

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



R.E.

Curriculum Depth Map



Table of Contents

Aims.....2

Intent.....2

Procedural Knowledge2

Conceptual Knowledge2

Key Primary Themes3

Implementation.....3

Impact4

The Foundations for Learning Religious Education in the Early Years.....7

Religious Education Curriculum Depth Map – Progression of Knowledge by Key Primary Themes.....9

Half Termly Component of learning Overview per year group, including Key Primary Themes13

Appendix – Key Knowledge and Vocabulary.....15

Year 115

Year 216

Year 317

Year 419

Year 521

Year 623



Curriculum Depth Map – Religious Education

Aims

The Nottinghamshire Agreed Syllabus for R.E. aims to ensure that all pupils:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK.
- Develop an understanding of the influence of beliefs, values and traditions on individual communities, societies and cultures.
- Enhance their spiritual, social and cultural development by:
 - Developing awareness of the fundamental questions life raised by human experiences and of how religious teachings can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
 - Reflecting on their own beliefs, values and experiences in the light of study.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK.
- Develop positive attitude of respect towards other people who hold views and beliefs different from their own and towards living in a society of diverse religions.

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.

In primary RE curriculum both conceptual (understand the 'what') and procedural (knowing 'how') knowledge are crucial.

Conceptual Knowledge

Conceptual knowledge involves understanding Key Primary Themes and beliefs. These include:

Understanding Religions and Beliefs: RE aims to help children develop a broad understanding of various religions and beliefs, both local and global.

Exploring Beliefs, Practices, and Values: Children should learn about the beliefs, practices, and value systems of different faiths and worldviews.

Developing Critical Thinking: RE encourages critical thinking skills, allowing children to analyse and evaluate different perspectives.

Understanding the Role of Religion: Children should learn about the role of religion and belief in shaping human cultures and societies.

Procedural Knowledge

Procedural knowledge focuses on skills like interpreting texts and engaging in respectful dialogue.

Skills for Understanding and Interpreting: RE equips children with skills to understand, interpret, and evaluate texts, sources of wisdom, and other evidence.

Engaging in Dialogue: Children should learn to engage in respectful dialogue and debate, considering different viewpoints.

Articulating Personal Beliefs: RE encourages children to articulate their own beliefs, ideas, values, and experiences while respecting the rights of others to differ.

Developing Empathy and Respect: RE aims to foster empathy and respect for others, regardless of their religious or non-religious beliefs.

Key Primary Themes - The Nottinghamshire Agreed Syllabus for Religious Education organises teaching around several Key Primary Themeual areas. These include:

- ✓ Theological concepts - beliefs, authority, expressions of belief and impact of faith
- ✓ Human/Social Sciences concepts – identity, diversity, belonging, meaning and purpose
- ✓ Philosophy concepts – truth, ethics, ultimate questions and knowledge

These are covered progressively through key stages:

EYFS/KS1: Focus on special people, places, times, and stories

LKS2: Expanding knowledge of religious practices and beliefs

UKS2: Deeper exploration of connections between beliefs and actions

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 key stages. Curriculum coverage is sequenced carefully from EYFS to Year 6 which allows Key Primary Themes, conceptual and procedural knowledge to be developed and revisited at a deeper level of learning. Progression is also ensured by increasingly complex teaching and learning of procedural knowledge and key vocabulary. Components of learning have been allocated to specific years to ensure that more complex thinking is planned for thus ensuring that children's ability to make connections between the Key Primary Themes is expected. 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.

Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, how new knowledge and skills fit in with prior learning, 'sticky' knowledge they need to understand and key vocabulary they need to learn. Lessons seek to introduce new knowledge and concepts in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

Nottinghamshire Agreed Syllabus

The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2021-2026

Using this Agreed Syllabus for Religious Education, we will enable our pupils to discover more about religion as well as other world views as we assist them to apply their learning to a range of topics. Our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. They will take part in lessons and could also receive visitors to school sharing a range of religious viewpoints and undertake their own visits to varied places of worship.

Through these experiences, they will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our society and the wider world.

The three-fold aims of RE in Nottingham City and the County will ensure that our pupils:

1. Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our city and wider society.
2. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues
3. Develop and use skills which will assist them to engage seriously with religions and world views

By following the Agreed Syllabus, RE will also contribute to a whole range of school priorities. Study of religious and world views will promote spiritual, cultural, social and moral development, and support pupils' understanding of British Values, such as acceptance and respect for others who hold different world views.

Impact

The expected impact of following the R.E. Depth Map is that children will:

- 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

During the following **Staging Points** these will be identified as:

Foundation
<p>The principal focus of R.E. teaching in Foundation is to foster curiosity about the world around them. The teaching of R.E. aligns with personal, social and emotional development. It also connects with understanding the world and supports communication and language development through religious stories and vocabulary.</p> <ul style="list-style-type: none"> • Understand that people have different beliefs and practices. • Be able to discuss their own experiences and those of others in relation to religious and cultural festivals or traditions. • Start to understand the importance of respecting different beliefs and cultures. • Express their own feelings and thoughts about the world, including their own beliefs and values. • Begin to understand the meaning of concepts like fairness, kindness, and respect. • Develop their own sense of identity and belonging. • Understand that people have different beliefs and practices. • Understand the importance of respecting different beliefs and cultures. • Express their own feelings and thoughts about the world, including their own beliefs and values. • Use their learning to create art, stories, or other forms of expression that reflect their understanding of different religions and cultures.
KS1
<p>By the end of Key Stage 1 (KS1) in Religious Education (RE), pupils should be able to demonstrate an understanding of different religions and beliefs, including exploring beliefs about God as a creator and understanding that God cares for all people.</p> <ul style="list-style-type: none"> • Learn about the core beliefs and practices of different religions, such as Christianity, Islam, Judaism, and Hinduism. • Understand the concept of a "belief" and that people have different beliefs. • Recognise that people may or may not have religious beliefs, and that there are different philosophical perspectives. • Develop an understanding of the importance of respecting people's beliefs, even if they are different from their own. • Learn to listen to and consider different perspectives. • Understand and explain how beliefs influence people's actions and behaviours. • Start to explore how beliefs are expressed in different cultures and communities. • Reflect on their own beliefs and values. • Be able to express their own thoughts and feelings about religion and belief
LKS2 - Years 3 & 4
<p>By the end of Lower Key Stage 2 (LKS2, Years 3 and 4), pupils should be able to demonstrate a foundational understanding of religious education, including core concepts, different religions, and worldviews, while also developing skills in critical thinking and respectful dialogue.</p> <ul style="list-style-type: none"> • Pupils should understand that religion is a way of understanding the world and their place in it, and that different religions offer different perspectives. • Identify and describe key figures, texts, and places of worship within the religions studied. • Explain some of the key practices and beliefs of the religions studied, such as prayer, worship, and festivals • Be aware that there are people who do not hold religious beliefs and have their own philosophical perspective • Pupils should be able to think critically about religious ideas and beliefs, and to question and evaluate different perspectives. • Able to engage in respectful dialogue with others about their own and other people's beliefs. • Research and gather information about different religions and religious traditions. • Be able to communicate their understanding of religion in a clear and concise way.
UKS2 - Years 5 & 6
<p>By the end of Upper Key Stage 2 (UKS2), pupils should be able to explore, gather, select, and organize ideas about religion, belief, or worldviews, drawing on key texts/sources and concepts, and be able to describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview.</p> <ul style="list-style-type: none"> • Describe complex scripture passages: explain key passages from different religious texts and show understanding of the source used. • Make links between beliefs and sources: connect religious beliefs with their sources, such as scripture or teachings. • Make links between beliefs and worship: understand how religious beliefs influence practices of worship. • Make links between beliefs and life be able to see how religious beliefs impact people's daily lives and choices. • Use developing religious vocabulary: use religious terminology accurately and appropriately in their discussions and writing. • Compare religious stories: explain similarities and differences between religious stories from different traditions. • Explain how symbols are used to express religious ideas in stories and practices and how religious beliefs and stories can influence a person's actions and choices. • Compare their own and others' responses to questions about meaning and purpose, relating them to religious beliefs. • Reflect on personal experiences by linking their own experiences and ideas to religious stories and teachings. • Express their own ideas and feelings about religious stories, with explanations. • Understand religious concepts, such as God, faith, and community. • Show respect for different beliefs and practices. • Engage in critical thinking: question and analyse religious ideas and beliefs.

KS3

By the end of Key Stage 3 (KS3) in Religious Education (RE), students should demonstrate a solid understanding of diverse religions and worldviews, including the ability to analyse beliefs and practices, engage in critical thinking, and express their own insights while respecting different perspectives.

- Know about and understand a range of religions and worldviews, including understanding the diversity within and between religious and non-religious communities.
- Describe, explain, and analyse beliefs and practices and be able to articulate the core tenets of different religions and worldviews, including their beliefs, practices, and rituals.
- Identify, investigate, and respond to questions posed by religions and worldviews:
- Engage with complex questions and issues raised by different religions and worldviews.
- Appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning:
- Develop an appreciation for the diversity of human experience and the different ways people make meaning in their lives.
- Develop an understanding of the complexity of religious and non-religious traditions:
- Move beyond simple recall of facts and engage with the complexities of religious and non-religious traditions.

The Foundations for Learning Religious Education in the Early Years

The foundations for learning R.E. begin in the early year's classroom. At BHPS, our curriculum aligns the EYFS area 'Understanding the World' with the Nottinghamshire RE Agreed Syllabus. In Foundation, children experience a combination of direct teaching and child led exploration to achieve an understanding of R.E. Children's interests and curiosities are equally valued and fostered and therefore we have included a continuous provision element to summarise the potential learning that may arise within the environment.

Our EYFS curriculum ensures sufficient coverage of key primary themes including believing, expressing and living. The sticky knowledge is explicitly taught and then embedded through pedagogical approaches appropriate for EYFS including exploration, observation and investigation. Our Foundation unit is a vocabulary rich environment where adults enhance children's scientific language through a purposeful play-based approach.

Our Foundation curriculum teaches 'The Characteristics of Effective Learning' in a sequential and progressive approach. Our school views this disciplinary knowledge as an important prerequisite to the 'procedural knowledge to be taught in KS1. Teachers are integral to organising children's scientific learning, explicitly teaching the connections between components of knowledge, and therefore avoiding misconceptions.

Learning is carefully sequenced, considering the small steps children need to achieve the ELG and considers the interplay between conceptual and procedural knowledge that children need in order to access the Nottinghamshire Agreed Syllabus for RE. KS1 staff draw upon the Understanding of the World ELG assessment to support future teaching. The ELG assesses only a small proportion of the learning children experience. As KS1 teachers begin Component of Learning s, they teach and assess initial knowledge that children may have acquired previously.

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Component of Learning Title	I wonder.. what makes us special and what I can do?	I wonder.. where the story will take us?	I wonder....what's out there?	I wonder....how I do it? Where can I go?	I wonder.. how living things grow?	I wonder.. how others help us?
Links Key Primary Theme	Which people are special and why? Belonging: who are we and how do we belong?	Which stories are special and why?		What places are special and why? What times are special and why	Our wonderful world: how can we care for living things and the earth?	
Sticky knowledge	<ul style="list-style-type: none"> Countries all around the world follow different religions. 	<ul style="list-style-type: none"> Know that the bible is a holy book Know that there are different stories from the bible about the life of Jesus 		<ul style="list-style-type: none"> Know that different religions have different places which are special to them Know the name of different places of worship e.g. church, Mosque 	<ul style="list-style-type: none"> Know that different environments look different and need to be looked after differently. Creatures need to be cared for and so does the Earth. Know Christians believe God created the world and people to look after it. 	
Link to KS1 Key Primary Themes	Celebrations and Festivals (unit 1.1) Leaders (Unit 2.1) Belonging (unit 2.3)	Story (unit 2.4)		Beliefs and teachings (unit 1.3) Symbols in religious worship and practice (unit 1.4) Believing (unit 2.2)	Myself and caring for others (unit 1.2)	

Explore and learn in continuous provision	<ul style="list-style-type: none">• Dress-up clothes: Include a mix of religious or cultural items for imaginative play and respectful exploration.• Celebration setups: Pretend birthday party, Diwali lights, Eid family meal, or a baptism/wedding corner.• Faith leader role play: Include soft toys or dolls for acting out caring roles like “pastor,” “imam,” or “helper.”• Books about special people and diversity:<ul style="list-style-type: none">○ “God’s Dream” by Desmond Tutu○ “Come to School Too, Blue Kangaroo!”○ Books featuring religious festivals and family life○ “All Are Welcome” by Alexandra Penfold• Maps and globe exploration of different counties and links to religious festival or people• Objects of belonging• Multicultural family figures and dolls’ houses to act out stories of home, care, and belonging• Build places of worship (church, mosque, temple) using blocks or LEGO• Add prayer mats, crosses, menorahs, or pretend candles for symbolic storytelling			<p>Understanding the World</p> <ul style="list-style-type: none">• Display a real (or special) Bible with a cloth and candle – talk about how it is a holy book• Include a Bible story globe or map showing where Jesus lived• Discuss how Christians read the Bible today – e.g. in church, at home, in prayer <p>Construction Area</p> <ul style="list-style-type: none">• Build a synagogue or church where Bible stories might be read• Use blocks to build a scene from a Bible story, e.g. a boat for Jesus Calms the Storm or a house from The Wise and Foolish Builders <p>Reading/Story Area</p> <ul style="list-style-type: none">• Child-friendly Bible story books – e.g. The Beginner’s Bible, The Jesus Storybook Bible, Stories Jesus Told• Soft Bible books or big story cards to act out key stories• Puppets or dolls for retelling:<ul style="list-style-type: none">○ The Good Samaritan○ Jesus Feeds the 5,000○ The Lost Sheep○ Jesus Heals the Blind Man○ The Nativity			<ul style="list-style-type: none">• Construction Area – Build a Place of Worship• Small World Play – Special Places Setup• Creative area- create artwork of their own "special place" (bedroom, garden, grandma’s house) and compare it to special religious places.• Reading & Reflection Corner – Special Times & Celebrations• Role Play Area – Special Place & Time Setup the role play area into a place of worship or a celebration zone. Include props to reflect both religious and cultural traditions.			<ul style="list-style-type: none">• Outdoor/Nature Area – Mini Eco Helpers. Set up gardening tasks, a mini composting bin, or nature hunt challenges• Creative Area – Creation Art & Earth Collages. Use natural materials (leaves, twigs), recyclable items, and photos of nature• Reading Area – Storytime About Caring for the Earth. Books to include:<ul style="list-style-type: none">○ “Somebody Swallowed Stanley” by Sarah Roberts○ “God’s Very Good Idea” by Trillia Newbell○ “10 Things I Can Do to Help My World” by Melanie Walsh• Small World Play – Caring for Animals & Habitats. Add rubbish for children to “clean up,” or injured animals to “care for.”• Role Play – Eco Explorers or Creation Caretakers. Binoculars, notebooks, gloves, watering cans, mini recycling bins		
	Vocabulary	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3		
	special stories	Jesus bible religion worship special places church mosque		light	worship special places church traditions	Hinduism Diwali Rangoli pattern		religion creation God Christianity care				

Religious Education Curriculum Depth Map – Progression of Knowledge by Key Primary Themes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the world People, culture and communities Curiosity and experience of the world	Celebrations and festivals (Unit 1.1) Beliefs and teachings (Unit 1.3) <i>– Stories of Jesus:</i> Myself and caring for others (Unit 1.2) –	Leaders (Unit 2.1) Believing (Unit 2.2) Belonging (Unit 2.3) Stories (Unit 2.4)	Religion, family & community Prayer (Unit 3.2) Beliefs and questions – Christianity (Unit 3.1) Worship and sacred places (Unit 3.3) Inspirational people (Unit 3.4) –	The journey of life and death (Islam, Hinduism and Christianity) (Unit 4.1) Spiritual Expression: Christianity, music and worship (Christianity) (Unit 4.3) Hindu Faith (Unit 4.4) Symbols and religious expression: Pilgrimages (Islam, Hinduism and Christianity) (Unit 4.2)	Inspirational people in today's world (Unit 5.1) Religion and the individual: What matters to Christians (Unit 5.2) Beliefs and Questions (Islam and Hinduism) (Unit 5.4) Easter (Cross teach) Beliefs in Action in the world (Unit 5.3) The fruit of the spirit (Cross teach)	Beliefs in Action in the world (Unit 6.4) Christmas (Cross teach) Teachings, wisdom and authority (Unit 6.1) Religion, Worldviews, Family and Community (Unit 6.2) Beliefs in action in the world: Christianity and Islam (Unit 6.3)
Thinking about religion and belief						
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	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.	Make links between beliefs and practices and the impact on people's lives.	Comment on connections between questions, beliefs, values and practices	Explain connections between questions, beliefs, values and practices in different belief systems	Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems
	Recognise and name Christian beliefs and practices.	Identify similarities and differences in features of religions and beliefs. Specific comparison of Judaism and Christianity.				
Enquiring, investigating and interpreting						
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Identify what they find interesting and puzzling in life.	Recognise that some questions about life are difficult to answer	Ask significant questions about religions and beliefs	Suggest answers to some questions raised by the study of religions and beliefs	Suggest lines of enquiry to address questions raised by the study of religions and beliefs	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs
	Recognise Christian symbols and other forms of religious expression	Ask questions about their own and others' feelings and experiences.	Describe and suggest meanings for symbols and other forms of religious expression	Suggest meanings for a range of forms of religious expression, using appropriate vocabulary	Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence	Interpret religions and beliefs from different perspectives
Identity and experience (making sense of who we are)						
Know a collection of stories that are special and why	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.				
Know who is special to them and why	Notice and talk about the fact that other people come from different religions (or none at all) and how we can tell this.	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.				
Values and commitments (making sense of right and wrong)						
<p>Know that they belong to a community in the foundation unit</p> <p>Know how to care for the immediate environment and the people in it and why</p>	<p>Myself and caring for others</p> <ul style="list-style-type: none"> 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 'caring' from religious stories- The story of the lost sheep and Psalm 23. Express own ideas about a religious story of caring. Give examples of how a person can show their values. 	<ul style="list-style-type: none"> Retell some religious stories and think about the behaviour shown by these characters- being trustworthy, courageous, persistent, forgiving etc. 				
Beliefs and teachings (what people believe)						
	<p>Recount beliefs and religious stories.</p> <ul style="list-style-type: none"> Explore stories on celebrations of Christianity – Christmas, Easter Ask and answer 'who', 'where', 'what', 'why' questions about religious festivals. Express ideas of their own about why festivals and celebrations matter. Give examples of a big day in their own lives and talk about what made it special. 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. 	<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 Judaism and Christianity – Christmas, Easter, Shabbat and Hanukkah. Ask and answer 'who', 'where', 'what', 'why' questions about religious festivals. Know Jewish and Christian stories (E.g. Noah, Abraham and Sarah, Jacob, King David, Queen Esther, Jonah etc.) Gain knowledge about the importance of the Torah. Ask and answer 'who', 'where', 'what', 'why' questions about religious stories. Give at least 2 examples of bible characters who 'got it wrong' and say what happened in the story. 	<p>What difference does it make to be a Christian?</p> <ul style="list-style-type: none"> 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>What can we learn from inspiring people from religions?</p> <ul style="list-style-type: none"> Explore stories about Moses, Jesus and Muhammad. List similarities and differences between the key leaders studied. <p>How do Hindu families practise their faith?</p> <ul style="list-style-type: none"> Know about Hindu celebrations (Diwali) Explore Hindu Gods/Goddesses and worship at home and the mandir. Explain similarities/differences between a 'big day' they celebrate and Hindu festivals. 	<p>Why do some people think life is like a journey?</p> <ul style="list-style-type: none"> 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>How do people express their spiritual ideas on pilgrimages?</p> <ul style="list-style-type: none"> Know about pilgrimages to Makkah, Varanasi & Lourdes/Iona/Holy Land. Understand that there are local places of pilgrimage. Apply the idea of spiritual journeys for themselves. 	<p>What matters most to Christians in their religions?</p> <ul style="list-style-type: none"> 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>How do people's beliefs about God, the world and others have impact on their lives?</p> <ul style="list-style-type: none"> Know about different ideas and forms of expression in relation to belief about God in Muslim and Hindi life. Explain what matters about worshipping God to Muslims and gods/goddesses to Hindus. 	<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>

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). Children find out about where these stories come from (Old Testament in the Bible and the Torah). 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). 	Where, how and why do people worship? <ul style="list-style-type: none"> Know how churches, mosques and mandirs express key ideas about worship. Identify similarities between the places of worship. Discuss questions such as- why do we need religious buildings? What emotions do we feel in holy spaces? 	Christianity, music and worship- what can we learn? <ul style="list-style-type: none"> Gain knowledge about examples of music from Christianity. Compare Christian music to any source of music that pupils find spiritually inspiring. Similarities and differences between examples of the music Christians use from the past and in contemporary worship. How do religious families and communities practice their faith? (Prayer) <ul style="list-style-type: none"> Know and understand about the meaning of the 5 daily Islamic prayers and the Lord's prayer. 	What can we learn from great leaders and inspiring examples in today's world? <ul style="list-style-type: none"> Describe and respond to the lives of inspirational spiritual leaders from the modern world. Explain what matters about the lives of inspirational leaders. How are religious and spiritual thoughts expressed in arts and architecture and in charity and generosity? <ul style="list-style-type: none"> Know about architecture from across the world. Know about different charities from a range of religions. Explain what matters in different religions about worship and about generosity/charity. 	What can we learn from reflecting on words of wisdom from religions? <ul style="list-style-type: none"> Understand 2 texts from the scriptures of each religion and know how members of these faith communities are seeking to live out these texts. Apply the idea of 'words of wisdom' for themselves. Explain similarities between texts of 2 religions. How do religions respond to global issues of human rights, fairness, social justice and the environment? <ul style="list-style-type: none"> Know about at least 2 faith based global aid charities.
Expression and language (how people express themselves)						
Know what times are special to them E.g. birthday, Christmas Know what places are special to them	Symbols in religious worship and practice. <ul style="list-style-type: none"> Visit sacred spaces such as a church. Find out about symbols and their meanings. Know about worship at a church - symbols, artefacts, music, holy books etc. 	Observe and recount different ways of expressing belonging and their meaning. <ul style="list-style-type: none"> Ask 'how' and 'why' questions about how people practice their religion. Explore how different people, including Jewish people express their ideas 	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.

	<ul style="list-style-type: none">• Ask ‘how’ and ‘why’ questions about how people practice their religion.• Know about weddings in Christian holy buildings.• Express ideas of their own about why some people go to holy buildings.• Talk about their own ideas of sacred spaces.	about God and think and talk about their own ideas.				
--	--	---	--	--	--	--

Half Termly Component of learning Overview per year group, including Key Primary Themes

Believing	Autumn Term		Spring Term		Summer Term	
Expressing	1	2	1	2	1	2
Living						
Foundation						
Year 1	Celebrations and festivals (Unit 1.1) – Who celebrates what and why?	Beliefs and teachings (Unit 1.3) – Stories of Jesus: Christmas	Symbols in religious worship and practice (Unit 1.4) – In what ways are churches important to believers?	Beliefs and teachings (Unit 1.3) – Stories of Jesus: Easter	Myself and caring for others (Unit 1.2) – How do we show we care for others? Why does it matter?	Beliefs and teachings (Unit 1.3) – Stories of Jesus: Parables
Year 2	Leaders (Unit 2.1) – What makes some people inspiring to others? Moses and Saint Peter	Believing (Unit 2.2) – What do Jewish people believe about God, creation, humanity and the natural world? Belonging (Unit 2.3) – What is it like to belong to the Christian and Jewish religion?				Stories (Unit 2.4) – How and why are some stories important in religions? What can we learn from these stories from the Torah and Bible?
Year 3	Religion, family & community – Prayer (Unit 3.2) – How do religious families and communities practice their faith?		Beliefs and questions – Christianity (Unit 3.1) – 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?	Worship and sacred places (Unit 3.3) – Where, how and why do people worship?		Inspirational people (Unit 3.4) – What can we learn from inspiring people in sacred texts and in the history of religions?
Year 4	The journey of life and death (Islam, Hinduism and Christianity) (Unit 4.1) – Why do some people think life is like a journey? Where do we go? What do different people think about life after death?	Spiritual Expression: Christianity, music and worship (Christianity) (Unit 4.3) – Christianity, music and worship: what can we learn?	Hindu Faith (Unit 4.4) – How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals?			Symbols and religious expression: Pilgrimages (Islam, Hinduism and Christianity) (Unit 4.2) – How do people express their religious and spiritual ideas on pilgrimages?
Year 5	Inspirational people in today's world (Unit 5.1) Key Question - What can we learn from great leaders and inspiring examples in today's world?	Religion and the individual: What matters to Christians (Unit 5.2) Key Question - What is expected of a person in following a religion or belief?	Beliefs and Questions (Islam and Hinduism) (Unit 5.4) Key Question - How do people's beliefs about God, the world and others have impact on their lives?		Beliefs in Action in the world (Unit 5.3) Key Question - How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?	
Year 6		Beliefs in Action in the world (Unit 6.4) Key Question: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?	Teachings, wisdom and authority (Unit 6.1) 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?	Religion, Worldviews, Family and Community (Unit 6.2) Key Questions? What contributions do religions make to community life in Nottinghamshire?	Beliefs in action in the world: Christianity and Islam (Unit 6.3) Key question: How do religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment?	

Religious Education – Key Primary themes

YR	Component of Learning	Key Primary Theme	Detail
F2	ELG – Understanding the world	Believing Religious beliefs, teachings and sources What people believe about God, the universe, and human life.	Begin to understand that there are different religious and cultural communities in this country, drawing from stories read in class
Y1	Beliefs and teachings (Unit 1.3) – Stories of Jesus: Christmas, Easter, Parables		Learn key religious stories and understand what Christians believe about Jesus.
Y2	Believing (Unit 2.2) Stories (Unit 2.4)		Explore how stories communicate belief and teach values.
Y3	Beliefs and questions – Christianity (Unit 3.1)		Explore bigger questions about God, life, and faith. Start connecting religious teachings to human experience. Critical thinking and personal reflection begin to develop.
Y4	The journey of life and death (Islam, Hinduism and Christianity) (Unit 4.1)		Pupils investigate beliefs about life’s purpose, death, and the afterlife. They compare how different faiths view these stages and consider their meaning in religious context.
Y5	Beliefs and Questions (Islam and Hinduism) (Unit 5.4) Beliefs in Action in the world (Unit 5.3)		Pupils engage with key theological questions and how beliefs influence real-world behaviour and ethical decisions. Focus expands beyond texts to lived faith.
Y6	Beliefs in Action in the world (Unit 6.4)		Analyse how belief drives humanitarian action, justice, and peace-making..
	Beliefs in action in the world: Christianity and Islam (Unit 6.3)		Critically examine belief systems and compare religious and non-religious worldviews
F2	ELG – Understanding the world	Expressing Religious and spiritual forms of expression; questions about identity and diversity How beliefs are expressed through celebrations, symbols, and community life	Understanding the world- Talk about the members of their immediate family and community
Y1	Celebrations and festivals (Unit 1.1)		Know that different religions celebrate special times. Know that beliefs are celebrated in homes and communities
	Symbols in religious worship and practice (Unit 1.4)		Explore the meanings of key religious symbols (e.g. cross, menorah, Aum) and how they are used in worship, prayer, and daily practice
Y2	Belonging (Unit 2.3)		Religious identity is expressed through clothing, rituals and community involvement. They begin to reflect on what belonging means to them and others.
Y3	Religion, family & community – Prayer (Unit 3.2)		Prayer is a form of expression, and how different faiths use prayer in daily life
	Worship and sacred places (Unit 3.3)		Places of worship have significance, expressing religious identity and devotion
Y4	Spiritual Expression: Christianity, music and worship (Christianity) (Unit 4.3)		Music, art, and creative expression reflect spirituality and worship. These forms convey belief and emotion
Y5	Religion and the individual: What matters to Christians (Unit 5.2)		Reflect on personal faith and commitment, exploring how Christian beliefs shape identity, values, and life choices.
Y6	Religion, Worldviews, Family and Community (Unit 6.2)		Diversity of belief and practice across religions and non-religious worldviews. Community and worldview shape people’s identity, purpose, and expression.
F2	ELG – Understanding the world	Living Religious practices and ways of living; questions about values and commitments How people live their faith in daily life, including ethics and moral choices.	People have different beliefs and celebrate special times in different ways
Y1	Symbols in religious worship and practice (Unit 1.4)		Caring is a moral and religious value. Kindness, helping others are important in religious teachings
	Myself and caring for others (Unit 1.2)		Symbols are not just for worship but part of how people live out their faith in everyday ways
Y2	Leaders (Unit 2.1)		Leaders guide communities through teachings and example.
Y3	Inspirational people (Unit 3.4)		Religious figures (past and present) inspire others through their actions, showing faith in daily life.
Y4	Symbols and religious expression: Pilgrimages (Islam, Hinduism and Christianity) (Unit 4.2)		Pilgrimage expresses commitment and spiritual devotion. It shapes the lives of believers
	Hindu Faith (Unit 4.4)		Hindus live out their beliefs through family life, worship, festivals, and moral choices, like ahimsa (non-violence)
Y5	Inspirational people in today’s world (Unit 5.1)		Modern role models across traditions (e.g. Malala, Gandhi). Belief drives action on justice, peace and compassion
Y6	Teachings, wisdom and authority (Unit 6.1)		Sacred texts and teachings influence decisions and shape moral frameworks.

Appendix – Key Knowledge and Vocabulary

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Religious Education – KS1	Year 1		
Key Knowledge	Key Vocabulary		
Component of learning: Celebrations and festivals (Unit 1.1)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Know that different religions celebrate special times. Know that beliefs are celebrated in homes and communities <i>Key Question – Who celebrates what and why?</i> Sticky knowledge to be taught and assessed for end goal. <ul style="list-style-type: none"> <input type="checkbox"/> A festival is a celebration where people may remember stories from the past, have special food, give gifts and gather together. <input type="checkbox"/> Christians believe Christmas is celebrated to remember the birth of Jesus Christ. <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. 		celebration Christmas church festival	Christian Jesus

Component of learning: Myself and caring for others (Unit 1.2)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Living Symbols are not just for worship but part of how people live out their faith in everyday ways <i>Key Question – How do we show we care for others? Why does it matter?</i> Sticky knowledge: taught & assessed for end goal. <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. 		church god religion symbol synagogue	Christian Jewish

Component of learning: Beliefs and teachings (Unit 1.3)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Learn key religious stories and understand what Christians believe about Jesus. <i>Key question – Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</i> Sticky knowledge: taught & assessed for end goal. <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 		church belief bible faith god symbol teachings thankful	Christian

Component of learning: Symbols in religious worship and practice (Unit 1.4)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Explore the meanings of key religious symbols (e.g. cross, menorah, Aum) and how they are used in worship, prayer, and daily practice <i>Key question – In what ways are churches important to believers?</i> Sticky knowledge: taught & assessed for end goal. <ul style="list-style-type: none"> <input type="checkbox"/> Bible – is a holy book used by Christians. <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"/> Light – represents the presence of God <input type="checkbox"/> Water – represents life <input type="checkbox"/> Alter – a raised platform that is often located at the centre to the front pews of the church. <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 	light water	alter ark baptism bible christening church font god holiness religion scared symbol wedding worship	Christian

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Religious Education – KS1	Year 2		
Key Knowledge	Key Vocabulary		
Component of learning: Leaders (Unit 2.1)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Living Leaders guide communities through teachings and example Key question – What makes some people inspiring to others?		bible Christian co-operation rules for living wise sayings	Jewish Torah
Sticky knowledge to be taught and assessed for end goal. <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"/> Moses is a great leader for Jewish people- Jewish people retell the story of Passover at Pesach. <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. <input type="checkbox"/> Christians believe Jesus is The Son of God. <input type="checkbox"/> Jesus and Saint Peter were important Christian leaders. <input type="checkbox"/> Christians follow The Ten Commandments as their 'rules for living'.			

Component of learning: Believing (Unit 2.2)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Explore how stories communicate belief and teach values Key Question – What do Jewish people believe about God, creation, humanity and the natural world?	symbol	ark bimah creation story holiness sacred shabbat Synagogue torah worship	Hanukkah Jewish Judaism
Sticky knowledge: taught & assessed for end goal. <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"/> 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. <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. <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.			

Component of learning: Belonging (Unit 2.3)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Religious identity is expressed through clothing, rituals and community involvement. They begin to reflect on what belonging means to them and others Key Question – How and why are some stories important in religions? What can we learn from these stories from the Torah and Bible?	symbol	belonging bible church golden rule holiness sacred worship	Christian
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> Belonging to a family, school and community. <input type="checkbox"/> Christians have a sense of belonging by christenings and believers' baptism. <input type="checkbox"/> Jesus got baptised in the river Jordan- this is an important story for Christians.			

Component of learning: Stories (Unit 2.4)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Explore how stories communicate belief and teach values Key Question – How and why are some stories important in religions? What can we learn from these stories from the Torah and Bible?	church symbol	ark Bible bimah courage creator forgiving god persistence synagogue torah	Christian Jewish
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> The Bible is split into the Old Testament and the New Testament. <input type="checkbox"/> Some stories in the Old Testament of the Bible are also in the Jewish Torah. <input type="checkbox"/> Know and understand the story of Abraham and Sarah and why it is important to Jews. <input type="checkbox"/> Torah- is a holy book used by Jews. <input type="checkbox"/> Ark- where the torah scrolls are kept. <input type="checkbox"/> Bimah- Raised platform in a synagogue where the torah scrolls are read.			

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Religious Education – KS2	Year 3		
Key Knowledge	Key Vocabulary		
Component of learning: Religion, family & community – Prayer (Unit 3.2)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Prayer is a form of expression, and how different faiths use prayer in daily life. Key Questions – How do religious families and communities practice their faith?		Christian church commitment Islam liturgy mosque Muslim prayer prophet Qur'an religion spiritual values	
Sticky knowledge to be taught & assessed for end goal. <input type="checkbox"/> Muslims undertake 5 daily Islamic prayers <input type="checkbox"/> Muslims pray at a Mosque <input type="checkbox"/> Christian's worship and pray at a church <input type="checkbox"/> The Lord's Prayer is important to Christians and is a way of developing a relationship with God <input type="checkbox"/> The Prophet Muhammad was the founder of the religion of Islam <input type="checkbox"/> Followers of Islam believe that Muhammad received messages from Allah (God)			

Component of learning: Beliefs and questions – Christianity (Unit 3.1)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Explore bigger questions about God, life, and faith. Start connecting religious teachings to human experience. Critical thinking and personal reflection begin to develop. 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?		ascension Christmas disciples easter holy spirit Pentecost sacrifice	
Sticky knowledge: taught & assessed for end goal. <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 God's word. The Holy Spirit is God's power and love inside people. <input type="checkbox"/> Christians believe that God created the world in 7 days.			

Component of learning: Worship and sacred places (Unit 3.3)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Places of worship have significance, expressing religious identity and devotion Key Questions – Where, how and why do people worship?		Allah Christian church commitment gods/goddesses Hindu Islam liturgy mandir mosque Muslim prayer ritual sacred trinity values worship	
Sticky knowledge: taught & assessed for end goal. <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. <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. <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. <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. <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.			

Component of learning: Inspirational people (Unit 3.4)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Living Religious figures (past and present) inspire others through their actions, showing faith in daily life		Allah Christian commitment exodus gospel inspiration Jewish law-giver messiah Muslim New Testament prophet Qur'an role-model values	
Key Questions – What can we learn from inspiring people in sacred texts and in the history of religions?			
<i>Sticky knowledge: taught & assessed for end goal.</i> <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"/> Faith founders' stories can be a source of guidance and inspiration for faith followers.			

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Religious Education – KS2	Year 4		
Key Knowledge	Key Vocabulary		
Component of learning: The journey of life and death (Islam, Hinduism and Christianity) (Unit 4.1)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Pupils investigate beliefs about life's purpose, death, and the afterlife. They compare how different faiths view these stages and consider their meaning in religious context. 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? Sticky knowledge to be taught & assessed for end goal. <ul style="list-style-type: none"> Birth Rituals in Hinduism: Hindu families may write "aum" on a newborn's tongue with honey, whisper a deity's name in the baby's ear, and conduct naming ceremonies at the community temple 40 days after birth. Birth Rituals in Islam: Muslims recite the Adhan (call to prayer) in a newborn's ear, and perform Aqiqah on the seventh day—shaving the baby's head as part of the naming ceremony. Death Rituals in Hinduism: The deceased's body is washed, dressed in white, purified with Ganges water, and traditionally cremated on a funeral pyre (in the UK, cremation typically occurs at a crematorium). Death Rituals in Christianity: Christian funerals allow family and friends to grieve, give thanks for the deceased's life, and include prayers and hymns, marking the end of earthly life. Christian Baptism Symbolism: Baptism represents joining the Church, with water symbolizing the washing away of sin and beginning a new life. Godparents may receive lighted candles representing Jesus's light in the child's life. Common Themes Across Religions: Despite differences in specific practices, religions share similarities in how they mark significant life transitions, with rituals that honour beginnings and endings. 		Aqiqah beliefs Christian commitment destiny heaven Hindu life after death Muslim paradise ritual soul spiritual values worship	

Component of learning: Spiritual Expression: Christianity, music and worship (Christianity) (Unit 4.3)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Music, art, and creative expression reflect spirituality and worship. These forms convey belief and emotion Key Question – Christianity, music and worship: what can we learn? Sticky knowledge: taught & assessed for end goal. <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. 		belief carol devotion hymn self-expression worship	

Component of learning: Symbols and religious expression: Pilgrimages (Islam, Hinduism and Christianity) (Unit 4.2)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Living Pilgrimage expresses commitment and spiritual devotion. It shapes the lives of believers Key Question – How do people express their religious and spiritual ideas on pilgrimages? Sticky knowledge: taught & assessed for end goal. <ul style="list-style-type: none"> A pilgrimage 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. Pilgrimage 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 journey for Christians. 		Christian community Hindu Muslim pilgrim pilgrimage ritual spiritual symbol values	

Component of learning: Hindu Faith (Unit 4.4)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Living Hindus live out their beliefs through family life, worship, festivals, and moral choices, like ahimsa (non-violence)		aum symbol commitment community dharma festivals gods and goddesses karma murtis rituals values	
Key question – How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals?			
<i>Sticky knowledge: taught & assessed for end goal.</i> <input type="checkbox"/> Hinduism is the oldest of the world's religions. <input type="checkbox"/> There are 4 core beliefs: Truth is eternal, Dharma, Reincarnation, Moksha <input type="checkbox"/> Rama & Sita is one of the main stories from Hinduism and is connected to Diwali <input type="checkbox"/> Diwali is the 'festival of lights', is celebrated in late autumn and can last for up to 5 days <input type="checkbox"/> 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. <input type="checkbox"/> Diwali remembers the goddess Lakshmi, who brings good fortune for Hindus			

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Religious Education – KS2	Year 5		
Key Knowledge	Key Vocabulary		
Component of learning: Inspirational people in today's world (Unit 5.1)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Living Modern role models across traditions (e.g. Malala, Gandhi). Belief drives action on justice, peace and compassion Key Question - What can we learn from great leaders and inspiring examples in today's world? Sticky knowledge to be taught & assessed for end goal. <ul style="list-style-type: none"> <input type="checkbox"/> A leader: 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Dr Hany El Banna: the co-founder of <u>Islamic Relief</u>, the largest Western-based international <u>Muslim</u> relief, (promoting understanding between Global Cultures & Faiths in the UK). <input type="checkbox"/> Desmond Tutu, Pandurang Shastri Athavali, Nelson Mandela are other great leaders known for their beliefs, wisdom and inspiration. 		Muslim Hindu Christian prophet mahatma holiness spiritual inspiration vision symbol community commitment values	

Component of learning: Religion and the individual: What matters to Christians (Unit 5.2)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Reflect on personal faith and commitment, exploring how Christian beliefs shape identity, values, and life choices Key Question - What is expected of a person in following a religion or belief? Sticky knowledge: taught & assessed for end goal. <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, representing 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. 		Christian Christmas commitment community easter eucharist festival gospel holy spirit incarnation Pentecost resurrection spiritual trinity	

Component of learning: Beliefs in Action in the world (Unit 5.3)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Pupils engage with key theological questions and how beliefs influence real-world behaviour and ethical decisions. Focus expands beyond texts to lived faith		Christian	
Key Question - How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?		Christmas	
Sticky knowledge: taught & assessed for end goal.		commitment	
<input type="checkbox"/> Temples, churches, mosques, and synagogues serve as places of worship and as shelters.		community	
<input type="checkbox"/> Christianity, Buddhism, Judaism, and Islam are based on communal participation in rites held inside each religion's place of worship.		easter	
<input type="checkbox"/> Different religions adorn their places of worship with a variety of art and architecture.		eucharist	
<input type="checkbox"/> 'God' is portrayed in different ways, some with human or animal likenesses, then others without form.		festival	
<input type="checkbox"/> Muslims use geometric shapes in their mosques, not the human form.		gospel	
<input type="checkbox"/> There are variety religious charities - such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid & Muslim Hands (based in Nottingham) that express spiritual ideas.		holy spirit	
		incarnation	
		Pentecost	
		resurrection	
		spiritual	
		trinity	

Component of learning: Beliefs and Questions (Islam and Hinduism) (Unit 5.4)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Pupils engage with key theological questions and how beliefs influence real-world behaviour and ethical decisions. Focus expands beyond texts to lived faith		5 pillars	
Key Question - How do people's beliefs about God, the world and others have impact on their lives?		ahimsa	
Sticky knowledge: taught & assessed for end goal.		Akhlaq	
<input type="checkbox"/> The Five Pillars of Islam are:		Allah	
o Profession of Faith (shahada).		Asr	
o Prayer (salat)		brahman	
o Alms (zakat)		Dhuhr	
o Fasting (sawm)		Fajr	
o Pilgrimage (hajj).		gods/goddesses	
<input type="checkbox"/> Muhammad is the Messenger of God and is central to Islam		hajj	
<input type="checkbox"/> Hindus are taught about harmlessness (ahimsa) on what they eat and how they treat animals.		Iman (faith)	
<input type="checkbox"/> Muslims have daily prayers where they face The Kaaba (the black box in Mecca).		Isha'a	
<input type="checkbox"/> The term 'God' is different to different religions.		Maghrib7	
<input type="checkbox"/> There are different religious texts and they all have different ways of sharing the text		Mecca	
		murtis	
		prophet	

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Religious Education – KS2	Year 6		
Key Knowledge	Key Vocabulary		
Component of learning: Teachings, wisdom and authority (Unit 6.1)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Living Sacred texts and teachings influence decisions and shape moral frameworks		bible	
<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>		holy spirit	
Sticky knowledge to be taught & assessed for end goal. <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.		incarnation letters of St Paul moral codes Qur’an sources of wisdom ten commandments torah trinity	

Component of learning: Religion, Worldviews, Family and Community (Unit 6.2)		Tier 1	Tier 2	Tier 3
Key Primary Theme: Expressing Diversity of belief and practice across religions and non-religious worldviews. Community and worldview shape people’s identity, purpose, and expression. <i>Key Questions: What contributions do religions make to community life in Nottinghamshire?</i> Sticky knowledge: taught & assessed for end goal. <ul style="list-style-type: none"> <input type="checkbox"/> Different areas of Nottinghamshire have different faiths at the heart of the community. It is diverse and mainly Christian <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 Gurdwara; Buddhist temple <input type="checkbox"/> Statistics can provide information about religion in the world, the UK and the local community <input type="checkbox"/> Nottinghamshire now has many religious buildings for each of the 6 main world faiths <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. 			harmony inter-faith moral values religious plurality respect tolerance	

Component of learning: Beliefs in action in the world: Christianity and Islam (Unit 6.3)		Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Critically examine belief systems and compare religious and non-religious worldviews. <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> Sticky knowledge: taught & assessed for end goal. <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. 			agape agnostic ahimsa atheist charity faith justice religion ummah	

Component of learning: Beliefs in Action in the world (Unit 6.4)	Tier 1	Tier 2	Tier 3
Key Primary Theme: Believing Analyse how belief drives humanitarian action, justice, and peace-making.		Beth Shalom bystander harmony persecution prejudice religion remembrance respect upstander	
Key Question: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?			
<i>Sticky knowledge: taught & assessed for end goal.</i> <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 <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. <input type="checkbox"/> Hitler and the Nazi Party rose to power in Germany in the early 1930s. Hitler was elected Chancellor in 1933. <input type="checkbox"/> The persecution of Jews in Germany started in 1933. <input type="checkbox"/> Kristallnacht happened in November 1938. <input type="checkbox"/> Kindertransport happened between December 1938 - September 1939 and was the rescue operation in Europe of children, the majority of who were Jewish. <input type="checkbox"/> Jews were persecuted at this time for their religious beliefs. <input type="checkbox"/> The difference between prejudice, discrimination and persecution is between beliefs and action but they are closely linked.			