

# Robert Shaw Primary School RE Curriculum



	Autumn	Spring	Summer
<b>NURSERY</b>	<p>Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> <li>Recognise key people in their own lives</li> <li>Family photos</li> <li>Drawing families</li> <li>Reading stories</li> <li>Festivals</li> </ul>	<p>Continue developing positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> <li>Making house – are all houses the same?</li> <li>Are all families the same?</li> </ul>	<p>Overarching theme – good/bad.</p> <ul style="list-style-type: none"> <li>People who help us</li> <li>Explore occupations</li> <li>Acts of kindness – kind hands, friendship bracelets</li> </ul>
<b>RECEPTION</b>	<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> <li>Ourselves and our family</li> <li>Where we live</li> <li>Festivals – Diwali, Christmas</li> </ul>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> <li>Lunar New Year</li> <li>Eid</li> <li>Easter</li> </ul>	<p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>Traditional tales – good/bad – UK and the world</li> <li>Review the years learning</li> </ul>

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	Autumn	Spring	Summer
<b>Year 1</b>	1.1 Celebrations and festivals 1.2 Myself and caring for others	1.3 Beliefs and teachings	1.4 Symbols in religious worship and practice
<b>Year 2</b>	2.3 Belonging 2.1 Leaders	2.2 Believing	2.4 Story
<b>Year 3</b>	3.2 Religion, family and community: Prayer 3.3 Worship and sacred places	3.1 Beliefs and questions	3.4 Inspirational people from the past
<b>Year 4</b>	4.4 Religion, family, community, worship, celebration, ways of living 4.1 The journey of life and death	4.2 Symbols and religious expressions	4.3 Spiritual expression
<b>Year 5</b>	5.4 Beliefs in action in the world 5.1 Inspirational people in today's world	5.3 Beliefs and questions	5.2 Religion and the individual: what matters to Christians?
<b>Year 6</b>	6.2 Religion, worldviews, family and community 6.1 Teachings, wisdom and authority	6.3 Beliefs in action in the world	6.4 Beliefs in action in the world

## Year 1: Celebrations and festivals

**Objectives:** To be able to recall and name religious festivals, objects and symbols, understand why they are important and talk about their own special days and events

**Key Factual Learning:**

Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Hanukkah and Diwali.  
They will learn about the songs, worship, celebrations, stories, artefacts and food.

**Suggested Activities:**

- explore and talk about stories and celebrations of, for example, Christmas, Hanukkah, Diwali, finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about 'big days', learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals
- select examples of religious artefacts from Christianity and Judaism that interest them, and name these, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church
- find out about what different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). They respond to questions about being generous and being thankful
- notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different?
- remember the names of the artefacts, religions and stories they have learned
- write or retell (e.g. by sequencing) a simple version of the stories they have learned as appropriate to their age group. BBC Teach's stories 'Religions of the World' for 4-7s are a good source.

**Key Vocabulary:** Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus, Diwali, Hinduism, Sikhism.

**Suggested visits/visitors**

Rabbi



## Year 1: Myself and caring for others

**Objectives:** To be able to recall and name the main character in a story they have heard and respond to ideas and values such as care, kindness and generosity with simple ideas of their own.

**Key Factual Learning:**

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 Jesus' story of the Lost Sheep and infer ideas about care from this text.

**Suggested Activities:**

- listen to and think about three moral stories, for example from Christians, Jewish people and Humanists. They think and talk about whether they are saying the same things about how we should behave
- learn from songs from religious communities which express the importance of caring and kindness or other age appropriate values words
- express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? [[www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts) is a useful website]
- notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different?
- linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean

**Key Vocabulary:** Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.

**Suggested visits/visitors**

Vicar

## Year 1: Beliefs and teachings

**Objectives:** To be able to recall and name key figures in the stories of Jesus, suggest the 'hidden meanings' in stories Jesus told and give an example of a belief about Jesus

### Key Factual Learning:

Pupils will learn about the following stories of Jesus: the Shepherds coming to the Manger and Feeding the 5000.

They will also hear and learn about the following story that Jesus told: 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.

### Suggested Activities:

- retell stories (for example through drama or in pictures), using a range of different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories
- linking to English, pupils respond to the parables Jesus told, for example, such as the Lost Son, considering and talking about what they mean. They recognise Christianity as the religion from which the stories come
- use songs, art, drama, video and children's Bible retellings of key stories to learn more information about who Jesus was and why he matters so much to Christian people.
- linking to English, pupils retell stories about Jesus, such as the miracle story of the healing of a blind person or a part of the Easter stories. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come
- respond to stories about Jesus, talking about thankfulness as a result of miracles
- ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories
- linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament: should Jesus have gone to the house of the tax collector Zacchaeus? Why did he? Why do Christians feel sad on 'Good Friday'? What happened after Jesus died, at Easter?

**Key Vocabulary:** Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God

### Suggested visits/visitors

Local church visit

## Year 1: Symbols in religious worship and practice

**Objectives:** To be able to 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 and talk about their own ideas of sacred spaces.

### Key Factual Learning:

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.

### Suggested Activities:

- learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church and a synagogue using digital photographs. They find out about the symbols and artefacts that they saw there and suggest meanings for them.
- learn about and remember what happens at a church or a synagogue, including special events such as weddings
- discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings.
- choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water.
- use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue.
- recognise that some people prefer to be spiritual but not go to a holy building – e.g. people who are non-religious, or who sense the spiritual in the open air. This could link to some work in the style of 'Forest Schools' and is an opportunity for outdoor 'natural world' reflection in RE.
- talk about and remember key items from the worship of Christians and Jews and the main things they have learned about what happens in holy buildings, suggesting meanings for the symbols they have noticed.

### Key Vocabulary:

Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.

### Suggested visits/visitors

Synagogue

## Year 2: Belonging

**Objectives:** To be able to suggest some reasons why it matters to people to belong to groups and communities and give an example of their own community life and say why it matters.

### Key Factual Learning:

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 - Christenings and Believers' Baptisms.

They will also look at the Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.

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 various ways.

### Suggested Activities:

- learn that being a part of the Christian religion includes some symbols and rituals of belonging, for a baby (Christening) or for a young adult (e.g. Believer's Baptism).
- learn that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging.
- linking to PSHE and RSE pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups?
- learn that there are over 400 churches in Nottinghamshire, and visit one to learn more; ask and think about the question: who belongs here? Does the building belong to God?
- express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?
- explore ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism described in the Gospels.
- linking to English and PSHE pupils could play some collaborative team games and talk about how the games put the teaching of the 'Golden Rule' into action.
- talk about the fact that many non-religious people also follow the Golden Rule ('treat others how you wish to be treated'), and consider the question: how can all humanity belong together?
- write a list of examples of different ways we have of belonging, and say which ones matter most to themselves

**Key Vocabulary:** Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.

### Suggested visits/visitors

Church visit

## Year 2: Leaders

**Objectives:** To recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership and to be able to express an idea of their own about leadership and what makes a great leader, linking it to the stories they have learned.

### Key Factual Learning:

Pupils will learn the following stories of Moses - the parting of the red sea and 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.  
 They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.

### Suggested Activities:

- retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives.
- think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving.
- encounter many examples of simple 'wise sayings' (e.g. from Moses, Jesus or Saint Peter or an appropriate non-religious example) or 'rules for living' harmoniously (e.g. The 10 Commandments). They choose their favourite 'wise sayings' or 'rules for living' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them.
- ask and find out how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions.
- discuss stories of co-operation from Judaism, Christianity and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting'.
- remember, ask questions about and write about their own favourite parts of the stories they have learned, connecting them to ideas about what makes a good leader.

**Key Vocabulary:** Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.

### Suggested visits/visitors

Vicar



## Year 2: Believing

**Objectives:** To be able to recall and name some key words about Jewish beliefs, recognise that different people see different meanings in the story and to find out more about Jewish beliefs and ways of talking about God.

**Key Factual Learning:**

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.

**Suggested Activities:**

- learn these words, which Jewish people use 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.
- retell the Jewish story of God's creation of the Earth from Genesis 1, considering ways in which people care for the earth and making links with the Environment and Science.
- explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children.
- explore the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest.
- work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints.
- linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion.
- ask questions about the different ways of speaking of G-d, recognizing that the idea of God is open to different views, and is a mysterious idea – but of huge importance to many people, including Jewish people.

**Key Vocabulary:**

Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.

**Suggested visits/visitors**

Rabbi

## Year 2: Story

**Objectives:** To recognise and talk about the role God plays in stories from the Jewish Bible, express an idea of their own about some of the big questions the work throws up and give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.

**Key Factual Learning:**

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.

**Suggested Activities:**

- retell (for example through drama or in pictures) some religious stories with key characters such as Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel and suggest reasons why they are important to Jewish people (and Christians – teach the children that these stories are also in the Christian Bible).
- think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively. Note that these 'Bible heroes' are also people who makes mistakes – but they are forgiven by God.
- ask and find out about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians).
- find out about the Torah, its use in synagogues and the symbols which show it is sacred or holy.
- consider what is special about the Torah and respond sensitively, relating to their special things.
- write an account of their favourite story from the Jewish Bible and suggest what it means to Jewish people and to anyone who likes stories.

**Key Vocabulary:** Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.

**Suggested visits/visitors**

Synagogue

## Year 3: Religion, family and community: Prayer

**Objectives:** To be able to respond thoughtfully to beliefs and ideas about prayer, discuss questions about prayer that come up in the study and list similarities between the two ways of prayer in Christianity and Islam.

### Key Factual Learning:

The practice, meaning and importance of the 5 daily Islamic prayer.  
The meaning and use of the Lord's Prayer in Christianity.  
About prayer at a mosque.  
Beliefs about Allah / God and prayer in the different religions.

### Suggested Activities:

- pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs and practices about praying 5 times each day in Islam and about the use and meaning of the Lord's Prayer in Christianity. Get them to think about worship, God and human life for Christian and Muslim people.
- find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups.
- find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together at church or mosque, remembering leaders including Jesus and Prophet Muhammad.
- investigate the meaning of prayer in these communities and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray?
- consider the question: why do some people pray every day, but other people not at all? Consider why some people think prayer is a waste of time and others make it an important part of their lives.

**Key Vocabulary:** Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.

### Suggested visits/visitors

Local Mosque visit

## Year 3: Worship and sacred places

**Objectives:** To be able to 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 and ask and answer questions about at least three different ways the religious buildings are used by the different communities.

### Key Factual Learning:

Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.

4 key terms in relation to each building.

To identify similarities between the places of worship.

To connect features of the buildings to religious beliefs, teachings, practices and ways of living.

### Suggested Activities:

- pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study.
- gather information and new key words from video, visits, visitors, images and written sources to widen their knowledge of religious buildings and worship, seeing similarities and differences between churches, mosques and mandirs. Find out about Trinity, Allah and the gods and goddesses of Hindu worship.
- consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs.
- discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottingham City and Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art.
- write a thoughtful proposal for a new religious building for their local area, including their ideas for design, activities, key concepts of worship and the use of such a building.

**Key Vocabulary:** Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.

### Suggested visits/visitors

Mandir visit

## Year 3: Beliefs and questions

**Objectives:** To describe what Christians do at two different festivals and to connect the celebrations to Bible texts and to beliefs about God

**Key Factual Learning:**

Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.

Contemporary practices in relation to these four festivities.

Key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.

**Suggested Activities:**

- learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter, Pentecost and Harvest, connecting the stories to Biblical stories and concepts.
- reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all, considering the values that lie behind the stories and celebrations.
- express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? They can study this through examining the life and work of a local church: list ten things the Church does to put ten teachings of Jesus into action (a good opportunity to welcome a Christian visitor to school).
- describe and understand links between Bible stories of creation and Christian beliefs about God as the creator.
- discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Is Genesis 1 a story about human nature or about how the world was made?
- develop ideas about different ways science and religions handle questions of origins, where we come from, and why humans are significant in the universe, thinking about two or more different answers to the questions.

**Key Vocabulary:** Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.

**Suggested visits/visitors**

Local church visit

## Year 3: Inspirational people from the past

**Objectives:** To be able to describe at least one story about Moses, Jesus and Muhammad and connect the idea of inspirational leaders to the stories they learn. To be able to express their own views about who is inspiring and why.

### Key Factual Learning:

Two examples of inspirational people from the Jewish and Christian Bible - Abraham, Moses, David and Ruth (some of these are also prophets in Islam).

Stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.

Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.

### Suggested Activities:

- explore the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values and commitments by which they lived
- respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected.
- respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs.
- respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas.
- consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their companions in drama or imagery).
- respond thoughtfully to these 'great lives', and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History.
- use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan).
- discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others.
- express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage.

### Key Vocabulary:

Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.

### Suggested visits/visitors

Rabbi

## Year 4: Religion, family, community, worship, celebration, ways of living

**Objectives:** To describe Hindu beliefs about the gods and goddesses and show that they understand what happens at Hindu worship in the home or the mandir. To express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus and explain similarities and differences between them.

### Key Factual Learning:

Pupils will gain knowledge about Hindu worship and celebration, including information about stories of Rama and Sita, celebrations of Diwali and Holi 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.

### Suggested Activities:

- pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions, including a visit or an interview with a visitor.
- find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations at home and in the mandir, learning about murtis, images of the gods and goddesses and the beliefs about the ultimate reality they express, including concepts of karma, dharma and Brahman.
- describe and understand links between Hindu stories and celebrations, examining Diwali and Holi, using different literacy approaches to the characters and meanings of the stories.
- investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation, patience and devotion are to be explored in relation to the stories told at festivals and about the gods and goddesses.
- express and communicate their understanding about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations.
- write thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the 'big days of the year' – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions?

**Key Vocabulary:** Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.

### Suggested visits/visitors

Mandir visit

## Year 4: The journey of life and death

**Objectives:** To be able to describe 4 different beliefs about life after death and show that they understand why life is like a journey. To be able to connect at least two viewpoints they have studied with texts from different religions and explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.

### Key Factual Learning:

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. They will learn about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha.

Pupils will learn about the Humanist commitment to 'the one life we have.'

### Suggested Activities:

- find out about and describe some ways in which different religions see life as a journey, using examples of baby-welcoming ceremonies from Muslims, Hindus, Humanists and Christians.
- make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life to reflect thoughtfully on their own ideas about the 'journey of life'.
- compare how Christians, Muslims, Hindus or Humanists celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions.
- develop their understanding of beliefs about life after death in at least two religions or other worldviews through seeking answers to their own questions, considering religious sources of wisdom and articulating reasons for their own ideas and responses.
- understand the link between religious ideas about 'destiny' or 'destinations' at the end of life and the ways religious people live now.
- consider similarities and differences between varied views of questions about life's meaning and the possibility of a next life, discussing a range of views thoughtfully.
- write thoughtfully about their own life as a journey, and its key milestones, in relation to the views they have learned.

**Key Vocabulary:** Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.

### Suggested visits/visitors

Humanist speaker



## Year 4: Symbols and religious expressions

**Objectives:** To be able to describe some religious beliefs that underlie the practice of pilgrimages in three religions and show that they understand why a spiritual journey can change people's lives, giving examples. To explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews.

### Key Factual Learning:

Pupils will learn about pilgrimages and religious journeys to Makkah (Muslim), Varanasi (Hindu) and the Holy Land (Christian).

They will look at details about and reasons for ritual and practice on pilgrimages.

To reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.

To know about local places of pilgrimage (Beth Shalom) and to reflect upon what kind of pilgrimages these represent.

### Suggested Activities:

- consider why people go on pilgrimages using a range of exciting stimuli to find out about pilgrimages and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. Plan a pilgrimage in detail to show they can connect spiritual ideas with religious and suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians.

- consider a journey to a spiritual place that is taken by people who are spiritual, but not religious - Stonehenge - how similar or different is this to a pilgrimage? What are the key differences between pilgrims and tourists?

- find out more about different forms of worship, prayer and meditation in different communities and on different pilgrimages, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities

- create works of art or music which express their understanding of what it means to belong to a religion or worldview, including to undertake a spiritual journey, reflecting on their work on pilgrimage, symbol and religious expression.

- write thoughtfully about a place on earth where they would like to travel not as a tourist or just for fun, but hoping to find spiritual strength or enlightenment, connecting their ideas to pilgrimages they have studied.

**Key Vocabulary:** Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.

### Suggested visits/visitors

Pilgrim speakers who have visited Varanasi, the Holy Land and Makkah

## Year 4: Spiritual expression

**Objectives:** To be able to describe beliefs and practice about worship with music in Christianity and show that they understand how and why Christians use music to express beliefs about God and devotion to God. To apply the idea of spirituality for themselves and explain similarities and differences between examples of the music Christians use from the past and in contemporary worship.

**Key Factual Learning:**

Pupils will gain knowledge about examples of music from Christianity including a famous hymn, the Hallelujah chorus, contemporary worship music and Christian's songs for children.

These can be compared with music from any sources which pupils find spiritually interesting or inspiring.

**Suggested Activities:**

- listen to and consider spiritual music in ways that enable them to discuss the meanings and impacts of the music and consider the meanings of words used in musical worship.
- explore and respond thoughtfully to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns - Abide with Me and All things Bright and Beautiful, Handel's 'Hallelujah Chorus' and contemporary worship music.
- describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship, or a sense of the presence of God? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music?
- express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, peaceful, joyful, or perhaps worshipful or close to God.
- discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people.
- consider the question: what pieces of music are spiritual or inspiring for me?

**Key Vocabulary:** Religion, Christian, spiritual, worship, devotion, belief, self-expression

**Suggested visits/visitors**

St Barnabas Cathedral

## Year 5: Beliefs in action in the world

**Objectives:** To be able to explain beliefs about the value of sacred space and holy buildings to believers in at least two religions and show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty. To clearly express reasons why some religious people believe that worship makes them more charitable and explain what matters in different religions about worship and about generosity or charity.

### Key Factual Learning:

Pupils will learn about some great examples of religious architecture from across the world and some local examples, St Barnabas Cathedral, Islamic Centre Nottingham 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.

### Suggested Activities:

- describe some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples.
- describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas, put values of justice and compassion into action, and express their religion's ideals.
- understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives.
- explore examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion for themselves, responding with increasing discernment.
- apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why?
- apply ideas such as spirituality, charity, 'the glory of God', compassion for themselves to a question such as: do we need religious buildings to hear God's word about poverty?

**Key Vocabulary:** Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.

### Suggested visits/visitors

St Barnabas Cathedral, Islamic Centre Nottingham Mosque  
Muslim Hands speaker

## Year 5: Inspirational people in today's world

**Objectives:** To be able to show that they understand how inspirational leaders are examples of their religions' ideals and connect two examples from different worldviews. To explain thoughtfully their own ideas about the inspiring leaders they have studied and explain what matters about the lives of inspirational leader: do we all need role models?

### Key Factual Learning:

To study the following key leaders:

Dr Martin Luther King,

Saint Teresa of Kolkata,

William Booth of Sneinton (founder of the Salvation Army),

Dr Hany El Banna (founder of Islamic Relief),

Desmond Tutu,

John Sentamu, the Archbishop of York to 2020.

### Suggested Activities:

- describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world, answering questions like these: what made this person into a leader? How did their religion inspire them? What holy texts explain their lives? Is this person inspiring just in their religion, or to any human?
- understand how key leaders can be sources of wisdom for religious believers by studying and applying some of the leader's sayings, speeches or writings.
- explore the lives of key religious leaders from contemporary life (including modern history), describing the challenges they have faced and the commitments by which they lived.
- apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.
- undertake a research task over several lessons to prepare an imaginary interview with one of the inspirational leaders in a talk show format. This should include their own questions (and guesses at answers), as well as the questions and answers the great figure would give. Pupils should be encouraged to include quotations from scripture, newspaper headlines, comments from other people, photographs. compose their own speech related to the inspirational figure: 'how would 'X' like the world to live?'
- Reflect on how they 'measure up'. Pupils could offer comment on the ways their chosen person might inspire anyone in the class.
- write a citation for this leader to be nominated for a Peace Prize. Note: these leaders might be world famous examples, or those who serve the community locally ~ in Nottingham City and Nottinghamshire for example.

**Key Vocabulary:** Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.

### Suggested visits/visitors

Local community leaders

## Year 5: Beliefs and questions

**Objectives:** To be able to explain the main beliefs of Muslims and Hindus about God and show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus. To consider varied answers to questions about whether God is real and what God is like.

### Key Factual Learning:

About different ideas and forms of expression in relation to belief about God in Muslim and Hindu life.

To reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.

### Suggested Activities:

- find out about the Five Pillars of Islam and the main ways Hindus worship gods and goddesses in the home and the Mandir.
- explore and respond thoughtfully to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom. From reading examples of Hindu and Muslim texts about God and humanity, pupils will be able to think about key beliefs and what difference they make in life.
- describe the impact of examples of religious teaching. (the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. The impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities).
- express their own ideas about religious issues and questions, raising questions of their own about Muslim and Hindu practice and responding to the 'big ideas' of Hindu and Muslim thinking, giving ideas and reasons for their thoughts.
- discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like.
- suggest two reasons why debates about God and questions about belief in God are important to people today, giving their own views.
- explain similarities and differences between Muslim and Hindu ideas about God and their own ideas, referencing the fact that many non-religious people are either atheists or agnostics and considering questions about this diversity of belief.

### Key Vocabulary:

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.

### Suggested visits/visitors

Visit to the Nottingham Islam Information Point

## Year 5: Religion and the individual: what matters to Christians?

**Objectives:** To show that they understand what matters to Christians and consider varied answers to questions about God. To explain what matters about worshipping God to Christians and explain similarities and differences between different celebrations that are part of Christian worship.

### Key Factual Learning:

To understand the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist.

To learn about the ways Christians, use some examples of Bible texts to guide them in facing life's challenges and 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.

### Suggested Activities:

- learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.
- use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion.
- understand and connect key ideas about salvation, forgiveness and eternal life with the celebrations of Holy Week and Easter in Christian communities from reading the Gospel texts about Jesus' crucifixion and resurrection. They might interview a Christian minister about this.
- develop understanding of key Christian beliefs (e.g. from a Creed), gaining knowledge about key Christian beliefs in God as Father, Son and Holy Spirit, the Trinity and about the meaning of Pentecost for Christians.
- consider the idea of 'the fruit of the Spirit' (Galatians 5:22, New Testament) as they discuss and apply their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life.
- to write a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?

**Key Vocabulary:** Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.

### Suggested visits/visitors

Church visit

## Year 6: Religion, world views, family and community

**Objectives:** To explain the impact of beliefs about communities on people from different religions and connect two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts. To apply the ideas of tolerance and respect to some tensions or problems in community relations and explain what matters about peace, respect and harmony to themselves and in our community.

### Key Factual Learning:

Pupils will learn about the statistics of world religions in the local area, the county, region, nation and world.

They will learn about two examples of inter faith co-operation – Salaam Shalom – Nottingham and Nottingham Interfaith Council.

### Suggested Activities:

- investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own.
- linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God.
- list and describe similarities and differences between the ways different communities show that they belong.
- use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today.
- 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.
- 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?
- 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?

**Key Vocabulary:** Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality

### Suggested visits/visitors

Salaam Shalom (SASH - Jewish/Muslim interfaith organisation in Nottingham) speaker  
Nottingham Interfaith Council

## Year 6: Teachings, wisdom and authority

**Objectives:** To explain the impact of beliefs about sacred writings, God and values and consider varied answers to questions about the value of holy writings and other sources of wisdom. To explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices and apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them. To explain similarities between holy books or writings from Christianity and Islam.

### Key Factual Learning:

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.

### Suggested Activities:

- use artefacts, video of photos to describe how religious people use the Bible and Qur'an in their worship, for private study, memorization and for guidance.
- explain two examples of people from Christianity and Islam who use sacred texts: these could be local or famous people.
- suggest a list of reasons why the sacred texts of religions have lasted so long and are often best sellers.
- explain similarities and differences between the texts they have studied: do the religions teach similar things?
- consider why some texts from the Bible (1 Corinthians 13) and the Qur'an (The 1 st Surah, the Opening) are seen as sources of wisdom in different communities.
- 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'?
- 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.
- 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.
- 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.

**Key Vocabulary:** 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.

### Suggested visits/visitors

Imam visit  
Local Church visit





## Year 6: Beliefs in action in the world

**Objectives:** To be able to explain the impact of beliefs on how people respond to charity and consider varied answers to questions about justice, fairness, human rights and environment.

To be able to explain thoughtfully their own ideas about the work of some global development charities and apply the idea of justice to at least two case studies.

**Key Factual Learning:**

Spiritual concepts of justice, fairness, compassion and responsibility.  
Three examples of major faith based global aid and development charities Islamic Relief, Christian Aid, Save the Children.

**Suggested Activities:**

- discover and explore what Muslims, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other, including ideas like Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian).
- discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures.
- apply their ideas about justice and fairness to the work of development charities Christian Aid, Islamic Relief and Save the Children.
- write persuasively about the reasons why members of different religions and beliefs try to help people who are at risk (e.g. victims of natural disasters, people who live with disabilities or people affected by war.)
- consider and explain similarities and differences between the work of different charities.

**Key Vocabulary:**

Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.

**Suggested visits/visitors**

Speaker from Islamic Relief and Save the Children

## Year 6: Beliefs in action in the world

**Objectives:** To be able to explain the impact of beliefs on people lives and show that they understand a story of a survivor of Nazi hatred. To explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. To apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas and explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.

**Key Factual Learning:**

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 and about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.

**Suggested Activities:**

- find out about the Jewish religion and community, focusing on religious practice in Germany before the Second World War
- investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own
- learn about the story of a Kindertransportee f 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
- use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of the Kindertransport
- having learned about Jewish community action in the UK today, create their own charter of ways to become an upstander, applying their own ideas to issues of respect for all
- write a clear account of the life of a Kindertransportee and explain what matters most in the struggle against hatred and prejudice.

**Key Vocabulary:** Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.

**Suggested visits/visitors**

Visit to Beth Shalom and the Journey exhibition