



Bramcote Hills Primary School  
'Make the future better for all'



Curriculum Depth Map - RE

**Intent:**

At BHPS we provide children with a challenging and engaging RE curriculum by offering learning, which meets the requirements of the Nottinghamshire Agreed Syllabus. We aim to develop increasing understanding of wide areas of RE subject knowledge, and their religious literacy. RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

We aim to achieve this by teaching knowledge and skills through high quality sequences of lessons which are designed to help pupils:

- investigate religions and world views through varied experiences and disciplines and stories.
- to interpret and evaluate evidence, texts, and sources of wisdom or authority.
- discuss and share personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life.

**Implementation:**

Teaching is designed to take account of our five key curriculum drivers with skills and knowledge taken from our progression documents to ensure age appropriate content. Where appropriate, links are also made to ensure that children's social, moral, spiritual and cultural development is enhanced through RE.

Our RE curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition - both in a year group and across both key stages. Curriculum coverage is mapped out carefully from Year 1 to Year 6, which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental **knowledge** and **skills** are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Where year groups are covering an area in more depth, this will be highlighted in green on the Curriculum Depth Map below. Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, where the new knowledge and skills fit in with their prior learning, any sticky knowledge they need to understand and key vocabulary they need to learn. Our diverse intake means that in our school there is substantial diversity of culture, religion, language and national origins including those of mixed heritage, each of which may require specific provision to ensure equality of opportunity. We celebrate the diversity of our school community. In addition to on-going and integral references to the positives of respect for diversity, the school holds an annual International Day where this is formally celebrated.

**Impact:**

Impact is evidenced through:

- Pupils knowledge and understanding of religions and beliefs
- Development of a religious vocabulary
- Pupils ability to interpret religious symbolism in a variety of forms
- Pupils ability to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- Pupils will be able to explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society
- Pupils are able to respect the right of others to have different views, values and ways of life

## Key Stage One

Year 1	Year 2
<p><b>Celebrations and festivals (Unit 1.1)</b> - Who celebrates what and why?</p> <p><b>Beliefs and teachings (Unit 1.3)</b> - Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</p> <p><b>Symbols in religious worship and practice (Unit 1.4)</b> - In what ways are churches?</p> <p><b>Myself and caring for others (Unit 1.2)</b> - How do we show we care for others? Why does it matter?</p>	<p><b>Leaders (Unit 2.1)</b> - What makes some people inspiring to others? Moses and Saint Peter</p> <p><b>Believing (Unit 2.2)</b> - What do Jewish people believe about God, creation, humanity and the natural world?</p> <p><b>Belonging (Unit 2.3)</b> - What is it like to belong to the Christian and Jewish religion?</p> <p><b>Stories (Unit 2.4)</b> - How and why are some stories important in religions? What can we learn from these stories from the Torah and Bible?</p>
<b>Thinking about religion and belief</b>	
Recall features of religious, spiritual and moral stories	Retell religious, spiritual and moral stories and the religions, sources of wisdom or sacred texts they come from.
Recognise and name Christian beliefs and practices.	Identify similarities and differences in features of religions and beliefs. <b>Specific comparison of Judaism and Christianity.</b>
<b>Enquiring, investigating and interpreting</b>	
Identify what they find interesting and puzzling in life.	Recognise that some questions about life are difficult to answer
Recognise Christian symbols and other forms of religious expression	Ask questions about their own and others' feelings and experiences.
<b>Beliefs and teachings (what people believe)</b>	
<p>Recount beliefs and religious stories.</p> <ul style="list-style-type: none"> <li>Explore stories on celebrations of <b>Christianity - Christmas, Easter</b></li> <li>Ask and answer 'who', 'where', 'what', 'why' questions about religious festivals.</li> <li>Express ideas of their own about why festivals and celebrations matter.</li> <li>Give examples of a big day in their own lives and talk about what made it special.</li> <li>Retell stories about Jesus (Jesus Walks on Water), Zacchaeus, Jesus Heals a Blind Man) considering what they mean. Compare these stories and think about what Christians learn from them. Consider the values of the different characters. Understand that these stories come from Christianity.</li> <li>Respond to parables Jesus told (The Wise &amp; Foolish Builders, The Good Samaritan, The Lost Sheep) think about what they mean and understand these stories come from Christianity.</li> </ul>	<p>Understand that religious stories tell people of faith how they should live their lives.</p> <ul style="list-style-type: none"> <li>Explore stories on celebrations of <b>Judaism and Christianity - Christmas, Easter, Shabbat and Hanukkah.</b></li> <li>Ask and answer 'who', 'where', 'what', 'why' questions about religious festivals.</li> <li>Know Jewish and Christian stories (E.g. Noah, Abraham and Sarah, Jacob, King David, Queen Esther, Jonah etc.)</li> <li>Gain knowledge about the importance of the Torah.</li> <li>Ask and answer 'who', 'where', 'what', 'why' questions about religious stories.</li> <li>Give at least 2 examples of bible characters who 'got it wrong' and say what happened in the story.</li> <li>Retell stories of leaders from Christianity and Judaism (Moses, Jesus) and discuss how leaders make a difference to our lives. Think about the key values and behaviour of these leaders (courageous, trustworthy, and brave).</li> <li>Children find out about where these stories come from (Old Testament in the Bible and the Torah).</li> <li>Retell the Jewish story of creation and make links with the Environment and Science</li> </ul>
<b>Practices and lifestyles (what people do)</b>	
Recall some of the things Christians practice or believe.	<p>Ask and respond to questions about what a community or faith do and know that some practises are characteristic of more than one religion</p> <ul style="list-style-type: none"> <li>Explore artefacts from Judaism and Christianity and find out what they mean and how they are used.</li> <li>Explore ways of belonging in Judaism including celebration of Shabbat (linking to the 7<sup>th</sup> day of rest in the creation story).</li> </ul>
<b>Expression and language (how people express themselves)</b>	
<p><b>Symbols in religious worship and practice.</b></p> <ul style="list-style-type: none"> <li>Visit sacred spaces such as a church. Find out about symbols and their meanings.</li> <li>Know about worship at a <b>church</b> - symbols, artefacts, music, holy books etc.</li> <li>Ask 'how' and 'why' questions about how people practice their religion.</li> <li>Know about weddings in Christian holy buildings.</li> </ul>	<p><b>Observe and recount different ways of expressing belonging and their meaning.</b></p> <ul style="list-style-type: none"> <li>Ask 'how' and 'why' questions about how people practice their religion.</li> <li>Explore how different people, including Jewish people express their ideas about God and think and talk about their own ideas.</li> </ul>

<ul style="list-style-type: none"> <li>Express ideas of their own about why some people go to holy buildings.</li> <li>Talk about their own ideas of sacred spaces.</li> </ul>	
<b>Identity and experience (making sense of who we are)</b>	
Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.
Notice and talk about the fact that other people come from different religions (or none at all) and how we can tell this.	<p>Know about belonging in a community - family, school.          Explain the ways of belonging in Christianity- christenings, believers' baptism etc.          Express ideas of their own about belonging to God.          Give examples of their own community life and say why it matters to them.</p>
<b>Values and commitments (making sense of right and wrong)</b>	
<p><b>Myself and caring for others</b></p> <ul style="list-style-type: none"> <li>Pupils ask and answer questions about goodness, and what happens when people are cheerful/honest/kind etc and when people are unfair/mean/dishonest.</li> <li>Pupils find out about 'caring' from religious stories- The story of the lost sheep and Psalm 23.</li> <li>Express own ideas about a religious story of caring.</li> <li>Give examples of how a person can show their values.</li> </ul>	<ul style="list-style-type: none"> <li>Retell some religious stories and think about the behaviour shown by these characters- being trustworthy, courageous, persistent, forgiving etc.</li> </ul>

## Key Stage Two

Year 3	Year 4	Year 5	Year 6
<p><b>Beliefs and questions – Christianity (Unit 3.1)</b> - 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?</p> <p><b>Religion, family &amp; community – Prayer (Unit 3.2)</b> – How do religious families and communities practice their faith?</p> <p><b>Worship and sacred places (Unit 3.3)</b> – Where, how and why do people worship?</p> <p><b>Inspirational people (Unit 3.4)</b> – What can we learn from inspiring people in sacred texts and in the history of religions?</p>	<p><b>The journey of life and death (Islam, Hinduism and Christianity) (Unit 4.1)</b> – Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p> <p><b>Symbols and religious expression: Pilgrimages (Islam, Hinduism and Christianity) (Unit 4.2)</b> – How do people express their religious and spiritual ideas on pilgrimages?</p> <p><b>Spiritual Expression: Christianity, music and worship (Christianity) (Unit 4.3)</b> – Christianity, music and worship: what can we learn?</p> <p><b>Hindu Faith (Unit 4.4)</b> – How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals?</p>		
<b>Thinking about religion and belief</b>			
<b>Make links between beliefs and practices and the impact on people's lives.</b>	<b>Comment on connections between questions, beliefs, values and practices</b>	<i>Explain connections between questions, beliefs, values and practices in different belief systems</i>	<i>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</i>
<b>Enquiring, investigating and interpreting</b>			
<i>Ask significant questions about religions and beliefs</i>	<b>Suggest answers to some questions raised by the study of religions and beliefs</b>	<i>Suggest lines of enquiry to address questions raised by the study of religions and beliefs</i>	<i>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</i>
<b>Describe and suggest meanings for symbols and other forms of religious expression</b>	<i>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary</i>	<i>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</i>	<i>Interpret religions and beliefs from different perspectives</i>
<b>Beliefs and teachings (what people believe)</b>			
<p><b>What difference does it make to be a Christian?</b> - Know the bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. - Consider ideas such as generosity and love-in-action. - Explain their own ideas about the creation stories.</p> <p><b>What can we learn from inspiring people from religions?</b></p>	<p><b>Why do some people think life is like a journey?</b> - Know the ways Christians, Hindus and Muslims see life as a journey. - Know about different ideas of an afterlife- heaven, paradise and reincarnation/moksha. - Explain similarities/differences between the 3 religions in relation to life after death.</p> <p><b>How do people express their spiritual ideas on pilgrimages?</b> - Know about pilgrimages to Makkah, Varanasi &amp; Lourdes/Iona/Holy Land.</p>	<p><b>What matters most to Christians in their religions?</b> - Know the deeper meanings of Christmas, Easter, Pentecost and Eucharist. - Understand how Christians use the bible to guide them in life. - Explain similarities and differences between different celebrations that are part of Christian worship.</p> <p><b>How do people's beliefs about God, the world and others have impact on their lives?</b></p>	<p><i>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary</i></p>

<ul style="list-style-type: none"> <li>- Explore stories about Moses, Jesus and Muhammad.</li> <li>- List similarities and differences between the key leaders studied.</li> </ul> <p><b>How do Hindu families practise their faith?</b></p> <ul style="list-style-type: none"> <li>- Know about Hindu celebrations (Diwali)</li> <li>- Explore Hindu Gods/Goddesses and worship at home and the mandir.</li> <li>- Explain similarities/differences between a 'big day' they celebrate and Hindu festivals.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that there are local places of pilgrimage.</li> <li>- Apply the idea of spiritual journeys for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about different ideas and forms of expression in relation to belief about God in Muslim and Hindi life.</li> <li>- Explain what matters about worshipping God to Muslims and gods/goddesses to Hindus.</li> </ul>	
<b>Practices and lifestyles (what people do)</b>			
<p><b>Where, how and why do people worship?</b></p> <ul style="list-style-type: none"> <li>- Know how churches, mosques and mandirs express key ideas about worship.</li> <li>- Identify similarities between the places of worship.</li> <li>- Discuss questions such as- why do we need religious buildings? What emotions do we feel in holy spaces?</li> </ul>	<p><b>Christianity, music and worship- what can we learn?</b></p> <ul style="list-style-type: none"> <li>- Gain knowledge about examples of music from Christianity.</li> <li>- Compare Christian music to any source of music that pupils find spiritually inspiring.</li> <li>- Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship.</li> </ul> <p><b>How do religious families and communities practice their faith? (Prayer)</b></p> <ul style="list-style-type: none"> <li>- Know and understand about the meaning of the 5 daily Islamic prayers and the Lord's prayer.</li> </ul>	<p><b>What can we learn from great leaders and inspiring examples in today's world?</b></p> <ul style="list-style-type: none"> <li>- Describe and respond to the lives of inspirational spiritual leaders from the modern world.</li> <li>- Explain what matters about the lives of inspirational leaders.</li> </ul> <p><b>How are religious and spiritual thoughts expressed in arts and architecture and in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>- Know about great architecture from across the world.</li> <li>- Know about different charities from a range of religions.</li> <li>- Explain what matters in different religions about worship and about generosity/charity.</li> </ul>	<p><b>What can we learn from reflecting on words of wisdom from religions?</b></p> <ul style="list-style-type: none"> <li>- Understand 2 texts from the scriptures of each religion and know how members of these faith communities are seeking to live out these texts.</li> <li>- Apply the idea of 'words of wisdom' for themselves.</li> <li>- Explain similarities between texts of 2 religions.</li> </ul> <p><b>How do religions respond to global issues of human rights, fairness, social justice and the environment?</b></p> <ul style="list-style-type: none"> <li>- Know about at least 2 faith based global aid charities.</li> </ul>
<b>Expression and language (how people express themselves)</b>			
<p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>Explain how some forms of religious expression are used differently by individuals and communities</p>	<p>Compare the different ways in which people of faith communities express their faith and the challenges of commitment.</p>

## Appendix - Key Knowledge and Vocabulary

RE - KS1	
Key Knowledge	Key Vocabulary
Year 1	
<p><b>Celebrations and festivals (Unit 1.1)</b>  <i>Key Question - Who celebrates what and why?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A festival is a celebration where people may remember stories from the past, have special food, give gifts and gather together.</li> <li><input type="checkbox"/> Christians believe Christmas is celebrated to remember the birth of Jesus Christ.</li> <li><input type="checkbox"/> Easter is an important Christian festival remembering when Jesus Christ died and the start of his new life in Heaven with God.</li> </ul>	celebration Christian Christmas church festival Jesus
<p><b>Myself and caring for others (Unit 1.2)</b>  <i>Key Question - How do we show we care for others? Why does it matter?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> People may belong to different religions, or no religion at all.</li> <li><input type="checkbox"/> You can't always tell if someone belongs to a religion or not.</li> <li><input type="checkbox"/> Different religions may have different beliefs</li> <li><input type="checkbox"/> Even though we are different, we all need to live together kindly.</li> </ul>	Christian church god Jewish religion symbol synagogue
<p><b>Beliefs and teachings (Unit 1.3)</b>  <i>Key question - Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Bible is a special book which is made up of the Old and New Testament</li> <li><input type="checkbox"/> The New Testament teaches us about the life of Jesus</li> <li><input type="checkbox"/> A parable is a simple story with a moral</li> <li><input type="checkbox"/> Christians believe that the Bible stories teach them how to lead a better life.</li> <li><input type="checkbox"/> Many of the stories tell of Jesus' miracles</li> </ul>	Christian church belief bible faith god symbol thankful
<p><b>Symbols in religious worship and practice (Unit 1.4)</b>  <i>Key question - In what ways are churches important to believers?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bible - is a holy book used by Christians.</li> <li><input type="checkbox"/> Cross - The Bible says Jesus died on a cross. Christians often use a cross to show that they belong to the Christian faith.</li> <li><input type="checkbox"/> Light - represents the presence of God</li> <li><input type="checkbox"/> Water - represents life</li> <li><input type="checkbox"/> Alter - a raised platform that is often located at the centre to the front pews of the church.</li> <li><input type="checkbox"/> Christians show belonging when babies are baptised. It is a way of welcoming them into the Christian family.</li> <li><input type="checkbox"/> People choose to belong to each other when they get married. They exchange rings as a symbol of belonging to each other. They make vows (promises) to care for each other</li> </ul>	alter ark baptism bible bible christening Christian church font god holiness light religion scared symbol water wedding worship

RE - KS1															
Key Knowledge	Key Vocabulary														
Year 2															
<p><b>Leaders (Unit 2.1)</b>  <i>Key question - What makes some people inspiring to others? Moses and Saint Peter</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A leader is person who guides others to do the right thing.</li> <li><input type="checkbox"/> Stories about Jewish leaders can be found in the Old Testament.</li> <li><input type="checkbox"/> Moses is a great leader for Jewish people- Jewish people retell the story of Passover at Pesach.</li> <li><input type="checkbox"/> God helped Moses to perform miracles to help the Hebrews. Moses received the 10 commandments from God which are rules for living.</li> <li><input type="checkbox"/> Christians believe Jesus is The Son of God.</li> <li><input type="checkbox"/> Know that Jesus and Saint Peter were important Christian leaders.</li> <li><input type="checkbox"/> Christians follow The Ten Commandments as their 'rules for living'.</li> </ul>	bible Christian co-operation Jewish rules for living Torah wise sayings														
<p><b>Believing (Unit 2.2)</b>  <i>Key Question - What do Jewish people believe about God, creation, humanity and the natural world?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jewish people go to pray in a synagogue, this is sometimes called a temple.</li> <li><input type="checkbox"/> The holy book of Judaism is the Torah, the Torah is a large scroll. The Torah is written in Hebrew.</li> <li><input type="checkbox"/> People go to the synagogue to pray and to study. When Jewish people are in the synagogue they can connect with other Jewish people.</li> <li><input type="checkbox"/> The service at the synagogue is led by a Rabbi, or a worshipper.</li> <li><input type="checkbox"/> Once the Ark is open, no one may leave the synagogue as a sign of respect.</li> <li><input type="checkbox"/> Hanukkah is the Jewish Festival of Lights. It celebrates a miracle that happened in Jerusalem over 2,000 years ago. It is celebrated in November or December every year and lasts for eight days.</li> <li><input type="checkbox"/> Shabbat is the most important day of the week for Jews- it is a day on which they remember that God created the world and everything in it.</li> </ul>	ark bimah creation story Hanukkah holiness Jewish Judaism sacred shabbat symbol Synagogue torah worship														
<p><b>Belonging (Unit 2.3)</b>  <i>Key Question - What is it like to belong to the Christian religion</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Belonging to a family, school and community.</li> <li><input type="checkbox"/> Christians have a sense of belonging by christenings and believers' baptism.</li> <li><input type="checkbox"/> Jesus got baptised in the river Jordan- this is an important story for Christians.</li> </ul>	<table border="0"> <tr> <td>belonging</td> <td>holiness</td> </tr> <tr> <td>bible</td> <td>sacred</td> </tr> <tr> <td>Christian</td> <td>symbol</td> </tr> <tr> <td>church</td> <td>worship</td> </tr> <tr> <td>golden rule</td> <td></td> </tr> </table>	belonging	holiness	bible	sacred	Christian	symbol	church	worship	golden rule					
belonging	holiness														
bible	sacred														
Christian	symbol														
church	worship														
golden rule															
<p><b>Stories (Unit 2.4)</b>  <i>Key Question - How and why are some stories important in religions? What can we learn from these stories from the Torah and Bible?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Bible is split into the Old Testament and the New Testament.</li> <li><input type="checkbox"/> Some stories in the Old Testament of the Bible are also in the Jewish Torah.</li> <li><input type="checkbox"/> Know and understand the story of Abraham and Sarah and why it is important to Jews.</li> <li><input type="checkbox"/> Torah- is a holy book used by Jews.</li> <li><input type="checkbox"/> Ark- where the torah scrolls are kept.</li> <li><input type="checkbox"/> Bimah- Raised platform in a synagogue where the torah scrolls are read.</li> </ul>	<table border="0"> <tr> <td>bible</td> <td>Jewish</td> </tr> <tr> <td>Christian</td> <td>persistence</td> </tr> <tr> <td>church</td> <td>symbol</td> </tr> <tr> <td>courage</td> <td>synagogue</td> </tr> <tr> <td>creator</td> <td>torah</td> </tr> <tr> <td>forgiving</td> <td></td> </tr> <tr> <td>god</td> <td></td> </tr> </table>	bible	Jewish	Christian	persistence	church	symbol	courage	synagogue	creator	torah	forgiving		god	
bible	Jewish														
Christian	persistence														
church	symbol														
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RE - KS2	
Key Knowledge	Key Vocabulary
Year 3	
<p><b>Beliefs and questions – Christianity (Unit 3.1)</b>  <i>Key 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?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Easter is important to Christians as it is a time to remember the sacrifice of God's son for forgiveness.</li> <li><input type="checkbox"/> Ascension is the 40<sup>th</sup> day of Easter, Ascension is when Jesus went to heaven but Jesus had promised the disciples they wouldn't be alone in spreading God's word.</li> <li><input type="checkbox"/> Pentecost is when God sends the Holy Spirit to help spread God's word. The Holy Spirit is God's power and love inside people.</li> <li><input type="checkbox"/> Christians believe that God created the world in 7 days.</li> </ul>	ascension Christmas disciples easter holy spirit Pentecost sacrifice
<p><b>Religion, family &amp; community – Prayer (Unit 3.2)</b>  <i>Key Questions - How do religious families and communities practice their faith?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Muslims undertake 5 daily Islamic prayers</li> <li><input type="checkbox"/> Muslims pray at a Mosque</li> <li><input type="checkbox"/> Christian's worship and pray at a church</li> <li><input type="checkbox"/> The Lord's Prayer is important to Christians and is a way of developing a relationship with God</li> <li><input type="checkbox"/> The Prophet Muhammad was the founder of the religion of Islam</li> <li><input type="checkbox"/> Followers of Islam believe that Muhammad received messages from Allah (God)</li> </ul>	Christian church commitment Islam liturgy mosque Muslim prayer prophet Qur'an religion spiritual values
<p><b>Worship and sacred places (Unit 3.3)</b>  <i>Key Questions - Where, how and why do people worship?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For religious believers, the aim of worship is to show that God has more worth than anything or anyone else. Religious freedom is the right to choose what you believe and which religion to follow.</li> <li><input type="checkbox"/> Worship can take many forms: singing, dancing, praying, helping others, meditating, giving - but religious believers believe that true worship comes from the heart.</li> <li><input type="checkbox"/> Hindus ring a bell at the start of puja to tell the gods that they are there. During puja, prayers are said and offerings are made. Puja can take place in the home or a temple.</li> <li><input type="checkbox"/> Sikhs gather in the gurdwara to worship together. These gatherings include hymns, singing, prayers and meditation. The aim of Sikh worship is to give praise to god. Special artefacts can be found in many religions.</li> <li><input type="checkbox"/> Religious artefacts are treated with respect by believers. There may be special rules about where they are stored or how they are treated.</li> <li><input type="checkbox"/> Different religions use music in their worship. Islam uses music for the call to prayer and the reciting of the Qur'an. Christians and Hindus sing and use musical instruments in worship. Most of the service in a synagogue is chanted or sung. The reading of the Torah (the Jewish holy book) is chanted. Buddhists also chant religious texts.</li> <li><input type="checkbox"/> For religious believers, praying is a way of talking to god. People pray in different ways: together; on their own; saying a known prayer; praying with their own words. A special prayer for Christians is The Lord's Prayer. A special prayer for Jews is the Shema.</li> </ul>	Allah Christian church commitment gods/goddesses Hindu Islam liturgy mandir mosque Muslim prayer ritual sacred trinity values worship
<p><b>Inspirational people (Unit 3.4)</b>  <i>Key Questions - What can we learn from inspiring people in sacred texts and in the history of religions?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Christians follow the teachings of Jesus, the Son of God.</li> <li><input type="checkbox"/> Jesus told parables, which were stories with a moral message.</li> <li><input type="checkbox"/> Moses was the servant of God. After the Ten Plagues, Moses led the Exodus of the Israelites out of Egypt.</li> <li><input type="checkbox"/> Pesach (Passover) is a festival that remembers the exodus of the Israelites from Egypt.</li> <li><input type="checkbox"/> God gave Moses the Ten Commandments to serve as principles of moral behaviour for the human race.</li> <li><input type="checkbox"/> Muslims follow the teachings of their holy prophet, Muhammed.</li> <li><input type="checkbox"/> Faith founders' stories can be a source of guidance and inspiration for faith followers.</li> </ul>	Allah Christian commitment exodus gospel inspiration Jewish law-giver messiah Muslim New Testament prophet Qur'an role-model values



Key Knowledge	Key Vocabulary
<b>Year 4</b>	
<p><b>The journey of life and death (Islam, Hinduism and Christianity) (Unit 4.1)</b>  <i>Key Question - Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</i></p> <ul style="list-style-type: none"> <li>❑ In some Hindu families, just after the birth of a child, the sacred syllable aum is written on the baby's tongue with honey. The name of God in a form the family holds dear, eg Krishna, may be whispered into the child's ear.</li> <li>❑ In some Hindu families, 40 days after birth, the baby is taken to the community mandir for a naming ceremony.</li> <li>❑ In some Hindu communities, relatives wash the body after death and clothe it in white garments. They may put a few drops of water from the River Ganges into the mouth of the deceased to help purify them. In the UK, many Hindu families have the body cremated as soon as reasonably possible at a crematorium.</li> <li>❑ At the moment of birth, many Muslims speak the words of the Adhan (the call to prayer) in the ear of the baby so that the call to serve Allah is present from the start of the child's life.</li> <li>❑ On the seventh day after birth, the child's head is shaved. This is called <b>Aqiqah</b> and is performed as part of the naming ceremony.</li> <li>❑ Islam teaches that there is life after death, and this is known as Akhirah.</li> <li>❑ In India, relatives may carry the deceased person on a stretcher to the funeral pyre that is near a river before the next sunrise or sunset and traditionally, the eldest son lights the funeral pyre.</li> <li>❑ Baptism has been a symbolic way of joining the Church from the very start of Christianity. Water is used in baptism and is a symbol of washing away sin and the start of a new life.</li> <li>❑ During the baptism service godparents are sometimes given a lighted candle to represent the light of Jesus that has come into the baby's life.</li> <li>❑ When a Christian dies, it is seen as the end of his/her life on earth. A funeral is held for friends and family to grieve for the person who has died and give thanks for their life. Prayers are recited and hymns are sung.</li> <li>❑ Although there are differences in the ways that different religions mark the key moments of life and death, there are many similarities too.</li> </ul>	<ul style="list-style-type: none"> <li>beliefs</li> <li>Christian</li> <li>commitment</li> <li>destiny</li> <li>heaven</li> <li>Hindu</li> <li>life after death</li> <li>Muslim</li> <li>paradise</li> <li>ritual</li> <li>soul</li> <li>spiritual</li> <li>values</li> <li>worship</li> </ul>
<p><b>Spiritual Expression: Christianity, music and worship (Christianity) (Unit 4.3)</b>  <i>Key Question - Christianity, music and worship: what can we learn?</i></p> <ul style="list-style-type: none"> <li>❑ Religious music is a way of bringing a religious community together. It makes worshippers feel closer to each other and to God.</li> <li>❑ Christians sing hymns in church and there are special hymns for religious festivals, such as carols to celebrate Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>belief</li> <li>carol</li> <li>devotion</li> <li>hymn</li> <li>self-expression</li> <li>worship</li> </ul>
<p><b>Symbols and religious expression: Pilgrimages (Islam, Hinduism and Christianity) (Unit 4.2)</b>  <i>Key Question - How do people express their religious and spiritual ideas on pilgrimages?</i></p> <ul style="list-style-type: none"> <li>❑ A <i>pilgrimage</i> is a sacred journey, undertaken for a spiritual purpose. Pilgrims are different from tourists: they travel for spiritual reasons, not just to relax or for fun. <i>Pilgrimage</i> is a search for meaning, purpose, values or truth.</li> <li>❑ The pilgrimage to Varanasi in India is an important spiritual journey for Hindus.</li> <li>❑ Mecca (Makkah) is an important spiritual destination for Muslims. This pilgrimage is known as Haj and is one of the Five Pillars of Islam.</li> <li>❑ Pilgrimages to Lourdes, Iona and 'The Holy Land' are an important spiritual journeys for Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Christian</li> <li>community</li> <li>Hindu</li> <li>Muslim</li> <li>pilgrim</li> <li>pilgrimage</li> <li>ritual</li> <li>spiritual</li> <li>symbol</li> <li>values</li> </ul>
<p><b>Hindu Faith (Unit 4.4)</b>  <i>Key question - How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals?</i></p> <ul style="list-style-type: none"> <li>❑ Hinduism is the oldest of the world's religions.</li> <li>❑ There are 4 core beliefs: Truth is eternal, Dharma, Reincarnation, Moksha</li> <li>❑ Rama &amp; Sita is one of the main stories from Hinduism and is connected to Diwali</li> <li>❑ Diwali is the 'festival of lights', is celebrated in late autumn and can last for up to 5 days</li> <li>❑ Diwali celebrates good's victory over evil with lots of lights around homes and marks the start of a new year. Fireworks, presents and new clothes are used to celebrate.</li> </ul> <p>Diwali remembers the goddess Lakshmi, who brings good fortune for Hindus</p>	<ul style="list-style-type: none"> <li>aum symbol</li> <li>commitment</li> <li>community</li> <li>dharma</li> <li>festivals</li> <li>gods and goddesses</li> <li>karma</li> <li>murtis</li> <li>rituals</li> <li>values</li> </ul>

RE - KS2	
Key Knowledge	Key Vocabulary
Year 5	
<p><b>Inspirational people in today's world (Unit 5.1)</b></p> <p><i>Key Question - What can we learn from great leaders and inspiring examples in today's world?</i></p> <ul style="list-style-type: none"> <li>❑ A leader: a person whose actions, wisdom or spiritual beliefs can inspire others.</li> <li>❑ Great leaders are usually people who have faced challenge during their lives and though turmoil and strife prove the commitments by which they live or have lived.</li> <li>❑ William Booth of Sneinton was the founder of the Salvation Army.</li> <li>❑ Mother Teresa founded the Missionaries of Charity. She received a number of honours, including the 1962 Ramon Magsaysay Peace Prize and 1979 Nobel Peace Prize.</li> <li>❑ Mohandas Karamchand (Mahatma) Gandhi: an Indian lawyer who employed non-violent resistance to lead the successful campaign for India's independence from British Rule. He inspired movements for civil rights and freedom across the world. Gandhi is commonly, though not formally, considered the Father of the Nation in India.</li> <li>❑ Dr Martin Luther King: a black American Christian minister and activist. He was spokesperson and leader in the Civil Rights Movement from 1955 until his assassination in 1968.</li> <li>❑ Dr Hany El Banna: the co-founder of Islamic Relief, the largest Western-based international Muslim relief, (promoting understanding between Global Cultures &amp; Faiths in the UK).</li> <li>❑ Desmond Tutu, Pandurang Shastri Athavali, Nelson Mandela are other great leaders known for their beliefs, wisdom and inspiration.</li> </ul>	<p>Muslim Hindu Christian prophet mahatma holiness spiritual inspiration vision symbol community commitment values</p>
<p><b>Religion and the individual: What matters to Christians (Unit 5.2)</b></p> <p><i>Key Question - What is expected of a person in following a religion or belief?</i></p> <ul style="list-style-type: none"> <li>❑ Christians celebrate Christmas as the birth of Jesus and Easter as his mortal death, sacrifice and with his rising on Easter Sunday.</li> <li>❑ Christmas, Easter, Pentecost and Eucharist are some of the ways Christians use examples from Bible texts to guide them in facing life's challenges.</li> <li>❑ Bread and wine are an important part of Christianity, representing the body and the blood of Christ.</li> <li>❑ Christians believe Jesus showed them through different parts of his life about forgiveness and the importance about loving your enemies.</li> <li>❑ The Christian community helps people to live a good life, and Christians' use of ideas such as Trinity, forgiveness or inspiration.</li> </ul>	<p>Christian      holy spirit Christmas      incarnation commitment      Pentecost community      resurrection easter      spiritual eucharist      trinity festival gospel</p>
<p><b>Beliefs in Action in the world (Unit 5.3)</b></p> <p><i>Key Question - How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</i></p> <ul style="list-style-type: none"> <li>❑ Temples, churches, mosques, and synagogues serve as places of worship and as shelters.</li> <li>❑ Christianity, Buddhism, Judaism, and Islam are based on communal participation in rites held inside each religion's place of worship.</li> <li>❑ Different religions adorn their places of worship with a variety of art and architecture.</li> <li>❑ 'God' is portrayed in different ways, some with human or animal likenesses, then others without form.</li> <li>❑ Muslims use geometric shapes in their mosques, not the human form.</li> <li>❑ There are variety religious charities - such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid &amp; Muslim Hands (based in Nottingham) that express spiritual ideas.</li> </ul>	<p>charity      Hindu Christian      humanist commitment      karma community      Muslim compassion      spiritual devotion      ummah dharma      values golden rule</p>
<p><b>Beliefs and Questions (Islam and Hinduism) (Unit 5.4)</b></p> <p><i>Key Question - How do people's beliefs about God, the world and others have impact on their lives?</i></p> <ul style="list-style-type: none"> <li>❑ The Five Pillars of Islam are: <ul style="list-style-type: none"> <li>• Profession of Faith (shahada).</li> <li>• Prayer (salat)</li> <li>• Alms (zakat)</li> <li>• Fasting (sawm)</li> <li>• Pilgrimage (hajj).</li> </ul> </li> <li>❑ Muhammad is the Messenger of God and is central to Islam</li> <li>❑ Hindus are taught about harmlessness (ahimsa) on what they eat and how they treat animals.</li> <li>❑ Muslims have daily prayers where they face The Kaaba (the black box in Mecca).</li> <li>❑ Fajr - the dawn <b>prayer</b>. It is two Rakat Salah.</li> <li>❑ Dhuhr - the early afternoon <b>prayer</b>. It is four Rakat Salah.</li> <li>❑ Asr - the late afternoon <b>prayer</b>. It is four Rakat Salah.</li> <li>❑ Maghrib - the sunset <b>prayer</b>. It is three Rakat Salah.</li> <li>❑ Isha'a - the night <b>prayer</b>. It is four Rakat Salah.</li> </ul>	<p>5 pillars ahimsa Akhlaq (character or moral conduct) Allah brahman gods/goddesses Iman (faith) murtis prophet</p>

<input type="checkbox"/> The term 'God' is different to different religions. <input type="checkbox"/> There are different religious texts and they all have different ways of sharing the text.	
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RE - KS2	
Key Knowledge	Key Vocabulary
Year 6	
<b>Teachings, wisdom and authority (Unit 6.1)</b> <i>Key Questions: What can we learn from reflecting on words of wisdom from religion and world views? What do sacred texts say about God, the world and human life?</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Muslims reflect on the beauty of the world that Allah created (Qu'ran)</li> <li><input type="checkbox"/> The Islamic calendar has 13 months and is linked to lunar cycles</li> <li><input type="checkbox"/> Christians believe about love from the bible e.g. 1 Corinthians 13.</li> </ul>	bible holy spirit incarnation letters of st paul moral codes  Qur'an sources of wisdom ten commandments torah trinity
<b>Religion, Worldviews, Family and Community (Unit 6.2)</b> <i>Key Questions? What contributions do religions make to community life in Nottinghamshire?</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Different areas of Nottinghamshire have different faiths at the heart of the community. It is diverse and mainly Christian</li> <li><input type="checkbox"/> A census provides information about the population including religion</li> <li><input type="checkbox"/> Bramcote has diversity of faiths within the community.</li> <li><input type="checkbox"/> Christians worship in a church; Jews in a synagogue, Muslims in a mosque, Hindus in a mandir (temple); Sikhs in a Gurdwara; Buddhist temple</li> <li><input type="checkbox"/> Statistics can provide information about religion in the world, the UK and the local community</li> <li><input type="checkbox"/> Nottinghamshire now has many religious buildings for each of the 6 main world faiths</li> <li><input type="checkbox"/> Religions are many even if God is one.</li> <li><input type="checkbox"/> Religious buildings for different religions are different but serve the same purpose to worship God collectively.</li> </ul>	harmony inter-faith moral values religious plurality respect tolerance
<b>Beliefs in action in the world: Christianity and Islam (Unit 6.3)</b> <i>Key question: How do religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment?</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Charities serve a range of purposes: people, animals, the environment both locally, within the UK and globally</li> <li><input type="checkbox"/> Religions support a range of charities.</li> <li><input type="checkbox"/> Christian Aid is one Christian charity fighting global poverty</li> <li><input type="checkbox"/> Islamic Relief is one Muslim charity that provides humanitarian relief and development programmes around the world</li> <li><input type="checkbox"/> Zakat means giving charity to the poor. A Muslim is expected to give zakat as long as they are able. Ummah is the importance of community to Muslims.</li> </ul>	agape agnostic ahimsa atheist charity faith justice religion ummah
<b>Beliefs in Action in the world (Unit 6.4)</b> <i>Key Question: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jews lived in every country in Europe in 1933 including the UK, with Poland and Russia had the highest Jewish population in 1933</li> <li><input type="checkbox"/> Because Germany lost World War 1 they were given 'punishments' which meant that life in Germany was very hard in the 1920s and 1930s.</li> <li><input type="checkbox"/> Hitler and the Nazi Party rose to power in Germany in the early 1930s. Hitler was elected Chancellor in 1933.</li> <li><input type="checkbox"/> The persecution of Jews in Germany started in 1933.</li> <li><input type="checkbox"/> Kristallnacht happened in November 1938.</li> <li><input type="checkbox"/> Kinderstransport happened between December 1938 - September 1939 and was the rescue operation in Europe of children, the majority of who were Jewish.</li> <li><input type="checkbox"/> Jews were persecuted at this time for their religious beliefs.</li> <li><input type="checkbox"/> The difference between prejudice, discrimination and persecution is between beliefs and action but they are closely linked.</li> </ul>	Beth Shalom bystander harmony persecution prejudice religion remembrance respect upstander