



	Year R	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn	A Me and my world B Around Me Year R Unit Special stories and People Which stories are special and why? Which people are special and why? Religion: Christianity + one other religion Sacred Text: Bible Talk about and explore religious stories and characters from the Bible. Why are they special? Religious stories about friendship, keeping promises and saying thank you. (eg Noah, Zaccheaus, Ten lepers, Blind Bartimaeus) Harvest Thanksgiving about saying Thank you for all the good things we have – being appreciative. Discuss special story from another religious leader eg Guru Nanak, Prophet Muhammad (PBUH) or The Buddha. Why are they special? Diwali Year R To consider special times and compare activities at Diwali celebrations to Christmas and birthdays. Christmas Year R Why is Christmas special for Christians? The story of Jesus’ birth and the emotions of the characters. Christmas is a special time for Christians and why: God came to earth in human form, as Jesus introduce “Incarnation.” Jesus’ birth brings a message of joy, peace and good news. Nativity play.	A What’s around us? B Wonderful events Year 1 – Unit 1.2 I and caring for others How do we show we care for others? Religion: Christian, Jewish people and non-religious world views Sacred Text: Bible Children will know about their uniqueness as a person in a family and community. Taught examples of caring for others through values of goodness, kindness, generosity and sharing. Hear religious stories and teachings. Look at the story of the Lost sheep and The Jewish Psalm 23 – The Lord is my Shepherd. Year 1- Unit 1.1 Celebrations and festivals Who celebrates what and why? Religion: Christians and Jewish people. Sacred text: Bible Children will investigate weekly or annual celebrations for Christians and Jewish people including Harvest, Christmas, Hanukkah and Shabbat. They will learn about artefacts used, songs, worship and stories linked to the festivals. Be introduced to other faith celebrations such as Diwali and Eid al Fitr. Year 2 - unit 2.3 -Belonging What does it mean to belong? What is it like to belong to the Christian religion in Nottingham city and Nottinghamshire today? Religion: Christianity Sacred text - Bible Recap what it means to belong to a club, group, family, school community. Story of Jesus being Baptised – Believer’s baptism, different ways different churches, children and adult’s baptisms. Belonging to different types of churches – does the building matter or is it the people? – connect through same belief. Diwali Year 1 Stories and meanings. Simple story of Rama and Sita – Sequence story in 6 images. Look at good characters and bad characters. Diwali Year 2 Children hear a story of the goddess Lakshmi, and learn that she personifies generosity, beauty, good fortune and prosperity. They discover that Lakshmi Puja (worship) is part of the celebration of Divali and ask lots of questions about the artefacts. They think about their own ideas about generosity, kindness and good fortune. Christmas Year 1 Why is each person important in the Nativity story. Concept – Incarnation Look at Angel, Mary, Joseph, Shepherds, Herod, Wisemen. Christmas Year 2 Why do some churches have Christingle services? What does the Christingle teach about the meaning and beliefs of Christians about Christmas? Concept - Incarnation	A What makes something memorable? B Wonderful World: Blue planet Year 3 – unit 3.4 Inspirational people of the past. What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders – Moses, Jesus and Muhammad. Religion – Christian, Muslim, Jewish, Sikh gurus and non-religious world views such as humanism Sacred Texts – Bible and Qur’an and Hadith Children will investigate Moses as a hero to the Jews through the revisiting of the story of the exodus. Muhammad (PBUH) was a hero to Muslims and Jesus was a Hero to Christians. Link to special kinds of heroes to Black Lives Matter and Black History Month in October. Year 4 – unit 4.4 – Religion, family, community, worship, celebration, ways of living How do Hindu Families practise their faith? What are the deeper meanings of some of the festivals? Religion: Hindu Sacred Text - Vedas Children will describe Hindu beliefs about gods and goddesses. They will find out about what happens at Hindu worship in a Mandir and in the home. They will look at the deeper meanings of the festival of Diwali and Holi and compare similarities and differences to other “Big Day” celebrations. Year 4 - Unit 4.3 – Spiritual expression What can we learn from Christianity music and worship? Religion: Christianity Sacred text – Bible - Hymn lyrics Children will investigate different music /styles of worship at different churches. Comparing famous hymns, Classical hymns such as The Hallelujah Chorus to Contemporary worship Music such as Hillsong. What makes them spiritual? Consider Modern day Popular Music Lauren Daigel or Stormzy and the messages music sends. Compare Carols and Children’s Christmas songs to the Nativity story or text in the Bible. Famous Pop legend Cliff Richard song Saviour’s Day – How does this link to Christian belief? Diwali Year 3 and 4 Children experience stories via hot seating, dramatising, writing the diaries and/or prayers of Sita at different moments in the story They ask: what other stories are like this? They compare other stories where good triumphs over evil. Through the stories and celebrations, they ask what matters most at Diwali. From lists of 12 things that might matter at Divali, they choose, rank and explain the 5 things they think matter most. Christmas Year 3 Is Christmas about light or love? Concept - Incarnation Through the retelling of the story and investigations as to who Jesus is from the bible what does it tell us? Look at symbolism of light as a guide and why God sent Jesus as a gift. Christmas Year 4 How does the season of Advent point towards the real meaning of Christmas? Why are the singing of carols important for Christians at Christmas? Expressions of looking forwards and worship.	A Blood, chills and thrills B Who loves chocolate? Year 5-unit 5.2 Religion and the individual: What matters to Christians? What is expected of a person in following a religion or belief? What matters most to Christians in their religion? Religion – Christianity Children learn the key Christian beliefs about God, Jesus, the Trinity and the holy Spirit. They look at the Apostles creed and the deeper meanings of religious practises such as the Eucharist (bread and wine) the link to remembering Jesus’ sacrifice on the cross, forgiveness of sins and the way to heaven. The belief of Christians that they are filled with the Holy Spirit who guides them and show the fruits of the Spirit as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Year 6 unit 6.3 Beliefs in action in the world How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Religion: Christianity, Hinduism, Humanism Children will learn about spiritual concepts of justice, fairness, compassion and responsibility. They will investigate some major faith based global aid charities such as Islamic Relief/Muslim Hands, Christian aid/Tearfund and a Non-Religious such as Save the Children. Children will explore Love for humankind through Hindu Ahimsa, Muslim Ummah and Christian Agape. Diwali Year 5 and 6 The Children look at different expressions of Diwali – Read story, Watch Video or create shadow puppet show. They ask - which of these three captures the ‘true meaning of Divali’ best? Why? They hear about the Sikh celebration of Divali, remembering the release of Guru Hargovind from Gwalior Jail. What is the same, and what is different between Hindu and Sikh Divali? Are there shared meanings between the two religions? Explaining questions, expressing informed views: Who is most important in Divali festivities: Lakshmi or Rama? What would happen if Divali was banned? Is Sita a ‘feminist hero’? Should all Hindus in Britain be given a day off work for Divali? Why or why not? What is the real meaning of Divali? For higher achieving pupils, discussion, thinking skills (ranking and ordering) and writing structures are needed to explore these questions effectively. Christmas Year 5 How do art and music convey Christmas? Concept – Incarnation What do the gospel accounts reveal about the beliefs of Christmas? How are the Christmas beliefs represented in art? How do carols convey the central beliefs of Christmas to the world? Whose story is it to tell? Christmas Year 6 How do Christians advertise Christmas to show what Christmas means today? Concept- Incarnation How might some Christians feel about adverts for Christmas activities in the media? Compare the different gospel accounts of Christmas. How and why do churches advertise Christmas?



				What would be needed in an advert about Christmas to show that it was being effective in conveying the central Christian beliefs?
Spring	<p>A Journeys B Journeys</p> <p>Year R Unit 2 –Special places and times What places are special and why? What times are special and why? Religion: Christianity + one other Sacred Text - Bible We will talk about places that are special to us and will identify some religious places. We will talk about special times in our lives – birthdays, Christenings, weddings, holidays Look at a church building as somewhere people might visit as a special place. Visit a local church. Look at a different place of worship. Why do people go? Create a special area in the classroom. What would it need? Find out about Mecca as a special journey for Muslims. We will find out about a celebration from a different religion (Holi) and how this is celebrated in India and the UK and compare to Easter. We will also compare the activities to the non- religious celebration of Chinese New Year.</p> <p>Easter Year R – Palm Sunday The Triumphant entry to Jerusalem Jesus was the promised king of the Jews. He had come to save them.</p>	<p>A What’s under our feet? B Wonderful World</p> <p>Year 1 – Unit 1.2 Myself and caring for others How do we show we care for others? Religion: Christian, Jewish people and Non-religious world views Sacred Text: Bible Children will know about their uniqueness as a person in a family and community. Taught examples of caring for others through values of goodness, kindness, generosity and sharing. Hear religious stories and teachings. Look at The story of the Lost sheep and The Jewish Psalm 23 – The Lord is my Shepherd.</p> <p>Year 1 - Unit 1.3 Beliefs and teachings What can we learn from the stories of Jesus? How do religious stories make a difference to people’s lives? Religion: Christianity Sacred Text: Bible Children will learn stories of what Jesus did such as Healing the ten lepers, Calming the storm on Lake Galilee, Feeding the 5000 and Part of the Easter story. They will learn stories that Jesus told such as The Lost coin and The Lost son. They will learn that these stories matter to Christians because of who they believe Jesus is: God who came to Earth with the power to help people in lots of different ways.</p> <p>Year 2 - unit 2.1 -Inspiring leaders What makes some people inspiring to others? (Moses and St Peter) Religion –Christian and Jewish and may use non-religious-humanism Sacred Text - Bible Cover the different stories about Moses, baby in bulrushes, the burning bush, ten plagues, parting of red sea 10 commandments. Jewish Celebration of Passover. Different stories about Peter, called by Jesus to follow Him, Jesus washes his feet, Denies knowing Jesus 3 times, Peter as first leader of Christian Church , Name meaning Rock. What makes these leaders inspiring? What qualities does a leader need?</p> <p>Easter Year 1 and 2 Washing the disciples’ feet, The Last supper and the garden of Gethsemane. Jesus lesson about serving others. Importance of spending time with friends. Putting others first. Jesus willing to die for all the people of the world.</p>	<p>A Is it better to stand out or fit it? B Wonderful World Green Planet: Rainforests</p> <p>Year 3 –Unit 3.1 Beliefs and Questions What difference does it make to be a Christian? How do Christian people’s beliefs about God, Jesus, the world and others have impact on their lives? Religion – Christianity Sacred text – Bible Investigate Big questions. What big questions have they got? Can they be answered? Some answers are about belief. How was the world made? Christian beliefs about God as the creator. Look again at the Creation story. What difference does it make to how a Christian lives their life knowing God as a creator? Link to Easter – How does the Christian belief of salvation through the Easter story affect the lives of a Christian?</p> <p>Year 3 – Unit 3.2 Religion, Family and community How do religious families and communities practise their faith? The example of Prayer and Easter. Religion – Islam and Christianity Sacred Text- Bible and Qur’an Children will understand what prayer is – talking/communing/ listening to God. Children will describe how a Muslim and a Christian would pray. The ritual of prayer -Muslim 5 times and the Lord’s Prayer. What might be prayed, why, how, when and where. They will also look at how Christians practise their faith through Easter rituals. The remembering of the Crucifixion and Resurrection of Jesus. The link to the Trinity and the promise of the Holy Spirit.</p> <p>Year 4 – Unit 4.1 The Journey of Life and Death Why do some people think life is like a journey? Where do we go? What do different people think about Life after death? Religion: Christianity, Hindu, Islam and Non-religious Sacred Text: Bible, Qur’an, Torah and Vedas Children will look at key ways life is a journey. Children will discuss life events, welcoming a baby, going to school, becoming an adult, celebrating marriage and funeral rituals. Children investigate how different religions mark or celebrate occasions and compare. Children find out about and compare ideas about afterlife – Muslim paradise, Christian heaven and Hindu Moksha as well as Humanist’s commitment to “the one life we have”.</p> <p>Easter – Year 3 and 4 The Cross and the empty tomb What do Christians believe about the death and resurrection? Why did Jesus have to die? Why do Christian’s call it Good Friday? Look at the reactions of the characters in the paintings.</p>	<p>A What a wonderful world B Survive or thrive</p> <p>Year 5 unit 5.1 Inspirational people in today’s world. What can we learn from great leaders and inspiring examples in today’s world? Religion: Christianity, Islam, Hinduism and Non-Religious Learn about influential people of the past e.g. Martin Luther King, Saint Theresa, Dr Hany El Banna (Founder of Islamic relief), Swami Vivekananda (Hindu Leader) or Marcus Rashford How do they Inspire us and live out their religious belief? Does their belief motivate good works.</p> <p>Year 6 unit 6.2 Religion, World views, Family and Community What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make the City and County a place of tolerance and respect? Religion: Christianity, Islam, Hinduism, Judaism and Non- Religious world view. Children will investigate the statistics of world religions in the local area, county, region, nation and world. They will learn about ways of how interfaith groups cooperate to help people through charitable giving and prayer. Children will investigate community harmony and peace of coming together in a multi religious acceptance, tolerance, respect and empathy.</p> <p>Year 6 unit 6.1 Teachings wisdom and authority What can we learn by reflecting on words of wisdom from religion and worldviews? What do Sacred texts and other sources say about God, the world and human life? Religion: Christianity, Islam, Hinduism and Non- religious world view such as Humanism. The children will investigate and compare sacred texts – e.g. examples from the Bible, Qur’an compare about what they say about Creation What do the texts teach about values compare teachings of Jesus and those from The Hadith? How do they affect the believers’ lives? The ten commandments and the Golden Rule of Humanism. What guidelines are needed for a perfect life?</p> <p>Easter Year 5 and 6 The appearance of Jesus after the resurrection and the ascension. How did different people react? Look at image of Doubting Thomas. Would you have been like him? Is Seeing believing? Debate what faith is. How is believing without seeing possible for Christians? Jesus ascended. Where do Christians believe Jesus is now?</p>
Summer	<p>A Wider world B Outdoors</p> <p>Year R Unit 3 – Belonging and Wonderful World Who are we and how do we belong? How can we care for living things and the Earth? Religion: Christianity Sacred Text - Bible Identify where the children belong- family, school, friendship groups, clubs. Investigate God’s love for children and the world- Christian beliefs that we all belong and are loved. Knowing we are all unique and special.</p>	<p>A What’s up? B Wonderful me</p> <p>Year 1- Unit 1.4 Symbols in religious worship and practice In what ways are churches/synagogues important to believers? Religion: Christianity and Jewish people. Sacred text: Bible Children will visit a church and a virtual synagogue. They will know about worship using symbols, artefacts, music, Holy books and other activities that happen there. They will learn about weddings in Jewish and Christian Holy buildings.</p> <p>Year 2 unit 2.2 – believing</p>	<p>A It’s a kind of magic B Inventors and inventions</p> <p>Year 3 – Unit 3.3 Worship and Sacred Places. Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire. Religions – Christianity, Hindu, Sikh and Islam Sacred texts: Bible, Qur’an, Veda Children will investigate different places of worship and identify similarities and differences and key features. Children will visit different places of worship virtually. Children will investigate religious places of worship in Kimberley and compare to Nottingham City. Why do they think there is more variety</p>	<p>A Healthy world B Space</p> <p>Year 5 Unit 5.3 Beliefs and Questions How do people’s beliefs about God, the world and others have impact on their lives? Religion – Islam, Hinduism, Non-Religious world view such as Humanism Children will explore beliefs and worship of Islam and Hindus. They will learn about the 5 Pillars of Islam and the different ways Hindus worship gods and goddesses. They will read examples of Hindu and Muslim texts about God and humanity and how this impacts a believer’s life. They will learn about the Impact of Religious teaching on the lives of Hindus</p>



	<p>We will talk about caring for people and animals</p> <p>We will find out what happens at a Christian Baptism and compare with a different religion (Muslim)</p> <p>We will look at a simple story about God’s Creation story and appreciate the natural elements outdoors.</p> <p>We will identify some natural wonders and talk about life cycles</p>	<p>What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?</p> <p>Religion – Judaism</p> <p>Sacred Text – Bible and Torah</p> <p>Learn about Jewish respect for God – no images, called Almighty, Eternal, Creator, G-d of Abraham, Jacob and Isaac.</p> <p>Retell story of G-d’s creation and link the 7th day of rest to the celebration of Shabbat.</p> <p>Visit Synagogue in person or virtual.</p>	<p>in a city? If a Muslim lived in Kimberley, how far would they need to go to visit a place of worship?</p> <p>Visit a local church.</p>	<p>and Muslims such as the Hindu practise of Ahimsa and the Muslim acts of daily prayer and alms giving called Zakat. How can knowing about how a Hindu or Muslim belief affects their life cause you to be more respectful towards people of different beliefs?</p>
		<p>Year 2 unit 2.4 – stories</p> <p>Jewish and Christian Stories: How and why are some stories important in religions?</p> <p>Religion –Christian and Jewish and may use non-religious-humanism</p> <p>Sacred text – Torah and Old Testament</p> <p>Revisit story of Noah – Signifying the saving of G-d’s chosen people. Story about Daniel standing by Jewish religion and saved from the lions. Story of Queen Esther standing up for her Jewish family. David standing up for the Jews against Goliath. Later becomes King David – Symbol Star of David to identify Jewish people. Story about Jonah linked to G-d’s forgiveness – idea that we all make mistakes.</p>	<p>Year 4 – Unit 4.2 Symbols and Religious expression</p> <p>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Religion : Islam, Hinduism, Christianity, Buddhist, Sikhi and Non-religious worldviews.</p> <p>Children will identify different religious symbols and learn some meanings behind them.</p> <p>Children will investigate how different religions go on different pilgrimages and how it affects the lives of the believers. Children will ask questions about why people would go on spiritual journeys. Children would then consider what sort of pilgrimage they might want to go on if they could. Where would they go and why? How would it change their life for the better?</p>	<p>Year 5 unit 5.4 Beliefs in action in the world.</p> <p>How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p> <p>Religion – Christian, Muslim and Hindu</p> <p>Look at the amazing architecture and thought gone into some places of worship. Look at famous Mandirs in India, Mosques and Churches like Southwell Minster. How do they show glory to God? Investigate some works of art? How do they pay tribute to their beliefs. Look at some religious charities and how they help the world such as Tearfund (Christian) Muslim hands and Sewa International (Hindu). How do these show compassion to those in need or God’s answer to help those in poverty?</p> <p>Year 6 unit 6.4 Beliefs in action in the world.</p> <p>What was the Kindertransport? Who resisted and rescued? How can we be “Upstanders” today?</p> <p>Religion: Judaism</p> <p>The Children learn about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930’s. They will learn about the Kindertransport and importance of providing refuge to the people who have been persecuted for who they are. They will learn about the work of the National Holocaust Centre and Museum as remembrance in the UK.</p>
	NB Class Teachers may alter the time the units are delivered or run some into other terms depending on greater links to other areas of the curriculum.			
RE Fulfilling Curriculum Driver and values	<p>By the end of KS2</p> <p>Communicators: Ready, Respectful and Safe</p> <p>Through the teaching and learning of RE</p> <p>Ready- The children will continue to learn to develop their curiosity through asking questions about people, faiths and stories. They will learn about the commitment of people following a faith and what this means to be committed. They will learn to develop their creativity in being original in ideas and in their responses.</p> <p>Respectful- The children will continue to gain a greater understanding of different beliefs and consequently learn to accept, tolerate, care and have empathy for others. They will also continue to become more reflective about their personal thoughts and beliefs and develop an appreciation of people’s lives, experiences and places including the natural world.</p> <p>Safe-The children will continue to grow in confidence as they examine and consider their thoughts, feelings and responses from their investigations into faiths. The children will continue to learn about what it means to be responsible and have an awareness of other people through the stories that teach about values. The children will also be involved in teamwork activities where they will continue to learn to cooperate, tolerate and be adaptable. The children will also continue to learn about health and wellbeing from investigating people and what it means to be part of a community.</p>			