



**P**ersonal **R**esponsibility **I**n **D**elivering **E**xcellence

**Religious Education**

**Progression**

**Overview**

		Religious Education Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Beliefs and teachings (from various religions)	Statutory NC Content	<p><b>ELG: People, Culture and Communities</b></p> <p><b>Birth to 3:</b> Make connections between the features of their family and other families.</p> <p>Notice differences between people</p> <p><b>3- and 4-Year-Olds:</b> Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p><b>ELG: People, Culture and Communities</b></p> <p><b>Children in Reception:</b> Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>ELG</b> Children at the expected level of development will: 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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions.</p> <p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p>		<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions.</p> <p>Children expand on their knowledge of world religions from KS1.</p>		<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p>	
	Skills Content	<p>Talk about themselves, their family and their community.</p> <p>Talk about and notice differences between people and communities.</p> <p>Talk about celebrations.</p> <p>Talk about similarities and differences between 2 places.</p>		<p>Describe the main beliefs of a religion.</p> <p>Describe the main festivals of a religion.</p>		<p>Describe the key teachings and beliefs of a religion.</p> <p>Begin to compare the main festivals of world religions.</p> <p>Refer to religious figures and holy books.</p>		<p>Recognise and explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p>	

	<b>Nottinghamshire LA Agreed RE Syllabus</b>	<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ What is a birthday celebration?</li> <li>❖ What is the Christmas Story?</li> </ul>	<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ How do we celebrate?</li> <li>❖ What do we celebrate?</li> <li>❖ What is a festival? E.g., Talk about reasons for getting together, sharing good news.</li> </ul>	<p><b>Unit 1:1</b>  Theme: Celebrations and festivals:  Enquiry Question: Who celebrates what and why?  <b>Knowledge:</b> 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.  <a href="#">Y1 unit 1.1</a></p>	<p><b>Unit: 2.2</b>  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?  <b>Knowledge:</b> 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.  <a href="#">Y2 unit 2.2</a></p> <p><b>Unit: 2.3</b>  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?  <b>Knowledge:</b> 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.  <a href="#">Y2 unit 2.3</a></p>	<p><b>Unit: 3.1</b>  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?  <b>Knowledge:</b> Pupils will learn x about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost, and Harvest. x about contemporary practices in relation to these four festivities. x about key Christian ideas: incarnation, trinity, crucifixion, resurrection, and the Holy Spirit. x about the 'fruit of the Spirit' (Galatians 5:22)  <a href="#">Y3 unit 3.1</a></p>	<p><b>Unit: 4.4</b>  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?  <b>Knowledge:</b> Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali 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.  <a href="#">Y4 unit 4.4</a></p>	<p><b>Unit: 5.3</b>  Theme: Beliefs and questions  Enquiry Question: How do people's beliefs about God, the world and others have impact on their lives?  <b>Knowledge:</b> 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.  <a href="#">Y5 unit 5.3</a></p>	<p><b>Unit: 6.1</b>  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?  <b>Knowledge:</b> 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.  <a href="#">Y6 unit 6.1</a></p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Rituals, ceremonies, and lifestyles (from various religions)</b>	<b>Statutory NC Content</b>	<p><b>ELG: People, Culture and Communities</b> <b>Birth to 3:</b> Make connections between the features of their family and other families.</p> <p>Notice differences between people</p> <p><b>3- and 4-Year-Olds:</b> Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p><b>ELG: People, Culture and Communities</b> <b>Children in Reception:</b> Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>ELG</b> Children at the expected level of development will: 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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p> <p>Children begin to reflect on their own experiences of attending ceremonies.</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning.</p> <p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p>	<p>Children look further at the concepts of belonging, identity and meaning.</p> <p>They understand how certain features of religion make a difference to individuals and communities.</p> <p>Children also explore the rituals and ceremonies which mark important points in life.</p> <p>Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p>			
	<b>Skills Content</b>	<p>To talk about different ceremonies and celebrations.</p> <p>To know about routines and festivals that are important to them and their friends.</p>	<p>Recognise, name, and describe religious artefacts, places, and practices.</p> <p>Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p> <p>Observe when practices and rituals are featured in more than one religion or lifestyle.</p>	<p>Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Describe religious buildings and how they are used.</p> <p>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p>	<p>Explain practices and lifestyles associated with belonging to a faith.</p> <p>Explain practices and lifestyles associated with belonging to a non-religious community.</p> <p>Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>				

**Nottinghamshire LA Agreed RE Syllabus**

<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ What is a church?</li> </ul>	<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ What is a symbol?</li> <li>❖ Why do people visit a church?</li> <li>❖ What is a synagogue?</li> <li>❖ What does it mean to believe?</li> </ul>	<p>Unit: 1.4 Theme: Symbols in religious worship and practice. Enquiry Question: In what ways are churches/ synagogues important to believers? <b>Knowledge:</b> Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books, and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p> <p><a href="#">Y1 unit 1.4</a></p>	<p>Unit: 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? <b>Knowledge:</b> 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.</p> <p><a href="#">Y2 unit 2.3</a></p>	<p>Unit: 3.2 Theme: Religion, family, and community: Prayer Enquiry Question: How do religious families and communities practice their faith? The example of prayer. <b>Knowledge:</b> 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.</p> <p><a href="#">Y3 unit 3.2</a></p>	<p>Unit: 4. 2 Theme: Symbols and religious expression. Enquiry Question: How do people express their religious and spiritual ideas on pilgrimages? <b>Knowledge:</b> 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.</p> <p><a href="#">Y4 unit 4.2</a></p> <p>Unit: 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? <b>Knowledge:</b> Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali 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.</p> <p><a href="#">Y4 unit 4.4</a></p>	<p>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? <b>Knowledge:</b> 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.</p> <p><a href="#">Y5 unit 5.2</a></p> <p>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? <b>Knowledge:</b> 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.</p> <p><a href="#">Y5 unit 5.3</a></p>	<p>Unit: 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? <b>Knowledge:</b> 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 their values.</p> <p><a href="#">Y6 unit 6.1</a></p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
How beliefs are expressed	Statutory NC Content	<p><b>ELG: Building Relationships</b></p> <p><b>3- and 4-Year-Olds:</b> Develop their sense of responsibility and membership of a community.</p>	<p><b>ELG: Building Relationships</b></p> <p><b>Children in Reception:</b> Think about the perspectives of others.</p> <p><b>ELG:</b> Children at the expected level of development will: - - Show sensitivity to their own and to others' needs.</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come.</p> <p>They can suggest some meanings to religious stories.</p> <p>Children begin to recognise different symbols and how they express a community's way of life.</p>		<p>Children explore the expression of beliefs through books, scriptures, art, and other important means of communication. Children then move on to exploring a range of beliefs, symbols, and actions to express meaning.</p> <p>Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p>		<p>Children continue to explore the expression of beliefs through books, scriptures, art, and any other important means of communication, as in LKS2.</p> <p>Children then move on to exploring a range of beliefs, symbols, and actions so they can understand different ways of life and expressing meaning.</p> <p>Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p>	
	Skills Content	<p>To know about how people celebrate their beliefs.</p> <p>To know about what their family believes.</p>		<p>Name religious symbols and the meaning of them.</p> <p>Learn the name of important religious stories.</p> <p>Retell religious stories and suggest meanings in the story.</p>		<p>Begin to identify religious symbolism in different forms of art and communication.</p> <p>Looking at holy texts and stories, explain meaning in a story.</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>		<p>Explore religious symbolism in literature and the arts.</p> <p>Explain some of the different ways individuals show their beliefs.</p> <p>Share their opinion or express their own belief with respect and tolerance for others.</p>	

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<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ If we fall out, how can we make it right?</li> </ul> <p><b>Religious stories about sharing, fall out and resolving issues.</b></p>	<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ Do we need to agree all the time?</li> <li>❖ How do we keep a calm classroom?</li> </ul> <p><b>Religious stories about sharing, fall out and resolving issues.</b></p>	<p>Unit: 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? <b>Knowledge:</b> Pupils will learn about some stories of Jesus, e.g., the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.</p> <p><a href="#">Y1 unit 1.3</a></p> <p>Unit: 1.4 Theme: Symbols in religious worship and practice. Enquiry Question: In what ways are churches/ synagogues important to believers? <b>Knowledge:</b> Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books, and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p> <p><a href="#">Y1 unit 1.4</a></p>	<p>Unit: 2.1 Theme: Leaders Enquiry Question What makes some people inspiring to others? Moses and Saint Peter <b>Knowledge:</b> 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.</p> <p><a href="#">Y2 unit 2.1</a></p>	<p>Unit: 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? <b>Knowledge:</b> Pupils will learn x about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost, and Harvest. x about contemporary practices in relation to these four festivities. x about key Christian ideas: incarnation, trinity, crucifixion, resurrection, and the Holy Spirit. x about the 'fruit of the Spirit' (Galatians 5:22)</p> <p><a href="#">Y3 unit 3.1</a></p>	<p>Unit: 4.3 Theme: Spiritual expression Enquiry Question: Christianity, music, and worship: what can we learn? <b>Knowledge:</b> different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian's songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring.</p> <p><a href="#">Y4 unit 4.3</a></p>	<p>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? <b>Knowledge:</b> 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.</p> <p><a href="#">Y5 unit 5.4</a></p>	<p>Unit: 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? <b>Knowledge:</b> 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).</p> <p><a href="#">Y6 unit 6.3</a></p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Time to reflect and personal growth</b>	<b>Statutory NC Content</b>	<p><b>ELG: Self-Regulation</b></p> <p><b>Birth to 3:</b> Establish their sense of self.</p> <p>Express preferences and decisions</p>	<p><b>ELG: Self-Regulation</b> <b>Children in Reception:</b> See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p><b>ELG</b> Children at the expected level of development will: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b>ELG: People, Culture and Communities</b> <b>Children in Reception:</b> Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>ELG</b> Children at the expected level of development will: 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.</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to expressing identity and belonging and what is important to them.</p>		<p>Children further explore how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to expressing identity and belonging, including links to communities they may belong to.</p> <p>They notice and respond sensitively to different views.</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to expressing identity and belonging, and notice and respond sensitively to different views.</p> <p>Children can then 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.</p>		
	<b>Skills Content</b>	<p>To know what is important to them.</p> <p>To talk about how they are feeling.</p> <p>To understand that different people believe and feel different things and that this is ok.</p>	<p>Identify things that are important in their lives.</p> <p>Ask questions about the puzzling aspects of life.</p> <p>Understand that there are similarities and differences between people.</p>	<p>Understand that personal experiences and feelings can influence their attitudes and actions.</p> <p>Offer suggestions about why religious and non-religious leaders and followers have acted the way they have.</p> <p>Ask questions that have no agreed answers and offer suggestions as answers to those questions.</p> <p>Understand that there are similarities and differences between people and respect those differences.</p>	<p>Recognise and express feelings about their identities and beliefs.</p> <p>Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.</p> <p>Explain why their answers may be different from someone else's and respond sensitively.</p>				



	<b>Nottinghamshire LA Agreed RE Syllabus</b>	<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ What is a family?</li> <li>❖ What does family mean to you?</li> </ul>	<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ What is a family?</li> <li>❖ Are all families the same?</li> <li>❖ How can I help my family?</li> <li>❖ How can I care for myself and others?</li> </ul>	<p>Unit: 1.2 Theme: I and Caring for Others. Enquiry Question: How do we show we care for others? Why does it matter? <b>Knowledge:</b> 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.  <a href="#">Y1 unit 1.2</a></p>	<p>Unit: 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? <b>Knowledge:</b> 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.  <a href="#">Y2 unit 2.2</a></p>	<p>Unit: 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? <b>Knowledge</b> Pupils will learn about: • at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). • examples of stories and teaching from the Christian Gospels on the life, teaching, and example of Jesus. • examples of Islamic ideas about different concepts of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.  <a href="#">Y3 unit 3.4</a></p>	<p>Unit: 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? <b>Knowledge:</b> 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.'  <a href="#">Y4 unit 4.1</a></p>	<p>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? <b>Knowledge:</b> Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sheinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.  <a href="#">Y5 unit 5.1</a></p>	<p>Unit: 6.4 Beliefs in action in the world. Enquiry Questions: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? <b>Knowledge:</b> 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 The Journey exhibition at the National Holocaust Centre.)  <a href="#">Y6 unit 6.4</a></p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Values (in your own life and others lives)	Statutory NC Content	<p><b>ELG: Building Relationships</b></p> <p><b>3- and 4-Year-Olds:</b> Develop their sense of responsibility and membership of a community.</p>	<p><b>ELG: Building Relationships</b></p> <p><b>Children in Reception:</b> Think about the perspectives of others.</p> <p><b>ELG:</b> Children at the expected level of development will: - - Show sensitivity to their own and to others' needs.</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives.</p> <p>Children look at religious stories to understand actions and consequences.</p> <p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p>		<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>They make links to responsibility and citizenship and choices they make affecting their lives.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p>		<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p>	
	Skills Content	<p>To know what is important to them.</p> <p>To respect the views of their friends and others.</p> <p>To listen to other people.</p> <p>To be kind about differences.</p>		<p>Look at how values affect a community and individuals.</p> <p>Explain how actions can affect other people.</p> <p>Understand that they have their own choices to make and begin to understand the concept of morals.</p>		<p>Make informed choices and understand the consequences of choices.</p> <p>Describe how shared values in a community can affect behaviour and outcomes.</p> <p>Discuss and give opinions on morals and values, including their own.</p>		<p>Explain why individuals and communities may have similar and differing values.</p> <p>Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</p> <p>Express their own values while respecting the values of others.</p>	

**Nottinghamshire LA Agreed RE Syllabus**

<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ What is a community?</li> <li>❖ Which communities do I belong to?</li> </ul>	<p><b>Experiences and Reading to enable children to understand and discuss answers to the following questions:</b></p> <ul style="list-style-type: none"> <li>❖ What is a community?</li> <li>❖ Are all communities the same?</li> <li>❖ How can I help my community?</li> <li>❖ How can I care for myself and the community?</li> </ul>	<p>Unit: 1.2 Theme: Myself and Caring for Others. Enquiry Question: How do we show we care for others? Why does it matter? <b>Knowledge:</b> 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.  <a href="#">Y1 unit 1.2</a></p>	<p>Unit: 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? <b>Knowledge:</b> 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.  <a href="#">Y2 unit 2.4</a></p>	<p>Unit: 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. <b>Knowledge:</b> Pupils will learn: • about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. • 4 key terms in relation to each building. • to identify similarities between the places of worship • to connect features of the buildings to religious beliefs, teachings, practices, and ways of living.  <a href="#">Y3 unit 3.3</a></p>	<p>Unit: 4. 2 Theme: Symbols and religious expression. Enquiry Question: How do people express their religious and spiritual ideas on pilgrimages? <b>Knowledge:</b> 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.  <a href="#">Y4 unit 4.2</a></p> <p>Unit: 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? <b>Knowledge:</b> Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali 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.  <a href="#">Y4 Unit 4.4</a></p>	<p>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? <b>Knowledge:</b> Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.  <a href="#">Y5 unit 5.1</a></p>	<p>Unit: 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? <b>Knowledge:</b> 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 inter faith co-operation.  <a href="#">Y6 unit 6.2</a></p> <p>Unit: 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? <b>Knowledge:</b> 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).  <a href="#">Y6 unit 6.3</a></p>
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**RE Long Term Plan: Based upon the Nottinghamshire RE Syllabus Scheme of Work - Terms and Units**

	Autumn Term	Spring Term	Summer Term
Year 1	<p align="center"><b>Unit 1.2</b></p> <p>Skills: Literacy skills, simple discussion, sharing and expressing their own ideas. Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.</p> <p align="center"><b>Unit 1.1</b></p> <p>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.</p>	<p align="center"><b>Unit 1.3</b></p> <p>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</p>	<p align="center"><b>Unit 1.4</b></p> <p>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.</p>
Year 2	<p align="center"><b>Unit 2.2</b></p> <p>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.</p> <p align="center"><b>Unit 2.1</b></p> <p>Skills: Thinking and discussion skills, information gathering skills. Key concepts and words Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.</p>	<p align="center"><b>Unit 2.3</b></p> <p>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.</p>	<p align="center"><b>Unit 2.4</b></p> <p>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.</p>
Year 3	<p align="center"><b>Unit 3.2</b></p> <p>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.</p> <p align="center"><b>Unit 3.1</b></p> <p>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. Key concepts and words Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p>	<p align="center"><b>Unit 3.3</b></p> <p>Skills: Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings. 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.</p>	<p align="center"><b>Unit 3.4</b></p> <p>Skills: Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures. Key concepts and words Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Lawgiver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.</p>

Year 4	<p style="text-align: center;"><b>Unit 4.2</b></p> <p>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.</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p> <p style="text-align: center;"><b>Unit 4.1</b></p> <p>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.</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.</p>	<p style="text-align: center;"><b>Unit 4.3</b></p> <p>Skills: Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.</p> <p>Key concepts and words Religion, Christian, spiritual, worship, devotion, belief, self-expression</p>	<p style="text-align: center;"><b>Unit 4.4</b></p> <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>
Year 5	<p style="text-align: center;"><b>Unit 5.1</b></p> <p>Skills: Applying the idea of inspiration, considering, and weighing up factors in thinking about inspiration and leadership</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p> <p style="text-align: center;"><b>Unit 5.2</b></p> <p>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.</p>	<p style="text-align: center;"><b>Unit 5.3</b></p> <p>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.</p> <p>Key words and concepts: Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct)</p> <p>Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include atheist, agnostic.</p>	<p style="text-align: center;"><b>Unit 5.4</b></p> <p>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.</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.</p>
Year 6	<p style="text-align: center;"><b>Unit 6.1</b></p> <p>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.</p> <p>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.</p> <p style="text-align: center;"><b>Unit 6.2</b></p> <p>Skills: They will think reasonably about questions of community harmony and inter faith work.</p> <p>Key concepts and words Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p>	<p style="text-align: center;"><b>Unit 6.3</b></p> <p>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.</p> <p>Key concepts and words Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p>	<p style="text-align: center;"><b>Unit 6.4</b></p> <p>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.</p> <p>Key concepts and words Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.</p>