



SUBJECT ON A PAGE

RE



Intent – We aim to...

Teach pupils the skills to understand how to be a 21st century citizen in a multi-faith society.

Promote respect, harmony and mutual esteem for others who have different views, values and ways of life.

Enable pupils to develop their own ideas, values and identity.

Provide opportunities for pupils to reflect and relate their learning in RE to their own personal experiences.

At Berry Hill Primary School, we believe that all children should have opportunities to explore the challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be a good human being. We endeavour to equip children with the knowledge and understanding of a range of religions and worldviews, enabling them to develop their own ideas, values and identity.

We want our pupils to become confident to articulate their own personal beliefs, philosophies, morals and experiences while respecting the right of others to have different views, values and ways of life.



Implementation – How do we achieve our aims?

"Religion. It must be understood is not faith. Religion is the story of faith." Reza Aslan

Focused Religions studied at Berry Hill

CHRISTIANITY



ISLAM



HINDUISM



JUDAISM



HUMANISM



Ambition for all

The RE curriculum at Berry Hill is ambitious for all pupils, including those with SEND. We have high expectations of what children can achieve and believe that the curriculum should not be diluted or unnecessarily reduced for any learner. Adaptations are made to support individual needs through careful consideration of components within the curriculum. We introduce new material in 'manageable chunks'. The size of these chunks may differ between different groups of children, but are sequenced in a coherent way to enable pupils to build on prior knowledge. We know that too much information at once may be a barrier to learning and reduce the chances of pupils remembering what they have been taught.

We also understand that SEND pupils will benefit from instruction which is matched to their needs.

For those with complex needs, there are different curriculum expectations.

Cultural Capital

At Berry Hill we provide every Key Stage with the opportunity to visit places of worship to broaden their experiences of different religion. Our RE curriculum is designed to equip children with the knowledge and cultural capital to succeed in life. It provides children with essential knowledge about world religions and different communities so that they are well-informed citizens ready for the real world. Our RE curriculum also provides children with plenty of opportunities to develop their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future.

Assessment

Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve through teacher feedback, peer assessment and self-assessment.

Teachers assess what children know and remember through formative assessment tasks. Retrieval activities are used to support children in knowing and remembering more.

How RE is structured across Berry Hill

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------------|----|----|----|----|----|----|
| CHRISTIANITY | X | X | X | X | X | X |
| ISLAM | | | X | X | X | X |
| HINDUISM | | | X | X | X | X |
| JUDAISM | X | X | X | X | X | X |
| HUMANISM | | | | X | X | X |



Impact – How will we know we have achieved our aims?

Pupils leave Berry Hill equipped with their own ideas, experiences and beliefs to thrive in a 21st century multifaith world

Pupils have developed positive attitudes to understand and accept others who have different views and ways of life

Berry Hill pupils leave primary school with a sense of identity and values that contribute to the society or world in which they live

Pupils understand there can be shared values between their own beliefs and the religious and cultural traditions of others

RE legal requirements: what does the legislation in England say?

RE is for all pupils
- Every pupil has a legal entitlement to RE.
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents.

- The 'basic' school curriculum includes the National Curriculum, RE, and relationships and sex education.

RE is locally determined, not nationally
- A locally agreed syllabus is a statutory syllabus for RE recommended by an agreed syllabus conference for adoption by a local authority – Berry Hill Primary School follows the Nottinghamshire Agreed Syllabus for RE.

- RE is multifaith, and recognises the place of Christianity and the other principal religions in the UK. Nonreligious worldviews are included. It 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. RE must include the six principal religions in the UK: Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism and non-religious worldviews.

At Berry Hill we follow The Agreed Syllabus for RE in Nottingham City and Nottinghamshire.

KNOW & KNOW HOW TO...

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|--|---|---|--|--|---|
| Know and Understand Religions and World Views | <ul style="list-style-type: none"> • Begin to understand what it means to be responsible and be members of a community. • Understand that I am a valuable individual. • Think about the perspectives of others. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. | <ul style="list-style-type: none"> • Recall and name key figures in the stories of Jesus. • Recall the name of religious festivals, objects and symbols. • Retell a story that lies behind a festival. • Suggest a meaning for an object used in the worship of a festival. • Suggest a meaning for a symbol, song or artefact from Judaism and Christianity. • Recall and name key objects from a church and a synagogue. | <ul style="list-style-type: none"> • Recall and name key figures in stories I have studied and explain what they did. • Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. • Recognise that different people see different meanings in stories. • Recall and name some key words about Jewish beliefs. • Suggest some reasons why it matters to people to belong to communities. | <ul style="list-style-type: none"> • Describe what Christians do at two different festivals. • Connect the celebrations to Bible texts and to beliefs about God. • Describe how Muslims and Christians pray. • Connect ideas and beliefs to what people in these two religions do. • Describe 4 key features of each of three religious buildings, a mosque, mandir and church. • Connect the key features of the buildings with beliefs about God in each religion. • Connect the idea of inspirational leaders to the stories I learn. | <ul style="list-style-type: none"> • Describe 4 different beliefs about life after death. • Show that I understand why life is like a journey. • Connect at least two view points they have studied with texts from different religions. • Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions. • Describe beliefs and practice about worship with music in Christianity. Show that I understand how and why Christians use music to express beliefs about God and devotion to God. • Describe Hindu beliefs about the gods and goddesses. Show an understanding of what happens at Hindu worship in the home or Mandir. | <ul style="list-style-type: none"> • Show that I understand how inspirational leaders are examples of their religious' ideals. • Connect two examples from different worldviews, identify what they have in common. • Explain three or more key Christian beliefs. • Show that I understand what matters to Christians • Explain the main beliefs about of Muslims and Hindus about God. • Show that they understand why the worship of Allah/Brahman matters to Muslims and Hindus. • Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions. | <ul style="list-style-type: none"> • Explain the impact of beliefs about sacred writings, God and values. • Explain two viewpoints about why people need wise words to follow. • Explain the impact of beliefs about communities on people from different religions. • Connect at least two viewpoints about whether our communities can be more harmonious to teachings from religious sacred texts. • Explain the impact of beliefs on how people respond to charity. • Connect two viewpoints about justice and charity. • Explain the impact of beliefs on people's lives. • Show I understand a story of Nazi hatred. • Write a factsheet about the way Jewish people responded to the prejudice and hatred of the Nazis. |

KNOW & KNOW HOW TO...

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|------------------------|---|--|---|--|---|---|--|
| Gain and Deploy Skills | <ul style="list-style-type: none"> Develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. Show sensitivity to my own and others' needs. Know some similarities and differences between different religious and cultural communities in this country, drawing on my own experiences and what has been read in class. | <ul style="list-style-type: none"> Express an idea of my own about why festivals and celebrations matter. Give an example of a big day in my own life and talk about why what made it special. Express an idea of my own about a religious story if caring. Give an example of how a person can show their values. Give an example of a belief about Jesus. Find out more about Jesus, inferring a simple idea from a story. Express an idea of my own about why some people go to holy buildings. Give an example of a sacred space out of door. Talk about my own ideas of sacred spaces. | <ul style="list-style-type: none"> Express an idea about my own leadership, linking it to the stories they have learned. Give an example of a great leader. Express an idea of my own God. Find out more about Jewish beliefs and ways of talking about God. Express an idea of my own belonging to God and discuss the importance of this for myself and for Christians. Give an example of my own community life and identify what matters. Explain what I like about belonging. Express an idea of my own about some of the big questions from my work. Give at least 2 examples of Bible characters, saying who got it wrong and say what happened in the story. | <ul style="list-style-type: none"> Consider ideas such as generosity, community and love -in action. List the similarities between the four different Christian festivals. Explain my own ideas about the Creation stories. Discuss questions about prayer that come up in the study. List similarities between the two ways of prayer in Christianity and Islam. Consider ideas about what makes buildings special to others. Explore questions about holy buildings. Consider ideas such as 'patriarch' 'prophet' or 'messiah' and understand what these words mean. List similarities between the key leaders studied. | <ul style="list-style-type: none"> Explain similarities between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death. Apply the ideas of spiritual journeys for themselves. Explain similarities and differences between varied approaches to pilgrimage from different religions and world views. Explain what spirituality means for me. Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship. Explain similarities and differences between two Hindu festivals. Explain the similarities between a 'big day' I celebrate and Hindu festivals. | <ul style="list-style-type: none"> Apply ideas of inspiration for myself to stories of leaders. Explain what matters about the lives of inspirational leaders. Understand what matters about worshipping God to Christians. Explain similarities and differences between different celebrations that are part of Christian worship. Understand and express what matters about worshipping God to Muslims Explain what matters about worshipping gods and goddesses to Hindus. Apply the ideas of worship and service to the key questions about Beliefs in Action. | <ul style="list-style-type: none"> Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them. Explain similarities and differences between holy books or the writings from two different religions. Apply the ideas of tolerance and respect to some tensions or problems in community relations. Explain what matters about peace, respect and harmony to me and in my community. Apply the idea of justice to at least two case studies. Explain similarities and differences between two global aid charities. Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. Explain what matters about the remembrance of those who died and those who survived the idea of 'upstanders.' |

KNOW & KNOW HOW TO...

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|----------------------------|---|--|---|--|---|---|---|
| Express Ideas and Insights | <ul style="list-style-type: none"> • Understand ‘why’ questions. • Talk about members of my immediate family and community. • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • Ask questions about the meaning of the festival and listen to answers. • Respond to some of the experiences and emotions of festivals. • Ask questions about how we show we care for others. • Respond to ideas and values such as care, kindness and generosity with simple ideas of my own. • Ask questions about ‘Jesus’ special powers’ • Ask questions about what happens and why in holy buildings. • Recount my visit to a holy building. | <ul style="list-style-type: none"> • Ask questions about leadership and suggest answers. • Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God. • Ask own questions about God. • Ask questions about Christenings and Believer’s Baptism. • Recount how a baby or young adult is welcomed into the Christian community. • Ask questions about stories I study and suggest ideas. • Respond to big ideas and beliefs in stories. | <ul style="list-style-type: none"> • Ask and answer questions about how and why Christians celebrate God’s creation, Jesus born in Bethlehem, Easter and Harvest. • Express their own ideas about the deeper meanings of these festivals. • Ask and answer questions about prayer in Islam and Christianity. • Respond thoughtfully to beliefs and ideas about prayer. • Ask and answer questions about at least three different ways the religious buildings are used by the different communities. • Ask and answer questions about leadership and inspiration, using details from stories they learned. • Express my own ideas about who is inspiring and why. | <ul style="list-style-type: none"> • Consider varied answers to questions about life as a journey and about afterlife. • Express reasons why I hold my own views about life after death. • Consider varied questions about the purpose of going on pilgrimages. • Consider varied answers to questions about why music matters in human life and in religious life. • Express reasons why particular pieces of music are spiritual to them. • Express reasons why particular pieces of music are spiritual for me. • Respond with thoughtful ideas of my own to the ways Hindus celebrate. • Express some deeper meanings of festivals I study giving reasons why particular rituals are important to Hindus. | <ul style="list-style-type: none"> • Consider varied questions about what makes a person inspiring. • Explain my ideas thoughtfully about the inspiring leaders I study. • Consider varied answers to questions about God. • Explain with reasons why I select one of the 4 elements of Christianity as the most important. • Clearly express reasons why some religious people believe that worship makes them more charitable. • Explain the value of worship and holy buildings and charity and compassion. • Clearly express reasons why some religious people believe that worship makes them even more charitable. | <ul style="list-style-type: none"> • Consider varied answers to questions about the value of holy writings and other sources of wisdom. • Explain thoughtfully my own ideas about wise words, selecting examples and clearly expressing reasons for my choices. • Consider varied answers to questions about building peaceful families and communities. • Explain thoughtfully ideas about communities, why they matter and how they can become stronger. • Consider varied answers about justice, fairness, human rights and environment. • Explain thoughtfully my own ideas about the work of some global development charities. • Consider varied answers to questions about suffering and God. • Explain with reasons why it is |

VOCABULARY PROGRESSION OF A THEOLOGIAN

| General language of religious study, Christianity, Judaism, Islam, Hinduism, Non- religious world views | UNIT 1 | UNIT 2 | UNIT 3 | UNIT4 |
|---|---|---|--|---|
| EYFS | Religion, special books, special places, special stories, prayer | Religion, special books, special places, special stories, prayer Christmas, Bible, Church, Jesus Hannukah, menorah, dreidel, Torah, Synagogue | Religion, special books, special places, special stories, prayer Easter, Bible, Church, Jesus, cross Ramadan, Allah, Prophet Mohammad, Qur'an, Mosque, fast | Religion, special books, special places, special stories, prayer Eid, Allah, Prophet Mohammad, Qur'an, Mosque |
| YEAR 1 | Celebration, festival, religion Christian, Christmas, church, Jesus Hanukkah, synagogue, Jewish | Religion, symbol, God Christian, church Jewish, synagogue | Religion, symbol, thankful, faith, belief, God Christian, church, Bible, Easter | Religion, Christian, symbol, worship, holiness, sacred, God Church, altar, font, Bible Jewish, synagogue, ark, Torah, bimah |
| YEAR 2 | Religion, wise sayings, rules for living, co-operation Christian, Bible Jewish, Torah | Religion, symbol, worship, holiness, sacred, creation story Jewish, Judaism, synagogue, ark, Torah, bimah, shabbat | Religion, symbol, belonging, worship, holiness, sacred Christian, church, Bible | Religion, courage, persistence, forgiving, Creator, God, symbol Christian, church, Bible Jewish, synagogue, Torah |
| YEAR 3 | Religion, spiritual, commitment, values Christian, Christmas, Easter, Pentecost, Harvest Festival | Religion, spiritual, ritual, prayer, commitment, values Christian, liturgy, church Muslim, Islam, mosque, Qur'an, Prophet, mosque | Religion, worship, church, spiritual, ritual, prayer, sacred, commitment, values Christian, Trinity, liturgy Muslim, Islam, mosque, Allah Hindu, mandir, gods and goddesses | Religion, spiritual, inspiration, role-model, commitment, values, Messiah Christian, New Testament, Gospel, Jewish, Exodus, Law-giver Muslim, Prophet, Allah, Qur'an |
| YEAR 4 | Religion, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise. Christian, Muslim, Hindu, Humanist | Religion, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values. Christian, Muslim, Hindu | Religion, spiritual, worship, devotion, belief, self- expression Christian | Religion, spiritual, festivals, ritual, symbol, community, commitment, values Hindu, murtis, gods and goddesses, karma, dharma |
| YEAR 5 | Religion, holiness, spiritual, inspiration, vision, symbol, community, commitment, values. Muslim, prophet Hindu, mahatma Christian | Religion, spiritual, festival, incarnation, resurrection, community, commitment Christian, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit | 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Murtis, Brahman, gods and goddesses, ahimsa Atheist, agnostic | Religion, spiritual, Golden Rule, charity, place of worship, devotion, community, commitment, values, compassion Christian Muslim, Ummah Hindu, karma, dharma Humanist |
| YEAR 6 | Religion, moral codes, sources of wisdom, Precepts Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Bible Torah Qur'an, Hadith Humanist, rationalist | Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality | Religion, charity, justice, faith Agape Ummah Ahimsa Atheist, agnostic | Religion, harmony, respect, persecution, prejudice, remembrance, bystander, upstander. Beth Shalom |

KS1: YEAR 1

RELIGIOUS EDUCATION SEQUENCING

| Unit Number 1.1 Celebrations and festivals: Who celebrates what and why? Focus religions: Christianity and Judaism | Unit Number 1.2 Myself and Caring for Others: How do we show we care for others? Why does it matter? Focus religions: Christianity and Judaism (humanism if desired) |
|---|---|
| <p>What is Christmas and why do Christians celebrate it?</p> <ul style="list-style-type: none">• Know the story of Christmas and the birth of Jesus• Know that Christians celebrate Christmas to remember the birth of Jesus, the Son of God <p>How do Christians celebrate Christmas?</p> <ul style="list-style-type: none">• Know that there are special foods eaten at Christmas (Christmas dinner, Christmas pudding, Christmas Cake)• Know that there are Christmas songs sung (carols and hymns)• Know that some artefacts are used in Christian homes (star/angel on tree, nativity scene)• Know why Christians celebrate in this way <p>What is Easter and why do Christians celebrate it?</p> <ul style="list-style-type: none">• Know the story of Easter and the death of Jesus• Know that Christians celebrate Christmas to remember when Jesus died and was resurrected, bringing forgiveness to the people <p>How do Christians celebrate Easter?</p> <ul style="list-style-type: none">• Know that there are Easter songs sung (hymns)• Know that Christian churches and homes are decorated with flowers• Know that people have chocolate eggs at Easter to symbolize new life <p>What is Hannukah and why do Jewish people celebrate it?</p> <ul style="list-style-type: none">• Know the story of Hanukkah• Know that Jewish people celebrate Hanukkah to remember winning the freedom to practise the religion and the rebuilding of the temple <p>How do Jewish people celebrate Hanukkah?</p> <ul style="list-style-type: none">• Know what a Menorah is and why it is important• Know that special foods are eaten: latkes (potato pancakes), sufganiyot (round jelly doughnuts)• Know what the game of dreidel is and why it is significant <p>How and why do Jewish people celebrate Shabbat?</p> <ul style="list-style-type: none">• Know that Shabbat is the Jewish day of rest and takes place on Saturdays• Know that Jewish people observe Shabbat to remember the story of creation• Know how Jewish people prepare for Shabbat: clean their homes, make food and light 2 candles• Know how Shabbat is celebrated: challah (bread) is eaten, visit synagogue, study the Torah | <p>Who am I?</p> <ul style="list-style-type: none">• Know what belonging means• Know that a person can belong to many groups: family, school, community, religion, humanity <p>What does it mean to be good?</p> <ul style="list-style-type: none">• Know the difference between right from wrong• Know what it means to be good within these contexts: family, school, community, humanity, religion• Know how we demonstrate ‘good’ within these contexts <p>How can a person show their values?</p> <ul style="list-style-type: none">• Know what values people can have: care, kindness, generosity (and others)• Know that values guide how we think and live• Know some ways we can show these values <p>What is the story of the Lost Sheep?</p> <ul style="list-style-type: none">• Know the story of the Lost Sheep and be able to explain what it means• Know how this story is an example of caring for others• Know why the story of the Lost Sheep is important to Christians <p>Why is Jewish Psalm 23 important to Jews?</p> <ul style="list-style-type: none">• Know the story of Psalm 23 (The Lord is my Shepherd)• Know how this story is an example of caring for others• Know why Jewish Psalm 23 is important to Jews <p>How do we show we care for others and why does it matter?</p> <ul style="list-style-type: none">• Know how we show care for others• Know what the Bible says about caring for others (e.g. Luke 6:31, John 15:12, Ephesians 4:32)• Know why showing we care for others is important |

KS1: YEAR 1

RELIGIOUS EDUCATION SEQUENCING

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|---|---|
| <p>Unit Number 1.3 Beliefs and Teachings: Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives? Focus religion: Christianity</p> | <p>Unit Number 1.4 Symbols in Religious Worship and Practice: In what ways are churches and synagogues important to believers? Focus religions: Christianity and Judaism</p> |
| <p>What is the story of the Shepherds coming to the Manger and what does it mean?</p> <ul style="list-style-type: none"> • Know that this is a story from Christianity told <i>about</i> Jesus • Know the story of the Shepherds coming to the Manger • Know that the story shows that Jesus was born to save all people from the lowest to the highest. • Know that Jesus is called 'The Good Shepherd' because people follow him <p>What is the story of Jesus Healing the Ten Lepers and what does it mean?</p> <ul style="list-style-type: none"> • Know that this is a story from Christianity told <i>about</i> Jesus • Know that this is one of Jesus' miracles • Know the story of Jesus Healing the Ten Lepers (Luke 17: 12-19) • Know that the story shows Jesus was not prejudice <p>What is the story of Jesus Calming the Storm on Lake Galilee and what does it mean?</p> <ul style="list-style-type: none"> • Know that this is a story from Christianity told <i>about</i> Jesus • Know that this is one of Jesus' miracles • Know the story of the Calming the Storm on Lake Galilee (Mark 4: 35-41) • Know that the story means that if people have faith, Jesus will be there to calm their storms <p>What is the story of Jesus Feeding the 5000 and what does it mean?</p> <ul style="list-style-type: none"> • Know that this is a story from Christianity told <i>about</i> Jesus • Know that this is one of Jesus' miracles • Know the story of Jesus Feeding the 500 (Mark 6: 30-44) • Know the story is about sharing, making the most of what you have and faith in God <p>What is the story of The Lost Coin and what does it mean?</p> <ul style="list-style-type: none"> • Know that this is a story from Christianity told <i>by</i> Jesus • Know the story of The Lost Coin (Luke 15: 8-10) • Know that the parable means that God's love is so great for all of His people that He won't give up on trying to bring every lost person back to Him <p>What is the story of The Prodigal Son and what does it mean?</p> <ul style="list-style-type: none"> • Know that this is a story from Christianity told <i>by</i> Jesus • Know the story of The Prodigal Son (Luke 15: 11-32) • Know that the parable is about forgiveness <p>What can we learn from Bible stories and how can they make a difference to people's lives?</p> <ul style="list-style-type: none"> • Know that all of the stories they have studied have a message to Christians • Know what the stories they have studied have in common • Know that Bible stories can influence Christians to live good lives | <p>What is the Christian holy book?</p> <ul style="list-style-type: none"> • Know that the Christian holy book is the Bible • Know that the Bible is many books split into two sections (Old and New Testaments) • Know that Christians believe that the Bible is the word of God <p>What are churches like?</p> <ul style="list-style-type: none"> • Know that a church is a sacred Christian place of worship • Know what sacred means • Know these features of a church and their significance: pulpit/lectern, font, alter, stain glass windows, crucifix, candle • Know that there are different types of Christianity and so churches can look different to one another <p>What happens in a church?</p> <ul style="list-style-type: none"> • Know what it means to worship a God • Know that there is a religious leader in a church (priest, vicar, minister?) • Know that these can be part of a church service: sermons, prayers, hymns • Know that some Christians go to church but others do not <p>What is a wedding like in a church?</p> <ul style="list-style-type: none"> • Know that a wedding is a marriage ceremony in a church • Know what these mean and their significance: vows, rings, hymns, signing the register • Know the key roles within a wedding: vicar, bride, groom, best man, usher, bridesmaids <p>What is the Jewish holy book?</p> <ul style="list-style-type: none"> • Know that the Jewish holy text is the Torah • Know that all synagogues have a hand written copy of the Torah on scrolls • Know that the Torah is the 5 books Moses • Know that Jews believe that the Torah shows how God wants them to live <p>What are synagogues like?</p> <ul style="list-style-type: none"> • Know that a synagogue is a sacred Jewish place of worship • Know the features of a synagogue and their significance: No images of God; Bimah, Mikveh, The Temple, Yad, Kippah, Challah Bread, Tallit <p>What happens in a synagogue?</p> <ul style="list-style-type: none"> • Know that there is a religious leader in a synagogue (rabbi) • Know that these can be part of a synagogue service: cantor, siddur, Amidah, Shema, • Know that some Jews go to Synagogue but others do not • Know how worship in a synagogue is different to in a church <p>What is a wedding like in a synagogue?</p> <ul style="list-style-type: none"> • Know what these mean and their significance: Tena'im, Aufruf, Mikveh, gold ring, ketubah • Know how a wedding in a synagogue is different to a church |

KS1: YEAR 2

RELIGIOUS EDUCATION SEQUENCING

| Unit Number 2.1 Leaders: What makes some people inspiring to others? Moses and Saint Peter. Focus religions: Christianity and Judaism | Unit Number 2.2 Believing: What do Jewish people believe about God, creation, humanity, and the natural world? Focus religion: Judaism (6 lessons) |
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| <p>What can we learn from the story of the baby in the bulrushes?</p> <ul style="list-style-type: none"> Know that this is a story from Judaism told about Moses Know the story of the baby in the bulrushes Know that the story is one of bravery and courage <p>What can we learn from the story of the ten plagues?</p> <ul style="list-style-type: none"> Know that this is a story from Judaism told about Moses Know the story of the ten plagues Know that God chose Moses to lead the people Know that the story is about justice <p>What can we learn from the story of the parting of the red sea?</p> <ul style="list-style-type: none"> Know that this is a story from Judaism told about Moses Know the story of the parting of the red sea Know that the story is about asking for help when you need it <p>How was Moses a great leader for Jewish people?</p> <ul style="list-style-type: none"> Know what makes a good leader Know that Moses was guided by God Know the key messages from the the stories they've studied know what living harmoniously means and how Moses encouraged it <p>What can we learn from the story of Jesus washing Peter's feet?</p> <ul style="list-style-type: none"> Know that this is a story from Judaism told about Jesus and Saint Peter Know the story of Jesus washing Peter's feet Know how this story is about showing others love <p>What can we learn from the story of Peter denying Jesus?</p> <ul style="list-style-type: none"> Know that this is a story from Judaism told about Jesus and Saint Peter Explore the story of Peter denying Jesus Know how this story is about even the most faithful people making mistakes <p>What was Saint Peter like as a Christian leader?</p> <ul style="list-style-type: none"> Know that Peter was a Saint and what this means Know that Saint Peter was guided by God Know that Peter was the first leader of the Christians know what living harmoniously means and how Saint Peter encouraged it <p>What makes Marcus Rashford a great leader?</p> <ul style="list-style-type: none"> Know how leaders today make a difference to our lives Know similarities and differences between Marcus Rashford's impact as a leader and that of Moses and Saint Peter Know how Marcus Rashford led change for children <p>What makes a leader great?</p> <ul style="list-style-type: none"> Know what a leader is Know the qualities of a great leader (e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving) | <p>Knowledge: Pupils will learn some Jewish people's ideas about God and the story of creation and learn about how a Rabbi teaches the community about God.</p> <p>What is the Jewish God like?</p> <ul style="list-style-type: none"> Know that Jewish people use different terms to speak of God: Almighty / Eternal / the G-d of Abraham, Isaac and Jacob. [NB: Jewish people often write 'G-d' to avoid any disrespect to the Almighty.] Note that Jewish people say G-d is invisible, and they make no pictures of G-d Know that Jews believe God exists and that there is only one God (even that there are many names for God) Know that God is omnipresent (everywhere all the time) Know that God is just but also merciful Express their own ideas about God <p>What is the Jewish story of Creation?</p> <ul style="list-style-type: none"> Explore the Jewish story of God's creation of the Earth from Genesis 1 Retell the story of Creation Recognize that different people see different meanings in the story <p>How do we look after God's Earth?</p> <ul style="list-style-type: none"> Explore what Jews believe about the origins of God's Earth Understand the meaning of stewardship in relation to God's Earth Understand the meaning of Dominion in relation to God's Earth Identify ways in which we can care for the Earth <p>How does Shabbat bring Jewish people closer to God?</p> <ul style="list-style-type: none"> The relation between God and the Jewish people Explore the beliefs that the Jewish people have with the celebration of Shabbat Explore how the shabbat is celebrated in different places – synagogue and home. <p>What is the link between Creation and the Shabbat?</p> <ul style="list-style-type: none"> To know that the Shabbat is the 7th day of the week Know what God commanded Jewish people to do with regards to the Shabbat Understand that Jewish people need to keep the 7th day holy and it is the 4th of the 10 commandments Explore how the similarity of the 7th day in the story of creation and the Shabbat <p>What does a Rabbi do?</p> <ul style="list-style-type: none"> Know that a Rabbi is the Jewish teacher of Judaism Understand how Rabbi is viewed by the Jewish people – not only as a spiritual leader Explain the role of a Rabbi in the Jewish community Know that a Chazan is an individual who leads songful prayer Understand how the Chazan supports the Rabbi <p>What makes the Torah important?</p> <ul style="list-style-type: none"> Know the Torah is kept in a cupboard called The Ark Know that The Ark is the holiest place in the synagogue and holds the Torah. It is called the Aron Hakodesh Know the Torah contains Jewish texts with stories and rules for living. Know the Bimah is a raised platform where the Torah is read Useful link https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zsdhtrd |

KS1: YEAR 2

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 2.3 Belonging: What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today? Focus religion: Christianity (6 lessons)</p> | <p>Unit Number 2.4 Story: Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible? Focus religion: Christianity and Judaism (8 lessons)</p> |
| <p>Knowledge: Pupils will learn about belonging to a variety of communities.</p> <p>Why is belonging important?</p> <ul style="list-style-type: none"> • Know what belonging means. • Identify the groups to which they belong e.g. in school, in the community. • Explain how these groups can make us feel. • Know why belonging matters. <p>How does baptism show belonging in Christianity?</p> <ul style="list-style-type: none"> • Know what baptism is. • Know that the water symbolizes being washed clean • Know that a baby baptism symbolizes being apart of God's family • Know that adult baptism symbolizes turning away from an old life and beginning a new life • Useful link of baptism https://www.bbc.co.uk/programmes/p01149v1 <p>What can we learn from Jesus' baptism?</p> <ul style="list-style-type: none"> • Explore the story of Jesus' baptism (Matthew 3:13-17) https://www.youtube.com/watch?v=h3xUlcCqAjU • Retell the story • Know that after he was baptized God called Jesus his son and said he was pleased. <p>Who am I and where do I belong?</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group • Talk about how you know you belong e.g. same interests, same name, same home, same friends, uniforms • Discuss what people, places, groups and communities you feel connected to. <p>What does it mean to belong to a faith community in Nottinghamshire?</p> <ul style="list-style-type: none"> • Know that there are over 400 churches in Nottinghamshire. • Discuss how belonging to a community develops friendships and relationships • To know that the Christian faith community are guided by what the bible teaches • To know that a faith community offers guidance and support to follow the same beliefs and practises. <p>How can all humanity belong together?</p> <ul style="list-style-type: none"> • Understand the Golden Rule of life to 'treat others how you would like to be treated' • Know why this is an important rule for living together • Know that many religious and non-religious people follow this golden rule <p>Discuss examples of how they apply this golden rule in their lives</p> | <p>Knowledge: Pupils will learn why some stories are important in Jewish and Christian religions.</p> <p>What is the story of Noah and the Ark?</p> <ul style="list-style-type: none"> • Explore the story of Noah • Retell the story and explain what it means • Know why the story of Noah is important to Jews and Christians <p>What can we learn from the story of Noah and the Ark?</p> <ul style="list-style-type: none"> • Explain how this story is an example of listening and being obedient to God • Discuss what behaviours the characters in the story displayed <p>What is the story of Abraham and Sarah?</p> <ul style="list-style-type: none"> • Explore the story of Abraham and Sarah • Retell the story and explain what it means • Know why the story of Abraham and Sarah is important to Jews and Christians <p>What can we learn from the story of Abraham and Sarah?</p> <ul style="list-style-type: none"> • Explain how this story is an example of receiving a long awaited promise of a child • Discuss what behaviours the characters in the story displayed <p>What is the story of Daniel and the Lions Den?</p> <ul style="list-style-type: none"> • Explore the story of Daniel and the Lions Den • Retell the story and explain what it means • Know why the story of Daniel is important to Jews and Christians <p>What can we learn from the story of Daniel and the Lions Den?</p> <ul style="list-style-type: none"> • Explain how this story is an example of protection from God • Discuss what behaviours the characters in the story displayed <p>Where are these stories found?</p> <ul style="list-style-type: none"> • Know these stories are found in the Jewish Holy book the Torah • Know these stories are also important to Christians • Know these stories are found in the first half of the bible called The Old Testament <p>What can we learn from these stories when we make mistakes?</p> <ul style="list-style-type: none"> • Recall key events from stories that they have read (Noah ran away from God, Abraham and Sarah doubted God's promise and Daniel didn't do what the King wanted) • Know that all the characters made mistakes in the stories <p>Explore how the stories show that God forgives, rescues and creates</p> |

KS2: YEAR 3

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 3.1 Beliefs and questions: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives? Focus religions: Christianity</p> | <p>Unit Number 3.2 Religion, family and community: Prayer: How do religious families and communities practice their faith? The example of prayer. Focus religions: Christianity and Islam (6 lessons)</p> |
| <p>What is the Christian story behind Christmas?</p> <ul style="list-style-type: none"> • Know the Christian story of Christmas • Know why Christians celebrate the birth of Jesus • Know how people celebrate this festival <p>What is the Christian story behind Easter?</p> <ul style="list-style-type: none"> • Know the Christian story of Easter • Know what crucifixion and resurrection mean • Know why Christians celebrate the death of Jesus • Know how people celebrate this festival <p>What is the Christian story behind Pentecost?</p> <ul style="list-style-type: none"> • Know the Christian story of Pentecost • Know why Christians celebrate the Holy Spirit • Know how people celebrate this festival <p>What is the Christian story behind Harvest?</p> <ul style="list-style-type: none"> • Know the Christian story of Harvest • Know why some people celebrate Harvest but not others • Know how people celebrate this festival <p>How is Harvest celebrated today?</p> <ul style="list-style-type: none"> • Know what Harvest festival is • Know why people still celebrate Harvest • know how harvest festivals are celebrated now vs in the past <p>What is the Christian idea of the Holy Trinity?</p> <ul style="list-style-type: none"> • Know what constitutes the Holy Trinity' • Know why the Holy Trinity is important to Christians • Know what these mean: 'fruit of the Spirit' (Galatians 5:22), incarnation, Holy Spirit <p>How does a Church put the teachings of Jesus into practice?</p> <ul style="list-style-type: none"> • Know the different ways the church teaches about Jesus (sermons, prayers, hymns) • Know how Jesus' teachings guide Christians | <p>Why is the Lord's Prayer important in Christianity?</p> <ul style="list-style-type: none"> • Explain what the Lord's Prayer means • Know when and why Christians say the Lord's Prayer • Consider why some people make prayer an important part of their lives, but not others <p>What is prayer like at a church?</p> <ul style="list-style-type: none"> • Explore the Lords Prayer and how this helps Christians to know what to pray • Explore these: types of prayers at church (thanksgiving, petition, repentance) • Know that prayers can be lead by a religious leader at church • Know that Christians communicate with God through prayer <p>How do Christian families practise their faith?</p> <ul style="list-style-type: none"> • Know when and why Christian families pray at home • Know what types of prayers Christian families pray at home • Know that Christians often attend church • Know that Christians practice their faith through festivals <p>Why are the 5 daily prayers important in Islam?</p> <ul style="list-style-type: none"> • Explore the 5 daily prayers in Islam • Explain what the 5 daily prayers mean • Know when and why Muslim's say the 5 daily prayers • Consider why some people make prayer an important part of their lives, but not others <p>What is prayer like at a mosque?</p> <ul style="list-style-type: none"> • Know some Islamic rituals for prayer at a mosque • Explore some different types of prayers at mosque • Know that prayers can be lead by a religious leader at a mosque • Know that Muslims communicate with Allah through prayer <p>How do Muslim families practise their faith?</p> <ul style="list-style-type: none"> • Know when and why Muslim families pray at home • Know what types of prayers Muslim families pray at home • Know that Muslims often attend a mosque • Know that Muslims practice their faith through festivals |

KS2: YEAR 3

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 3.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire. Focus religions: Christianity, Islam and Hinduism (8 lessons)</p> | <p>Unit Number 3.4 Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Focus religions: Christianity, Islam and Judaism (6 lessons)</p> |
| <p>Knowledge: Pupils will learn where, how and why people worship.</p> <p>What makes a church a church?</p> <ul style="list-style-type: none"> Know and understand the following terms: alter, pulpit, crucifix and lectern Know why these key features are important in a church and how they are used in Christian practices Know where these features are positioned inside the church Know what the outside of a church looks like <p>How are churches used by their community?</p> <ul style="list-style-type: none"> Know some Christian practices that take place in a church e.g. weddings, funerals, baptisms Know how Christians can worship in a church Explore some of the architectural features of a church Explore various artwork displayed around a church and the messages portrayed <p>What makes a mosque a mosque?</p> <ul style="list-style-type: none"> Know and understand the following terms: Sahn (courtyard), Mihrab (niche), Minaret (tower) and Qubba (dome) Know why these key features are important in a mosque and how they are used in Muslim practises Know where these features are positioned inside a mosque Know what the outside of a mosque looks like <p>How are mosques used by their community?</p> <ul style="list-style-type: none"> Know some Muslim practises in a mosque e.g. weddings (Nikah), funerals Know how Muslims worship in a mosque Explore some of the architectural features of a mosque Explore various artwork displayed around a mosque and the messages portrayed <p>What makes a mandir a mandir?</p> <ul style="list-style-type: none"> Know and understand the following terms: Charanamrita (holy water in a bowl near the altar), Main Shrine, Murtis and Prasada and know why these key features are important in a mandir Know how they are used in Hindu practises Know where these features are positioned inside a mandir Know what the outside of a mandir looks like <p>How are mandirs used by their community?</p> <ul style="list-style-type: none"> Know some of the Hindu practises in a mandir and how Hindus worship in a mandir Explore some of the architectural features of a mandir Explore various artwork displayed around a mandir and the messages portrayed <p>How are churches, mosques and mandirs similar?</p> <ul style="list-style-type: none"> Explore how people may feel in these places of worship Know how symbols and artefacts remind people of their religious beliefs Know some of the common features of the Gods in Christianity, Islam and Hinduism (Trinity, Allah, Gods and Goddesses) Reflect thoughtfully on whether religious buildings are needed to feel close to a Deity Consider what makes these buildings special <p>How would you design a Religious building for your local area?</p> <ul style="list-style-type: none"> Design what the outside of the building would look like Know what architectural features would be inside Know the key concepts of worship in the building Know how the building would be used by it's community | <p>Knowledge: Religious leaders: Moses, Jesus and Muhammad. Pupils will learn about inspiring people from sacred texts.</p> <p>How was Joseph an inspirational person?</p> <ul style="list-style-type: none"> Explore the story of Joseph Retell the story Respond thoughtfully to the challenges Joseph faced in his life Know the commitment he maintained to God throughout his life Discuss how Joseph's life could inspire and impact Jews today <p>How was Moses an inspirational person?</p> <ul style="list-style-type: none"> Explore the stories of Moses and the Exodus and the 10 commandments Retell the stories Respond thoughtfully to the challenges Moses faced in his life Know that Jews celebrate a Passover festival (Pesach) Discuss how Moses' life could inspire and impact Jews today <p>What can we learn from the life, teaching and example of Jesus?</p> <ul style="list-style-type: none"> Know that the gospels of Matthew, Mark, Luke and John in the Bible contain the teachings, miracles and parables of Jesus Explore and discuss some of the parables of Jesus Explore and discuss some of the miracles performed by Jesus Know that some Christians observe Lent Discuss how Jesus's teachings could inspire and impact Christians today <p>What can we learn from the life, teaching and example of Prophet Muhammad [PBUH] and his companions?</p> <ul style="list-style-type: none"> Know that the stories from the life of the Prophet Muhammad can be read from the Qur'an and Hadith Explore and discuss some of the stories of the Prophet Muhammad Explore and discuss some of the miracles performed by the Prophet Muhammad Know that Muslims observe Ramadan Discuss how Muhammad's teachings could inspire and impact Muslims today <p>How are these inspirational leaders similar?</p> <ul style="list-style-type: none"> Know that Moses was a law-giver and servant of God Know that Christians believe Jesus as God (Messiah) came down to earth from Heaven Know that Muslim's believe Muhammad was a Prophet of Allah Know that these inspirational leaders all claimed to hear directly from God Explore the meanings and correlations of 'Patriarch', 'Messiah' and 'Prophet' Know some of the attributes that these leaders had (standing up for justice, learning from challenges, courageous, honouring commitments, standing alone) Explore a variety of contemporary media portraying the lives of these leaders e.g sacred writing, poetry, video, stained glass and drama <p>What makes a person inspiring?</p> <ul style="list-style-type: none"> Know what a role model is Explore the attributes of an inspiring person (fairness, forgiveness, friendship, commitment and courage) Discuss examples today of people who inspire and why Consider how human courage and spirituality can make a person an example to others |

KS2: YEAR 4

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 4.1 The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Focus religions: Christianity, Islam and Hinduism</p> | <p>Unit Number 4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Focus religions: Islam, Hinduism, Christianity, non- religious worldviews (8 lessons)</p> |
| <p>How do Christians see life as a journey?</p> <ul style="list-style-type: none"> Know Christian rituals for welcoming a baby Know how Christians celebrate becoming an adult Know how Christians celebrate a marriage Know how Christians conduct a funeral <p>What are Christian views on Life after death?</p> <ul style="list-style-type: none"> Know Christians believe in Heaven and Hell Know what the Bible teaches about Life after Death Know what difference believing in an eternal destination makes to a Christian's way of life <p>How do Hindus see life as a journey?</p> <ul style="list-style-type: none"> Know Hindu rituals for welcoming a baby Know how Hindus celebrate becoming an adult Know how Hindus celebrate a marriage Know how Hindus conduct a funeral ritual. <p>What are Hindu views on Life after death?</p> <ul style="list-style-type: none"> Know that Hell (naraka) and Heaven (swarga) are a state of mind, brought about by a person's thoughts and deeds Know Hindus believe in reincarnation based on a person's deeds Know what The Vedas teaches about life after death Know that Moksha liberates the soul from the endless cycle of life, death and rebirth. Know how Hindu's pursue Moksha Know what difference believing in reincarnation and Moksha makes to a Hindu's way of life <p>How do Muslims see life as a journey?</p> <ul style="list-style-type: none"> Know Muslim rituals for welcoming a baby Know how Muslims celebrate becoming an adult Know how Muslims celebrate a marriage Know how Muslims conduct a funeral ritual <p>What are Muslim views on Life after death?</p> <ul style="list-style-type: none"> Know Muslims believe in Heaven (Paradise) and Hell Know what the Quran teaches about Life after Death Know what difference believing in an eternal destination makes to a Muslim's way of life <p>What are the key ways in which Humanists see life as a journey?</p> <ul style="list-style-type: none"> Know humanist ways for welcoming a baby Know how humanists celebrate becoming an adult Know how Humanists celebrate a marriage Know how Humanists conduct a funeral <p>What are Humanist views on Life after death?</p> <ul style="list-style-type: none"> Know that Humanists do not believe in a God Know that Humanists do not believe in Heaven/ Hell or an after life Know that Humanists have a commitment to 'the one life we have' Know what difference believing in no eternal destination makes to a Humanist | <p>Why are pilgrimages important to Muslims?</p> <ul style="list-style-type: none"> Know what the purpose of a pilgrimage is for Muslims Know that a Muslim pilgrimage is called Hajj and is one of the Five Pillars Know that Muslims go to Makkah their Holy City Know how belonging to a community and going on a pilgrimage can change a Muslim's life and give examples <p>What do Muslims do on Pilgrimages?</p> <ul style="list-style-type: none"> Know what happens on a pilgrimage (Listen to a Muslim's testimony) Know the rituals and practises carried out in Makkah Know that Muslims wear an Ihram and the reason for this Consider the emotions and experiences Muslims experience on Pilgrimage <p>Why are pilgrimages important to Hindus?</p> <ul style="list-style-type: none"> Know what the purpose of a pilgrimage is for Hindus Know that Hindus go to the Sacred City of Varanasi Know that Hindu's bathe in the River Ganges and explain the reason for this Know how belonging to a community and going on a pilgrimage can change a Hindu's life and give examples <p>What do Hindus do on Pilgrimages?</p> <ul style="list-style-type: none"> Know what happens on a pilgrimage (Listen to a Hindu's testimony) Know the rituals and practises carried out in Varanasi Consider the emotions and experiences Hindus experience on Pilgrimage <p>Why are pilgrimages important to Christians?</p> <ul style="list-style-type: none"> Know what the purpose of a pilgrimage is for Christians Know that Christians go to The Holy Land Know that Pilgrimage is not compulsory for Christians Know how belonging to a community and going on a pilgrimage can change a Christian's life and give examples <p>What do Christians do on Pilgrimages?</p> <ul style="list-style-type: none"> Know what happens on a pilgrimage (Listen to a Christian's testimony) Know the rituals and practises carried out in The Holy Land Consider the emotions and experiences Christians experience on Pilgrimage <p>What makes Southwell Minster a local place of Pilgrimage?</p> <ul style="list-style-type: none"> Know that Southwell Minster is a Cathedral Know that there is a pilgrimage walk to honour a local saint at Southwell Minster each year Know that on pilgrimage individuals may give thanks, pray for healing or guidance, or seek for inspiration Know that there are different types of worship including prayer, singing and a Eucharist service <p>What makes a journey spiritual?</p> <ul style="list-style-type: none"> Explore some places of wonder e.g. Stonehenge, wonderful places in the world of nature, places associated with family history etc Consider how non-religious people may feel connected to nature or spiritually enlightened on these journeys Consider what the key differences between pilgrims and tourists are Know that people can find spiritual strength and enlightenment from visiting certain places on earth Consider thoughtfully a place on earth that would be chosen for personal pilgrimage to find strength and spiritual insight and give reasons for this |

KS2: YEAR 4

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 4.3 Spiritual expression: Christianity, music and worship: what can we learn? Focus religion: Christianity and also the idea of being ‘spiritual but non-religious’ (7 lessons)</p> | <p>Unit Number 4.4 Religion, family, community, worship, celebration, ways of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Focus religion: Hinduism (6 lessons)</p> |
| <p>Knowledge: Pupils will learn about Christian music and worship</p> <p>Why are Christmas carols important to Christians?</p> <ul style="list-style-type: none"> • Know that ‘O Holy Night’, ‘Joy to the world’ and ‘Silent Night’ are Christmas carols • Consider the meaning of the words used • Describe what emotions are evoked from listening to the music <p>Why are hymns important to Christians?</p> <ul style="list-style-type: none"> • Know that ‘Amazing Grace’, ‘All things bright and beautiful’ and ‘Abide with me’ are famous Christian hymns • Consider the meaning of the words used • Describe what emotions are evoked from listening to the music <p>Why is the Hallelujah chorus important to Christians?</p> <ul style="list-style-type: none"> • Listen to Handel’s Hallelujah chorus • Consider the meaning of the words used • Describe what emotions are evoked from listening to the music <p>Why are Contemporary worship songs important to Christians?</p> <ul style="list-style-type: none"> • Know that Delirious?, Matt Redman and Hillsong United are producers of contemporary Christian music • Consider the meaning of the words used • Describe what emotions are evoked from listening to the music <p>Why are Christian songs for children important to Christians?</p> <ul style="list-style-type: none"> • Know that ‘My God is so big’, ‘This little light of mine’ and ‘Echo’ are Christian songs for children • Consider the meaning of the words used • Describe what emotions are evoked from listening to the music <p>How do Christians use Music to express their worship to God?</p> <ul style="list-style-type: none"> • Know that lots of Christian music is based on text from the Bible • Know that Christian music can bring a sense of the presence of God • Know that Christians can worship to music at home or corporately as a church <p>What makes music spiritual?</p> <ul style="list-style-type: none"> • Know that music is personal to the individual • Identify music that encourages feelings of calm, excitement, peacefulness, joy or closeness to God • Consider what makes music inspiring • Discuss reasons why music matters and enables expression of deep or spiritual feelings | <p>Knowledge: Pupils will learn how Hindu families practise their faith</p> <p>What is the story behind Diwali?</p> <ul style="list-style-type: none"> • Explore the Hindu story of Rama and Sita • Retell the story of Rama and Sita • Respond thoughtfully to the themes of light and darkness, goodness and evil, collaboration and co-operation, patience and devotion explored in the story <p>How do Hindus celebrate Diwali?</p> <ul style="list-style-type: none"> • Know Diwali is known as the festival of light and the reason for this • Know how Hindus celebrate the festival of Diwali (BBC ‘My Life My Religion: Hindus’ has good clips for this unit) <p>What is the story behind Holi?</p> <ul style="list-style-type: none"> • Explore the story of Prahlad • Retell the story of Prahlad’s victory over the demon girl Holika • Respond thoughtfully to the themes of light and darkness, goodness and evil, honesty and trust, patience and devotion explored in the story <p>How do Hindus celebrate Holi?</p> <ul style="list-style-type: none"> • Know that Holi is known as the festival of colours and the reasons for this • Know that Holi celebrates good over evil • Know how Hindus celebrate the festival of Holi <p>Which Gods and Goddesses do Hindus worship?</p> <ul style="list-style-type: none"> • Know that Hindus worship a supreme spirit Brahman • Know that Brahman takes three forms called the Trimurti • Know that Brahma is the creator of the world and all creatures • Know that Vishnu is the preserver of the world • Know that Shiva is the destroyer of the universe <p>How do Hindus Worship?</p> <ul style="list-style-type: none"> • Hindus worship in a temple called a Mandir. (See Year 3.3 for coverage on Mandirs) • Know that Hindus can visit the Mandir at any time to pray and participate in the Bhajans (religious songs) • Know that food offerings, known as Prasad, are placed on a shrine and offered to deities • Know that Hindus burn incense during worship called Puja as an offering to the god or deity. • Know that Hindus also worship at home and often have a special room with a shrine to particular gods. • Know that Hinduism (unlike Islam, Christianity and Judaism), does not have a single holy book, but many ancient texts and scriptures. |

KS2: YEAR 5

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 5.1</p> <p>Inspirational people in today’s world: What can we learn from great leaders and inspiring examples in today’s world? Focus religions: Religions selected by the school, but possibly examples from Islam, Hinduism and Christianity, and possibly a non- religious example (x lessons)</p> | <p>Unit Number 5.2</p> <p>Religion and the individual: what matters to Christians?: What is expected of a person in following a religion or belief? What matters most to Christians in their religion? Focus religion: Christianity (x lessons)</p> |
| <p>How was Dr Martin Luther King an inspirational leader? (Christian)</p> <ul style="list-style-type: none"> • Know that Dr Martin Luther King was a leader of the Civil Rights Movement • Know what the Civil Rights Movement is • Know how religion inspired him • Know how Dr Martin Luther King inspired others <p>How was Saint Teresa of Kolkata an inspirational leader? (Catholic)</p> <ul style="list-style-type: none"> • Know that Saint Teresa of Kolkata is also known as Mother Teresa • Know that she founded the Order of the Missionaries of Charity • Know what the Order of the Missionaries of Charity does • Know how religion inspired her • Know how Mother Teresa inspired others <p>How was Ghandi an inspirational leader? (Hindu)</p> <ul style="list-style-type: none"> • Know what ‘mahatma’ means • Know that Ghandi was famous for non-violent protest • Know what Ghandi achieved in these areas: poverty, women’s rights, class equality and Indian independence from Britain • Know how religion inspired him • Know how Ghandi inspired others <p>How was William Booth an inspirational leader? (Methodist)</p> <ul style="list-style-type: none"> • Know that William Booth was the founder of the Salvation Army • Know what the Salvation Army does • Know how William Booth inspired others • Know how religion inspired him <p>How was Dr Hany El Banna an inspirational leader? (Muslim)</p> <ul style="list-style-type: none"> • Know that Dr Hany El Banna was the founder of Islamic Relief • Know what Islamic Relief does • Know how religion inspired him • Know how Dr Hany El Banna inspired others <p>How was Pandurang Shastri Athavale an inspirational leader? (Hindu)</p> <ul style="list-style-type: none"> • Know that Pandurang Shastri Athavale founded the Swadhyaya movement • Know what the Swadhyaya movement is • Know how religion inspired him • Know how Pandurang Shastri Athavale inspired others <p>How would an inspirational leader like the world to live?</p> <ul style="list-style-type: none"> • Know what the leaders studied have in common • Know how one might inspire others to follow | <p>Knowledge: Pupils will learn what is important to Christians in their faith.</p> <p>What is the deeper meaning of Christmas for Christians?</p> <ul style="list-style-type: none"> • Know that Christians believe God gave the gift of Jesus His Son • Know that Christians give gifts to remember God’s gift of peace to the earth <p>What is the deeper meaning of Easter for Christians?</p> <ul style="list-style-type: none"> • Know that Jesus died on the cross to absolve the world of sin • Know that Christians believe they are forgiven because Jesus sacrificed himself on the cross • Know that Salvation is obtained through saying a prayer and believing that Jesus died on the cross <p>What is the deeper meaning of Pentecost for Christians?</p> <ul style="list-style-type: none"> • Know that the Holy Spirit is the third part of the Trinity of Father, Son and Holy Spirit • Know that the Holy Spirit was sent down from Heaven on Pentecost • Know that Christians believe the Holy Spirit is always there to guide them <p>What is the deeper meaning of Eucharist for Christians?</p> <ul style="list-style-type: none"> • Know the religious practice of remembering Jesus by taking bread and wine • Know that Christians eat the bread to represent Jesus’ body and remember Him dying on the cross • Know that Christians drink the wine to represent Jesus’ blood that was shed on the cross • Know that Jesus taught His followers to forgive and love their enemies <p>Which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?</p> <ul style="list-style-type: none"> • Explain with reasons why they select one of the 4 elements of Christianity studied as the most important • Know some similarities and differences between different celebrations that are part of Christian worship. <p>How can ‘the fruit of the Spirit’ help people to face life’s challenges?</p> <ul style="list-style-type: none"> • Know what the fruits of the spirit are (Galatians 5:22, New Testament) • Know how the Fruits of the spirit help Christians deal with unfairness • Know how the Fruits of the spirit help Christians deal with pain <p>How can ‘the fruit of the Spirit’ help people lead a positive life?</p> <ul style="list-style-type: none"> • Know how the Fruits of the spirit help Christians learn to be more generous • Know how the Fruits of the spirit help Christians to try and live a good life |

KS2: YEAR 5

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 5.3 Beliefs and questions: How do people’s beliefs about God, the world and others have impact on their lives? Focus religions: Islam and Hinduism Non-religious worldviews such as Humanism can also be considered (x lessons)</p> | <p>Unit Number 5.4 Beliefs in action in the world: are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Focus religions: selected by the school, perhaps Christianity, Islam, Hinduism. Non-religious worldviews such as Humanism can also be considered. (x lessons)</p> |
| <p>Knowledge:</p> <p>Pupils will learn how Islam and Hindu beliefs about God, the world and others impact their lives.</p> <p>How do Muslims express their belief in God?</p> <ul style="list-style-type: none"> Know the purpose of The 5 Pillars of Islam are a guide for Muslims to lead a good and responsible life Know that the 5 Pillars of Islam are Shahadah, (Muslim creed / statement of faith), Salah (prayer), Zakat/Zakah (giving to those in need), Sawm (fasting during Ramadan) and Hajj (pilgrimage to the holy city of Makkah) <p>How is a Muslim’s life impacted by worshiping Allah?</p> <ul style="list-style-type: none"> Know that when Muslims pray, they must always face Makkah in Saudi Arabia. Know that Muslim men will wear a small cap called a Taqiyah when they pray to show submission to Allah Know that the Zakat requires Muslims to donate a portion of their wealth to charity Know that Muslims begin fasting for the month of Ramadan which is the most sacred time of year in the Islamic tradition <p>Useful link: https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc</p> <p>How do Hindus express their belief in Brahman?</p> <ul style="list-style-type: none"> Know that Brahma is the Hindu god of creation and the universe Know that Hindus worship at a shrine Know that Hindu’s perform an important type of worship called the Puja ceremony Know what objects are used in a Puja Ceremony and how they are used to worship <p>Useful link: https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/3</p> <p>How is a Hindu’s life impacted by believing in God?</p> <ul style="list-style-type: none"> Know that Ahimsa is the ancient Indian principle of nonviolence to all living beings Know how Ahimsa influences a Hindus mind, speech and actions Know the law of Karma teaches that whatever we do will return to us whether it is in this life or the next Consider how a belief in Karma may impact a Hindu’s life choices <p>How is a Humanist’s life impacted by not believing in God?</p> <ul style="list-style-type: none"> Know that Humanists do not believe God is real Know that Humanists believe in living for the life they have here on earth Know that Humanists do not believe in a life after death based on their actions here on earth | <p>Knowledge: Pupils will learn how Christians and Muslims put their beliefs into charitable and compassionate actions.</p> <p>How is Southwell Minster a place of value to Christians?</p> <ul style="list-style-type: none"> Know that Southwell Minster is a cathedral in Nottinghamshire Know that Southwell Minster is a registered charity and people can give to keep it operating Know that people view the cathedral as the ‘House of God’ Know that the cathedral allows for the community to worship and praise God <p>How is Jamee Masjid a place of value to Muslims?</p> <ul style="list-style-type: none"> Know that Jamee Masjid is a Mosque in Mansfield Know that Jamee Masjid mosque is a registered charity and people can give to keep it operating Know that people view the Mosque as the ‘House of Allah’ Know that the mosque provides public expression of worship and prayers to Allah <p>How does Southwell Minster serve the needs of people in poverty?</p> <ul style="list-style-type: none"> Know that Southwell minster raise funds for local charities Know what Matthew 25:40 teaches about giving to people in poverty <p>How does Jamee Masjid serve the needs of people in poverty?</p> <ul style="list-style-type: none"> Know that Jamee Masjid raise funds for local charities Know what the Quran’s teaching of giving (70:24-5) teaches about giving <p>How do Christian Aid serve the needs of people in poverty?</p> <ul style="list-style-type: none"> Know that Christian Aid was founded by churches in the Second World War Know what Christian Aid does Know that Christian Aid follow the commandment of Jesus to ‘love your neighbour as you love yourself’ Know how Christian Aid has impacted people in poverty over the years <p>How do Muslim Hands serve the needs of people in poverty?</p> <ul style="list-style-type: none"> Know that Muslim Hands was founded in 1993 Know what Muslim Hands does Know that Muslim Hands follow the commandment in the Quran to ‘practice charity’ Know how Muslim Hands has impacted people in poverty over the years <p>Do we need religious buildings to hear God’s word about poverty?</p> <ul style="list-style-type: none"> Know that people can give to charity and have compassion for people in poverty without going to a place of worship Consider if it is important to express spiritual ideas in both worship and action Discuss the possible tension between building a beautiful ‘house of God’ and serving the needs of people in poverty |

KS2: YEAR 6

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 6.1 Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? Focus religions: Christianity, Judaism (7 lessons)</p> | <p>Unit Number 6.2 Religion, worldviews, family and community What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? Religions: Select from Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied in this unit.</p> |
| <p>Knowledge: Pupils will learn to understand two carefully selected texts from the scriptures of each of the religions and about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</p> <p>How is the Shema a source of wisdom for Jews? consider why some texts from the Torah (e.g. the Shema), <ul style="list-style-type: none"> use artefacts, video of photos to describe how religious people use sacred texts such as Torah, Bible or Qur'an and Hadith in their worship, for private study, memorization and for guidance (A1).4 write an account of the value and importance of the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them (A3). How does THIS JEWISH PERSON follow their sacred text? <ul style="list-style-type: none"> explain two examples of people from the religions studied who use sacred texts: these could be local or famous people(A2). How is 1 Corinthians 13 a source of wisdom for Christians? the Bible (e.g. 1 Corinthians 13) <ul style="list-style-type: none"> use artefacts, video of photos to describe how religious people use sacred texts such as Torah, Bible or Qur'an and Hadith in their worship, for private study, memorization and for guidance (A1). write an account of the value and importance of the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them (A3). How does THIS CHRISTIAN PERSON follow their sacred text? <ul style="list-style-type: none"> explain two examples of people from the religions studied who use sacred texts: these could be local or famous people(A2). What do sacred texts from Judaism, Christianity and Islam have in common? <ul style="list-style-type: none"> explain similarities and differences between the texts they have studied: do the religions teach similar things? (B3) suggest a list of reasons why the sacred texts of religions have lasted so long and are often best sellers (A2) What do sacred texts and other sources say about God, the world and human life? <ul style="list-style-type: none"> consider moral codes, for example, the Ten Commandments (Jewish), St Paul's advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (c2). What can we learn by reflecting on words of wisdom from religions and worldviews? <ul style="list-style-type: none"> discuss thoughtfully where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'? (C1) apply ideas such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words (c2). </p> | <p>Knowledge: Pupils will learn about religious representation in the local area, county, region, nation and world and about two examples of inter-faith cooperation.</p> <p>How religious is the UK? linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) <ul style="list-style-type: none"> know the main faiths in the UK suggest interpretations for the data What opportunities are there for people of faith to worship in Nottinghamshire? <ul style="list-style-type: none"> know that these are the main faiths in Nottinghamshire: Christian, Buddhist, Hindu, Muslim, Sikh know which places of worship there are in Nottinghamshire How can different faiths co-exist harmoniously? <ul style="list-style-type: none"> apply ideas such as tolerance, empathy and respect for all to real-life examples of tension or conflict between different groups: how can our society become more respectful? What do inter faith events do to make respect grow? about the statistics of world religions in the local area, the county, region, nation and world. about at least two examples of inter faith co-operation. How is <u>this thing</u> a good example of inter-faith cooperation? How is <u>this thing</u> a good example of inter-faith cooperation? <ul style="list-style-type: none"> investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own (A2) list and describe similarities and differences between the ways different communities show that they belong (C1) How can we make our community more respectful? <ul style="list-style-type: none"> discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2) clearly express their own ideas about a more respectful community write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious. Can they suggest 6 ideas and explain what impact they would have? </p> |

KS2: YEAR 6

RELIGIOUS EDUCATION SEQUENCING

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| <p>Unit Number 6.3 Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Focus religions: Christianity Hinduism, Humanism. (9 lessons)</p> | <p>Unit Number 6.4 Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? Focus religion: Judaism. (9 lessons)</p> |
| <p>Knowledge:</p> <ul style="list-style-type: none"> about spiritual concepts of justice, fairness, compassion and responsibility. about at least two examples of major faith-based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). <p>How does Ahimsa help Hindus to consider the wellbeing of others?</p> <ul style="list-style-type: none"> Know that religions guide their followers on how to behave towards others Know the meaning of Ahimsa Know the significance of Ahimsa in the lives of Hindus (https://baps.org/Spiritual-Living/Hindu-Beliefs/Compassion-and-Nonviolence-Ahimsa.aspx#) Give examples of Ahimsa in action (e.g. https://www.ahimsamilk.org/) <p>How does Ummah help Muslims to consider the wellbeing of others?</p> <ul style="list-style-type: none"> Know that religions guide their followers on how to behave towards others Know the meaning of Ummah Know the significance of Ummah in the lives of Muslims Give examples of Ummah in action (e.g. in the Five Pillars) <p>How does Agape help Christians to consider the wellbeing of others?</p> <ul style="list-style-type: none"> Know that religions guide their followers on how to behave towards others Know the meaning of Agape (https://www.bbc.co.uk/bitesize/guides/z43f3k7/revision/3#:-:text=Christians%20believe%20that%20God%20has,self%2Dsacrificing%20kind%20of%20love) Know the significance of Agape in the lives of Christians Give examples of Agape in action <p>How should religion teach people to care for the environment? discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1)</p> <p>How does Islamic Relief respond to justice and fairness?</p> <ul style="list-style-type: none"> know that Islamic Relief is a Muslim charity guided by Islamic values know how the Peacebuilding project works (PDF) give examples of Human Rights, Fairness and Social Justice from Islamic Relief's work https://www.islamic-relief.org.uk/our-work/our-approach/creating-fairer-more-peaceful-societies/ <p>How does Christian Aid respond to justice and fairness?</p> <ul style="list-style-type: none"> know that Christian Aid is a Christian charity guided by Christian values give examples of Human Rights, Fairness and Social Justice from Christian Aid's work <p>How does Sewa International respond to justice and fairness?</p> <ul style="list-style-type: none"> know that Sewa International is a Hindu charity guided by Hindu values give examples of Human Rights, Fairness and Social Justice from Sewa International's work <p>How does Save the Children respond to justice and fairness?</p> <ul style="list-style-type: none"> know that Save the Children is a non-religious charitable organisation give examples of Human Rights, Fairness and Social Justice from Save the Children's work <p>Should religious people do more to help the poor, or is it everyone's task?</p> <ul style="list-style-type: none"> consider and explain similarities and differences between the work of different charities. write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3) | <p>Knowledge: Pupils will learn about how Jewish people were persecuted in Germany in the 1930s and the impact on the Jewish community thereafter.</p> <p>What was life like for Jewish people in pre-war Germany?</p> <ul style="list-style-type: none"> Know that Jewish people had a difficult time and were persecuted historically until 19th Century Know that Jewish people were integrated into German society Know that only a minority of Jewish people strictly observed Jewish practices <p>How were Jewish people persecuted and what was the impact?</p> <ul style="list-style-type: none"> Know what these terms mean: boycott, persecution Know that there was an economic boycott of Jewish businesses and how this impacted Know that Jewish people had to wear the Star of David Know that Jewish rights and property were taken away <p>How did Jewish people respond to prejudice and discrimination?</p> <ul style="list-style-type: none"> Know that Jewish people resisted in four key ways: organized armed resistance, aid and rescue, unarmed defiance and spiritual resistance Know examples of each type of resistance Know the benefits and drawbacks to each type of resistance <p>How did non-Jewish people respond to prejudice and discrimination?</p> <ul style="list-style-type: none"> Know what the following terms mean: bystander, upstander Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. <p>What was Kindertransport? What was life like for a Kindertransportee?</p> <ul style="list-style-type: none"> learn about the story of a Kindertransportee use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of the Kindertransport (C2) write a clear account of the life of a Kindertransportee and explain what matters most in the struggle against hatred and prejudice (B2). <p>Why is providing refuge important?</p> <ul style="list-style-type: none"> and the importance of providing refuge to people who are persecuted for who they are. <p>Are we prejudiced today?</p> <ul style="list-style-type: none"> develop their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Kindertransport and from today's world (B2) <p>How is the National Holocaust Centre and Museum a place of remembrance?</p> <ul style="list-style-type: none"> about the work of the Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.) Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. <p>Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.</p> <p>NOTE: The material in this unit does not use the concepts of genocide or holocaust and gives some focus to survivors of hatred. This approach is taken in recognition of the young age of the pupils learning from this unit.</p> |