



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>Harvest</p> <p>Christmas</p> <p>Stories about Jesus - Jesus Walks on Water, Zacchaeus, Jesus Heals a Blind Man</p> <p>Christianity - stories Jesus told (The Wise & Foolish Builders, The Good Samaritan, The Lost Sheep)</p> <p>Symbols in a Church</p> <p>Christian Leaders</p> <p>Belonging - Christian religion</p> <p>Easter</p>	<p>Christianity - stories about Jesus: Jesus Calms the Storm, Jesus heals a Paralytic, The Feeding of the 5000, Stories Jesus told: The Mustard Seed, The Seed Sower, The Prodigal Son</p> <p>Symbols in a Synagogue</p> <p>Jewish Leaders</p> <p>Belonging - Jewish religion</p> <p>Jewish stories - Abraham, The Passover</p>
Thinking about religion and belief	
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 how religion and belief is expressed in different ways and find out meanings behind them.
	Identify similarities and differences in features of religions and beliefs. Specific comparison of Judaism and Christianity.
Enquiring, investigating and interpreting	
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	Identify possible meanings for symbols and other forms of religious expression and similarities
	Ask questions about their own and others' feelings and experiences
Beliefs and teachings (what people believe)	
<p>Recount beliefs and religious stories.</p> <ul style="list-style-type: none"> Explore stories on celebrations of key faiths - Christmas, Easter, Harvest. Ask and answer 'who', 'where', 'what', 'why' questions about religious stories. 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. Respond to parables Jesus told (The Wise & Foolish Builders, The Good Samaritan, The Lost Sheep) think about what they mean and understand these stories come from Christianity. Retell stories of leaders from Christianity (Jesus & Peter) and discuss how leaders make a difference to our lives. Think about the key values and behaviour of these leaders (courageous, trustworthy, and brave). 	<p>Retell religious stories and beliefs and teachings.</p> <p>Notice and respond sensitively to similarities between religions and world views.</p> <p>Understand that religious stories tell people of faith how they should live their lives.</p> <ul style="list-style-type: none"> Explore stories on celebrations of key faiths - Christmas, Easter, Passover/Pesach. Retell stories about Jesus (Jesus Calms the Storm, Jesus heals a Paralytic, The Feeding of the 5000) 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. Respond to parables Jesus told (The Mustard Seed, The Seed Sower, The Prodigal Son) think about what they mean and understand these stories come from Christianity. Ask and answer 'who', 'where', 'what', 'why' questions about religious stories. 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).

	<ul style="list-style-type: none"> • Retell some religious stories with key characters from Christianity and Judaism (Abraham) and suggest why these stories are important to Christians and Jewish people. • Children find out about where these stories come from (Old Testament in the Bible and the Torah). • Pupils consider what is special about the Torah and respond sensitively to this, relating to their special things. • Retell the Jewish story of creation and make links with the Environment and Science
Practices and lifestyles (what people do)	
Recall some of the things Christians practice or believe.	Ask and respond to questions about what a community or faith do and know that some practises are characteristic of more than one religion <ul style="list-style-type: none"> • Explore artefacts from Judaism and Christianity and find out what they mean and how they are used. • Explore ways of belonging in Judaism including celebration of Shabbat (linking to the 7th day of rest in the creation story). • Use key words such as holy, sacred, scripture, festival, symbol to write about the Jewish religion.
Find out about how Christians celebrate the fruitfulness of the Earth - e.g. Harvest Festival.	
Expression and language (how people express themselves)	
<i>Recognise how some religious symbols express belonging.</i> <ul style="list-style-type: none"> • Visit sacred spaces such as a church. Find out about symbols and their meanings. • Discuss what happens at a church, including special events like weddings, and why people go to churches or synagogues and some people do not. • Ask 'how' and 'why' questions about how people practice their religion. • Explore the way that Christians belong, e.g. Christenings, Believers Baptisms, and relate these to Jesus' Baptism. 	Observe and recount different ways of expressing belonging and their meaning. <ul style="list-style-type: none"> • Find out about the artefacts there and their meanings. • Pupils find out about the symbols of two different communities (Christian & Jewish), looking for similarities in common symbols, such as light and water. • Pupils sort images of religious artefacts and say which communities they belong to. • Ask 'how' and 'why' questions about how people practice their religion. • Explore how different people, including Jewish people express their ideas about God and think and talk about their own ideas.
Identity and experience (making sense of who we are)	
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.	Notice and talk about the fact that other people come from different religions (or none at all) and how we can tell this.
Meaning and purpose (making sense of life)	
Identify things they find interesting or puzzling, in religious materials studied.	<i>Realise that some questions that cause people to wonder are difficult to answer</i>
<ul style="list-style-type: none"> • Pupils express creatively (art or drama) their ideas about key questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does this show? • Pupils make lists of the groups to which they belong. • Children use images or symbols to express their ideas about God using poetry, art, music, etc. 	<ul style="list-style-type: none"> • Pupils express creatively (art or drama) their ideas about key questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does this show? • Pupils make lists of the groups to which they belong. • Children use images or symbols to express their ideas about God using poetry, art, music, etc.

Values and commitments (making sense of right and wrong)

Sensitively identify and discuss questions of right and wrong.

- Children listen to moral stories (e.g. Christian stories, Humanist stories) and think and talk about whether they say the same things about how we should behave.
- Pupils ask and answer questions about goodness, and what happens when people are cheerful/honest/kind etc and when people are unfair/mean/dishonest.
- Pupils find out about 'wise sayings' or 'rules for living' (e.g. from Jesus/10 commandments) and choose their favourites and explain why they could help others.

Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong

- Children listen to moral stories (e.g. Christian stories, Jewish stories, Humanist stories) and think and talk about whether they say the same things about how we should behave.
- Pupils ask and answer questions about goodness, and what happens when people are cheerful/honest/kind etc and when people are unfair/mean/dishonest.
- Children use stories about cooperation from Judaism and Christianity to create rules in their own lives (class charter)

Key Stage Two

Year 3	Year 4	Year 5	Year 6
<p>Religion, family & community - Hinduism - Diwali</p> <p>Worship & Sacred places - local examples</p> <p>Beliefs and questions - Christianity</p> <p>Inspirational people from the past - Moses, Jesus and Muhammad.</p>	<p>Spiritual expression - Christianity</p> <p>Contrast of polytheist and monotheist societies in Ancient and Modern societies</p> <p>The journey of life and death</p> <p>Religion, family and community: prayer</p> <p>Symbols and religious expression</p>	<p>Inspirational people in today's world</p> <p>Religion and the individual (Christianity)</p> <p>Beliefs and questions (Islam)</p> <p>Beliefs in action in the world (Arts and architecture, charity and generosity)</p>	<p>Belief in action in the world - Haiti</p> <p>Belief in action in the world - Judaism</p> <p>Teachings, wisdom and authority</p> <p>Understand world views</p> <p>Religions, family and community - local religion</p>
Thinking about religion and belief			
<p>Make links between beliefs, stories and practices</p>	<p>Comment on connections between questions, beliefs, values and practices</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p>
<p>Identify beliefs, symbols and practices and the impact on people's lives</p>	<p>Describe the impact of beliefs and practices on individuals, groups and communities</p>	<p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p>	<p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p>
<p>Identify similarities and differences between religions and beliefs</p>	<p>Describe similarities and differences within and between religions and beliefs</p>	<p>Explain how and why differences in a belief are expressed.</p>	<p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p>
Enquiring, investigating and interpreting			
<p>Investigate and connect features of religions and beliefs</p>	<p>Gather, select, and organise ideas about religion and belief</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs</p>	<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p>
<p>Ask significant questions about religions and beliefs</p>	<p>Suggest answers to some questions raised by the study of religions and beliefs</p>	<p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p>	<p>Interpret religions and beliefs from different perspectives</p>
<p>Describe and suggest meanings for symbols and other forms of religious expression</p>	<p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p>	<p>Recognise and explain diversity within religious expression, using appropriate concepts.</p>	<p>Interpret the significance and impact of different forms of religious and spiritual expression</p>
Beliefs and teachings (what people believe)			
<p>Describe some religious beliefs and teachings of religions studied, and their importance</p>	<p>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>	<p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>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</p>

Practices and lifestyles (what people do)

Describe how some features of religions studied are used or exemplified in festivals and practices	Show understanding of the ways of belonging to religions and what these involve	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
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Expression and language (how people express themselves)

Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	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	Explain how some forms of religious expression are used differently by individuals and communities	Compare the different ways in which people of faith communities express their faith and the challenges of commitment.
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Identity and experience (making sense of who we are)

Compare aspects of their own experiences and those of others, identifying what influences their lives	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Make informed responses to questions of identity, belonging and experience in relation to the diverse communities being studied and their own lives.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
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Meaning and purpose (making sense of life)

Compare their own and other people's ideas about questions that are difficult to answer	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	Make informed responses to questions of meaning and purpose in the light of their learning	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
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Values and commitments (making sense of right and wrong)

Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Make informed responses to people's values and commitments (including religious ones) in the light of their learning	Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply
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Appendix - Key Knowledge and Vocabulary

RE - KS1			
Key Vocabulary			
Christians	express	God	prayer
Christmas	festivals	Jesus	qualities
Easter	forgiveness	messenger	story
emotions	friends		
Key Knowledge		Key Vocabulary	
Year 1			
Myself <ul style="list-style-type: none"> <input type="checkbox"/> People may belong to different religions, or no religion at all. <input type="checkbox"/> You can't always tell if someone belongs to a religion or not. <input type="checkbox"/> Different religions may have different beliefs <input type="checkbox"/> Even though we are different, we all need to live together kindly. 		religion religious belief faith	
Belonging <ul style="list-style-type: none"> <input type="checkbox"/> Belonging means feeling included in a group e.g. family, school, friends, clubs <input type="checkbox"/> The family is the first form of belonging that people are born into. Having a role in the family is a sign of belonging e.g. mum, dad, brother, sister, aunty etc <input type="checkbox"/> Christians show belonging when babies are baptised. It is a way of welcoming them into the Christian family. <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 <input type="checkbox"/> People who believe in God belong to a family too - a religious family. People belong to a religious group by sharing the beliefs of that religion 		baptism christening baby belonging ceremony welcome godparent font promises belief	
Christian Symbols <ul style="list-style-type: none"> <input type="checkbox"/> Bible - is a special book used by Christians. They believe it is the word of God and they use it as their handbook for life. <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. <input type="checkbox"/> Christingle - a symbol made from an orange, candle, ribbon and fruit. It is a Christian symbol that 'Jesus is the light of the world'. <input type="checkbox"/> Fish - a secret symbol used in the past to show that people belonged to Christianity <input type="checkbox"/> Light - represents the presence of God <input type="checkbox"/> Water - represents life 		religious artefact books symbol represent presence Christingle	
Christian Leaders <ul style="list-style-type: none"> <input type="checkbox"/> A leader is a person who guides other people. <input type="checkbox"/> Jesus was a Christian leader. Christians believe he is The Son of God. <input type="checkbox"/> Peter was a fisherman who became one of Jesus' Apostles. He helped to spread the word of God after Jesus' death. <input type="checkbox"/> Peter's name means 'rock' <input type="checkbox"/> Christians follow The Ten Commandments as their 'rules for living'. 		Guide Apostle Ten Commandments Rules Christ	
Christianity - stories about Jesus & stories Jess told <ul style="list-style-type: none"> <input type="checkbox"/> The Bible is a special book which is made up of the Old and New Testament <input type="checkbox"/> The New Testament teaches us about the life of Jesus <input type="checkbox"/> A parable is a simple story with a moral <input type="checkbox"/> Christians believe that the Bible stories teach them how to lead a better life. <input type="checkbox"/> Many of the stories tell of Jesus' miracles 		Bible Old Testament New Testament Samaritan Creation Disciples miracle Parable Wise foolish	

Celebrations and festivals (Harvest, Easter & Christmas)

- ❑ A festival is a celebration where people may remember stories from the past, have special food, give gifts and gather together.
- ❑ Christians celebrate the Harvest Festival to give thanks God for all the good things he gives them. They bring food to church to share with others.
- ❑ Christians believe Christmas is celebrated to remember the birth of Jesus Christ.
- ❑ Christmas is celebrated by people around the world, whether they are Christians or not.
- ❑ Advent is when Christians prepare for Jesus' arrival. Advent traditions include wreaths, candles, calendars and making a crib scene
- ❑ Easter is an important Christian festival remembering when Jesus Christ died and the start of his new life in Heaven with God.

Festival	star	inn
Celebration	stable	Good Friday
Harvest	Gabriel	Palm Sunday
Easter	Wise Men	Cross
Christmas	Bethlehem	tomb
advent	Mary	risen
nativity	Joseph	resurrection
shepherds	donkey	Crucifixion

RE - KS1			
Key Vocabulary			
belief	gospel writers	parable	thankfulness
freedom	Jewish	pray	Torah
good news	Judaism	sing	Torah
gospel	lord	Synagogue	worship
Key Knowledge		Key Vocabulary	
Year 2			
Stories <ul style="list-style-type: none"> <input type="checkbox"/> The Bible is split into the Old Testament and the New Testament. <input type="checkbox"/> The New Testament is made up of books called Gospels. <input type="checkbox"/> The Gospels tell us stories about Jesus meeting and being kind to people. <input type="checkbox"/> Christians believe Jesus was kind and welcomed everyone. <input type="checkbox"/> Christians believe Jesus performed miracles. A miracle is a happy, amazing event that can't be explained. <input type="checkbox"/> Stories about how Jesus behaved set the example for how Christians should behave in their own lives. <input type="checkbox"/> Jesus told stories called parables, these stories have a moral. They tell Christians how they should behave and what values are important in Christian life. <input type="checkbox"/> Some stories in the Old Testament of the Bible are also in the Jewish Torah 		New Testament Old Testament Torah Gospels trust followers disciples	parable faith trust miracle values moral
Symbols in a synagogue <ul style="list-style-type: none"> <input type="checkbox"/> Jewish people go to pray in a synagogue, this is sometimes called a temple. <input type="checkbox"/> The holy book of Judaism is the Torah, the Torah is a large scroll. The Torah is written in Hebrew. <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. <input type="checkbox"/> Men and women sit separately in the synagogue. <input type="checkbox"/> In the synagogue everyone must wear a hat, apart from unmarried women. <input type="checkbox"/> Adult men wear a prayer shawl. <input type="checkbox"/> The service at the synagogue is led by a Rabbi, or a worshipper. <input type="checkbox"/> Once the Ark is open, no one may leave the synagogue as a sign of respect. 		synagogue temple Torah scrolls Yad ark Bimah	siddur eternal light memorial boards Kippah faith family
Jewish leaders <ul style="list-style-type: none"> <input type="checkbox"/> A leader is person who guides others to do the right thing. <input type="checkbox"/> Stories about Jewish leaders can be found in the Old Testament. <input type="checkbox"/> Abraham was a Jewish leader. <input type="checkbox"/> Moses was a Jewish leader. <input type="checkbox"/> Stories about Jewish leaders remind Jewish people to trust in God. <input type="checkbox"/> Stories about Jewish leaders guide Jewish people on how to live their lives. <input type="checkbox"/> Stories about Jewish leaders also feature in the Old Testament of the Bible and the Quran. 		believe trust moral right	wrong miracle slavery brave
Jewish Stories <ul style="list-style-type: none"> <input type="checkbox"/> Jewish stories can be found in the Torah, the Old Testament of the Bible and the Quran. <input type="checkbox"/> Jewish people retell the story of Passover at Pesach. Passover tells the story of the Jewish leader Moses, and how he led the Children of Israel out of Egypt, where he suffered as slaves under the Pharaoh. God helped Moses to perform miracles to help the Hebrews. Moses received the 10 commandments from God which are rules for living. <input type="checkbox"/> The story of Abraham and Sarah tells Jewish people how Abraham lived a good life with his wife, but had no children. One day, God spoke to him and told him to find a new land. Abraham trusted in God and did as God commanded. God blessed Abraham and Sarah with a child who they names Isaac. God told Abraham that he would have as many descendants as stars in the sky. <input type="checkbox"/> The Story of Creation tells Jewish people how the world was made. This story explains how God made the world in six days, and on the seventh day he rested. Jewish people observe Shabbat to remind them of this. 		Torah Old Testament Quran Israel/Israelites slavery pharaoh miracle	Hebrews Egypt descendants Syrian worship plagues

Belonging – Jewish religion.

- ❑ Jewish people show they belong to their faith in different ways
- ❑ Jewish people pray at home and in the synagogue, Jewish people pray in Hebrew.
- ❑ Jewish people may wear special clothing to show they belong to their faith. Some Jewish people wear this clothing all the time, some people only wear it in the synagogue.
- ❑ Special objects that Jewish people might have in their home may include: mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Seder plate, matzah cover, Star of David on a chain, prayer books, Kippah
- ❑ Every week Jewish people celebrate Shabbat, a day of rest. They cook all their food, clean the whole house and make sure they have done any work, including homework because these things cannot be done when it is Shabbat. This day is based on God's day of rest in the Creation story of the Torah.
- ❑ Jewish people celebrate special times such as Sukkot, Hanukkah and Pesach (Passover). These celebrations are based on stories about God in the Torah.
- ❑ Passover (Pesach) is one of the most important Jewish festivals and last for 7 days. Jews gather with their families to have special meals. In the synagogue there are special readings for each day of the festival.

Hebrew
God
Prayer
Scrolls

Pesach (Passover)
Shabbat
Torah

RE - KS2			
Key Vocabulary			
attributes	faith	Jerusalem	resurrection
consequences	glory	kingdom	salvation
disciples	guidance	Pentecost	teachings
emotion	identity	repentance	
Key Knowledge		Key Vocabulary	
Year 3			
Hindu Faith <ul style="list-style-type: none"> <input type="checkbox"/> Hinduism is the oldest of the world's religions. It is now practised all over the world but originated in South East Asia. It is a mix of different beliefs, cultures and traditions dating back over 4000 years. <input type="checkbox"/> Hindus can worship at home or in a mandir. In a mandir, Hindus can perform puja. Some mandirs are very tall buildings. Hindus believe it brings them closer to heaven. In a mandir, there are shrines and lots of murtis for different gods. Offerings of flowers are brought to the murtis. <input type="checkbox"/> There are Holy Scriptures in Hinduism. The scriptures support Hindus in their life and guide prayer. Shruti texts are knowledge from gods. <input type="checkbox"/> Smriti were written by Hindu spiritual leaders. <input type="checkbox"/> Holi is the 'festival of colours'. It marks the beginning of spring with bonfires and lots of singing and dancing. Old rubbish is burnt to mark a fresh start and colour is thrown on people. <input type="checkbox"/> Diwali is the 'festival of lights' and is celebrated in late autumn. <input type="checkbox"/> Diwali celebrates good's victory over evil with lots of lights around homes. Fireworks, presents and new clothes are used to celebrate. 		Hindu Vishnu Brahma Trimurti Tridevi Brahma scriptures Vedas mandir puja murtis shrine Shruti Smriti	
Inspirational people <ul style="list-style-type: none"> <input type="checkbox"/> Christians follow the teachings of Jesus, the Son of God. <input type="checkbox"/> Jesus told parables, which were stories with a moral message. <input type="checkbox"/> Moses was the servant of God. After the Ten Plagues, Moses led the Exodus of the Israelites out of Egypt. <input type="checkbox"/> Pesach (Passover) is a festival that remembers the exodus of the Israelites from Egypt. <input type="checkbox"/> God gave Moses the Ten Commandments to serve as principles of moral behaviour for the human race. <input type="checkbox"/> Muslims follow the teachings of their holy prophet, Muhammed. <input type="checkbox"/> Muhammed is credited with setting the Black Stone in the current place in the wall of the Kaaba. <input type="checkbox"/> Sikhs follow the teachings of Guru Nanak. <input type="checkbox"/> Hindus have three gods who make up their Supreme One: Lord Brahma (the creator), Lord Vishnu (the preserver) and Lord Shiva (the destroyer and recreator). <input type="checkbox"/> Faith founders' stories can be a source of guidance and inspiration for faith followers. <input type="checkbox"/> The laws of the UK are based on Christian teachings: we are a Christian country. <input type="checkbox"/> Faith followers can be challenged by their holy teachings when they want to do something different- especially in today's society. 		World faith teachings holy writings founder values influence deeds Ten Commandments 5 Pillars secular (non-religious) responsibilities challenge	
Beliefs and questions - Christianity <ul style="list-style-type: none"> <input type="checkbox"/> Easter is important to Christians as it is a time to remember the sacrifice of Gods son for forgiveness. <input type="checkbox"/> Ascension is the 40th 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. <input type="checkbox"/> Pentecost is when God sends the Holy Spirit to help spread Gods word. The Holy Spirit is Gods power and love inside people. <input type="checkbox"/> Christians believe that God created the world in 7 days. 		Easter Ascension Disciples Pentecost Holy Spirit Sacrifice	
Worship <ul style="list-style-type: none"> <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. <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. 		worship worth Christians Hindus puja gurdwara artefacts call to prayer Qur'an Islam Synagogue Buddhists	

<ul style="list-style-type: none"> ❑ Christians believe that they should put God first. The first of the Ten Commandments (a list of rules revealed by God), said worship no other Gods but me. Christians come together to worship in church. ❑ 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. ❑ 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. They can be used as part of worship, or as a symbol of a person's religion. ❑ Religious artefacts are treated with respect by believers. There may be special rules about where they are stored or how they are treated. ❑ 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. ❑ 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. 	Sikhs	Jews
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RE - KS2				
Key Vocabulary				
leprosy	concept	dedication	human race	
clergy	flesh	conscience	ruler	
social justice	significance	humanists	multilingual	
true light	commitments	principles		
Key Knowledge		Key Vocabulary		
Year 4				
Religion, family and community: Prayer (Islam and Christianity) <ul style="list-style-type: none"> <input type="checkbox"/> Prayer is a way of talking to God. There are many reasons why people might pray including: to share worries, to say thank you, family ritual, to ask for help, to share worship, to spend time with God. <input type="checkbox"/> It is possible to pray anywhere but many religions have a special building where people come together to pray. For Christians it is a church and for Muslims it is a mosque. <input type="checkbox"/> In church, public prayers are often led by one person, who may read a set prayer, or pray out loud on behalf of everyone. Usually this is the Vicar or a church leader. At the end of the prayer, the congregation say 'Amen'. <input type="checkbox"/> The best known prayer for Christians is The Lord's Prayer. <input type="checkbox"/> When Christians pray, they may kneel or bow their heads. <input type="checkbox"/> Salat or Salah is one of the Five Pillars of Islam. It is ritual prayer which should be performed five times a day. <input type="checkbox"/> Before Muslims pray they must wash in a particular way known as wudu. <input type="checkbox"/> When Muslims pray they bow down on a prayer mat and face Mecca. <input type="checkbox"/> Although there are differences in the ways that different religions pray, there are many similarities too. 		Christian Islamic symbol worship liturgy ritual	church mosque community congregation amen the lord's prayer	Salat or Salah five pillars of Islam prayer mat mecca wudu
The journey of life and death (Islam, Hinduism and Christianity) <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> In some Hindu families, 40 days after birth, the baby is taken to the community mandir for a naming ceremony. The father offers ghee-soaked wood on the fire. After announcing the baby's name, the priest pours holy water onto the baby's head and puts a few drops of amrit on the baby's tongue. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> On the seventh day after birth, the child's head is shaved. This is called Aqiqah and is performed as part of the naming ceremony. The baby is often named after one of the prophets or one of the great men or women of early Islam. At the Aqiqah ceremony the parents give thanks to Allah for the gift of the baby. The shaving of the head symbolises the cleansing of the baby from impurities and the start of its life afresh in the presence of Allah. The baby is given a taste of honey to reflect the sweetness of the Qur'an. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. In the UK, many Hindu families have the body cremated as soon as reasonably possible at a crematorium. <input type="checkbox"/> During the funeral ceremony, the priest and the mourners may recite verses from scripture and mantra. Most Hindus would say they are grieving for the person they knew, not the atman, which they believe will be reincarnated. 		Aum Krishna Mandir ghee Amrit Adhan Allah Aqiqah	Gur'an symbolic baptism christening deceased purify pyre	cremated crematorium mantra atman reincarnation Akhirah Jannah burial

<ul style="list-style-type: none"> ❑ Islam teaches that there is life after death, and this is known as Akhirah. In Islam, it is Allah who decides when a person dies and most Muslims believe that when they die, they will stay in their graves until the Day of Judgement. Those who have performed more good deeds than bad will enter Jannah, or Paradise. ❑ 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. ❑ Although there are differences in the ways that different religions mark the key moments of life and death, there are many similarities too. 	
<p>Symbols and religious expression: Pilgrimages (Islam, Hinduism and Christianity)</p> <ul style="list-style-type: none"> ❑ 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. ❑ The pilgrimage to Varanasi in India is an important spiritual journey for Hindus. ❑ Mecca (Makkah) is an important spiritual destination for Muslims. This pilgrimage is known as Haj and is one of the Five Pillars of Islam. ❑ Pilgrimages to Lourdes, Iona and 'The Holy Land' are an important spiritual journeys for Christians. 	<p>pilgrimage spiritual holy land sacred haj</p>
<p>Spiritual Expression: Christianity, music and worship (Christianity)</p> <ul style="list-style-type: none"> ❑ Religious music is a way of bringing a religious community together. It makes worshippers feel closer to each other and to God. ❑ Christians sing hymns in church and there are special hymns for religious festivals, such as carols to celebrate Christmas. 	<p>hymn community carol worship</p>

RE - KS2			
Key Vocabulary			
belonging	commitment	philosophy	prayer
celebrations	co-operation	pilgrimages	worship
Key Knowledge		Key Vocabulary	
Year 5			
Inspirational people in today's world - <i>Key Question - What can we learn from great leaders and inspiring examples in today's world?</i> <ul style="list-style-type: none"> <input type="checkbox"/> A leader is a person whose actions, wisdom or spiritual beliefs can inspire others. <input type="checkbox"/> 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. <input type="checkbox"/> William Booth of Sneinton was the founder of the Salvation Army. <input type="checkbox"/> 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. Mother Teresa was canonised on 4 September 2016, and the anniversary of her death (5 September) is her feast day. <input type="checkbox"/> Mohandas Karamchand (Mahatma) Gandhi, was 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. <input type="checkbox"/> Dr Martin Luther King was a black American Christian minister and activist. He was spokesperson and leader in the Civil Rights Movement from 1955 until his assassination in 1968. <input type="checkbox"/> Dr Hany El Banna is the co-founder of Islamic Relief, the largest Western-based international Muslim relief, promoting understanding between Global Cultures and Faiths within the UK. <input type="checkbox"/> Desmond Tutu, Pandurang Shastri Athavali, Nelson Mandela are other great leaders known for their beliefs, wisdom and inspiration. 		<i>compassion</i> <i>devotion</i> <i>respect</i> <i>faith</i> <i>sacrifice</i> <i>selflessness</i> <i>charity</i> <i>missionary</i> <i>civil rights</i> <i>freedom</i>	
Religion and the individual (Christianity) <i>Key Question - What is expected of a person in following a religion or belief?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Christians celebrate Christmas as the birth of Jesus and Easter as his mortal death, sacrifice and with his rising on Easter Sunday. <input type="checkbox"/> Christmas, Easter, Pentecost and Eucharist are some of the ways Christians use examples from Bible texts to guide them in facing life's challenges. <input type="checkbox"/> Bread and wine are an important part of Christianity as it represents the body and the blood of Christ. <input type="checkbox"/> Christians believe Jesus showed them through different parts of his life about forgiveness and the importance about loving your enemies. <input type="checkbox"/> The Christian community helps people to live a good life, and Christians' use of ideas such as Trinity, forgiveness or inspiration. 		<i>Christianity</i> <i>devotion</i> <i>sacrifice acceptance</i> <i>forgiveness</i> <i>Jesus Christ - the son of god</i> <i>the trinity</i>	
Beliefs in Action in the world <i>Key Question - How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Temples, churches, mosques, and synagogues serve as places of worship and as shelters. <input type="checkbox"/> Christianity, Buddhism, Judaism, and Islam are based on communal participation in rites held inside each religion's place of worship. <input type="checkbox"/> Different religions adorn their places of worship with a variety of art and architecture. <input type="checkbox"/> 'God' is portrayed in different ways, some with human or animal likenesses, then others without form. <input type="checkbox"/> Muslims use geometric shapes in their mosques, not the human form. <input type="checkbox"/> There are variety religious charities - such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) that express spiritual ideas. 		<i>architecture</i> <i>representation</i> <i>spiritual</i> <i>religious buildings</i> <i>church</i> <i>synagogue</i> <i>Mandir</i> <i>Mosque</i> <i>Temple</i> <i>Gurdwara</i>	

Beliefs and Questions (Islam and Hinduism)

Key Question - How do people's beliefs about God, the world and others have impact on their lives?

- The Five Pillars of Islam are:
 - Profession of Faith (shahada).
 - Prayer (salat)
 - Alms (zakat)
 - Fasting (sawm)
 - Pilgrimage (hajj).
- Muhammad is the Messenger of God and is central to Islam
- Hindus are taught about harmlessness (ahimsa) on what they eat and how they treat animals.
- Muslims have daily prayers where they face The Kaaba (the black box in Mecca).
- Fajr - the dawn **prayer**. It is two Rakat Salah.
- Dhuhr - the early afternoon **prayer**. It is four Rakat Salah.
- Asr - the late afternoon **prayer**. It is four Rakat Salah.
- Maghrib - the sunset **prayer**. It is three Rakat Salah.
- Isha'a - the night **prayer**. It is four Rakat Salah.
- The term 'God' is different to different religions.
- There are different religious texts and they all have different ways of sharing the text.

devotion
pilgrimage
dedication
respect
honour
forgiveness

The Five Pillars of Islam
Shahada
Salat
Zakat
Sawm
Hajj

RE - KS2			
Key Vocabulary			
community	diversity	reflection	tolerance
discrimination	faith		
Key Knowledge		Key Vocabulary	
Year 6			
Words of Wisdom 2.13 Key Questions: What can we learn from reflecting on Sikh, Christian and Muslim wisdom? Nottinghamshire SACRE Scheme of work) <ul style="list-style-type: none"> <input type="checkbox"/> Stillness and silence help us to learn and reflect <input type="checkbox"/> Guru Nanak is the founder of the Sikh religion <input type="checkbox"/> Guru Nanak prized kindness and generosity over wealth. <input type="checkbox"/> Muslims reflect on the beauty of the world that Allah created (Qu'ran) <input type="checkbox"/> The Islamic calendar has 13 months and is linked to lunar cycles <input type="checkbox"/> Christians believe about love from the bible e.g. 1 Corinthians 13. 		concentration Guru Nanak lunar meditation Qu'ran reflection relaxing stilling tensing	
Religion, Family and Community 2.14 Key Questions? What contributions do religions make to community life in Nottinghamshire? <ul style="list-style-type: none"> <input type="checkbox"/> Nottinghamshire is a diverse community. <input type="checkbox"/> Nottinghamshire is mainly Christian <input type="checkbox"/> Different areas of Nottinghamshire have different faiths at the heart of the community <input type="checkbox"/> A census provides information about the population including religion <input type="checkbox"/> Bramcote has diversity of faiths within the community. <input type="checkbox"/> Christians worship in a church; Jews in a synagogue, Muslims in a mosque, Hindus in a mandir (temple); Sikhs in a gudwara; Buddhist temple <input type="checkbox"/> Statistics can provide information about religion in the world, the UK and the local community <input type="checkbox"/> There were no mosques, mandirs or Gudwara in Nottinghamshire in 1960 <input type="checkbox"/> Nottinghamshire now has many religious buildings for each of the 6 main world faiths <input type="checkbox"/> The nearest locations of the places of worship for the 6 main world religions to BHPS in Nottingham (visual Map) <input type="checkbox"/> Religions are many even if God is one. <input type="checkbox"/> Religious buildings for different religions are different but serve the same purpose to worship god collectively. 		census church diversity faith Gudwara Mandir Mosque region statistics synagogue temple	
Beliefs in action in the world 2.15 Key question: How do religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment? (Christianity and Islam) <ul style="list-style-type: none"> <input type="checkbox"/> Charities serve a range of purposes: people, animals, the environment both locally, within the UK and globally <input type="checkbox"/> Religions support a range of charities. <input type="checkbox"/> Christian Aid is one Christian charity fighting global poverty <input type="checkbox"/> Islamic Relief is one Muslim charity that provides humanitarian relief and development programmes around the world <input type="checkbox"/> Zakat means giving charity to the poor. A Muslim is expected to give zakat as long as they are able. <input type="checkbox"/> Ummah is the importance of community to Muslims. 		Almsgiving charity Christian Aid Development programme fellowship generosity humanitarian Islamic Relief justice poverty relief stewardship Ummah wealth Zakat	

Beliefs in Action in the world 2.16

Key Question: What was the holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today?

- Judaism was practised in many different ways
- Jews lived in every country in Europe in 1933 including the UK
- Poland and Russia had the highest Jewish population in 1933
- Because Germany lost World War 1 they were given 'punishments' which meant that life in Germany was very hard in the 1920s and 1930s.
- Hitler and the Nazi Party rose to power in Germany in the early 1930s. Hitler was elected Chancellor in 1933.
- The persecution of Jews in Germany started in 1933.
- Kristallnacht happened in November 1938.
- Kinderstransport happened between December 1938 - September 1939 and was the rescue operation in Europe of children, the majority of who were Jewish.
- Jews were persecuted at this time for their religious beliefs.
- Many people who were not Jewish helped Jews to safety and escape persecution before and during World War 2.
- That the difference between prejudice, discrimination and persecution is between beliefs and action but they are closely linked.
- Chavruta is a Hebrew term that means 'friend' and working with a friend to study religious text.

Chancellor
chavruta
concentration camp
discrimination
Ghetto
Holocaust
integrity
Kindertransport
Kristallnacht

Nazi party
orthodox
persecution
prejudice
resistance
secular
testimony
tolerance