

Religious Education at Bulwell St Mary's

Our curriculum vision for the children at Bulwell St Mary's C of E Primary School is to provide opportunities so that our children:

- Will be creative, energetic and enterprising.
- Aspire to reach challenging targets.
- Will be confident, connected, actively involved and lifelong learners.
- Will be inspired to seize opportunities inside and outside of school life.
- Develop a set of values that enable them to live full and satisfying lives confident in their own abilities.
- Will gain an understanding of life inside and outside of their local community.

Our curriculum is founded on our school's Christian Take Care values and aims to ensure diversity and inclusion is woven throughout our teaching and learning. We aspire to creating unique learners who will flourish and experience life in all its fulness.

Vision for the Religious Education Curriculum at BSM

Our RE curriculum aims to provide children with experiences to develop their skills, knowledge, compassion, wisdom and understanding of an everchanging world. It will empower and equip the children with skills to deal with, and explore, the big questions of life.

We want children to see Christianity as a diverse global faith. We also want the children to gain knowledge, understanding and respect of a range of religions and world views; appreciating and enjoying the rich diversity whilst gathering a deep understanding of world views and religions.

We aim to support children in their understanding of the concept of religion; its continual influence on Britain's cultural heritage; and in the lives of individuals and societies in different times, cultures and places.

We provide a space for the children to identify with, and explore, our school values, their own religions, spiritual and philosophical ways of living, believing and thinking.

The Curriculum

The RE curriculum has been carefully designed to ensure that children are getting a comprehensive understanding of Christianity but also includes a multi-faith approach to learning with our Christian values interwoven.

For Christianity, we follow the Understanding Christianity framework to underpin learning across our school in all year groups. This is carefully planned scheme ensures a comprehensive and thought-provoking view of Christianity, which provides great learning and discussion throughout our children's school life. Alongside this, we use the updated Nottingham City Agreed syllabus, Religious Education for all. This ensures that our multifaith approach is led by insightful ideas, deepens questioning in our children and provides a great back bone to the fantastic learning in our school.

We also ensure that there are many cross curricular opportunities to develop knowledge and learning in school, such as the Reflection Garden – available at lunch and breaks, Collective Worship, religious music and singing, art, outdoor learning, personal experiences from the children in classes and continually developing our digital learning in RE.

Assessments are made 3 times a year and these will help inform planning and give a picture of the children's learning and understanding as they move along their RE journey at Bulwell St Mary's.

What does RE look like in EYFS?

RE in EYFS is covered through Personal, Social and Emotional Development and Understanding the World aspects of the curriculum. RE is accessed by the children in different ways including directed teaching, SCARF (PHSE) lessons, Collective Worship, daily prayer and Bible stories. Photographic evidence can be seen on wall displays, Class Dojo and in our class floor book. A curriculum overview, medium term and weekly planning outlines expectations. Specific RE vocabulary is highlighted on planning.

Key RE learning opportunities throughout the year:

Autumn 1: Belonging

F2 Church Welcome Service and Bible gift

The Lost Sheep – Bible story

Autumn 2: Peace and Conflict

Diwali

Christingle Service at church

Christmas Craft/Christmas Party/Nativity

Spring 1: Aspirations

Chinese New Year

The Good Stranger – Bible Story

Spring 2: Journeys

Easter craft/The Easter story

Summer 1: Environment

Noah's Ark – Bible Story

RE in Foundation 1

In F1 children are taught daily prayers, sing in Collective Worship, participate in religious celebrations of different faiths, visit church for Christingle and hear stories from the Bible. They have access to 'Noah's Ark' book and story props in addition to our 'Reflection Space'.

RE in Foundation 2 – units of learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1: Belonging – Who are we and how do we belong? & F2: Which people are special and why? Ourselves, family, friends, school, church and community F3: - What places are special and why? Church welcome service F5: What Stories Are Special and Why? The Lost Sheep (Luke Chapter 15 verses 3-7)	F3: - What places are special and why? Christingle service F4: What times are special and why? Diwali, Christmas <u>Understanding Christianity</u> Why do Christians perform Nativity plays at Christmas?	F4: What times are special and why? Chinese New Year F5: What Stories Are Special and Why? The Good Stranger	F4: What times are special and why? Easter, Eid <u>Understanding Christianity</u> Why do Christians put a cross in the Easter Garden?	F6: Our wonderful world – How can we care for living things and the earth? Planting and growing	<u>Understanding Christianity</u> Why is the word 'God' so important to Christians? F6: Our wonderful world – How can we care for living things and the earth? Recycling

Autumn 1	
Year Group:	Topic: AS 1.2 Myself and Caring for Others
Year 1	Key Question: How do we show we care for others? Why does it matter?
Key Knowledge: Introduction to Religious Education as a subject: What is Religious Education? What is the Reflection Area? Knowledge related to Myself and Caring for Others: • Know that they are unique • Know that different people care for them • Know what it means to care for someone • Know how to show care for people and our school • Know that Jesus told stories about caring for people – The Good Samaritan	
Links to Previous Learning: EYFS: F1. Who are we and how do we belong? F6. How can we care for living things and the earth?	
Vocabulary: Unique, Christian, Bible, care, Samaritan	
Key Texts to support learning: Children's Bible: The Good Samaritan	
Assessment Questions: How can we show we care?	

Autumn 2	
Year Group: Year 1	Topic: AS 1.1 Celebrations and Festivals UC 1.3 Incarnation
	Key Question: Who celebrates what and why? Why does Christmas matter to Christians?
Key Knowledge: • Know that different people celebrate in different ways. • Know that Hindus and Sikhs celebrate Diwali. • Know that there are different symbols for Diwali; Diya lamps (recap F2), Rangoli Patterns • Know the story of Hanukkah • Know how Jewish people celebrate Hanukkah • Know that the Menorah is a special candle • Know the story of Christmas • Know that Christians celebrate Christmas – the birth of Jesus. • Know that Christians believe that Jesus is God on Earth	
Links to Previous Learning: EYFS: Incarnation – Why do Christians perform Nativity plays at Christmas? What times are special and why?	
Vocabulary: Christmas, Diwali, Hanukkah, Jewish, Judaism, Hindu, Sikh, Rangoli, Menorah, celebrate, symbol	
Key Texts to support learning: The Nativity Story Story of Hanukkah Story of Diwali Videos of families celebrating the festivals to show how and why the festivals are important.	
Assessment Questions: Why does Christmas matter to Christians?	

Spring 1	
Year Group:	Topic: AS 1.3 Beliefs and Teachings
Year 1	Key Question: What can we learn from the stories of Jesus?
Key Knowledge: • Know that there are stories from the Bible that we can learn from • Know that Jesus performed miracles • Know the miracle – Feeding the 5000 • Know the miracle of the storm on Lake Galilee • Know that Jesus told stories called Parables (stories with a lesson) Use the example of The Good Samaritan read in A1 to explore this idea. • Know the parable of the lamp • Know the parable of The Two Houses	
Links to Previous Learning: EYFS: F5 – Which stories are special and why? (The Lost Sheep, The Good Stranger, Noah’s Ark)	
Vocabulary: Miracle – an unusual or wonderful event believed to be caused by the power of God. Parable – a story with a religious or moral meaning Bible – a special Christian text containing history, poetry and stories that teach Christians about God	
Key Texts to support learning: Children’s Bible	
Assessment Questions: What can we learn from the stories of Jesus?	

Spring 2	
Year Group:	Topic: UC 1.5 Salvation (core)
Year 1	Key Question: Why does Easter matter to Christians?
Key Knowledge: - Easter is very important in the 'big story' of the Bible. - To know key events from Holy Week – Palm Sunday, The Last Supper, Garden of Gethsemane – betrayal, Crowds choice -Barabbas or Jesus, Crucifixion, Tomb, Resurrection. - Know Good Friday was the day Jesus was crucified and that he rose again on Easter Sunday. - Christians believe Jesus rose again, giving people hope of a new life.	
Links to Previous Learning: EYFS: Salvation – Why do Christians put a cross in an Easter garden? What times are special and why?	
Vocabulary: Holy Week, Palm Sunday, The Last Supper, Garden of Gethsemane, betrayal, Crucifixion, tomb, Resurrection, Good Friday, crucified, rose again, Easter Sunday, hope, new life.	
Key Texts to support learning: Children's Bible: The Easter Story	
Assessment Questions: Why does Easter matter to Christians? Can you order the important events from the Easter story? Chdn to have their own ind pieces of the story to put in order on their tables – this will then form thier assessment and go in Assessment Book) Using the Big Frieze – Where was Jesus born? Where did he die? (identifying parts on the Big Frieze)	

Summer 1	
Year Group:	Topic: AS 1.4 Symbols in religious worship and practice.
Year 1	Key Question: In what ways are churches and synagogues important to believers?
Key Knowledge: • Christians worship in a church • At St Mary's parts of the church include; altar, pews, font, stained glass windows, lectern, pulpit (VISIT) • Not all churches look the same (eg; Trent Vineyard) • Jews worship in a synagogue • At the Nottingham Liberal synagogue you will find; an Ark, Torah, Memorial boards, Eternal Light, Bimah, Sidar • Not all synagogues look the same (Traditional synagogue) • To know what happens in a church/synagogue: prayer, celebration, song, fellowship (gathering of people - support), teaching and learning and how these are similar	
Links to Previous Learning: F1. Belonging. Who are we and how do we belong? F3. What places are special and why?	
Vocabulary: Ark, Torah, Memorial boards, Eternal Light, Bimah, Sidar, prayer, celebration, song, fellowship, altar, pews, font, stained glass windows, lectern, pulpit	
Key Texts to support learning: Video of Synagogue Photos of a range of churches and synagogues Nottingham Liberal Synagogue visit in Year 2	
Assessment Questions What happens in a church and a synagogue?	

Summer 2	
Year Group:	Topic: UC 1.1 God
Year 1	Key Question: What do Christians believe God is like?
Key Knowledge: • To know the story of The Lost Son (parable) • Christians believe that God is a forgiving Father (as seen in this story) • To know what forgiveness means • To know the story of Jonah and the Big Fish (read by Christians to be a historical recount) • Christians believe that God is in control as seen in this story (Jonah and the Big Fish)	
Links to Previous Learning: EYFS: F5. Which stories are special and why? A.S. 1.3. Beliefs and teachings of the stories of Jesus.	
Vocabulary: Parable, forgiveness, control, Father, Christians, believe	
Key Texts to support learning: Jonah and the Big Fish The Lost Son Children's Bible	
Assessment Questions: What do Christians believe God is like? Challenge: How do you know? (link to stories read)	

Autumn 1	
Year Group:	Topic: AS 2.1 Leaders
Year 2	Key Question: What makes some people inspiring to others?
Key Knowledge: • Know the stories from the life of Moses; Baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the ten commandments • Know the stories of Jesus and Peter; 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. • Know what makes a good leader – (ask at start of topic and then again at the end) – based on stories they have heard)	
Links to Previous Learning: - Judaism introduced in Year 1 - Stories from the Bible Year 1 - Which stories are special and why EYFS	
Vocabulary: Leader, follower, Moses, Peter, Ten Commandments, Plagues, Messiah, Recap: Bible, Torah, Jewish, Christian, religion	
Key Texts to support learning: Stories from the Children's Bible as above.	
Assessment Questions: How are Moses and Peter good leaders?	

Autumn 2	
Year Group:	Topic: UC 1.3 Incarnation
Year 2	Key Question: Why does Christmas matter to Christians?
Key Knowledge: - To know how the Christmas story fits into the Big Story of the Bible (Big Frieze) - Advent for Christians is a time for getting ready for Jesus - The wise men brought special gifts – gold, frankincense and myrrh - Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).	
Links to Previous Learning: EYFS: F4 What times are special and Why? U.C Why do Christians perform Nativity plays at Christmas? Year 1: AS1.1 Who celebrates what and why? U.C. Incarnation Why does Christmas matter to Christians?	
Vocabulary: Advent, wise men, gold, frankincense, myrrh, Bethlehem	
Key Texts to support learning: Children's Bible Big Frieze	
Assessment Questions: Why does Christmas matter to Christians?	

Spring 1	
Year Group: Year 2	Topic: AS 2.2 Believing UC 1.2 Creation: Who made the world?
	Key Question: What do Jewish people believe about God, Creation, humanity and the natural world?
Key Knowledge: - To know the Jewish Creation story from Genesis 1. Today most Jewish people believe that this is a story to explain creation not a literal recount (ie; not necessarily created in 1 week). - Shabbat is the Jewish Day of rest 7th day of the week because God rested on the 7th day (Saturday) - Jewish people often write G-d to avoid any disrespect to their Almighty - Jewish people say that G-d is invisible and they make no pictures of G-d. - Part of the Creation story is that humans were created to look after the earth therefore Jews believe that we should look after the earth. - Creation is the beginning of the Big Story of the Bible.	
Links to Previous Learning: EYFS: F5: What Stories Are Special and Why? F6: Our wonderful world – How can we care for living things and the earth?	
Vocabulary: Creation, Shabbat, G-d, invisible	
Key Texts to support learning: Big Story frieze Children's Bible Genesis 1	
Assessment Questions: Why do Christians and Jews take care of the earth?	

Spring 2	
Year Group: Year 2	Topic: U.C. 1.4. Gospel U.C. 1.5. Salvation (Digging Deeper) Why does Easter Matter to Christians?
	Key Question: What is the Good News Jesus brings?
Key Knowledge: • Gospel means ‘Good News’ • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. (Luke 6: 37-38) • Christians believe Jesus is a friend to the poor and friendless. (Matthew 9: 9-13) • Christians believe that He gives his followers peace. (John 14: 27) • Christians believe Jesus’ teachings make people think hard about how to live and show them the right way. • Christians pray because they believe God listens and answers prayer. • Jesus showed that He was willing to forgive all people, even for putting Him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose, giving people hope of a new life.	
Links to Previous Learning: Year 1 UC 1.5 Salvation (core)	
Vocabulary: Gospel, good news, peace, prayer	
Key Texts to support learning: Children’s Bible: texts as above	
Assessment Questions: What is the Good News Jesus brings?	

Summer 1	
Year Group:	Topic: AS 2.3 Belonging
Year 2	Key Question: What is it like to belong to a Christian religion in Nottingham today?
Key Knowledge: - We belong to different groups – e.g. family, school, beavers, rainbows, swimming club places of worship - Babies and children are christened and adults take part in a Believer's Baptism - Jesus was baptised in the River Jordan (Matthew 3:13-17) - There are over 400 churches in Nottinghamshire (visit The United Methodist Church on Ravensworth Road) St Mary's Church is one of these. - Jesus taught to belong to be take care in humanity you must follow the 'Golden Rule' – 'Do to others as you'd have them do to you.' (Matthew 7:12) Also many non-religious people follow that rule.	
Links to Previous Learning: EYFS Belonging – Who are we and how do we belong? Year 1 – A.S. 1.2 Myself and caring for others. A.S. 1.4. In what ways are churches/synagogues important to believers?	
Vocabulary: Baptised, christening, belonging, humanity Believer's baptism, Golden Rule, non-religious, Recap: Worship	
Key Texts to support learning: Children's Bible: texts as above	
Assessment Questions: What does it look like to belong to the Christian religion In Nottingham?	

Summer 2	
Year Group:	Topic: AS 2.4 Jewish and Christian Stories
Year 2	Key Question: How and why are some stories important in religion?
Key Knowledge: • The Torah is the Holy Book for Jews, it is read from right to left in Hebrew using a Yad • The Torah makes up the Old Testament part of the Christian Bible • The Torah is stored in the Ark in the Synagogue under the Eternal Light • Know the stories: Daniel and the Lion's Den, Hannah and Samuel • Bible heroes are often people who have made mistakes but are forgiven by God.	
VISIT Links to Previous Learning: EYFS: F5. Which stories are special and why? Year 1: A.S. 1.3. Stories of Jesus. U.C. 1.1 What do Christians believe God is like? A.S 1.4 What ways are churches and synagogues important to believers? Year 2: A.S. 2.1. What makes people inspiring to others?	
Vocabulary: Torah, Holy Book, Hebrew, Yad, Old Testament, Recap: Ark, Synagogue, Eternal Light	
Key Texts to support learning: As Above – Children's Bible	
Assessment Questions: How and why are some stories important in religion?	

Autumn 1	
Year Group:	Topic: U.C. 2A.2 People of God All Unit
Year 3	Key Question: What is it like to follow God?
Key Knowledge: • The Old Testament tells the story of The People of God and their relationship with God. These were a group of people called the children of Israel (Jews). • The People of God try to live the way God wants them to • The Bible stories from the Old Testament show how God keeps His promises • The story of Noah - Genesis 6:5-9:17 • Understand the symbolism of the rainbow being God's word that he will keep His promise • The story of Abraham – Genesis 12:1 (The Promised Land) God's Promise – The promise of Isaac - Genesis 15. Sarah has a Son – Genesis 21: 1-5. • Through Abraham and Isaac the people of Israel (Jews) begin • Christians believe that through Jesus all people can become People of God • Know who William Booth is and why he founded the Salvation Army	
Links to Previous Learning: Year 2 AS 2.4 Jewish and Christian Stories Year 2 UC 1.2 Who made the world?	
Vocabulary: Jews, Old Testament, Noah, Genesis, Abram-Abraham, Sarah, Isaac, promise, symbol	
Key Texts to support learning: Children's Bible – Texts as above	
Assessment Questions: What do the stories read from the Old Testament tell us about God and His promises?	

Autumn 2	
Year Group: Year 3	Topic: U.C. 2A.4 Gospel U.C. 2A.3 Incarnation/God
	Key Question: What kind of world did Jesus want? (Core) What is the Trinity? (Core)
Key Knowledge: Gospel • Christians believe Jesus challenges all about how to live their lives • Christians try to be like Jesus putting His teachings into practise in lots of ways from church worship to social justice • Gospel means good news • The 4 Gospels tell the story of the life of Jesus through writing of Matthew, Mark, Luke and John. • The story of the Calling of the First Disciples Matthew 4:18-22 • The disciples gave up things to follow Jesus. Christians today may choose to do the same; for example; 'Their Calling.' • The story of Jesus healing a leper Mark1:40-44 • Jesus shows love and forgiveness to all – including unlikely people Incarnation • Christians believe God is Trinity – Father, Son and Holy Spirit • Christians believe the Father creates; He sends his Son who saves His people; the Son sends His Holy Spirit to His followers. • Christians believe The Holy Spirit is God's power at work in the world and lives today • Christians use symbols, metaphors and art to help them understand this (U.C. doc) • The story of the baptism of Jesus Matthew 3:11-17	
Links to Previous Learning: Year 2 U.C. 1.4. Gospel Year 2 UC 1.3 Incarnation	
Vocabulary: Gospel: Disciples, leper, calling, follow, worship, social justice, teachings Incarnation: Trinity, baptism	
Key Texts to support learning: The Baptism artwork The Big Frieze Biblical texts as above	
Assessment Questions: What is the Holy Trinity?	

Spring 1	
Year Group: Year 3	Topic: AS 3.2 Religion, Family and Community [Islam and Christianity] AS 3.3 Worship and Sacred Places [Islam and Christianity]
	Key Question: How do religious families and communities practice their faith through prayer and worship? [note one question covering both units from AS]
Key Knowledge: Prayer • There are 5 daily prayers that Muslims make • These prayers have set words which should be used and are learnt by heart by Muslims • Muslims pray in Arabic • Muslims pray facing towards Mecca, using a prayer mat and with set actions • Muslim prayers in a Mosque are led by an Iman • Prayer is one of the pillars of Islam - Salat • Christians often use the Lord's Prayer as a model for their prayers • Christians believe that they can pray anywhere and at anytime • Christians often pray with their heads bowed, eyes closed and hands together • Christian prayers in a Church are often led by the church leader (vicar in a Church of England church) • Both Muslims and Christians believe that prayer is talking to God Worship • Christians worship in churches (these do not all look the same) • Muslims worship in mosques (these do not all look the same) • In some churches, you will find stained glass windows with images of stories from the Bible. • Most churches will contain some form of a cross – this might be plain or have an image of the crucified Jesus on the cross • Most churches will have some form of music making for singing worship songs, e.g. an organ or a range of musical instruments • Most churches will have somewhere for people to sit, e.g. chairs or pews • Most mosques will be decorated using patterns or flowers only as Muslims believe that they should not make images of human or animals. • Images of humans and animals are potentially idolatrous (people worshipping these rather than Allah) • The flooring of a mosque can be in the pattern of prayer mats. This helps Muslims to know where to pray.	
Links to Previous Learning: Year 2 U.C. 1.5. Salvation (Digging Deeper) Why does Easter Matter to Christians? Year 1 AS 1.4 Symbols in religious worship and practice.	
Vocabulary: Muslims, Arabic, Mecca, Salat, Lord's Prayer, vicar, worship, church, mosque, cross	
Key Texts to support learning: My life, my religion: Islam https://www.bbc.co.uk/teach/class-clips-video/articles/znm47h My life, my religion: Christianity https://www.bbc.co.uk/teach/class-clips-video/articles/zjmmvk7	
Assessment Question: How do Christians and Muslims pray and worship?	

Spring 2	
Year Group:	Topic: U.C. 2A.5 Salvation
Year 3	Key Question: Why do Christians call the day Jesus died 'Good Friday'?
Key Knowledge: • Christians see Holy Week as the culmination of Jesus's earthly life, leading to his death and resurrection • The events of Holy week were important to show the disciples what Jesus came to Earth to do • Christians today trust that Jesus did rise from the dead and is alive today • Christians remember and celebrate Jesus's last week, death and resurrection	
Links to Previous Learning: Year 1 U.C. 1.5 Why does Easter matter to Christians? Events of Holy week Year 2 U.C. 1.5 Why does Easter matter to Christians?	
Vocabulary: Holy Week, resurrection, disciples, trust	
Key Texts to support learning: Matthew 21:7-11 Luke 23:13-25, 32-48 Luke 24: 1-12	
Assessment Questions: Why do Christians call the day Jesus died 'Good Friday'?	

Summer 1	
Year Group:	Topic: A.S. 3.4 Inspirational people from the past
Year 3	Key Question: What can we learn from inspiring people in sacred texts and in the history of religions?
Key Knowledge: - We can learn about inspiring people from the past in different religions - Esther and Ruth are two inspiring women in the Old Testament (inspiring to both Jews and Christians) - they both have Old Testament books named after them - The story of how Esther's bravery saved the Jewish people from being destroyed - The story of how Ruth showed her faith in God and became the grandmother of one of the most famous Jewish kings – David. Jesus later came from the family line of David (Matthew 1: 1-17) - Christians learn about what Jesus was like from the stories in the New Testament - One story about Jesus is how he treat Zaccheaus the tax collector - The Qu'ran is the holy book for Muslims - Muslims learn about what the Prophet Muhammed was like from the Qu'ran - One story about Muhammed is 'Muhammed and the hungry stranger'	
Links to Previous Learning: Year 3 U.C. 2A.2 People of God All Unit Year 2 AS 2.1 Leaders	
Vocabulary: Inspiring, Esther, Ruth, faith, New Testament, Zaccheaus, Qu'ran, Prophet Muhammed	
Key Texts to support learning: 'Muhammed and the hungry stranger' https://www.essexprimaryscitt.co.uk/wp-content/uploads/2013/12/KS1-Muslim-stories.doc Children's Bible: texts as above	
Assessment Questions: What can we learn from inspiring people in sacred texts and in the history of religions?	

Summer 2	
Year Group:	Topic: U.C. 2A.1 Creation/Fall (all units)
Year 3	Key Question: What do Christians learn from the Creation story?
Key Knowledge: • Christians believe that God the creator cares for all of creation • Human beings are part of God's good creation – they do best when they listen to God • The Bible shows that God wants His people to be close to Him • God has given guidelines on good ways to live – the 10 Commandments; Jesus's command to love God and to love each other • Christians believe that because God created the world we should look after it • The Bible tells a story about how humans spoiled their friendship with God (sometimes call The Fall) • The Fall means that humans cannot get close to God without God's help • The Bible shows how God offers forgiveness when we don't keep his guidelines • Christians show that they want to be close to God through obedience and worship which includes saying sorry when we do wrong things	
Links to Previous Learning: EYFS – looking after God's creation	
Vocabulary: Creator, 10 Commandments, The Fall, forgiveness, obedience, worship	
Key Texts to support learning: Genesis 1:1-25 Genesis 3	
Assessment Questions: What do Christians learn from the Creation story?	

Autumn 1	
Year Group:	Topic: A.S. 4.1 Journey of Life and Death [Christianity and Hinduism]
Year 4	Key Question: Why do some people think life is like a journey?
Key Knowledge: • In Christianity, babies are welcomed into the church through a ceremony called a Christening and adults through a Believer's Baptism • In Hinduism, Babies are welcomed into the Hindu faith at a Namkaran ceremony. • Christians believe that when they die their soul will go to Heaven to be with God. • Hindus believe that when they die their soul returns to earth in a new body (Reincarnation) • Hindus believe that Reincarnation can happen many times until they reach perfection	
Links to Previous Learning: Year 2: Babies and children are Christened; adults take part in a Believer's Baptism	
Vocabulary: Recap: Baptism, Christening Reincarnation, Namkaran – Hindu naming ceremony; Soul – the spiritual part of a human being	
Key Texts to support learning: My life, my religion: Christianity https://www.bbc.co.uk/teach/class-clips-video/articles/zjmmvk7 My life, my religion: Hinduism https://www.bbc.co.uk/teach/class-clips-video/articles/zfvkhhbk	
Assessment Questions: How might these beliefs about what happens when we die impact how believers live?	

Autumn 2	
Year Group:	Topic: U.C. 2A.3 Incarnation/God (digging deeper)
Year 4	Key Question: What is the Trinity?
Key Knowledge: • Christians believe that God is Trinity: Father, Son and Holy Spirit • Christians believe that the Father creates; He sends His Son who saves His people; the Son sends the Holy Spirit to His followers • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like • Understanding God is challenging; people spend their whole lives learning more about God • The Bible uses metaphors to help us to understand about God; for example, Jesus is called the Word of God and the Light of the World • Christians believe that the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus	
Links to Previous Learning: Year 3 2A.3 Incarnation/God (core)	
Vocabulary: Trinity: Father, Son and Holy Spirit, Word of God, Light of the World	
Key Texts to support learning: John 1:1-14 Christmas carols – O Little Town of Bethlehem; Silent Night; Once in Royal David's City; Calypso Carol; Shine, Jesus Shine	
Assessment Questions: What is the Trinity? And, how does this affect how Christians live?	

Spring 1	
Year Group:	Topic: A.S. 4.2 Symbols and religious expression [Hinduism]
Year 4	Key Question: How do people express their religious and spiritual ideas on pilgrimages?
Key Knowledge: • A pilgrimage is a religious/spiritual journey to a significant place • When believers undertake a pilgrimage, they usually carry out special rituals and prayers • Hindus undertake a pilgrimage to Varanasi • At Varanasi, Hindus bathe in the River Ganges. They believe this will take their sins away. • Hindus leave Varanasi feeling spiritually refreshed • Other religions have pilgrimages, e.g. Muslims go to Mecca (Haji); Roman Catholic Christians go to Lourdes • People who are not religious may also go on special journeys that may be like a religious pilgrimage, e.g. visiting Stonehenge	
Links to Previous Learning: Year 4 A.S. 4.1 Journey of Life and Death [Christianity and Hinduism]	
Vocabulary: Pilgrimage, ritual, spiritual journey, refreshed	
Key Texts to support learning: My life, my religion: Hinduism https://www.bbc.co.uk/teach/class-clips-video/articles/zfvkhhbk Varanasi pilgrimage: https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/8	
Assessment Questions: How do people express their religious and spiritual ideas on pilgrimages?	

Spring 2	
Year Group: Year 4	Topic: U.C. 2A.5 Salvation (digging deeper) U.C. 2A.6 Kingdom of God (core)
	Key Question: Why do Christians call the day Jesus died 'Good Friday'? What was the impact of Pentecost?
Key Knowledge: Salvation • Christians see Holy Week as the culmination of Jesus's earthly life, leading to His death and resurrection • The events of Holy Week were important in showing the disciples what Jesus came to do • The events of the Last Supper: disciples prepare the room; Jesus says that a disciple will betray Him; Judas is found out; Jesus breaks bread and blesses it; Jesus blesses the wine; they all leave and go to the Mount of Olives • Christians trust that Jesus did rise from the dead and so is still alive today • Christians remember and celebrate Jesus's last week, death and resurrection • Maundy Thursday is the day before Good Friday • On Maundy Thursday, in some Christian traditions, feet are washed by Church leaders remembering that Jesus did this for His disciples • Holy Communion is a symbol of the Last Supper – Christians take part in communion to remember it • Holy Communion is also called Mass or Eucharist in different Christian traditions Kingdom of God • Christians believe that Jesus inaugurated the 'Kingdom of God' - His whole life was a demonstration that God is King (not just in heaven but here and now) • Christians believe that Jesus is still alive and rules their hearts and lives by the Holy Spirit - if they let Him • Christians believe that, after Jesus returned to be with God the Father, He Sent the Holy Spirit at Pentecost • The events of Pentecost: disciples (Jesus's followers) were gathered together; sound of rushing wind; what looked like tongues of fire above each disciple; Holy Spirit filled the disciples; they were able to speak many different languages; the disciples began to tell people about Jesus • The Holy Spirit was sent to help the Church make Jesus's invisible kingdom visible by living lives that reflect the love of God • Christians celebrate Pentecost as the beginning of the Church	
Links to Previous Learning: Year 3 2A.5 (core) Year 3 U.C. 2A.5 Salvation	
Vocabulary: Holy Week, Maundy Thursday, Last Supper, Good Friday, Holy Communion, inaugurated, Kingdom of God, Pentecost, Holy Spirit	
Key Texts to support learning: Matthew 16:17-30 Photos of feet being washed on Maundy Thursday Acts 2:1-15; 22; 37-41	
Assessment Questions: What was the impact of Pentecost?	

Summer 1	
Year Group:	Topic: A.S. 4.3 Spiritual expression
Year 4	Key Question: Christianity, music and worship: what can we learn?
Key Knowledge: • Christians often use music to help them to worship God • Worship songs contain lyrics about God and spiritual truths • Worship songs can often contain direct quotes from the Bible, e.g. The Lord's My Shepherd (Psalm 23) • The Bible has examples of songs about God in the Psalms • Churches might use a range of songs such as traditional hymns and modern Christian songs • Worship music can be used for a range of purposes, e.g. praise, contemplation	
Links to Previous Learning: Year 3 AS 3-3 Worship and Sacred Places [Islam and Christianity]	
Vocabulary: Worship, lyrics, hymns, praise, contemplation	
Key Texts to support learning: CHOOSE A RANGE OF HYMNS AND SONGS TO CONSIDER THE LYRICS FROM – use traditional and modern songs	
Assessment Questions: What can we learn from Christian music and worship?	

Summer 2	
Year Group:	Topic: A.S. 4.4 Hinduism
Year 4	Key Question: How do Hindu families practise their faith?
Key Knowledge: - Hindus believe in a supreme God Brahman – Brahman is present everywhere and there is a part of Brahman in everyone - Brahman takes many forms. 3 important forms of Brahman are Brahma, Vishnu and Shiva - Brahma is the creator of the world - Vishnu is the preserver of the world - Shiva is the destroyer of the universe (he destroys in order to re-create it) - Hindus have many ancient texts and scriptures - One important text is called the Ramayana. It is a long poem about Rama and Sita. - Diwali is an important festival for Hindus in which they celebrate the triumph of good over evil as seen in the story of Rama and Sita - Hindus worship at a temple called a Mandir. They can visit the Mandir at any time to pray and sing religious songs (bhajans). - Hindus often worship at home with a special shrine to particular gods. - Worship is called puja – it involves giving light, flowers, water and food to the gods	
Links to Previous Learning: Year 4 A.S. 4.1 Journey of Life and Death [Christianity and Hinduism] Life as a journey Year 4 A.S. 4.2 Symbols and religious expression [Hinduism] Pilgrimage	
Vocabulary: Brahman, Brahma, Vishnu, Shiva, Ramayana, Rama, Sita, Diwali, Mandir, bhajans, puja	
Key Texts to support learning: My life, my religion: Hinduism https://www.bbc.co.uk/teach/class-clips-video/articles/zfvkhhbk What is Hinduism? https://www.bbc.co.uk/bitesize/articles/zmpp92p	
Assessment Questions: How do Hindu families practise their faith?	

Autumn 1	
Year Group: Year 5	Topic: A.S. 5.1 Inspirational people in today's world Key Question: What can we learn from great leaders and inspiring examples in today's world?
Key Knowledge: • Know who Dr Hany El Banna (founder of Islamic Relief) is. • Know how Islamic Relief supports people. • Know about the life of Swami Vivekananda (Hindu monk and social reformer) and how people in India today see him as a great leader • Know about the life of Sister Mary Potter and how she helped Nottingham	
Links to Previous Learning: Year 2 – Moses and Peter Year 3 – Esther, Ruth, stories from the life of Jesus and the Prophet Mohammad	
Vocabulary: Dr Hany El Banna, Swami Vivekananda, Mary Potter, inspiration, leader	
Key Texts to support learning: Dr Hany El Banna - http://bit.ly/3Xb1vhj Swami Vivekananda - https://vedantasociety.net/vivekananda Mary Potter - https://www.lcmsisters.org.uk/her-nottingham-story	
Assessment Questions: How are these people inspirational? What can we learn from great leaders and inspiring examples in today's world?	

Autumn 2	
Year Group:	Topic: U.C. 2B.4 Incarnation (core)
Year 5	Key Question: Was Jesus the Messiah?
Key Knowledge: • Jesus was Jewish • Christians belief that Jesus is God in the flesh (fully human as well as fully God) • Christians believe that Jesus's birth, life and resurrection were part of God's longer plan to restore the relationship between humans and God • The Old Testament talks about a 'rescuer' and an 'annointed one' (a messiah) • Some Old Testament texts talk about what the messiah would be like • Christians believe that Jesus fulfilled these expectations and that He is the Messiah • Jewish people do not think that Jesus is the Messiah • Christians see Jesus as their saviour • The Old Testament tells the story of the People of God • Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God	
Links to Previous Learning: Salvation units	
Vocabulary: messiah, annointed, rescuer, Jewish, saviour, Old Testament	
Key Texts to support learning: Matthew 1:18-24, 2:1-12 Old Testament texts that point to Jesus: Isaiah 7:14; 9:1-2, 6-7; 11:1-5 Zechariah 9:9 Micah 5:2	
Assessment Questions: Was Jesus the Messiah?	

Spring 1	
Year Group:	Topic: AS 5.3 Islam, Hinduism, Humanism
Year 5	Key Question: How do people's beliefs about their God, the world and others have impact on their lives? [focus on charity and generosity]
Key Knowledge: • Most religious and non-religious people believe that they should help people who are less fortunate than themselves • Muslims use the image of 5 pillars to express the key parts of Islam: Shahada – profession of faith; Salat – prayer; Zakat – giving alms; Sawm – fasting; Hajj – pilgrimage • Giving alms means giving to charity [link to 5.1 Islamic Relief] • Adult Muslims give 2.5% of their wealth once a year (Zakat) • Hindus believe that charity is important – when they help other people; they help Brahman (God). • The Hindu word for charity is dana which means giving. Sewa meaning selfless service is linked to this. • Hindus believe that they should help others without expecting something in return and because it is the right thing to do. • Humanists do not believe in God • Humanists believe that we should treat others as we would like to be treated – this is called the Golden Rule – this leads to them undertaking acts of charity	
Links to Previous Learning: 4.4 Hinduism Year 5 5.1 Inspirational people in today's world	
Vocabulary: Charity, Shahada, Salat, Zakat, Sawm, Hajj, Dana, Sewa, Humanist	
Key Texts to support learning: Charity in Hinduism https://rsresources.org.uk/docs/resources/WorldViews/Hindus%20believe%20that.pdf Zakat https://www.bbc.co.uk/programmes/p010xbny What is Humanism? https://www.bbc.co.uk/bitesize/articles/zmqpkmn https://www.humanists.uk	
Assessment Questions: How do people's beliefs about their God, the world and others have impact on their lives?	

Spring 2	
Year Group:	Topic: U.C. 2B.6 Salvation (core)
Year 5	Key Question: What did Jesus do to save human beings?
Key Knowledge: • Christians read the 'big story' of the Bible as pointing out the need for God to save people • Salvation includes the ongoing restoration of humans' relationship with God • The Gospels (Matthew, Mark, Luke and John) give accounts of Jesus's death and resurrection • The New Testament says that Jesus's death was 'for us' • Christians interpret this in a variety of ways: as a sacrifice for sins; as victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light • Christians remember Jesus's sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass in different Christian traditions) • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith • Know the events/elements of the Last Supper (revision from Lower KS2) • The bread and wine were part of the Passover meal. For Christians, they have additional symbolism as Jesus's body and blood.	
Links to Previous Learning: KS1: U.C. 1.5 Salvation – Why does Easter matter to Christians? Lower KS2: U.C. 2A.5 Salvation – Why do Christians call the day that Jesus died 'Good Friday'?	
Vocabulary: The Gospels, sacrifice, victory, substitute, Holy Communion (Lord's Supper, Eucharist, Mass), Last Supper, Passover	
Key Texts to support learning: Mark 14 and 15	
Assessment Questions: What did Jesus do to save human beings?	

Summer 1	
Year Group:	Topic: U.C. 2B.1 God (all unit)
Year 5	Key Question: What does it mean if God is holy and loving?
Key Knowledge: • Christians believe that God is omnipotent (all powerful), omniscient (all knowing) and eternal; this means that God is worth worshipping • Christians respond to this in different ways for example in Church architecture (stained glass windows) or worship songs • Christians believe that God is both holy and loving • Holy means to be perfect • Christians need to balance the ideas of God being angered by sin and injustice but also loving, forgiving and full of grace • Christians do not all agree about what God is like but try to follow His path as they see it in the Bible or through Church teaching • Christians believe getting to know God is like getting to know a person rather than learning information • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love (John 3:16)	
Links to Previous Learning: Year 4 U.C. 2A.6 Kingdom of God (core)	
Vocabulary: omnipotent, omniscient, eternal, architecture, grace	
Key Texts to support learning: Psalm 103 1 John 4:7-13 Proverbs 6:16-19 Luke 23:33-34	
Assessment Questions: What does it mean if God is holy and loving?	

Summer 2	
Year Group:	Topic: U.C. 2B.8 Kingdom of God (all unit)
Year 5	Key Question: What kind of king is Jesus?
Key Knowledge: • Jesus told many parables about the Kingdom of God • Jesus taught his disciples about how to pray with the Lord's Prayer. This includes the line 'your kingdom come' • The parables suggest that God's rule has begun through the life, teaching and example of Jesus • The Kingdom of God is compared to a feast where all are invited. Not everyone chooses to do so. (Luke 14:12-24) • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. • One way they do this is by practising forgiveness • In the Parable of the Unforgiving Servant, Jesus teaches about forgiveness (Matthew 18: 21-35)	
Links to Previous Learning: Year 4 U.C. 2A.6 Kingdom of God (core)	
Vocabulary: Kingdom of God, Lord's Prayer, unjust, forgiveness	
Key Texts to support learning: Luke 14:12-24 Matthew 18:21-35	
Assessment Questions: What kind of king is Jesus?	

Autumn 1	
Year Group:	Topic: U.C. 2B.5 Gospel (all unit)
Year 6	Key Question: What would Jesus do?
Key Knowledge: • The good news of the Gospels is not just about setting an example for good behaviour and challenging bad behaviour; it is that Jesus offers a way to heal the damage by human sin • Christians see that Jesus's teaching and example cut across expectations. • The Sermon on the Mount is an example of this: Jesus's values favour serving the weak and vulnerable not making people comfortable • Jesus said the 2 greatest commandments are to love God and to love your neighbour (Matthew 22:36-40) • The story of the Centurion's Servant (Luke 7:1-10) shows how the good news extends beyond the 'People of God' • Christians believe that they should bring this good news to life in the world in different ways • WWJD is used as a short form for What Would Jesus Do to help Christians make decisions about how they should act and speak in different circumstances • Stories from the life of Jesus can help as they show how Jesus responded to people often in unexpected ways • Jesus's good news transform lives now as well as pointing to a restored, transformed life in the future	
Links to Previous Learning: KS1 4: Gospel	
Vocabulary: Gospel, centurion, transform, weak, vulnerable	
Key Texts to support learning: Matthew 7:24-27 – Wise and foolish builders Matthew 5-7 – Sermon on the Mount Luke 7:1-10 – Jesus heals the centurion's servant Mark 11:15-19 – Jesus gets angry	
Assessment Questions: How does thinking about 'what would Jesus do?' affect how Christians live?	

Autumn 2	
Year Group:	Topic: U.C. 2B.4 Incarnation (digging deeper)
Year 6	Key Question: Was Jesus the Messiah?
Key Knowledge: • The Old Testament pieces together the story of the People of God. As their circumstances change, they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued His people from slavery in Egypt • Christians apply this idea to living today by trying to serve God and to bring freedom to others • Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God. • The Transfiguration of Jesus – Matthew 17: 1-11 – Moses and Elijah (Old Testament prophets) appeared with Jesus on the mountain top • Christians believe that the Transfiguration gives clues to the identity of Jesus as the Son of God (more than an earthly saviour (Messiah)).	
Links to Previous Learning: Year 5 U.C. 2B.4 Incarnation (core) Events of Easter week including Jesus entry in Jerusalem on Palm Sunday	
Vocabulary: Moses, Exodus, slavery, Egypt, service, freedom, transfiguration, Elijah, Messiah	
Key Texts to support learning: Matthew 17:1-13 – The Transfiguration Artwork of the Transfiguration by Raphael (www.artbible.info/art/large/613.html) and Bellini (www.artbible.info/art/large/21.html)	
Assessment Questions: How does the story of the Exodus help Christians understand more about Jesus?	

Spring 1	
Year Group:	Topic: AS 6.2 Religion, worldviews, family and community
Year 6	Key Question: How can we make Nottingham a place of understanding and respect?
Key Knowledge: • People in the UK follow a range of religions • We can find out this information from the national census which takes place every 10 years • The largest religious group in Nottingham are Christians, then people with no religion, followed by Muslims (this is the same as the whole of England and Wales) • Religions have sets of rules and beliefs that show people how to live good lives • Humanists do not follow a religion but may still seek to lead a good life and create a better world by following the 'Golden Rule' – treat everyone as you wish to be treated. (Recap from Year 5) • There are many things that people who follow different religions (and none) have in common • In Nottingham, the Interfaith Council aims to show how people can work together https://interfaithnottingham.org.uk/ • We often see how people of different faiths can work together at difficult times, e.g. Christian Aid and Islamic Relief both working to support countries during emergencies such as the earthquake in Turkey in 2023	
Links to Previous Learning: Year 5 AS 5.1 - Inspirational People Year 5 AS 5.3 - Islam, Hinduism, Humanism	
Vocabulary: census, Christian Aid, Islamic Relief	
Key Texts to support learning: https://www.christianaid.org.uk/ https://interfaithnottingham.org.uk/ https://www.islamic-relief.org.uk/ https://www.humanists.uk	
Assessment Questions: How can we make Nottingham a place of understanding and respect?	

Spring 2	
Year Group:	Topic: U.C. 2B.7 Salvation (digging deeper)
Year 6	Key Question: What difference does the resurrection make to Christians?
Key Knowledge: • Christian's read the 'big story' of the Bible as pointing out the need for God to save people. • Salvation includes the ongoing restoration of humans' relationship with God • The Gospels give accounts of Jesus's death and resurrection • Belief in Jesus's resurrection confirms to Christians that Jesus is the incarnate (God in human form) Son of God • Belief in the resurrection also confirms to Christians that death is not the end • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven)	
Links to Previous Learning: Year 5 U.C. 2B.6 Salvation (core)	
Vocabulary: Salvation, resurrection, hope, incarnate	
Key Texts to support learning: Anglican funeral liturgy plus John 3:16; John 11:25-26; Luke 23:43; John 14:2-3	
Assessment Questions: What difference does the resurrection make to Christians?	

Summer 1	
Year Group:	Topic: U.C. 2B.3 People of God (all unit)
Year 6	Key Question: How can following God bring Freedom or Justice?
Key Knowledge: • The Old Testament pieces together the story of the People of God • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt • There are 8 key events in the life of Moses: 1. Being put in the basket and found by Pharaoh's daughter 2. Killing the taskmaster 3. Fleeing Egypt 4. The burning bush 5. The 10 plagues 6. Leading the children of Israel out of Egypt 7. Crossing the Red Sea 8. The covenant on Mount Sinai • Christians see this story as looking forward to how Jesus's death and resurrection also rescue people from slavery to sin • Christians apply this idea to living today by trying to serve God and to bring freedom to others • The Old Testament contains more commandments than just the 10 commandments (some traditions say up to 613!) • All the commandments from God were given to help the People of God live in the right way and especially how to treat other people • Christians today believe that the teaching of Jesus show them how to live in the right way today • One way this expressed as being 'salt and light'	
Links to Previous Learning: Year 6 U.C. 2B:4 Incarnation	
Vocabulary: Moses, Pharaoh, plague, slavery, commandments, People of God	
Key Texts to support learning: Five Marks of Mission – CofE – Tell, Teach, Tend, Transform, Treasure	
Assessment Questions: How can following God bring Freedom or Justice?	

Summer 2	
Year Group: Year 6	Topic: U.C. 2B.2 Creation/Fall (all unit) A.S. 6.3 Beliefs in action in the world
	Key Question: Creation and Science – conflicting or complimentary? How do religions and beliefs respond to global issues?
Key Knowledge: • There is much debate and controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts • These debates and controversies relate to the purpose and interpretation of the texts, for example does reading Genesis as a poetic account (rather than literal) conflict with the scientific accounts? • There are many scientists throughout history, and now, who are Christians, e.g. Jennifer Wiseman and Stuart Burgess • The discoveries of science make Christians wonder even more about the power and majesty of the Creator	
Global Issues • There are lots of different charities that help people around the world • Some charities have a basis in a specific religion, e.g. Christian Aid and Islamic Relief • We can find out about the work of these charities via their websites • Christians use the word ‘agape’ to describe a selfless love (rooted in God) which leads them to help other people – living together as one people for the wellbeing of each other • Muslims use the ‘ummah’ to describe how all Muslims are one people – this leads them to help other people	
Links to Previous Learning: Year 6 Science – Evolution and Adaptation unit Year 6 AS 6.2 Religion, worldviews	
Vocabulary: agape, ummah, controversy	
Key Texts to support learning: Genesis 1:1 – 2.3 - use Good News Bible and The Message version of this text Psalm 8 Ummah: https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/Strictly%20RE%202018/Seminar%20B/ummah.pdf	
Assessment Questions: How do religions and beliefs respond to global issues?	