



RE CURRICULUM OVERVIEW (2022-26)

YEAR 1	Religions Covered / Enquiry Question	Knowledge and Skills to be covered	Key Vocab / Concepts	Outcomes that pupils could achieve
1.1 Celebration and Festivals	<ul style="list-style-type: none"> Christianity Judaism <p>Who celebrates what and why?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Children will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can also be introduced e.g. Diwali, Eid al Fitr. <p>Skills:</p> <ul style="list-style-type: none"> Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. 	Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus	<ul style="list-style-type: none"> Recall and name religious festivals, objects and symbols Retell a story that lies behind a festival Suggest a meaning for an object used in the worship of the festival Ask questions about the meaning of the festival and listen to answers Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community Express an idea of their own about why festivals and celebrations matter Give an example of a big day in their own lives and talk about what made it special
1.2 Myself and Caring for Others	<ul style="list-style-type: none"> Christianity Judaism Non-religious / Worldview <p>How do we show we care for others? Why does it matter?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts. <p>Skills:</p> <ul style="list-style-type: none"> Literacy skills, simple discussion, sharing and expressing their own ideas. 	Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God	<ul style="list-style-type: none"> Recall and name the main character in a story they have heard Retell a story about caring simply Suggest a meaning for a symbol, song or artefact from Judaism or Christianity 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 their own Express an idea of their own about a religious story of caring Give an example of how a person can show their values
1.3 Beliefs and Teachings	<ul style="list-style-type: none"> Christianity <p>Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. <p>Skills:</p> <ul style="list-style-type: none"> Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. 	Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God	<ul style="list-style-type: none"> Recall and name key figures in the stories of Jesus Retell a story themselves, joining in with a song, a drama or a picture-book making activity Suggest the 'hidden meanings' in stories Jesus told Ask questions about Jesus' 'special powers' Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own Give an example of a belief about Jesus Find out more about Jesus, inferring a simple idea from a story.
1.4 Symbols in Worship and Practice	<ul style="list-style-type: none"> Christianity Judaism <p>In what ways are churches / synagogues important to believers?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings. <p>Skills:</p> <ul style="list-style-type: none"> Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too. 	Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God	<ul style="list-style-type: none"> Recall and name key objects from a church and a synagogue Suggest a meaning for some Jewish and Christian symbols Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the connections Ask questions about what happens and why in holy buildings Recount their visit to a holy building, e.g. by talking about photographs taken there. Express an idea of their own about why some people go to holy buildings Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces.
YEAR 2	Religions Covered / Enquiry Question	Knowledge and Skills to be covered	Key Vocab/Concepts	Outcomes that pupils could achieve
2.1 Leaders	<ul style="list-style-type: none"> Christianity Judaism Non-religious / Worldview <p>What makes some people inspiring to others? Focus on Moses and Saint Peter</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader 	Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.	<ul style="list-style-type: none"> Recall and name key figures in the stories they studied, saying what they did Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. 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.

		<ul style="list-style-type: none"> They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non-religious leader makes a good point of comparison. Skills: <ul style="list-style-type: none"> Thinking and discussion skills, information gathering skills. 		<ul style="list-style-type: none"> Express an idea of their own about leadership, linking it to the stories they learned Give an example of what makes a great leader
2.2 Believing	<ul style="list-style-type: none"> Judaism <p>What do Jewish people believe about God, creation, humanity, and the natural world?</p> <p>What are some ways Jewish people show their beliefs and how they belong?</p>	Knowledge: <ul style="list-style-type: none"> Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God. Skills: <ul style="list-style-type: none"> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice. 	Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred	<ul style="list-style-type: none"> Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal) Retell the story of Genesis 1 Suggest a meaning for the story Recognise that different people see different meanings in the story Ask questions about God for themselves – the bigger the better Express an idea of their own about God Find out more about Jewish beliefs and ways of talking about God.
2.3 Belonging	<ul style="list-style-type: none"> Christianity <p>What does it mean to belong?</p> <p>What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?</p>	Knowledge: <ul style="list-style-type: none"> Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms, Jesus' Baptism, The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity. Skills: <ul style="list-style-type: none"> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in varies ways. 	Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred	<ul style="list-style-type: none"> Retell the story of Jesus being baptised in the river Jordan Suggest some reasons why it matters to people to belong to groups and communities Ask questions about Christenings and Believer's Baptism for themselves Recount how a baby or young adult is welcomed into the Christian community Express an idea of their own about belonging to God – is this important? For Christians? Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?
2.4 Story	<ul style="list-style-type: none"> Christianity Judaism Non-religious / Worldview <p>Jewish and Christian Stories: How and why are some stories important in religions?</p> <p>What can we learn from these stories and from the Torah and the Bible?</p>	Knowledge: <ul style="list-style-type: none"> Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah. Skills: <ul style="list-style-type: none"> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today. 	Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator	<ul style="list-style-type: none"> Retell a story from the Jewish Bible skilfully Suggest a meaning for the story Recognise and talk about the role God plays in stories from the Jewish Bible Ask questions about the stories they study, and suggest answers Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? Express an idea of their own about some of the big questions the work throws up Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.
YEAR 3	Religions Covered / Enquiry Question	Knowledge and Skills to be covered	Key Vocab/Concepts	Outcomes that pupils could achieve
3.1 Beliefs and Questions	<ul style="list-style-type: none"> Christianity <p>What difference does it make to be a Christian?</p> <p>How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p>	Knowledge: <ul style="list-style-type: none"> Pupils will learn about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest; They will learn about contemporary practices in relation to these four festivities; They will also learn about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. x about the 'fruit of the Spirit' (Galatians 5:22) Skills: <ul style="list-style-type: none"> Pupils will explore, discuss and apply concepts in their leaning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control. 	Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values	<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 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 Consider ideas such as generosity, community and love-in-action List similarities between the four different Christian festivals Explain their own ideas about the Creation stories of Genesis 1 and 2.
3.2 Prayer	<ul style="list-style-type: none"> Christianity Islam <p>How do religious families and communities practice their faith? The example of prayer.</p>	Knowledge: <ul style="list-style-type: none"> Pupils will learn about the practice, meaning and importance of the 5 daily Islamic prayers They will learn about the meaning and use of the Lord's Prayer in Christianity Pupils will learn about prayer at a mosque or a church They will also learn about beliefs about Allah / God and prayer in the different religions. Skills: <ul style="list-style-type: none"> Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other. 	Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values	<ul style="list-style-type: none"> Describe how a Muslim prays Describe how a Christian prays Connect ideas and beliefs to what people in these two religions do. Ask and answer questions about prayer in Islam and Christianity Respond thoughtfully to beliefs and ideas about prayer Discuss questions about prayer that come up in the study List similarities between the two ways of prayer in Christianity and Islam

<p>3.3 Worship and Sacred Places</p>	<ul style="list-style-type: none"> Christianity Islam Hinduism <p>Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. They will learn 4 key terms in relation to each building. They will identify similarities between the places of worship and connect features of the buildings to religious beliefs, teachings, practices and ways of living. <p>Skills:</p> <ul style="list-style-type: none"> Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings. 	<p>Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values</p>	<ul style="list-style-type: none"> 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 Ask and answer questions about at least three different ways the religious buildings are used by the different communities Respond thoughtfully to the task of designing a new religious building for their locality Consider ideas such as ‘a friendly building’, ‘a house of God’, ‘a spiritual space’ and say what they think makes these buildings special Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?
<p>3.4 Inspirational People in the Past</p>	<ul style="list-style-type: none"> Christianity Islam Hinduism Non-religious / Worldview <p>What can we learn from inspiring people in sacred texts and in the history of religions?</p> <p>Study religious leaders: Moses, Jesus and Muhammad.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). They will learn examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. They will also learn examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. <p>Skills:</p> <ul style="list-style-type: none"> Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures. 	<p>Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur’an, New Testament, Gospel, inspiration, role-model, commitment, values</p>	<ul style="list-style-type: none"> Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. Connect the idea of inspirational leaders to the stories they learn Ask and answer questions about leadership and inspiration, using details from the stories they learned Express their own views about who is inspiring and why Consider ideas such as ‘patriarch’ ‘prophet’ or ‘messiah’ From the different religions: what do these words mean? Are they similar? List similarities between the key leaders studied.
<p>YEAR 4</p>	<p>Religions Covered / Enquiry Question</p>	<p>Knowledge and Skills to be covered</p>	<p>Key Vocab/Concepts</p>	<p>Outcomes that pupils could achieve</p>
<p>4.1 Journey of Life and Death</p>	<ul style="list-style-type: none"> Christianity Islam Hinduism Non-religious / Worldview <p>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn key ways in which Christians, Hindus and Muslims see life as a journey. They will gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. Pupils will learn about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. Alongside these religious views, they will also learn about non-religious views, for example about Humanist commitment to ‘the one life we have.’ <p>Skills:</p> <ul style="list-style-type: none"> Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas. 	<p>Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise</p>	<ul style="list-style-type: none"> Describe 4 different beliefs about life after death Show that they understand why life is like a journey Connect at least two viewpoints they have studied with texts from different religions Consider varied answers to questions about life as a journey and about afterlife Express reasons why they hold their own views about life after death Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.
<p>4.2 Symbols and Religious Expression</p>	<ul style="list-style-type: none"> Christianity Islam Hinduism Non-religious / Worldview <p>How do people express their religious and spiritual ideas on pilgrimages?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about pilgrimages and religious journeys to, for example, Hajj / Mecca (Muslim), Kumbh Mela (Hindu) and Lourdes, Iona or the Holy Land (Christian). They will look at details about and reasons for ritual and practice on pilgrimages, as well as reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. They will learn about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. <p>Skills:</p> <ul style="list-style-type: none"> Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings. 	<p>Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values</p>	<ul style="list-style-type: none"> Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions Show that they understand why a spiritual journey can change people’s lives, giving examples Consider varied answers to questions about the purposes of going on a pilgrimage Express reasons why they would choose their own kind of pilgrimage if they could. Apply the idea of spiritual journeys for themselves Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews
<p>4.3 Spiritual Expression</p>	<ul style="list-style-type: none"> Christianity Non-religious / Worldview <p>Christianity, music and worship: what can we learn?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring. 	<p>Religion, Christian, spiritual, worship, devotion, belief, self-expression</p>	<ul style="list-style-type: none"> Describe beliefs and practice about worship with music in Christianity Show that they understand how and why Christians use music to express beliefs about God and devotion to God 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 for them

		Skills: <ul style="list-style-type: none"> Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work. 		<ul style="list-style-type: none"> Apply the idea of spirituality for themselves Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship
4.4 Religion, Family, Community, Worship, Celebration and Ways of Living	<ul style="list-style-type: none"> Hinduism <p>How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p>	Knowledge: <ul style="list-style-type: none"> Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. Skills: <ul style="list-style-type: none"> Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices. 	Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values	<ul style="list-style-type: none"> Describe Hindu beliefs about the gods and goddesses Show that they understand what happens at Hindu worship in the home or the mandir Respond with thoughtful ideas of their own to the ways Hindus celebrate Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus Explain similarities and differences between two Hindu festivals Explain similarities and differences between a 'big day' they celebrate and Hindu festivities
YEAR 5	Religions Covered / Enquiry Question	Knowledge and Skills to be covered	Key Vocab/Concepts	Outcomes that pupils could achieve
5.1 Inspirational People in Today's World	<ul style="list-style-type: none"> Christianity Islam Hinduism Non-religious / Worldview <p>What can we learn from great leaders and inspiring examples in today's world?</p>	Knowledge: <ul style="list-style-type: none"> Pupils will describe and respond thoughtfully to the lives of some inspirational spiritual leaders as well as leaders from the modern world Leaders whose lives will be discussed throughout the topic: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), the Archbishop of York, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), as well as other local or international examples. Pupils will also look at the impact of some inspirational people who are active now, including Bear Grylls (Christianity) and Malala Yousafzai (Islam) Skills: <ul style="list-style-type: none"> Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership 	Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values	<ul style="list-style-type: none"> Show that they understand how inspirational leaders are examples of their religions' ideals Connect two examples from different worldviews: what have they in common? Consider varied answers to questions about what makes a person inspiring Explain thoughtfully their own ideas about the inspiring leaders they studied Apply the idea of inspiration for themselves to stories of leaders Explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs?
5.2 What Matters to Christians?	<ul style="list-style-type: none"> Christianity <p>What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</p>	Knowledge: <ul style="list-style-type: none"> Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. Skills: <ul style="list-style-type: none"> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. 	Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment	<ul style="list-style-type: none"> Explain three or more key Christian beliefs Show that they understand what matters to Christians Consider varied answers to questions about God Explain with reasons why they select one of the 4 elements of Christianity studied as the most important Explain what matters about worshipping God to Christians Explain similarities and differences between different celebrations that are part of Christian worship
5.3 How Beliefs about God, World and Others impact on lives	<ul style="list-style-type: none"> Islam Hinduism Non-religious / Worldview <p>How do people's beliefs about God, the world and others have impact on their lives?</p>	Knowledge: <ul style="list-style-type: none"> Pupils will learn about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life They will also learn to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. Skills: <ul style="list-style-type: none"> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves. 	Muslim key words will include: 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include: murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include: atheist, agnostic.	<ul style="list-style-type: none"> Explain the main beliefs of Muslims and Hindus about God Show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus Consider varied answers to questions about whether God is real and what God is like Clearly express reasons why they hold their own views about questions to do with God Explain what matters about worshipping God to Muslims Explain what matters about worshipping gods and goddesses to Hindus
5.4 Beliefs in Action in the World	<ul style="list-style-type: none"> Christianity Islam Hinduism Non-religious / Worldview <p>How are religious and spiritual thoughts and beliefs expressed</p>	Knowledge: <ul style="list-style-type: none"> Pupils will learn about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. They will learn about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems. Skills:	Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community,	<ul style="list-style-type: none"> Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions Show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion

	in arts and architecture and in charity and generosity?	<ul style="list-style-type: none"> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion. 	commitment, values, compassion	<ul style="list-style-type: none"> Clearly express reasons why some religious people believe that worship makes them more charitable Apply the ideas of worship and service to the key question in the unit Explain what matters in different religions about worship and about generosity or charity
YEAR 6	Religions Covered / Enquiry Question	Knowledge and Skills to be covered	Key Vocab/Concepts	Outcomes that pupils could achieve
6.1 Teachings, Wisdom and Authority	<ul style="list-style-type: none"> Christianity Islam Hinduism Non-religious / Worldview <p>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?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn to understand two carefully selected texts from the scriptures of each of the religions selected for study. They will learn about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. <p>Skills:</p> <ul style="list-style-type: none"> Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. 	Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist	<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 Consider varied answers to questions about the value of holy writings and other sources of wisdom Explain with reasons why (e.g.) Christians and Muslims revere their holy texts Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them Explain similarities between holy books or writings from two different religions
6.2 Religion, World Views, Family and Community	<ul style="list-style-type: none"> Christianity Islam Hinduism Judaism Non-religious / Worldview <p>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 & respect?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about the statistics of world religions in the local area, the county, region, nation and world. They will learn about at least two examples of inter faith co-operation. <p>Skills:</p> <ul style="list-style-type: none"> They will think reasonably about questions of community harmony and inter faith work. 	Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality	<ul style="list-style-type: none"> 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 teaching from religious sacred texts Consider varied answers to questions about building peaceful families and communities Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger. Apply the ideas of tolerance and respect to some tensions or problems in community relations Explain what matters about peace, respect and harmony to themselves and in our community.
6.3 Beliefs in Action in the World. Global Issues	<ul style="list-style-type: none"> Christianity Hinduism Non-religious / Worldview <p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about spiritual concepts of justice, fairness, compassion and responsibility. They will learn 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>Skills:</p> <ul style="list-style-type: none"> Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues. 	Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith	<ul style="list-style-type: none"> Explain the impact of beliefs on how people respond to charity Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? Consider varied answers to questions about justice, fairness, human rights and environment Explain thoughtfully their own ideas about the work of some global development charities Apply the idea of justice to at least two case studies Explain similarities and differences between two global aid charities.
6.4 Beliefs in Action – What was the Kindertransport ?	<ul style="list-style-type: none"> Judaism <p>What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. They will learn about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. They will also learn about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. <p>Skills:</p> <ul style="list-style-type: none"> Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves. 	Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander	<ul style="list-style-type: none"> Explain the impact of beliefs on people lives Show that they understand a story of a survivor of Nazi hatred Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis Consider varied answers to questions about suffering and God Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.

Note on religions – while the syllabus covers the majority of core religions, there is a notable lack of focus on Sikhism. As we have a number of families in our school community who are Sikhs, we ensure to cover key events throughout the year in assembly and lesson times (such as Diwali).

Teachers can also cover Sikh beliefs when comparing religions in appropriate topics.