

Overview: Religious Education

This syllabus enables clear progression in learning. Pupils will gather and use rich knowledge of religions and worldviews in a systematic study. This table shows how learning in each year group can contribute to coherent progression. Increasingly challenging questions use the growing knowledge base of the pupils to deepen and broaden their learning.

Reception Curiosity and experience	5-7s Exploring and discovering	7-9s Knowing and understanding	9-11s Understanding and connecting	11-14s (schools will select some of these) Applying, interpreting, appreciating and appraising	
F1 Which stories are special and why?	Who celebrates what, and why?	What difference does it make to be a Christian?	What can we learn from great leaders and inspiring examples in today's world?	What is religion? What is it like to be a member of one particular religion in Britain today?	Where can we find wisdom to live by? Studying sources of wisdom from religions and worldviews.
F2 Which people are special and why?	How do we show we care for others? Why does it matter?	How do religious families and communities practice their faith? The example of prayer.	What is expected of a person in following a religion or belief?	What is good and right? What is wrong and evil?	Death: is it the end?
F3 What places are special and why?	Stories of Jesus: What can we learn from them?	Where, how and why do people worship?	How do people's beliefs about God, the world and others have impact on their lives?	Do the teachings of Jesus stand the test of time?	How can people express the spiritual through the arts?
F4 What times are special and why?	In what ways are churches / synagogues important to believers?	What can we learn from inspiring people in sacred texts and in the history of religions?	How are religious and spiritual beliefs expressed in arts, architecture, charity and generosity?	What can we learn from visiting places of worship?	Are the ideas of science and religion compatible?
F5 Belonging. Who are we and how do we belong?	What makes some people inspiring to others? Moses and Saint Peter	Why do some people think life is like a journey? What do different people think about life after death?	What do sacred texts and other sources say about God, the world and human life?	Why believe in God? Or why be an atheist?	Does religion make peace or cause war?
F6 Our wonderful world: how can we care for living things and the earth?	What do Jewish people believe about God, creation, humanity, and the natural world?	Christianity, music and worship: what can we learn?	How can we make Nottingham City and Nottinghamshire places of tolerance and respect?	What will make our communities more respectful? Exploring belief in action.	How do people decide what is right in relation to ethical issues?
	What is it like to belong to the Christian religion today?	How do Hindu families practice their faith?	How do religions and beliefs respond to global issues?	What does justice mean to Christians?	Does being religious make it easier or harder to be good?
	Jewish and Christian stories: How and why are some stories important in religions?	What are the deeper meanings of some Hindu festivals?	What can we learn from people who resist discrimination and persecution?	What is good and what is challenging about being a teenage believer in Britain today?	What can religions and worldviews contribute to climate justice and 'saving the Earth'?

Progression in language: summary of select shortlist of key words and core concepts

This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief minimum that features in the plans and can contribute to coherent progression.

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-9s: Knowing and understanding	9-11s: Understanding and connecting	11-14s: Applying, interpreting, appreciating and appraising (adding to KS2 lists)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. Creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-Model.	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, Prayer, worship, compassion.	Beliefs, teachings, sources of authority, religious expression, ways of living, religious identity, diversity and controversy, psychology, sociology and philosophy of religion, ethics, community cohesion, religious conservatism, liberalism and Radicalism.
Christianity	Christmas bible church Jesus	Christian, god, creator, Christmas, easter, Jesus, church, altar, font, bible, gospel.	Christian, Christmas, easter, Pentecost, harvest festival, messiah, liturgy, church, gospel, Jesus, holy spirit god the creator, Trinity, heaven.	Christian, Jesus, bible, gospel, letters of saint Paul, trinity, incarnation, holy spirit, resurrection, Christmas, easter, Pentecost, eucharist, agape.	Biblical authority and inspiration, intelligent design, theology, Christian ethics, 'just war', sanctity of life, 'green Christianity'.
Judaism	Moses Passover torah synagogue	Jewish, synagogue, torah, bimah, Hanukkah, ark, Judaism, shabbat.	Jewish, Judaism, Moses, exodus, law-giver, ten commandments, star of David, Passover / Pesach, Shabbat	Judaism, Jewish, torah, shabbat, Pesach, Hanukkah, ten commandments, persecution, prejudice, Beth Shalom, remembrance	
Islam	Allah, prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, prophethood, ummah, 5 pillars, prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, hadith, mosque, hajj.	Last prophet, revelation, Shahadah, sawm, zakat, Ramadan, hajj, submission to Allah, Sunni, shi'a, sufi, 99 beautiful names.
Hindu Dharma			Hindu, mandir, murtis, gods and goddesses, Diwali, Aum.	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods and goddesses, Shrines, Mahatma.	
Sikh	Schools choosing to go beyond the minimum number of religions for study in this syllabus: Select age-appropriate keywords for pupils to learn as they begin their studies of each religion.				Sikh, Guru, Gurdwara, Langar, Guru Granth Sahib, Waheguru, The 5 Ks, Vaisakhi, Harimandir Sahib, Vand Chakna, Sewa.
Buddhism					Buddha, Dharma, Sangha, Enlightenment, 4 Noble Truths, Noble Eightfold Path, Nirvana, Meditation.
Non-religious worldviews	Non-religious	Humanist, Golden Rule, non-religious.	Humanist, Golden Rule, non-religious, spiritual but Not religious, atheist.	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'.	Varieties of atheism, 'new atheists', scepticism, ethical autonomy, Situation ethics, secular.

EYFS: Religious Education

EYFS- The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World
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RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Agreed Syllabus: Which people are special and why?	UC: Incarnation	Agreed Syllabus: Which stories are special and why?	UC: Creation	UC: Salvation	Agreed Syllabus: What times are special and why?



Key Stage 1: Religious Education

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

The aim of RE is expressed in age appropriate outcomes for most 7 year olds. Specifically pupils should be taught to:

Know about and understand religions and worldviews	Express ideas and insights in religions and worldviews	Gain and deploy the skills for learning from religions and worldviews
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Agreed Syllabus Units: Year 1

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 1 Unit Number 1.1 Theme Celebrations and festivals: Enquiry Question Who celebrates what and why? Religions: Christians and Jewish people	Knowledge: Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr. Skills: Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. Key concepts and words Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.	Pupils: • explore and talk about stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach, 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 (A1); • 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 (A3); • 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 (B1); • 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? (C2). • 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.	Most pupils will be able to: • Recall and name religious festivals, objects and symbols • Retell a story that lies behind a festival • Suggest a meaning for an object used in the worship of the festival • Ask questions about the meaning of the festival and listen to answers • Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community • Express an idea of their own about why festivals and celebrations matter • Give an example of a big day in their own lives and talk about what made it special

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 1 Unit Number 1.2 Theme Myself and Caring for Others. Enquiry Question How do we show we care for others? Why does it matter? Religions: Christians and Jewish people Non-religious worldviews such as Humanism can also be considered	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. Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.	Pupils: • 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 (A3); • 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 is a useful website] (B2); • 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? (C2); • 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 (C3).	Most pupils will be able to: • Recall and name the main character in a story they have heard • Retell a story about caring simply • Suggest a meaning for a symbol, song or artefact from Judaism and Christianity • Ask questions about how we show we care for others • Respond to ideas and values such as care, kindness and generosity with simple ideas of their own • Express an idea of their own about a religious story of caring • Give an example of how a person can show their values

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 1 Unit Number 1.3 Theme: Beliefs and teachings Enquiry Question Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives? Religion: Christianity	Knowledge: Pupils will learn about some stories of Jesus, e.g. the Shepherd coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. Skills: Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Key concepts and words Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God	Pupils: • 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 (A2); • 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 (A2); • 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 (A2); • respond to stories about Jesus, talking about thankfulness as a result of miracles (C3); • ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories (A2); • 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? (C1).	Most pupils will be able to: • Recall and name key figures in the stories of Jesus • Retell a story themselves, joining in with a song, a drama or a picture-book making activity • Suggest the 'hidden meanings' in stories Jesus told • Ask questions about Jesus' 'special powers' • Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own • Give an example of a belief about Jesus • Find out more about Jesus, inferring a simple idea from a story.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 1 Unit Number 1.4 Theme Symbols in religious worship and practice Enquiry Question In what ways are churches / synagogues important to believers? Religions: Christians and Jewish people	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. Other holy buildings – mosque or mandir – can be considered too. Key concepts and words Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.	Pupils: • 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. (A1); • learn about and remember what happens at a church or a synagogue, including special events such as weddings (A1); • discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings. (B1); • 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. (A3); • 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. (B3). • 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.	Most pupils will 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 these connections • Ask questions about what happens and why in holy buildings • Recount their visit to a holy building, e.g. by talking about photographs taken there. • Express an idea of their own about why some people go to holy buildings • Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces.

Agreed Syllabus Units: Year 2

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 2 Unit Number 2.1 Theme: Leaders Enquiry Question What makes some people inspiring to others? Moses and Saint Peter Religions: Christians and Jewish people Non-religious worldviews such as Humanism can also be considered. Key concepts and words Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.	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.	Pupils: • 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. (A2) • 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 (C1); • 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 (A2); • 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 (C2). • 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' (C2). • 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.	Most pupils will be able to: • Recall and name key figures in the stories they studied, saying what they did • Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. • Ask questions about leadership and suggest answers • Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God. • Express an idea of their own about leadership, linking it to the stories they learned • Give an example of what makes a great leader

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 2 Unit Number 2.2 Theme Believing: Enquiry Question 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? Religions: Jewish people	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. Key concepts and words Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.	Pupils: • 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 (A1) • 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 (C3). • 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 (C3). • 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 (A1). • 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 (C1). • linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion (B3); • 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.	Most pupils will be able to: • Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal) • Retell the story of Genesis 1 • Suggest a meaning for the story • Recognise that different people see different meanings in the story • Ask questions about God for themselves – the bigger the better • Express an idea of their own about God • Find out more about Jewish beliefs and ways of talking about God.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 2 Unit Number 2.3 Theme: Belonging Enquiry Question What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today? Religions: Christians	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 various ways. Key concepts and words Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.	Pupils: • 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). (A2) • learn that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging. (A2) • 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? (B1) • 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? (B2) • express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2) • 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 (A1) • 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 (C2). • 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 (C1).	Most pupils will be able to: • Retell the story of Jesus being baptised in the river Jordan • Suggest some reasons why it matters to people to belong to groups and communities • Ask questions about Christenings and Believer's Baptism for themselves • Recount how a baby or young adult is welcomed into the Christian community • Express an idea of their own about belonging to God – is this important? For Christians? • Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 2 Unit Number 2.4 Theme: Story Enquiry Question 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? Religions: Christians and Jewish people Stories from non-religious worldviews such as Humanism can also be considered	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. Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.	Pupils: • 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) (A2); • 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 make mistakes – but they are forgiven by God (C1) • ask and find out about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians) (B3) • find out about the Torah, its use in synagogues and the symbols which show it is sacred or holy (A3) • consider what is special about the Torah and respond sensitively, relating to their special things (B1). • 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 (B2).	Most pupils will be able to: • Retell a story from the Jewish Bible skillfully • Suggest a meaning for the story • Recognise and talk about the role God plays in stories from the Jewish Bible • Ask questions about the stories they study, and suggest answers • Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? • Express an idea of their own about some of the big questions the work throws up • Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.

Key Stage 2: Religious Education

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews³, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The aim of RE is expressed in age appropriate outcomes for most pupils at age 11 Specifically, pupils should be taught to:

Know about and understand religions and worldviews	Express ideas and insights into the significance of religion and worldviews	Gain and deploy skills for engaging with religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Agreed Syllabus Units: Year 3

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 3 Unit Number 3.1 Theme Beliefs and questions: Enquiry 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 Key concepts and words Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.	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, faithfulness and self-control.	Pupils: ■ 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 (A1); ■ 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) (B2); ■ describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); ■ 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 more different answers to the questions (C1).	Most pupils will: ■ Describe what Christians do at two different festivals ■ Connect the celebrations to Bible texts and to beliefs about God ■ Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest ■ Express their own ideas about the deeper meanings of these festivals ■ Consider ideas such as generosity, community and love-in-action ■ List similarities between the four different Christian festivals ■ Explain their own ideas about the Creation stories of Genesis 1 and 2.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 3 Unit Number 3.2 Theme Religion, family and community: Prayer Enquiry Question How do religious families and communities practice their faith? The example of prayer. Religions: Christians and Muslims	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. Key concepts and words Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.	Pupils: ▪ 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 (A3); ▪ 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 (A3); ▪ 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 (B2); ▪ 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? (B2). ▪ 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.	Most pupils will: ▪ Describe how a Muslim prays ▪ Describe how a Christian prays ▪ Connect ideas and beliefs to what people in these two religions do. ▪ Ask and answer questions about prayer in Islam and Christianity ▪ Respond thoughtfully to beliefs and ideas about prayer ▪ Discuss questions about prayer that come up in the study. ▪ List similarities between the two ways of prayer in Christianity and Islam

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 3 Unit Number 3.3 Theme Worship and sacred places: Enquiry Question Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire. Religions: Muslims, Hindus, Christians Key concepts and words Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.	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 building 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.	Pupils: ▪ 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 religion they study (A3); ▪ gather information and new keywords 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 (B1); ▪ 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 (C1). ▪ 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.	Most pupils will: ▪ Describe 4 key features of each of three religious buildings, a mosque, mandir and church ▪ Connect the key features of the buildings with beliefs about God in each religion ▪ Ask and answer questions about at least three different ways the religious buildings are used by the different communities ▪ Respond thoughtfully to the task of designing a new religious building for their locality ▪ Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special. ▪ Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 3 Unit Number 3.4 Theme Inspirational people from the past Enquiry Question What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders: Moses, Jesus and Muhammad. Religions: Christians, Muslims and Jewish people Non-religious worldviews such as Humanism can also be considered and so can Sikh Gurus. Key concepts and words Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law- giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role- model, commitment, values.	Knowledge Pupils will learn about: - at least two examples of inspirational people from the Jewish and Christian Bibles 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 Gospel 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.	Pupils: 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 (A2). 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 (A2); respond thoughtfully to Christian beliefs about Jesus as God came down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2) 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 (A2) 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) (A3) 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 (B2) - 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) (B3) 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 (C1) express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage. (C3)	Most pupils will: Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. Connect the idea of inspirational leaders to the stories they learn Ask and answer questions about leadership and inspiration, using details from the stories they learned Express their own views about who is inspiring and why Consider ideas such as 'patriarch' 'prophet' or 'messiah' From the different religions: what do these words mean? Are they similar? List similarities between the key leaders studied. Note that a study of a Sikh Guru where Sikh pupils are present in the school is an appropriate addition to this unit of work. Supplementary support materials about Guru Nanak and Guru Gobind Singh are provided on the website.

Agreed Syllabus Units: Year 4

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 4 Unit Number 4.1 Theme The journey of life and death: Enquiry Question Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Religions: Christianity, Hinduism, Islam Non-religious worldviews such as Humanism can also be considered Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.	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 recognize different reasonable ideas.	Pupils: ■ 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 (Christening will have been studied in an earlier unit) (A1); ■ 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 in order to reflect thoughtfully on their own ideas about the 'journey of life' (A1); ■ 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 or in writing (B1); ■ 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 (B1). ■ understand the link between religious ideas about 'destiny' or 'destinations' at the end of life and the ways religious people live now (C1). ■ 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 (C1). ■ write thoughtfully about their own life as a journey, and its key milestones, in relation to the views they have learned.	Most pupils will be able to: • Describe 4 different beliefs about life after death • Show that they understand why life is like a journey • Connect at least two viewpoints they have studied with texts from different religions • Consider varied answers to questions about life as a journey and about afterlife • Express reasons why they hold their own views about life after death • Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 4 Unit Number 4.2 Theme Symbols and religious expression: Enquiry Question How do people express their religious and spiritual ideas on pilgrimages? Religions: Islam, Hinduism, Christianity, non-religious worldviews Key concepts and words Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.	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 pilgrimages 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.	Pupils: ■ consider why people go on pilgrimages. They will use 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 Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. L2 They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); ■ 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 (B2) ■ consider a journey to a spiritual place that is taken by people who are spiritual, but not religious – e.g. to Stonehenge, to a wonderful place in the world of nature, to a place associated with their family history. How similar or different is this to a pilgrimage? What are the key differences between pilgrims and tourists? ■ linking to English, pupils 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 (B3); ■ linking with the expressive arts curriculum, pupils 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 (C1). ■ 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 (C1).	Most pupils will be able to: • Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions • Show that they understand why a spiritual journey can change people's lives, giving examples • Consider varied answers to questions about the purposes of going on a pilgrimage • Express reasons why they would choose their own kind of pilgrimage if they could. • Apply the idea of spiritual journeys for themselves • Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 4 Unit Number 4.3 Theme Spiritual expression Enquiry Question Christianity, music and worship: what can we learn? Religion: Christianity and also the idea of being 'spiritual but non-religious'	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 Christians 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. Key concepts and words Religion, Christian, spiritual, worship, devotion, belief, self-expression	Pupils: - 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. - linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns (e.g. Abide with Me, All things Bright and Beautiful, Christ the Lord is Risen Today), Handel's 'Hallelujah Chorus', contemporary worship music and Christian songs for children. (A2) - 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? (A3) - 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. They consider thoughtfully issues and questions, giving reasons for their thoughts (A3) - 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 (C1) - consider the question: what pieces of music are spiritual or inspiring for me? If they chose a playlist called 'spiritual' from Spotify or TikTok, what pieces of music would they include and why? The class might like to play examples of their own spiritual music to each other and discuss how this choice is different for each person (C1). - write an account of their own views about spirituality and music, giving some examples of their own.	Most pupils will be able to: - Describe beliefs and practice about worship with music in Christianity - Show that they understand how and why Christians use music to express beliefs about God and devotion to God - Consider varied answers to questions about why music matters in human life and in religious life - Express reasons why particular pieces of music are spiritual for them - Apply the idea of spirituality for themselves - Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 4 Unit Number 4.4 Theme Religion, family, community, worship, celebration, ways of living Enquiry Question How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Religion: Hinduism	Knowledge: ■ Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebration 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. Key concepts and words Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.	Pupils: ■ pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festival through asking questions, looking at evidence from video, photography, text and participants' descriptions, including a visitor or an interview with a visitor where possible (BBC 'My Life My Religion: Hindus' has good clips for this unit) (A1) ■ 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 (A3) ■ describe and understand links between Hindu stories and celebrations, examining the Divali stories, for example, and at least one other festival, using different literacy approaches to the characters and meanings of the stories (A2) ■ 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 (B1) ■ 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. This could include non-religious festivals such as New Year or Comic Relief Day (C3) ■ 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?	Most pupils will be able to: • Describe Hindu beliefs about the gods and goddesses • Show that they understand what happens at Hindu worship in the home or the mandir • Respond with thoughtful ideas of their own to the ways Hindus celebrate • Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus • Explain similarities and differences between two Hindu festivals • Explain similarities and differences between a 'big day' they celebrate and Hindu festivities

Agreed Syllabus Units: Year 5

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.1 Theme Inspirational people in today's world Enquiry question What can we learn from great leaders and inspiring examples in today's world? Religions selected by the school, but possibly examples from Islam, Hinduism and Christianity, and possibly a non-religious example	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 Hanan 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 leadership Key concepts and words Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.	Pupils: 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? (A2) 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 (A2) 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 (B2) apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1) 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. Presentation software (e.g. PowerPoint), DTP or digital video, Prezi could be used. 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. <i>Note: these leaders might be world famous examples, or those who serve the community locally ~ in Nottingham City and Nottinghamshire for example.</i>	Most pupils will be able to: - Show that they understand how inspirational leaders are examples of their religions' ideals - Connect two examples from different worldviews: what have they in common? - Consider varied answers to questions about what makes a person inspiring - Explain thoughtfully their own ideas about the inspiring leaders they studied - Apply the idea of inspiration for themselves to stories of leaders - Explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.2 Theme Religion and the individual: what matters to Christians? Enquiry Questions What is expected of a person in following a religion or belief? What matters most to Christians in their religion? Religion: Christianity	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. Key concepts and words Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.	Pupils: ■ 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 gospel 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 (A2); ■ use their detailed understanding of religious practices 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 (B1); ■ 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. (A1) ■ 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 (A1) ■ 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 (C3). ■ write a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?	Most pupils will be able to: • Explain three or more key Christian beliefs • Show that they understand what matters to Christians • Consider varied answers to questions about God • Explain with reasons why they select one of the 4 elements of Christianity studied as the most important • Explain what matters about worshipping God to Christians • Explain similarities and differences between different celebrations that are part of Christian worship

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.3 Theme Beliefs and questions: Enquiry Question How do people's beliefs about God, the world and others have impact on their lives? Religions: Islam, Hinduism Non-religious worldviews such as Humanism can also be considered Key words and concepts: 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.	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.	Pupils: ■ find out about the Five Pillars of Islam and the main ways Hindus worship gods and goddesses in the home and the Mandir (A1) ■ 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 (A2) ■ describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities (A3) ■ 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 (A3) ■ discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like (C1) ■ suggest two reasons why debates about God and questions about belief in God are important to people today, giving their own views (C1) ■ 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 (B3)	Most pupils will be able to: • Explain the main beliefs of Muslims and Hindus about God • Show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus • Consider varied answers to questions about whether God is real and what God is like • Clearly express reasons why they hold their own views about questions to do with God • Explain what matters about worshipping God to Muslims • Explain what matters about worshipping gods and goddesses to Hindus

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.4 Theme Beliefs in action in the world: Enquiry Question How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Religions: selected by the school, perhaps Christian, Muslim, Hindu Non-religious worldviews such as Humanism can also be considered. Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.	Knowledge: Pupils will learn: ■ about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. ■ about different charities which apply the 'golden rule' ('treat others as you would like to be treated', ■ 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems. Skills: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.	Pupils: ■ describe some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples (A2) ■ 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 (A2) ■ 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 (A2) ■ explore examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion for themselves, responding with increasing discernment (B2) ■ 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? (C1) ■ 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? (C3)	Most pupils will be able to: • Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions • Show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty • Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion • Clearly express reasons why some religious people believe that worship makes them more charitable • Apply the ideas of worship and service to the key question in the unit • Explain what matters in different religions about worship and about generosity or charity

Agreed Syllabus Units: Year 6

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.1 Theme Teachings: Wisdom and authority: Enquiry Question: 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? Religions: as selected by the school Non-religious worldviews such as Humanism can also be considered	Knowledge: Pupils will learn: - to understand two carefully selected texts from the scriptures of each of the religions selected for study. - about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. Skills Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. Key concepts and words 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.	Pupils: - use artefacts, video or photos to describe how religious people use sacred texts such as Torah, Bible or Qur'an and Hadith in their worship, for private study, memorization and for guidance (A1). explain two examples of people from the religions studied who use sacred texts: these could be local or famous people (A2). suggest a list of reasons why the sacred texts of religions have lasted so long and are often best sellers (A2) explain similarities and differences between the texts they have studied: do the religions teach similar things? (B3) consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. (B3) discuss thoughtfully where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'? (C1) consider moral codes, for example, the Ten Commandments (Jewish), St Paul's advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (c2). apply ideas such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words (c2). write an account of the value and importance of the texts they have studied both to the religions which revere these texts and may be also to any person who reads them (A3).	Most pupils can: Explain the impact of beliefs about sacred writings, God and values Explain two viewpoints about why people need wise words to follow Consider varied answers to questions about the value of holy writings and other sources of wisdom Explain with reasons why (e.g.) Christians and Muslims revere their holy texts Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them Explain similarities between holy books or writings from two different religions

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.2 Theme Religion, worldviews, family and community: Enquiry Questions What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? Religions: Select from Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied in this unit.	Knowledge: Pupils will learn: ■ about the statistics of world religions in the local area, the county, region, nation and world. ■ about at least two examples of interfaith co-operation. Skills: They will think reasonably about questions of community harmony and interfaith work. Key concepts and words Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality	Pupils: • investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own (A2) • 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 (B2) • list and describe similarities and differences between the ways different communities show that they belong (C1) • linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) • discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2) • 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 interfaith events do to make respect grow? • clearly express their own ideas about a more respectful community • write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious. Can they suggest 6 ideas and explain what impact they would have?	Most pupils can: • Explain the impact of beliefs about communities on people from different religions. • Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts • Consider varied answers to questions about building peaceful families and communities • Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger. • Apply the ideas of tolerance and respect to some tensions or problems in community relations • Explain what matters about peace, respect and harmony to themselves and in our community.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.3 Theme Beliefs in action in the world: Enquiry Questions How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Religions: Christianity, Hinduism, Humanism.	Knowledge: Pupils will learn: ■ about spiritual concepts of justice, fairness, compassion and responsibility. ■ about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). Skills: Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues. Key concepts and words Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.	Pupils: ■ discover and explore what (e.g.) 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) (C1) ■ discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1) ■ apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the Children (C3) ■ write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3) ■ consider and explain similarities and differences between the work of different charities.	Most pupils can: ■ Explain the impact of beliefs on how people respond to charity ■ Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? ■ Consider varied answers to questions about justice, fairness, human rights and environment ■ Explain thoughtfully their own ideas about the work of some global development charities ■ Apply the idea of justice to at least two case studies ■ Explain similarities and differences between two global aid charities.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.4 Theme: Beliefs in action in the world: Enquiry Questions What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? Religion: Judaism Key concepts and words Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.	Knowledge: Pupils will learn: ■ about pre-war Jewish life and the 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. (This can be achieved through using resources online, the NHCM outreach programme or by visiting <i>The Journey</i> exhibition at the National Holocaust Centre.) Skills: Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.	Pupils: ■ find out about the Jewish religion and community, focusing on religious practice in Germany before the Second World War (A1) ■ investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own (A2) ■ learn about the story of a Kindertransportee ■ develop their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Kindertransport and from today's world (B2) ■ use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of the Kindertransport (C2) ■ 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 (C2) ■ write a clear account of the life of a Kindertransportee and explain what matters most in the struggle against hatred and prejudice (B2). NOTE: The material in this unit does not use the concepts of genocide or holocaust and gives some focus to survivors of hatred. This approach is taken in recognition of the young age of the pupils learning from this unit.	Most pupils will: • Explain the impact of beliefs on people's lives • Show that they understand a story of a survivor of Nazi hatred • Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis • Consider varied answers to questions about suffering and God • Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. • Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. • Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.