples of upstanders and write own charter for ways to become and upstander or advocate. Explore and consider answers to questions about suffering and God from Jewish and other viewpoints.</p> <p>Skills: (Year 5) To think about dilemmas for themselves and through discussion. (Year 6) Practice skills of discussion, reasoning and argument. Learn to reflect on big questions about human values and behaviour. Visit either summer 2 or summer 1 to holocaust centre or synagogue. Or RS Resources experience day.</p>
Year 5/6 (year 2 of two year cycle)	Christianity, Judaism, Islam, Hinduism & Humanism	<p><b>Religion: Christianity, Islam, Humanism</b></p> <p><b>5.1 Inspirational people in today's world.</b> Explore some inspiring leaders from the past – Saul, Muhammed (PUBH) –what made them inspiring? How did their lives change/transform? Saint Theresa of Kolkata, Ghandi. Skills: apply the idea or inspiration and leadership (y 5) Y6 – explain how leaders inspire and are inspired.</p>	<p><b>Religion: Christianity, Islam, Humanism</b></p> <p><b>5.1 Inspirational people in today's world.</b> What can we learn from inspiring leaders in today's world? William Booth of Sneinton, Desmond Tutu, research one topical leader Learn about and respond to the lives and beliefs of inspirational spiritual leaders from the modern world. Understand how key leaders can be a source of wisdom, undertake a research task over several lessons.</p>	<p><b>5.2 What matters to Christians?</b> Explore how the Church calendar is shaped by main celebrations: Advent, Christmas, Epiphany, Ordinary, Lent, Easter, Pentecost, Trinity, All Saints). Research how Christians use examples in the bible to guide them in facing life's challenges. The role of the Christian community in helping people live a good life. Reflect upon how Christians use the idea of Trinity, forgiveness and inspiration.</p>	<p><b>Religion: Christianity, Islam, Hinduism, Non-religious world views.</b></p> <p><b>5.3 Belief and questions.</b> How do peoples' views about God, the world and others have impact on their lives? Learn about different ideas and forms of expression in relation to belief about God To reflect on own responses to Muslim, Hindu and Humanist texts and expression in architecture. To ask questions about why sacred spaces are so important and why so much money is spent on them (Notre Dame rebuild after the fire).</p>	<p><b>Religion: Christianity, Islam, Hinduism, Non-religious world views.</b></p> <p><b>5.3 Belief and questions.</b> How do peoples' views about God, the world and others have impact on their lives? Learn about different ideas and forms of expression in relation to belief about God To reflect on own responses to Muslim, Hindu and Humanist texts and expression in architecture. To ask questions about why sacred spaces are so important and why so much money is spent on them (Notre Dame rebuild after the fire).</p>	<p><b>Religion: Christianity, Islam, Hinduism, Non-religious world views.</b></p> <p><b>5.4 Beliefs in action in the world</b></p> <ul style="list-style-type: none"> <li>about different charities which apply the golden rule (including non religious e.g. MIND)</li> <li>look at 'love your neighbour as yourself' (Golden Rule) from a range of world views and religions.</li> </ul> <p>Skills: use information to address issues in writing and discussion, developing their ability to make sense of key concepts.</p>

			<p>Skills: apply the idea or inspiration and leadership (y 5)  Y6 – explain how leaders inspire and are inspired.</p> <p><b>5.2 What matters to Christians?</b>  Explore the deeper meaning of the celebrations of Christmas – Advent, midnight mass, Epiphany; Easter (Sacraments, predictions of the crucifixion including from Isaiah), reactions of the disciples who saw Jesus after his death; Pentecost</p>	<p>Skills (Y5) to use information to address questions and make sense of key concepts.  (Y6) To gather, weigh up and use information through simple research and use this in discussion and reasing.</p>	<p>Skills: (Y5) use information to address issues in writing and discussion, developing their ability to make sense of key concepts. Consider and express respectful attitudes to people who are different to themselves.  (Y6) - to use simple research to respond thoughtfully to the use of art and architecture to inspire and create awe)</p>	<p>Skills: use information to address issues in writing and discussion, developing their ability to make sense of key concepts. Consider and express respectful attitudes to people who are different to themselves.  (Y6) - to use simple research to respond thoughtfully to the use of art and architecture to inspire and create awe)</p> <p><b>Religion: Christianity, Islam, Hinduism, Non-religious world views.</b>  <b>5.4 Beliefs in action in the world</b>  How are religious and spiritual thoughts and beliefs expressed in arts, architecture, charity and generosity?  - explore different examples of religious architecture including Christ the Redeemer (Look beyond sacred buildings), recap on pilgrimage and explore the difference between pilgrimage and tourism to sacred sites.</p>	<p>Consider how religious charities and architecture might be connected.  (Y6) Develop the ability to respond thoughtfully to questions about religious wealth, art, architecture and charity.</p>
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