

Religious Education (RE) Curriculum Map

	Year 1	Year 2	Year 3 & Year 4	Year 3 & Year 4	Year 5	Year 6
Christianity	Belonging	Baptism & Christening	Amazing men & women of the Bible	Caring & Praying	Making A Difference	Exploring The Bible
	Christmas	Christmas	Investigating Jesus	Light & Dark	Easter	
	Jesus' & his parables	Jesus' friends & followers	Christmas	Christmas		
	Easter	Easter	Exciting Escapes	Signs, Symbols & Parables		
Judaism	Churches	Creation & Shabbat	Easter	Church		
	From creation to Shabbat	The Torah		Jewish Celebrations & Family Life		
	Jewish Stories	Jewish Celebrations				
	Hanukkah & Purim					
Hinduism	Synagogue		Family Celebrations	Light & Dark		
			Worship			
	Diwali	Diwali		Diwali	Visiting a Temple	
Islam		Eid		Mohammad, Mosques & Prayers	Making A Difference	
					Muslim Families	
Exploring Religions & Beliefs					What's Important, Exploring Values	Religions and beliefs response to global issues
					Beautiful World Wonderful God	Religious contributions to locality
					Expressing Faith Through The Arts	Teachings, wisdom & authority

	Autumn	Spring	Summer
Year 1	<p>THEME: CELEBRATIONS & FESTIVALS BIG QUESTION: Who celebrates what and why? RELIGIONS: Christians, Jews, Hindus (1.1) What are the popular annual or weekly celebrations for Christians and Jewish people? (include Christmas, Easter, Hanukkah and Shabbat). What is included in these celebrations? (such as songs, worship, celebrations, stories, artefacts and food) What celebrations are the children personally aware of and what happens at them? How do these celebrations make them feel?</p> <p><i>Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</i></p> <p>Judaism: Hanukkah and Purim -What are Hanukkah and Purim? (use of key stories) -When is Hanukkah? - Why is it known as a festival of light, freedom and a miracle? -What artefacts link to Hanukkah and Purim and what are their purpose?</p> <p>Hinduism: Diwali -What are the main events in the story of Rama and Sita? - Who is a 'goody' and who is a 'baddie' in the story? - Which adjectives could describe each of the different characters? - Why is the story important for Hindu people (conflict between good and evil) - How is Diwali celebrated? (Vocabulary: Rama, Sita, Hanuman, Lakshmana, Ravana)</p> <p>Christianity: Christmas -How is Christmas linked to the birth of Jesus? ·Who are the key people and what are the main events in the Nativity? -How can artists' representations from around the world, Christmas cards etc.. and symbols help present the Nativity? · Why is this story the focus of the celebration for Christians? - Where is it in the Bible? Vocabulary: celebration, Christmas, Jesus, Son of God, New Testament, Bible, Nativity, Mary, Joseph, shepherds, Wise Men/Magi/Kings, innkeeper</p> <p>Find out about what different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). Children respond to questions about being generous and being thankful.</p>	<p>THEME: MYSELF & CARING FOR OTHERS BIG QUESTION: How do we show that we care for others and why does it matter? (1.2) RELIGIONS: Christians, Jews, Humanists -Can you explore the link between religion/belief, music and caring? - can you use messages from 3 moral stories from Christians, Jewish people and Humanists (eg Jesus' story of the Lost Sheep, the Jewish Psalm 23) to link to caring for others? Can you find examples in these stories of goodness, kindness, generosity and sharing? - What songs from religious communities express the importance of caring and express creatively (e.g. in art, poetry or drama) ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? [www.natre.org.uk/spiritedarts is a useful website] -How can music make us feel happy/sad/excited? eg 'You are a Star' from the Fischy Music CD 'Build Up'.</p> <p>Judaism: From Creation to Shabbat -Can you retell the story of creation, Noah and Abraham? -What happens during the Shabbat meals and Shabbat rest activities? -Who is important to you? What are your ideas about God? -How do we treat the world and how can we care for it? (promises, trust) -When are your rest times and for Jewish people.</p> <p>Christianity: Jesus & His Parables -story of the good Samaritan - links to their experiences. -Sing 'Build Up' and add extra verses- how could they build someone up? - Jesus' miracle stories (<i>Feeding the 5000, the lost coin, ten lepers and Healing the blind man</i>). Compare these stories and think about what Christians today learn from them and the values each character showed. -Respond sensitively to the miracles of Jesus. -Consider the value of being grateful and encouraging gratitude. -Respond sensitively to people who have lost their sight, who are ill or in difficult circumstances. -Learn and retell stories of Jesus, e.g. <i>the Shepherds coming to the Manger, Calming the Storm on Lake Galilee.</i></p> <p>Christianity: Easter – symbolism of crosses and eggs - hear and connect with the different emotions of the Easter story - consider why the symbols of crosses and eggs are important at Easter time - recall what happened on Palm Sunday -know of the Easter day experience of the women (Matt 28:1-10) -understand that Jesus having new life is called the resurrection - Jesus didn't teach that life following him would be easy, but that Christians should 'take up their cross' and learn what it means to trust him in all circumstances</p>	<p>THEME: BELIEFS & TEACHINGS BIG QUESTION: Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</p> <p>THEME: BIG QUESTION: In what ways are churches and synagogues important to believers? Celebration, community; signs and symbols (1.4). -learn from visiting and studying churches and synagogues about the use of a place of worship. -reflect on the children's own personal experiences and feelings around these events</p> <p>Christianity: Visiting a church -Retell some of the activities that happen in church including Sunday service, weddings and baptism, christening. -Identify how the church supports the community -Respond sensitively to their own thoughts and feelings about special places, including Christians' special place – church. -Talk about behaviour within a church. -Use religious vocabulary such as font, pulpit, altar, chalice etc, to identify features of a church; and make links with how they are used and Christian activities & beliefs e.g. font used for baptism. -know the features of a church including architecture, features and items Make links between Jesus' teachings and the way Christians help in community projects.</p> <p>Judaism: Visiting A Synagogue -Respond sensitively to their own and others' thoughts and feelings about special places/things that are important to them, -Respond sensitively and understand that the synagogue and things in it are important and special to Jewish people. -Talk about behaviour within a synagogue. -Identify the features of a synagogue including architecture, features and items -Retell some of the activities that happen in synagogues including weddings. -know about worship at a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</p>

	Autumn	Spring	Summer
Year 2	<p>THEME: Leaders - Christianity, Judaism BIG QUESTION: What makes some people inspiring to others? Moses and Saint Peter (2.1) Key words and concepts: Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.</p> <ul style="list-style-type: none"> - What makes a leader? (behaviour, wisdom, rules for living harmoniously, the difference they have made) -How was Saint Peter a great Christian leader? -How was Jesus a great Christian leader? -How was Moses a great leader for the Jewish people? (share stories of Moses in the bulrushes, prince who ran away, the burning bush, ten plagues, parting of the Red Sea, Ten Commandments). -Where do these stories come from? (The Torah, (Old Testament). -How do Christians and Jews follow their religious leaders? (remembering, telling stories, celebrating, praying or making music). - How is King Charles III, as a non-religious leader, a good leader? What makes them a good leader? <p>What do Jewish people believe about God, creation, humanity, and the natural world? (2.2) Use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion.</p> <p>Judaism: Creation and Shabbat What is the Jewish story of God’s creation of the Earth? (from Genesis 1)</p> <ul style="list-style-type: none"> - What are Jewish peoples’ ideas about God and the story of creation? -What is the link between Earth’s creation and Shabbat? Why is Shabbat so important? -How does a Rabbi teach the community about God? - How do Jewish followers care for the Earth? -How does the Environment and Science affect people’s care for the Earth? <p>Christianity & Islam: Eid & Christmas How do Christians celebrate Christmas and how do Muslims celebrate Eid; what similarities and differences are there?</p> <ul style="list-style-type: none"> - What does the Christmas story tell Christians about Jesus? - How does the Christmas story relate to Christian beliefs? - What is Eid ul-Fitr? -What activities happen at Eid? How do Muslims celebrate Eid? food, objects, words and gifts - What artefacts are linked to the celebration of Eid? - How does fasting during Ramadan impact on Muslims? <p>Key words: Ramadan, the Prophet Muhammad (PBUH), revelation, Qur’an</p> <p>Hinduism: Diwali - generous Lakshmi -hear a story of the goddess Lakshmi. How does she personify generosity, beauty, family, kindness, good fortune and prosperity?</p> <ul style="list-style-type: none"> - What is Lakshmi Puja (worship) and how is it part of Diwali? - What artefacts represent Lakshmi. What ideas do children have on generosity, kindness and good fortune? How does it feel to be generous and why does it matter? 	<p>THEME: Belonging. What does it mean to belong? BIG QUESTION: What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today? (2.3) Key concepts and words: Religion, Christian, church, symbol, Bible, Golden Rule (‘do to others as you would like them to do to you’), belonging, worship, holiness, sacred.</p> <p>How can all humanity belong together? (Spr 1)</p> <ul style="list-style-type: none"> -What different groups do you belong to? (in school, in the community...) -How does belonging to these groups contribute to human happiness? -Why does belonging matter? How can we be good members of different groups? -What is there locally to bring Christian followers together? (link to St Nicholas’ Church, Tuxford, Rev Greg Price, Messy Church, services...) <p>Christianity: Jesus’ Friends & Followers (Spr 2) -What happened after Jesus’ death and resurrection? -What were the reactions of Jesus’ friends and followers to his death? How was friendship shown? How was regret and forgiveness shown? -Who behaved with kindness? Who didn’t behave with kindness? -From stories about Jesus with his friends, what was the impact of Jesus and his teaching on his friends? -How did Jesus behave towards people? -What is the Golden Rule? (‘treat others how you wish to be treated’) -How can non-religious people also follow the Golden Rule?</p> <p>Christianity: Baptism and Christening (Spr 1) -learn that the story of Jesus getting baptised in the river Jordan and highlight that it is an important story of Christians and carries some messages about belonging. -Retell the main events at a baptism/christening today using religious or spiritual vocabulary (font, baptism candle) -Identify ways of belonging for Christians, such as wearing symbols, or being baptised. -Make links between Jesus’ baptism and someone who has chosen to be baptised. -Describe some symbols of belonging that Christians use eg cross and match them to some Christian beliefs. - re-cap some of the Christian artifacts and their use.</p> <p>Christianity: Why is Easter important to Christians? (Spr 2) -explore the Christian belief that Jesus died to ‘mend’ people’s friendship with God, and to very simply encapsulate Christian beliefs about Jesus’ death and resurrection in an Easter Garden.</p>	<p>THEME: Jewish and Christian Stories: How and why are some stories important in religions? BIG QUESTION: What can we learn from these stories and from the Torah and the Bible? (2.4) Key concepts and words: Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence forgiving, Humanist, God, Creator.</p> <p>Retell (for example through drama or in pictures) some religious stories with key characters such as Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel and suggest reasons why they are important to Jewish people (and Christians – teach the children that these stories are also in the Christian Bible)</p> <p>Christianity: Christian stories -Retell the story of Noah -discuss how he was a good leader and the characteristics he had e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving -ask and find out about where the story came from.</p> <p>Judaism: The Torah & Jewish Stories Retell the main parts of the story of Joseph. -find out about the Torah, its use in synagogues and the symbols which show it is sacred or holy Talk about something that is important to them and respond sensitively to importance of the Torah to Jewish people. Respond sensitively to role-play/ discussion about how they should behave towards others. Talk about issues of forgiveness and good and bad, right and wrong.</p> <p>Judaism: Jewish Celebrations & Stories Retell the main events in Moses’ story and Daniel in the Lion’s den. Identify some religious artefacts that are used at Hanukkah and their significance. · Respond sensitively to the stories of Moses and Daniel. Talk about feelings of under confidence in doing something. Talk about being asked to do something wrong, & talk about doing right and wrong things, and the feelings connected with them. write an account of their favourite story from the Jewish Bible and suggest what it means to Jewish people and to anyone who likes stories</p>

	Autumn	Spring	Summer
<p>Year 3 & Year 4</p>	<p>THEME: Commitment to Christianity BIG QUESTION: 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? (3.1) Key concepts and words: Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p> <p>Christianity Why is the Bible so important to Christianity? - What is the difference between the focus of the Old Testament and the New Testament? - What significance do the Bible’s teachings have as a guidance/inspiration to Christians and to people without a faith? (eg the Golden Rule). -What are the similarities of the Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest? What are the contemporary practices in relation to these four festivities? -What do these Christian ideas mean: incarnation, trinity, crucifixion, resurrection and the Holy Spirit? -What is the ‘fruit of the Spirit’ (Galatians 5:22) -Why do some people value such celebrations very highly, but others not at all? What difference does believing in Jesus make to Christians? (Make links to the life and work of St Nicholas’ Church, Tuxford and how Jesus’ teachings are being put into action) What do Christians believe about God? What different views are there about the beginnings of life on Earth (Big Bang)? -Did God make us all, or are we an accident? -Is Genesis 1 a story about human nature or about how the world was made? -What different ways do science and religions handle questions of origins, where we come from, and why humans are significant in the universe?</p> <p>Christianity: Investigating Jesus & Christmas Describe the events and miracles in Jesus’ life, making links between them. Describe and name some groups of people who felt positive and negative towards Jesus, giving some reasons for their attitudes. Respond thoughtfully to the trustworthiness that Jesus’ followers felt about him and make links with the pupils’ experiences of trustworthiness. Reflect on the feelings of the people with whom Jesus related. Discuss questions about who they think Jesus is. -Recall the Christmas story -Understand the importance of hope and express hopes for self, family and the world</p> <p>Diwali What matters most at Diwali? Children hear the stories of Lakshmi, and of Rama and Sita, and of the celebration of Diwali today in India and in (e.g.) Leicester (e.g. on video). They decide matters most at Diwali and how the Diwali celebrations express some Hindu ideas such as community, remembering, sharing, light winning over darkness. Rank ‘what matters at diwali’ thoughtfully, making links to my own experience, and asking ‘what matters to me?’</p>	<p>THEME: Religion, family and community; Prayer. BIG QUESTION: How do religious families and communities practise their faith? The example of prayer. (3.2) Key concepts and words: Religion, Muslim, Islam, mosque, Qur’an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values. Christianity: Hindu, worship, mandir, Trinity, Allah, gods and goddesses, , sacred, values.</p> <p>How are prayers practised in Christianity and Islam? What meaning and importance does prayer have in each faith? Christian: Prayers (Spr 1) -Why do some people pray every day, but other people not at all? -What does Christian prayer look like? (spending time with God, listening, talking and seeking help..) - What are the meanings of symbols, words and actions used in prayer and worship? (bowing down, using liturgy, ritual and symbol, praying alone and in groups, rosary beads and prayer mats etc..). -Where do Christians pray? -How do different faiths talk and listen to God through prayer? -What is Jesus’ advice about prayer? What are the possible meanings of the Lord’s prayer? What influences or inspires you – can this be put into a prayer? - What is the meaning behind Durer’s artwork ‘Praying Hands’? Is it still a relevant painting today? (ideas of courage, self-sacrifice, love, caring, generosity) - What ideas exist about heaven for Christians? - What is the holy Trinity?</p> <p>Islam: Prayers (Spr 1) What is the practice, meaning and importance of the 5 daily Islamic prayers? -Where do Muslims pray? - What do Muslims believe about Allah and prayer?</p> <p>Worship and Sacred Places: Muslims, Christians and Hindus Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire. (3.3) (Spr 1) How do holy buildings such as churches, mosques and mandirs express key ideas about belief and worship? -What are the similarities and differences between churches, mosques and mandirs? -How does the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community’s way of life, values and beliefs?</p> <p>Hinduism: Visiting a Temple (Spr 2) Know that temples can look very different Describe the features of a temple and the relevance to Hinduism Explain how and when the temple is used find out about the gods and goddesses of Hindu worship.</p> <p>Hinduism: Hindu Worship (Spr 2) Describe some stories that Hindus tell. Use some religious vocabulary to describe the Hindus’ belief in one God, Brahman, whose characteristics are represented by different gods, some of which they can name. Describe Hindu worship with the puja artefacts, using some religious vocabulary. -How does Hindu worship take place in the home and in a mandir? Make links between characteristics shown by the Hindu gods (eg courage, love) and important aspects of the peoples’ lives that are worth passing on.</p> <p>Christianity: Easter (Spr 2) Know the main events of Easter week (Entry to Jerusalem, Last supper, Garden of Gethsemane, trial and crucifixion, resurrection and appearances) -Explain the significance of the cross in the Christian belief</p>	<p>THEME: Inspirational people from the Past. Christianity, Islam, Judaism. BIG QUESTION: What can we learn from inspiring people in sacred texts and in the history of religions? (3.4) Key concepts and words: Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur’an, New Testament, Gospel, inspiration, role-model, commitment, values.</p> <p>-learn at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses (referring to the Exodus and Pesach), David, Esther, Ruth (some of these are also prophets in Islam). -know stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. -hear examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. -use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan)</p> <p>-respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected •respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs •respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur’an and Hadith to Muslim values and ideas -consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their companions in drama or imagery) -respond thoughtfully to these ‘great lives’, and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History -use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan) -discuss and present thoughtfully their own and others’ views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others -express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage</p>

	Autumn	Spring	Summer
Year 5	<p>THEME: Inspirational People of Today – Great Leaders BIG QUESTION: What can we learn from great leaders and inspiring examples in today's world? (5.1) <i>Open choice of faiths</i> Key concepts and vocabulary: religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p> <p>-describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world -understand how key leaders can be sources of wisdom for believers -apply the idea of inspiration for themselves. Explain what matters about the lives of inspirational leaders/role models to others</p> <p>-explore the lives of key religious leaders from contemporary life (including modern history) -decide and explain what makes a person inspiring or a leader -describe the challenges they have faced and the commitments by which they lived (what made this person into a leader? How did their religion inspire them? What holy texts explain their lives?) -consider whether a person is inspiring just in their religion, or to any human? -compare two leaders with different worldviews: what do they have in common? -identify how religion has shaped a named inspirational leader (Dr Martin Luther King, Gandhi, William Boot, Dr Hany El Banna, Swami Vivekananda...)</p> <p>THEME: Religion and the Individual: what matters to Christians – Christianity. BIG QUESTION: What is expected of a person in following a religion or belief? (5.2) Key concepts and words Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.</p> <p>-understand the deeper meaning of Christmas why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities consider the idea of 'the fruit of the Spirit' (Galatians 5:22, New Testament) as they discuss and apply their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life Pentecost (Whit Sunday) and Eucharist (remembering Jesus with bread and wine) -understand the ways Christians use some examples of Bible texts to guide them in facing life's challenges (love thy enemy) -understand how the role of the Christian community helps people live a good life -describe the significance of being part of the Christian religion -understand key Christian beliefs (e.g. from a Creed), -gain knowledge about key Christian beliefs in God as Father, Son and Holy Spirit, the Trinity -consider the idea of 'the fruit of the Spirit' (Galatians 5:22, New Testament) -write a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?</p>	<p>THEME: Beliefs and Questions: views on God/world/others – Hinduism, Islam, non-religious. BIG QUESTION: How do people's beliefs about God, the world and others have impact on their lives? (5.3)</p> <p>Key words and concepts: Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include atheist, agnostic.</p> <p>-understand Muslim and Hindu key beliefs about God, worship, religious practices and texts using a range of sources of wisdom. -explain the Five Pillars of Islam -understand the main ways Hindus worship gods and goddesses in the home and the Mandir -explain what matters about worshipping God to Muslims -explain what matters about worshipping gods and goddesses to Hindus -describe the impact of religious teaching eg Hindu teaching of <i>ahimsa</i> questions what we eat and how we treat animals; eg Muslim daily prayer and Zakat (alms giving) impacts on Muslim individuals and communities. -explain similarities and differences between Muslim and Hindu ideas about God and their own ideas explain similarities and differences between Muslim and Hindu ideas about God and their own ideas, referencing the fact that many non-religious people are either atheists or agnostics and considering questions about this diversity of belief. -understand the terms atheist and agnostic</p> <p>Christianity: How do Christians know what happened at Easter? The Four Gospels</p> <p>-understand the deeper meaning of Easter (salvation, forgiveness and eternal life with the celebrations of Holy Week, Easter, Jesus' crucifixion and resurrection), - Know and understand the main events of Easter (introduced Y1-Y3) - Christians believe God loves people so much that Jesus' death was 'for humanity'. He was born, lived, was crucified and rose again to show God's love. Christians see Jesus as their Saviour, the Messiah. -the Gospels gave accounts of Jesus' death and resurrection (Easter Day) bringing hope and salvation. - Jesus' sacrifice is remembered through the service of Holy Communion (also called the Lord's Supper, the Eucharist, the Mass). -Look at the four Gospel accounts of the Easter narrative, focus on the similarities.</p> <p>- Look at the research, what happened to Jesus? Which are the events that are reported in all the Gospels? Why do pupils think this is? • What did the eye witnesses say happened to Jesus' body? • Why are Jesus' death & resurrection so important to Christians? Option to focus on the evidence for the Resurrection as presented in the Gospels in order to help pupils to consider what they think about the claims that Jesus rose from the dead. - What Christian beliefs about Jesus are linked with the events, and what might a Christian say about them? What do you think?</p>	<p>THEME: Beliefs in Action in the World (arts, architecture, charities, generosity) – open choice of faiths. BIG QUESTION: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? (5.4) Key concepts and words. Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.</p> <p>Architecture/Art/music -recognise religious architecture from across the world -recognise some local examples of religious architecture (eg Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque) - understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives Explain the various art forms that are predominantly used by different religions - Know the significance of symbols and colour in Hinduism and the different arts (dancing, drama, music, art and architecture) are used to show faith. -Know the significance of Islamic music, the three main strands of Islamic art (calligraphy, floral and geometric designs) and domes, arches and symmetry in architecture. -explain links between religious art forms and religious stories using religious vocabulary. - explain the impact of religions on art and the impact of art on religion -express ideas and feelings about the art forms they enjoy and religious art forms. -use their knowledge of religious art to produce creative work, which demonstrates their values.</p> <p>Charity -know about different charities which apply the 'golden rule' ('treat others as you would like to be treated', describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas, put values of justice and compassion into action, and express their religion's ideals -understand the religious belief 'love your neighbour as you love yourself'</p> <p>apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why?</p>

	Autumn	Spring	Summer
Year 6	<p>THEME: Teachings, Wisdom and Authority – open choice of faiths. BIG QUESTION: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? (6.1) Key concepts and words Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur’an, Hadith, Humanist, rationalist.</p> <p>What is the impact of beliefs about sacred writings, God and values? - Why do people need wise words to follow? -What is the value of holy writings and other sources of wisdom? -Why do Christians and Muslims honour their holy texts? -Why are the following seen as sources of wisdom in their religious community eg the Torah - the Shema, the Bible - 1 Corinthians 13, the Qur’an - the 1st Surah, the Opening? -What are the similarities between holy books or writings from two different religions Can young people relate to these ‘words of wisdom’? - Are religious moral codes relevant in our modern times? for example, the Ten Commandments (Jewish), St Paul’s advice for believers (Romans 12) and the Five Precepts (Buddhist) - what is right and wrong about these teachings? - Where can we find ‘wisdom to live by’? - What would ‘ten commandments for today’ look like? or ‘a guidebook to the journey of life’?</p>	<p>THEME: Religion, worldviews, family and community – religions contributions to NOTTS BIG QUESTION: What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? (6.2) Key concepts and words: Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality.</p> <p>-investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own. - linking to mathematics and geography, know the statistics of world religions in the local area, the county, region, nation and world. -understand at least two examples of inter faith co-operation and think about questions of community harmony and inter faith work. identify what inter faith events do to make respect grow. <i>Sikh community – Schveel - give out free drinks on a hot day in June to mark anniversary of death of 5th Sikh Guru Sri Guru Arjan Dev Jee.</i> -discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) . list and describe similarities and differences between the ways different communities show that they belong. - compile a charter of their own moral values -consider how our society can become more respectful -write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious. Can they suggest 6 ideas and explain what impact they would have?</p> <p>Easter Big Question: Is anything ever eternal? Key concept: This enquiry focusses on the Christian understanding of eternity and the Christian belief that God’s love for humankind is eternal in that God will never stop loving humanity.</p> <p>- Christians believe that God’s love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them. - Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word ‘topos’, which is translated as “place.” For example, he says, “I go to prepare a place for you.” - Christians believe it is Jesus’ sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God. - Salvation: God sent Jesus to humanity to die and to be resurrected to allow man to have a pathway back to God where he can live with God for eternity.</p>	<p>THEME: Beliefs in Action in the World – Christianity, Hinduism, Islam, Humanism BIG QUESTION: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? (6.3) Key concepts and words Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p> <p>-understand what different faiths (eg Muslims, Humanists, Hindus and Christians) teach about how we can all live together for the wellbeing of each other (Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian) - Pose and suggest answers to questions about the beauty of the earth and the world’s beginnings from both faith and non-faith viewpoints. -discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1) -apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the Children - Express their own ideas about the beginning of the world, whilst recognising the views of others. explain the ways the earth continues to be damaged including using fossil fuels, rainforest destruction, rubbish creation, pollution, global warming, war and endangered species in relation to stewardship of the earth. - explain human responsibility for the earth (renewable energy, world peace, feeding the world, fair trade, recycling...) -express ideas about environmental issues and their own attitudes and behaviours as well as issues of stewardship, issues of right & wrong. -know of at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children) -understand how these charities support justice and fairness -understand why members of different religions who are vulnerable exhibition at the National Holocaust Centre.) - write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable. - consider and explain similarities and differences between the work of different charities.</p>