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| Term | Topic(s) | Values | Skills and Knowledge  |
| EY Term 1.1Term 1.2 | ELG: People, Culture and CommunitiesChildren at the expected level of development will:- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children’s interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning. These opportunities may include:Comparing, celebrating and discussing our different beliefs, Diwali, Christmas and Eid celebrations. Learning about Lent, Ramadan and Holi. Values: Equality, Creativity and Innovation, Exploration, Individual Liberty, Mutual Respect and Tolerance |
| Y1 Term 1.1 | Unit 1.3 Beliefs and Teachings: Key Question: What can we learn from the stories of Jesus and how do they make a difference to people’s lives? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn about some stories of Jesus (Feeding the 5000). They hear and learn about some stories 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.Skills: Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. |
| Y1 Term 1.2 | Unit 1.1: Celebrations & Festivals: Key Question: Who celebrates what and why? *Diwali and Christmas* **Christmas***: Advent – How do Christian families prepare for Christmas?* | EqualityCompassionExplorationRespectTolerance | Knowledge: 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. Skills: Literacy skills, simple discussion, sharing and expressing their own ideas. |
| Y2 Term 1.1 | Unit 2.1: LeadersKey Question: What makes some people inspiring to others?*Moses, St Peter, Marcus Rashford* | EqualityCompassionExplorationRespectTolerance | Knowledge: 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 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: Thinking and discussion skills, information gathering skills. |
| Y2 Term 1.2 | Unit 2.3 BelongingKey Question: What does it mean to belong? What is it like to belong to the Christian Religion in Nottingham today?**Christmas**: *Gift Bringers* - Why is the Christmas story good news for Christians?  | EqualityCompassionExplorationRespectTolerance | Knowledge: 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: 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. |

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| EY Term 2.1Term 2.2 | ELG: People, Culture and CommunitiesChildren at the expected level of development will:- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children’s interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning. These opportunities may include :Comparing, celebrating and discussing our different beliefs, Diwali, Christmas and Eid celebrations. Learning about Lent, Ramadan and Holi. Values: Equality, Creativity and Innovation, Exploration, Individual Liberty, Mutual Respect and Tolerance |
| Y1 Term 2.1 | Unit 1.4: Symbols in Religious worship and practice: Key Question: In what ways are churches and Synagogues important to believers? | EqualityCompassionExplorationRespectTolerance | Knowledge: 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. Skills: Pupils will use and develop their observation and thinking skills, applied to holy buildings. |
| Y1 Term 2.2 | Unit 1.1: Celebrations & Festivals:Key Questions: Who celebrates what and why? *Easter* **Easter:** Eastertime – What are the big Surprises? | EqualityCompassionExplorationRespectTolerance | Knowledge: 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. Skills: Literacy skills, simple discussion, sharing and expressing their own ideas. |
| Y2 Term 2.1Term 2.2 | Unit 2.2: BelievingKey Questions: What do Jewish people believe about God, Creation, Humanity & the Natural world? What are some ways Jewish people show their beliefs and how they belong?**Easter**: Palm Sunday – Why were people so excited to welcome Jesus? | EqualityCompassionExplorationRespectTolerance | Knowledge: 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: 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. |

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| EY Term 3.1Term 3.2 | ELG: People, Culture and CommunitiesChildren at the expected level of development will:- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children’s interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning. These opportunities may include:Comparing, celebrating and discussing our different beliefs, Diwali, Christmas and Eid celebrations. Learning about Lent, Ramadan and Holi. Values: Equality, Creativity and Innovation, Exploration, Individual Liberty, Mutual Respect and Tolerance |
| Y1 Term 3.1 | Unit Number 1.2: Myself and Caring for others.Key Question: How do we show we care for others? Why does it matter? | EqualityCompassionExplorationRespectTolerance | Knowledge: 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. Skills: Literacy skills, simple discussion, sharing and expressing their own ideas. |
| Y1 Term 3.2 | Unit 1.1: Celebrations & Festivals: Key Question: Who celebrates what and why? *Eid* **Eid:** Muslim holiday for sharing love, giving gifts, helping people and giving to charity – Why do Muslims give gifts? | EqualityCompassionExplorationRespectTolerance | Knowledge: 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. Skills: Literacy skills, simple discussion, sharing and expressing their own ideas. |
| Y2 Term 3.1Term 3.2 | Unit 2.4: StoryKey Questions: Jewish and Christian stories – How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?**Eid**: Ramadan A time of fasting, one of the five pillars - What is the significance of voluntary fasting during Ramadan? | EqualityCompassionExplorationRespectTolerance | Knowledge: 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: 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. |

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| Term | Topic(s) | Values | Skills and Knowledge  |
| Y3 Term 1.1 | Unit 3.1: Beliefs and QuestionsKey Questions: What difference does it make to be a Christian? How do Christian people’s beliefs about God, Jesus, the world and others have impact on their lives? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn \*about bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. \*about contemporary practices in relation to these four festivities \*about key Christian ideas – incarnation, trinity, crucifixion, resurrection and the Holy Spirit \*about the ‘fruit of the spirit’ (Galatians 5:22)Skills: Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, Community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience |
| Y3 Term 1.2 | Unit 3.2: Religion, family and community: Prayer Key Question How do religious families and communities practice their faith? The example of prayer.**Christmas**: Mary – Why is Mary such an important part of the story? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn: ▪ about the practice, meaning and importance of the 5 daily Islamic prayers ▪ about the meaning and use of the Lord’s Prayer in Christianity, ▪ about prayer at a mosque or a church, ▪ about beliefs about Allah / God and prayer in the different religions. Skills: Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other. |
| Y4 Term 1.1 | Unit 4.3: Spiritual expression Key Question: Christianity, music and worship: what can we learn? | EqualityCompassionExplorationRespectTolerance | Knowledge: * 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 Christian songs for children.
* These can be compared with music from any sources which pupils find spiritually interesting or inspiring.

Skills: Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work. |
| Y4 Term 1.2 | Unit 4.1: The journey of life and death: Key Question: Why do some people think life is like a journey? Where do we go? What do different people think about life after death**Christmas**: Light – Why is light an important symbol of Christmas? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn:* Key ways in which Christians, Hindus and Muslims see life as a journey
* To gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals
* About a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian Heaven and Hindu reincarnation and Moksha.
* About non-religious views, for example about Humanist commitment to ‘the one life we have’

Skills: Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognise different reasonable ideas. |
| Y5 Term 1.1 | Unit 5.2: Religion and the Individual: what matters to Christians?Key Questions What is expected of a person in following a religion or belief? | EqualityCompassionExplorationRespectTolerance | Knowledge:* 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:Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. |
| Y5 Term 1.2 | Unit 5.1: Inspirational people in Today’s worldKey Question: What can we learn from great leaders and inspiring examples in today’s world?**Christmas**: The Prince of Peace – What is peace? | EqualityCompassionExplorationRespectTolerance | Knowledge:Religious content can include examples such as: 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), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.Skills:Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadershipChristmasKnow how Jesus brought peace to allSkills reflect on how peace is needed externally and internally to create harmony |
| Y6 Term 1.1 | Unit 6.3: Beliefs in Action in the WorldKey Question: How do religions and beliefs respond to global issues of human rights, fairness, social justice & the importance of the environment? | EqualityCompassionExplorationRespectTolerance | Knowledge: About spiritual concept of justice, fairness, compassion and responsibilityAbout at least two examples of major faith based global aid and development charitiesSkills: To gather, weigh up and use information through simple research.Practice the skills of discussion, reasoning and argument in relation to questions about global issues |
| Y6 Term 1.2 | Unit 6.1: Teachings, Wisdom and AuthorityKey Questions: 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?**Christmas:** Religious Christmas, Secular Christmas – Is Christmas only for Christians? What does Christmas mean to me? | EqualityCompassionExplorationRespectTolerance | Knowledge: * To understand two carefully selected text from the scriptures of each of the religions selected for study
* About two contemporary examples of member of each of the faith communities who are seeking to live out these texts and their values

Skills: 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 |

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| Term | Topic(s) | Values | Skills and Knowledge  |
| Y3 Term 2.1Term 2.2 | Unit 3.3: Worship and sacred places: Key Question Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire**Easter:** Remembering Easter – How are the events of Easter remembered by Christians? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn: ▪ about 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. Skills: Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings. |
| Y4 Term 2.1Term 2.2 | Unit Number 4.2 Theme Symbols and religious expression: Key Question How do people express their religious and spiritual ideas on pilgrimages?**Easter:** The Cross – What is its significance throughout the Easter story? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn * About pilgrimages and religious journeys to, for example Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian)
* 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
* About local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimage these represent.

Skills: 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 |
| Y5 Term 2.1 | Unit 5.3: Beliefs and QuestionsKey Question: How do people’s beliefs about God, the World and Others have impact on their lives? Islam and Hindus | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn:* 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.

Skills: 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. |
| Y5 Term 2.2 | Unit 5.3: Beliefs and QuestionsKey Question: How to people’s belief about God, the world and others have impact on their lives?**Easter:** The Resurrection - What does Jesus’s death and resurrection mean to Christians? |
| Y6 Term 2.1Term 2.2 | Unit 6.2: Religion, World Views, Family & CommunityKey Question: What contributions do religions make to the local life in Nottinghamshire?How can we make Nottinghamshire a county of tolerance and respect?**Easter:** Power and Hope – What is the message of Easter to the world? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn:* Statistics of world religions in the local area, the county, region, nation and world.
* About at least two examples of inter faith coo-operation

Skills: Think reasonably about questions of community harmony and inter faith work |

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| Y3 Term 3.1Term 3.2 | Unit 3.4: Inspirational people from the past.Key Question What can we learn from inspiring people in sacred texts and in the history of religions? *Religious leaders: Moses, Jesus and Muhammad***Eid:** Eid-al-Fitr Festival of breaking the fast – Why is Eid-Al-Fitr an important celebration? What is the significance of giving to the poor and sharing belongings at this time? | EqualityCompassionExplorationRespectTolerance | Knowledge 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).
* examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.
* examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.

Skills: Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures. |
| Y4 Term 3.1Term 3.2 | Unit 4.4: Religion, family, community, worship, celebrations, ways of livingKey Question: How do Hindu families practice their faith? What are the deeper meaning of some Hindu festivals?**Eid:** The Hajj Pilgrimage to Mecca – What is the history of the pilgrimage to Mecca and why is Mecca such a holy place? | EqualityCompassionExplorationRespectTolerance | Knowledge:* 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: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices. |
| Y5 Term 3.1 | Unit 5.4: Beliefs and action in the worldKey Question: How are religious and spiritual thoughts expressed in the world through Art and Architecture? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn:* about some great examples of religious architecture from across the world and local examples...Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.
* about examples of art across different religions that represent beliefs of Islam, Christianity and Hinduism

Skills: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. |
| Y5 Term 3.2 | Unit 5.4: Beliefs and action in the worldKey Question: How are religious and spiritual thoughts expressed in the world through charity?**Eid:** The Hajj and achieving Ihram – How do you achieve Ihram? Why is it important? What happens during the pilgrimage? | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn:* about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’ and ‘love your neighbour as you love yourself’) from a range of religions and worldviews to some global problems

Skills: Pupils will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and engaging in discussion.  |
| Y6 Term 3.1Term 3.2 | Unit 6.4: Beliefs in action in the world.Key Questions: What was the Kindertransport?Who resisted and rescued?How can we be Upstanders today?**Eid:** Eid-Al-Adha Festival of Sacrifice – What was the sacrifice? What is the meaning behind the story of Ibrahim’s sacrifice? (link to Genesis 22) | EqualityCompassionExplorationRespectTolerance | Knowledge: Pupils will learn:* About pre-war Jewish life and impact of persecution and discrimination on Jewish people living in Germany in the 1930s
* About the Kindertransport and the importance of providing refuge to people who are persecuted for who they are
* About the work of the National Holocaust Centre and Museum as a place of remembrance in the UK

Skills: * To reflect on big questions about human values and behaviour
* Discuss, think and create responses to the work for themselves
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