



Religious Education Sequencing

Nursery

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
RE	Children will know how and why we celebrate Harvest Festival.	Children will know that some people celebrate Diwali and how they prepare.  Children will know that some people celebrate Christmas and how they prepare.	Children will know how and why people celebrate shrove Tuesday.	Children will find out about Palm Sunday.  Children will know some people celebrate Easter.	Children will know that some people celebrate Eid and how they prepare.	Children will talk about their own beliefs and celebrations, recalling past experiences.
F2						
RE	Children will know what is special to them and their families.  Children will name a church.	Children will know the story of Diwali.  Children will know the Christian Christmas story.  Children will recognise that people have different beliefs and celebrate special times in different ways.	Children will explain the <b>purpose</b> of a church.	Children will know the Easter story.	Children will name and explain the <b>purpose</b> of a mosque.	Children will know what the bible is.  Children will talk about members of the community.

## Curriculum Overview

## Year 1

		Aims		
		Know about and understand a range of religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills needed to engage seriously with religions and worldviews
Concepts	Belonging	A1. Recall and name different beliefs and practices, including Festivals, worship, rituals and ways of life, in order to find out about the <b>meanings</b> behind them	B1. Ask and respond to questions about what <b>communities</b> do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about <b>belonging, meaning</b> and <b>truth</b> so that they can express their own ideas and opinions in response using words, music, art or poetry.
	Meaning	A2. Retell and suggest <b>meanings</b> to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the <b>communities</b> from which they come.	B2. Observe and recount different ways of expressing identity and <b>belonging</b> , responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of cooperation between people who are different.
	Community	A3. Recognise some different symbols and actions which express a <b>community's</b> way of life, appreciating some similarities between <b>communities</b> .	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
	Truth			
I.1: Celebrations and Festivals – Who celebrates what and why?				
Knowledge		Skills	Impact - What outcomes will pupils achieve?	
<ul style="list-style-type: none"> <li>Pupils will recap and build on knowledge learnt in FS about festivals. They will learn about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Shrove Tuesday, Palm Sunday <b>Hanukkah</b> (new) and <b>Shabbat</b> (new).</li> <li>Festivals from other faiths can be revisited e.g. Diwali, Eid al Fitr.</li> <li>They will learn about the songs, worship, celebrations, stories, artefacts and food.</li> </ul>		Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	<b>Most pupils will be able to:</b> <ul style="list-style-type: none"> <li>Recall and name religious festivals, objects and symbols</li> <li>Retell a story that lies behind a festival</li> <li>Suggest a meaning for an object used in the worship of the festival</li> <li>Ask questions about the meaning of the festival and listen to answers</li> <li>Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community</li> <li>Express an idea of their own about why festivals and celebrations matter</li> <li>Give an example of a big day in their own lives and talk about what made it special</li> </ul>	
Key Vocabulary		Celebration, Festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.		
Key Religion(s)		Christianity and Judaism		
I.2: Myself and caring for others – How do we show we care for others? Why does it matter?				
Knowledge		Skills	Impact - What outcomes will pupils achieve?	
<ul style="list-style-type: none"> <li>Pupils will learn about their uniqueness as a person in a family and community.</li> <li>They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity and sharing.</li> <li>They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</li> </ul>		Literacy skills, simple discussion, sharing and expressing their own ideas.	<ul style="list-style-type: none"> <li>Recall and name the main character in a story they have heard</li> <li>Retell a story about caring simply</li> <li>Suggest a meaning for a symbol, song or artefact from Judaism and Christianity</li> <li>Ask questions about how we show we care for others</li> <li>Respond to ideas and values such as care, kindness and generosity with simple ideas of their own</li> <li>Express an idea of their own about a religious story of caring</li> <li>Give an example of how a person can show their values</li> </ul>	
Key Vocabulary		Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.		
Key Religion(s)		Christians and Judaism Non-religious worldviews such as Humanism can also be considered		
I.3 Beliefs and teachings – Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?				
Knowledge		Skills	Impact - What outcomes will pupils achieve?	
<ul style="list-style-type: none"> <li>Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.</li> <li>They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</li> </ul>		Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.	<ul style="list-style-type: none"> <li>Recall and name key figures in the stories of Jesus</li> <li>Retell a story themselves, joining in with a song, a drama or a picture-book making activity</li> <li>Suggest the 'hidden meanings' in stories Jesus told</li> <li>Ask questions about Jesus' 'special powers'</li> <li>Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own</li> </ul>	

<ul style="list-style-type: none"> <li>They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways</li> </ul>		<ul style="list-style-type: none"> <li>Give an example of a belief about Jesus</li> <li>Find out more about Jesus, inferring a simple idea from a story.</li> </ul>
<b>Key Vocabulary</b>	Religion, Christian, church, Bible, symbol, thankFul, Faith, belief, Easter, God	
<b>Key Religion(s)</b>	Christianity	
<b>1.4 Symbols in religious worship and practice - In what ways are churches / synagogues important to believers?</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Impact - What outcomes will pupils achieve?</b>
<ul style="list-style-type: none"> <li>Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship.</li> <li>They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</li> <li>They will learn about weddings in Jewish and Christian holy buildings</li> </ul>	Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings - mosque or mandir - can be considered too.	<ul style="list-style-type: none"> <li>Recall and name key objects from a church and a synagogue</li> <li>Suggest a meaning for some Jewish and Christian symbols</li> <li>Recognise that holy buildings are connected to beliefs about worshipping God, and talk about these connections</li> <li>Ask questions about what happens and why in holy buildings</li> <li>Recount their visit to a holy building, e.g. by talking about photographs taken there.</li> <li>Express an idea of their own about why some people go to holy buildings</li> <li>Give an example of a sacred space that is out of doors and talk about their own sacred spaces</li> </ul>
<b>Key Vocabulary</b>		
<b>Key Religion(s)</b>		
<b>Opportunities for skills application</b>	-Links with and visits to St Peter's Church -Geography - Cities, Towns and Villages - making links to different places of worship in these areas. -Local History: How has where we live changed? Local landmarks (including places of worship) -Nativity Performance - links with the Christmas story -RSHE/Talking Points lessons - Who is in my family?, What makes a person? -Sticky Questions -Music - links to Tuneful Tuesday, music and culture -Assembly Links -Visitors/families from different faiths	
<b>Opportunities to Recap</b>	-Knowledge of festivals and stories - Harvest Festival, Diwali, Christmas, Easter, Shrove Tuesday and Eid -Know the purpose of a mosque/church	

		Aims		
		Know about and understand a range of religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills needed to engage seriously with religions and worldviews
Concepts	Belonging	A1. Recall and name different beliefs and practices, including Festivals, worship, rituals and ways of life, in order to find out about the <b>meanings</b> behind them	B1. Ask and respond to questions about what <b>communities</b> do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about <b>belonging, meaning and truth</b> so that they can express their own ideas and opinions in response using words, music, art or poetry.
	Meaning	A2. Retell and suggest <b>meanings</b> to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the <b>communities</b> from which they come.	B2. Observe and recount different ways of expressing identity and <b>belonging</b> , responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of cooperation between people who are different.
	Community			
	Truth	A3. Recognise some different symbols and actions which express a <b>community's</b> way of life, appreciating some similarities between <b>communities</b> .	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### 2.1: Leaders - What makes some people inspiring to others?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments).</li> <li>They will find out about Moses as a great leader for Jewish people.</li> <li>They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians).</li> <li>They will find out about Saint Peter as a Christian leader</li> <li>They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously, the difference they have made.</li> <li>A non-religious leader makes a good point of comparison.</li> </ul>	Thinking and discussion skills, information gathering skills.	<ul style="list-style-type: none"> <li>Recall and name key figures in the stories they studied, saying what they did</li> <li>Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership.</li> <li>Ask questions about leadership and suggest answers</li> <li>Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God.</li> <li>Express an idea of their own about leadership, linking it to the stories they learned</li> <li>Give an example of what makes a great leader</li> </ul>

**Key Vocabulary** Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.

**Key Religion(s)** Christianity and Judaism. Non-religious worldviews such as Humanism can also be considered.

### 2.2: Believing - What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>Pupils will learn some Jewish peoples' ideas about God and the story of creation.</li> <li>They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat.</li> <li>They will learn about some ways a Rabbi teaches the community about God.</li> </ul>	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.	<ul style="list-style-type: none"> <li>Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal)</li> <li>Retell the story of Genesis 1</li> <li>Suggest a meaning for the story</li> <li>Recognise that different people see different meanings in the story</li> <li>Ask questions about God for themselves - the bigger the better</li> <li>Express an idea of their own about God</li> <li>Find out more about Jewish beliefs and ways of talking about God.</li> </ul>

**Key Vocabulary** Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.

**Key Religion(s)** Judaism

### 2.3: Belonging - What does it mean to belong?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>Pupils will learn about belonging in a family, to a school and in the community.</li> <li>They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism.</li> </ul>	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their	<ul style="list-style-type: none"> <li>Retell the story of Jesus being baptised in the river Jordan</li> <li>Suggest some reasons why it matters to people to belong to groups and communities</li> <li>Ask questions about Christenings and Believer's Baptism for themselves</li> </ul>

<ul style="list-style-type: none"> <li>The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</li> </ul>	Factual knowledge to suggest what it means to belong in varies ways.	<ul style="list-style-type: none"> <li>Recount how a baby or young adult is welcomed into the Christian community</li> <li>Express an idea of their own about belonging to God - is this important? For Christians?</li> <li>Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</li> </ul>
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<b>Key Vocabulary</b>	Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.
<b>Key Religion(s)</b>	Christianity

**2.4: Story - Jewish and Christian Stories: How and why are some stories important in religions?  
What can we learn from these stories and from the Torah and the Bible?**

Knowledge	Skills	Impact - What outcomes will pupils achieve?
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<ul style="list-style-type: none"> <li>Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.</li> <li>They will gain knowledge about the Jewish Bible and the importance of the Torah.</li> </ul>	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.	<ul style="list-style-type: none"> <li>Retell a story from the Jewish Bible skilfully</li> <li>Suggest a meaning for the story</li> <li>Recognise and talk about the role God plays in stories from the Jewish Bible</li> <li>Ask questions about the stories they study, and suggest answers</li> <li>Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?</li> <li>Express an idea of their own about some of the big questions the work throws up</li> <li>Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.</li> </ul>
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<b>Key Vocabulary</b>	Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, Forgiving, Humanist, God, Creator.
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<b>Key Religion(s)</b>	Christians and Jewish people Stories from nonreligious worldviews such as Humanism can also be considered
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<b>Opportunities for skills application</b>	-Geography - Comparison of a place in England and a small place in a non-European country. Discussing religion and beliefs. Recognising and comparing 'landmarks' on aerial photos. Differences between cities, towns, villages and places of worship -History - Significant People of the 20th Century. Make links with religious leaders. -Nativity Performance - links with the Christmas story -Virtual Synagogue Visit -RSHE/Talking Points lessons - How can I compromise? What are rights and responsibilities? -Sticky Questions -Music - links to Tuneful Tuesday, music and culture -Assembly Links -Visitors/families from different faiths -Link to Explore Project - Big Question (What does it meant to belong?)
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<b>Opportunities to Recap</b>	<ul style="list-style-type: none"> <li>Festivals already studies and the religion which they belong to Harvest Festival (FS), Diwali (FS), Christmas (FS), Easter (FS), Shrove Tuesday (FS), Eid (FS), Hanukkah (YI) and Shabbat (YI).</li> <li>Stories of Jesus (YI)</li> <li>Churches and Synagogues as places of worship (YI)</li> <li>Symbols of Judaism and Christianity (YI)</li> <li>Holy books of Judaism and Christianity (YI)</li> </ul>
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		Aims		
		Know about and understand a range of religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills needed to engage seriously with religions and worldviews
Concepts	Belonging	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their <b>meanings</b> and significance to individuals and <b>communities</b> ;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about <b>belonging, meaning, purpose and truth</b> , applying ideas of their own thoughtfully in different forms including (e.g) reasoning, music, art and poetry;
	Meaning			
	Community	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different <b>communities</b> ;	B2. Understand the challenges of commitment to a <b>community</b> of faith or belief, suggesting why <b>belonging</b> to a <b>community</b> may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse <b>communities</b> can live together for the wellbeing of all, responding thoughtfully to ideas about <b>community</b> , values and respect;
	Truth	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing <b>meaning</b> .	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
<b>3.1: Beliefs and Questions - What difference does it make to be a Christian?</b>				
<b>How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</b>				
<b>Knowledge</b>		<b>Skills</b>		<b>Impact - What outcomes will pupils achieve?</b>
Pupils will learn <ul style="list-style-type: none"> <li>About Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.</li> <li>About contemporary practices in relation to these four festivities.</li> <li>About key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</li> <li>About the 'fruit of the Spirit' (Galatians 5:22)</li> </ul>		Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.		<ul style="list-style-type: none"> <li>Describe what Christians do at two different festivals</li> <li>Connect the celebrations to Bible texts and to beliefs about God</li> <li>Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest</li> <li>Express their own ideas about the deeper meanings of these festivals</li> <li>Consider ideas such as generosity, community and love-in-action</li> <li>List similarities between the four different Christian Festivals</li> <li>Explain their own ideas about the Creation stories of Genesis 1 and 2.</li> </ul>
<b>Key Vocabulary</b>	Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values,			
<b>Key Religion(s)</b>	Christianity			
<b>3.2: Religion, Family and Community - Prayer</b>				
<b>How do religious families and communities practice their faith? The example of prayer.</b>				
<b>Knowledge</b>		<b>Skills</b>		<b>Impact - What outcomes will pupils achieve?</b>
Pupils will learn: <ul style="list-style-type: none"> <li>about the practice, meaning and importance of the 5 daily Islamic prayers</li> <li>about the meaning and use of the Lord's Prayer in Christianity,</li> <li>about prayer at a mosque or a church</li> <li>about beliefs about Allah / God and prayer in the different religions.</li> </ul>		Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other		<ul style="list-style-type: none"> <li>Describe how a Muslim prays</li> <li>Describe how a Christian prays</li> <li>Connect ideas and beliefs to what people in these two religions do.</li> <li>Ask and answer questions about prayer in Islam and Christianity</li> <li>Respond thoughtfully to beliefs and ideas about prayer</li> <li>Discuss questions about prayer that come up in the study.</li> <li>List similarities between the two ways of prayer in Christianity and Islam</li> </ul>
<b>Key Vocabulary</b>	Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values			
<b>Key Religion(s)</b>	Christians and Muslims			

**3.3: Worship and Sacred Places** – Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</li> <li>4 key terms in relation to each building.</li> <li>to identify similarities between the places of worship</li> <li>to connect Features of the buildings to religious beliefs, teachings, practices and ways of living.</li> </ul>	<p>Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p>	<ul style="list-style-type: none"> <li>Describe 4 key features of each of three religious buildings, a mosque, mandir and church</li> <li>Connect the key features of the buildings with beliefs about God in each religion</li> <li>Ask and answer questions about at least three different ways the religious buildings are used by the different communities</li> <li>Respond thoughtfully to the task of designing a new religious building for their locality</li> <li>Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special.</li> <li>Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?</li> </ul>
<b>Key Vocabulary</b>	Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values	
<b>Key Religion(s)</b>	Muslims, Hindus, Christians	

**3.4: Inspirational People From the Past**

What can we learn from inspiring people in sacred texts and in the history of religions?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam).</li> <li>examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.</li> <li>examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</li> </ul>	<p>Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.</p>	<ul style="list-style-type: none"> <li>Describe at least one story about each of these key figures: Moses, Jesus and Muhammad.</li> <li>Connect the idea of inspirational leaders to the stories they learn</li> <li>Ask and answer questions about leadership and inspiration, using details from the stories they learned</li> <li>Express their own views about who is inspiring and why</li> <li>Consider ideas such as 'patriarch' 'prophet' or 'messiah'</li> <li>From the different religions: what do these words mean? Are they similar?</li> <li>List similarities between the key leaders studied.</li> </ul>
<b>Key Vocabulary</b>	Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values	
<b>Key Religion(s)</b>	Christians, Muslims and Jewish people Non-religious worldviews such as Humanism can also be considered and so can Sikh Gurus. Religious leaders: Moses, Jesus and Muhammad.	
<b>Opportunities for skills application</b>	<ul style="list-style-type: none"> <li>-Geography - Differences between living in the UK and a Mediterranean country - make links to cultures and beliefs</li> <li>-DT. Eating Seasonally - make links to Food and religious festivals</li> <li>-Introduction to MFL (French) - make links to culture and beliefs</li> <li>-RSHE/Talking Points lessons - What's a community?, How can we be different?, Who else lives in my region?, Who else lives in the UK?</li> <li>-Sticky Questions</li> <li>-Music - links to Tuneful Tuesday, music and culture</li> <li>-Assembly Links</li> <li>-Visitors/families from different faiths</li> </ul>	
<b>Opportunities to Recap</b>	<ul style="list-style-type: none"> <li>-Great leaders in Christianity and Judaism (Y2) (Moses, St Peter)</li> <li>-Importance of Shabbat (Y2)</li> <li>-Belonging in Christianity - baptism and christenings (Y2)</li> <li>-Importance of the Torah (Y2)</li> <li>-Recap of religious buildings, symbols and books appropriate to Christianity and Judaism (Y1)</li> <li>-Festivals studied previously Harvest Festival (FS), Diwali (FS), Christmas (FS), Easter (FS), Shrove Tuesday (FS), Eid (FS), Hanukkah (Y1) and Shabbat (Y1).</li> </ul>	

		Aims		
		Know about and understand a range of religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills needed to engage seriously with religions and worldviews
Concepts	Belonging	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their <b>meanings</b> and significance to individuals and <b>communities</b> ;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about <b>belonging, meaning, purpose and truth</b> , applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
	Meaning			
	Community	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different <b>communities</b> ;	B2. Understand the challenges of commitment to a <b>community</b> of faith or belief, suggesting why <b>belonging</b> to a <b>community</b> may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse <b>communities</b> can live together for the wellbeing of all, responding thoughtfully to ideas about <b>community</b> , values and respect;
	Truth	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing <b>meaning</b> .	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

#### 4.1: The Journey of Life and Death

Why do some people think life is like a journey? Where do we go? What do different people think about life after death?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
Pupils will learn: <ul style="list-style-type: none"> <li>key ways in which Christians, Hindus and Muslims see life as a journey.</li> <li>to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.</li> <li>about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha.</li> <li>about non-religious views, for example about Humanist commitment to 'the one life we have.'</li> </ul>	Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas.	<ul style="list-style-type: none"> <li>Describe 4 different beliefs about life after death</li> <li>Show that they understand why life is like a journey</li> <li>Connect at least two viewpoints they have studied with texts from different religions</li> <li>Consider varied answers to questions about life as a journey and about afterlife</li> <li>Express reasons why they hold their own views about life after death</li> <li>Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the <b>purposes</b> of life and life after death.</li> </ul>
<b>Key Vocabulary</b>	Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise, <b>annual</b>	
<b>Key Religion(s)</b>	Christianity, Hinduism, Islam Non-religious worldviews such as Humanism can also be considered	

#### 4.2: Symbols and religious expression:

How do people express their religious and spiritual ideas on pilgrimages?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
Pupils will learn: <ul style="list-style-type: none"> <li>about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).</li> <li>details about and reasons for ritual and practice on pilgrimages.</li> </ul>	Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.	<ul style="list-style-type: none"> <li>Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions</li> <li>Show that they understand why a spiritual journey can change people's lives, giving examples</li> <li>Consider varied answers to questions about the <b>purposes</b> of going on a pilgrimage</li> <li>Express reasons why they would choose their own kind of pilgrimage if they could.</li> </ul>

<ul style="list-style-type: none"> <li>to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</li> <li>about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</li> </ul>		<ul style="list-style-type: none"> <li>Apply the idea of spiritual journeys for themselves</li> <li>Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews</li> </ul>
<b>Key Vocabulary</b>	Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values, <b>annual</b>	
<b>Key Religion(s)</b>	Islam, Hinduism, Christianity, nonreligious worldviews	
<b>4.3: Spiritual Expression - Christianity, music and worship: what can we learn?</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Impact - What outcomes will pupils achieve?</b>
<ul style="list-style-type: none"> <li>Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</li> <li>Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children.</li> <li>These can be compared with music from any sources which pupils find spiritually interesting or inspiring.</li> </ul>	Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.	<ul style="list-style-type: none"> <li>Describe beliefs and practice about worship with music in Christianity</li> <li>Show that they understand how and why Christians use music to express beliefs about God and devotion to God</li> <li>Consider varied answers to questions about why music matters in human life and in religious life</li> <li>Express reasons why particular pieces of music are spiritual for them</li> <li>Apply the idea of spirituality for themselves</li> <li>Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship</li> </ul>
<b>Key Vocabulary</b>	Religion, Christian, spiritual, worship, devotion, belief, self-expression, <b>annual</b>	
<b>Key Religion(s)</b>	Christianity and also the idea of being 'spiritual but non-religious'	
<b>4.4: Religion, family, community, worship, celebration, ways of living</b>		
How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?		
<b>Knowledge</b>	<b>Skills</b>	<b>Impact - What outcomes will pupils achieve?</b>
<ul style="list-style-type: none"> <li>Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali and at least one other Hindu Festival in both India and in the UK,</li> <li>They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</li> </ul>	Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.	<ul style="list-style-type: none"> <li>Describe Hindu beliefs about the gods and goddesses</li> <li>Show that they understand what happens at Hindu worship in the home or the mandir</li> <li>Respond with thoughtful ideas of their own to the ways Hindus celebrate</li> <li>Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus</li> <li>Explain similarities and differences between two Hindu festivals</li> <li>Explain similarities and differences between a 'big day' they celebrate and Hindu festivities</li> </ul>
<b>Key Vocabulary</b>	Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values, <b>annual</b>	
<b>Key Religion(s)</b>	Hinduism	
<b>Opportunities for skills application</b>	-Geography - Tropic of Cancer, Tropic of Capricorn - beliefs and cultures across the globe -History - Egyptians/Romans. How religious beliefs have affected history -MFL (French) - Clothes -RSHE/Talking Points lessons - How do I compromise?, What worries me in the world?, What is discrimination?, How do I support my community? -Sticky Questions -Music - links to Tuneful Tuesday, music and culture -Assembly Links -Visitors/families from different faiths	
<b>Opportunities to Recap</b>	-Key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit (Y3) -The 5 daily Islamic prayers (Y3) -Churches, Mosques and Mandirs (Y3) -Festivals studied previously Harvest Festival (FS), Diwali (FS), Christmas (FS), Easter (FS), Shrove Tuesday (FS), Eid (FS), Hanukkah (Y1) and Shabbat (Y1). -Belonging in Christianity - baptism and christenings (Y2) -Recap of religious buildings, symbols and books appropriate to Christianity and Judaism (Y1)	

		Aims		
		Know about and understand a range of religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills needed to engage seriously with religions and worldviews
Concepts	Belonging	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their <b>meanings</b> and significance to individuals and <b>communities</b> ;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about <b>belonging, meaning, purpose and truth</b> , applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
	Meaning			
	Community	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different <b>communities</b> ;	B2. Understand the challenges of commitment to a <b>community</b> of faith or belief, suggesting why <b>belonging</b> to a <b>community</b> may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse <b>communities</b> can live together for the wellbeing of all, responding thoughtfully to ideas about <b>community</b> , values and respect;
	Truth	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing <b>meaning</b> .	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

5.1: Inspirational people in today's world

What can we learn from great leaders and inspiring examples in today's world?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (Founder of the Salvation Army), Dr Hany El Banna (Founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</li> </ul>	Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership	<ul style="list-style-type: none"> <li>Show that they understand how inspirational leaders are examples of their religions' ideals</li> <li>Connect two examples from different worldviews: what have they in common?</li> <li>Consider varied answers to questions about what makes a person inspiring</li> <li>Explain thoughtfully their own ideas about the inspiring leaders they studied</li> <li>Apply the idea of inspiration for themselves to stories of leaders</li> <li>Explain what matters about the lives of inspirational leaders: do we all need role models? Do the leaders exemplify their beliefs?</li> </ul>
<b>Key Vocabulary</b>	Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, <b>insight</b> , <b>philosophy</b>	
<b>Key Religion(s)</b>	Range of religions which may include examples from Islam, Hinduism and Christianity, and possibly a nonreligious example	

5.2: Religion and the Individual: What matters to Christians?

What is expected of a person in following a religion or belief? What matters most to Christians in their religion?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist;</li> <li>The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.</li> </ul>	Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.	<ul style="list-style-type: none"> <li>Explain three or more key Christian beliefs</li> <li>Show that they understand what matters to Christians</li> <li>Consider varied answers to questions about God</li> <li>Explain with reasons why they select one of the 4 elements of Christianity studied as the most important</li> <li>Explain what matters about worshipping God to Christians</li> <li>Explain similarities and differences between different celebrations that are part of Christian worship</li> </ul>
<b>Key Vocabulary</b>	Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment,	

	<b>Insight, Philosophy</b>	
<b>Key Religion(s)</b>	Christianity	
<b>5.3: Beliefs and Questions</b>		
How do people's beliefs about God, the world and others have impact on their lives?		
<b>Knowledge</b>	<b>Skills</b>	<b>Impact - What outcomes will pupils achieve?</b>
<ul style="list-style-type: none"> <li>about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life</li> <li>to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</li> </ul>	<p>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves.</p>	<ul style="list-style-type: none"> <li>Explain the main beliefs of Muslims and Hindus about God</li> <li>Show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus</li> <li>Consider varied answers to questions about whether God is real and what God is like</li> <li>Clearly express reasons why they hold their own views about questions to do with God</li> <li>Explain what matters about worshipping God to Muslims</li> <li>Explain what matters about worshipping gods and goddesses to Hindus</li> </ul>
<b>Key Vocabulary</b>	<p>Muslim key words will include 5 Pillars, Prophet, Allah, Iman (Faith), akhlaq (character or moral conduct)</p> <p>Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa</p> <p>Non-religious key words include atheist, agnostic.</p> <p><b>insight, philosophy</b></p>	
<b>Key Religion(s)</b>	Islam, Hinduism Non-religious worldviews such as Humanism can also be considered	
<b>5.4 Beliefs in action in the world</b>		
How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?		
<b>Knowledge</b>	<b>Skills</b>	<b>Impact - What outcomes will pupils achieve?</b>
<ul style="list-style-type: none"> <li>about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.</li> <li>about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.</li> </ul>	<p>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p>	<ul style="list-style-type: none"> <li>Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions</li> <li>Show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty</li> <li>Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion</li> <li>Clearly express reasons why some religious people believe that worship makes them more charitable</li> <li>Apply the ideas of worship and service to the key question in the unit</li> <li>Explain what matters in different religions about worship and about generosity or charity</li> </ul>
<b>Key Vocabulary</b>	Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion, <b>insight, philosophy</b>	
<b>Key Religion(s)</b>	Range of religions including Christian, Muslim, Hindu Non-religious worldviews such as Humanism can also be considered.	
<b>Opportunities for skills application</b>	<p>-Geography - South American countries and major cities - beliefs and cultures across the globe</p> <p>-History - Vikings and Anglo Saxons. Mining. How religious beliefs have affected history</p> <p>-MFL (French) - Meet my French Family</p> <p>-RSHE/Talking Points lessons - What is a stereotype?, What is prejudice?, How do I challenge someone's views?, Who chooses who runs our country?</p> <p>-Music - links to Tuneful Tuesday, music and culture</p> <p>-Assembly Links</p> <p>-Visitors/families from different faiths</p>	
<b>Opportunities to Recap</b>	<p>-Great leaders in Christianity and Judaism (Y2) (Moses, St Peter)</p> <p>-Festivals studied previously Harvest Festival (FS), Diwali (FS), Christmas (FS), Easter (FS), Shrove Tuesday (FS), Eid (FS), Hanukkah (Y1) and Shabbat (Y1), Pentecost (Y3)</p> <p>-Hindu Gods and Goddesses (Y4)</p> <p>-Pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian) (Y4)</p>	



**RE**  
Curriculum Overview  
Year 6



		Aims		
		Know about and understand a range of religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills needed to engage seriously with religions and worldviews
<b>Concepts</b>	Belonging	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their <b>meanings</b> and significance to individuals and <b>communities</b> ;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about <b>belonging, meaning, purpose and truth</b> , applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
	Meaning			
	Community	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different <b>communities</b> ;	B2. Understand the challenges of commitment to a <b>community</b> of faith or belief, suggesting why <b>belonging</b> to a <b>community</b> may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse <b>communities</b> can live together for the wellbeing of all, responding thoughtfully to ideas about <b>community</b> , values and respect;
	Truth	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing <b>meaning</b> .	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

**6.1: Theme Teaching, Wisdom and Authority**

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?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>To understand two carefully selected texts from the scriptures of each of the religions selected for study.</li> <li>About two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</li> </ul>	Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.	<ul style="list-style-type: none"> <li>Explain the impact of beliefs about sacred writings, God and values</li> <li>Explain two viewpoints about why people need wise words to follow</li> <li>Consider varied answers to questions about the value of holy writings and other sources of wisdom</li> <li>Explain with reasons why (e.g.) Christians and Muslims revere their holy texts</li> <li>Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices</li> <li>Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them</li> <li>Explain similarities between holy books or writings from two different religions</li> </ul>

**Key Vocabulary**

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, **Community, Cultural, prohibited**

**Key Religion(s)**

Religions: as selected by the school  
Non-religious worldviews such as Humanism can also be considered

**6.2: Religion, worldviews, family and community**

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?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>About the statistics of world religions in the local area, the county, region, nation and world.</li> <li>About at least two examples of inter faith co-operation.</li> </ul>	They will think reasonably about questions of community harmony and inter faith work.	<ul style="list-style-type: none"> <li>Explain the impact of beliefs about communities on people from different religions.</li> <li>Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts</li> <li>Consider varied answers to questions about building peaceful families and communities</li> <li>Explain thoughtfully their own ideas about communities - why they matter, and how they can become stronger.</li> <li>Apply the ideas of tolerance and respect to some tensions or problems in community relations</li> <li>Explain what matters about peace, respect and harmony to themselves and in our community.</li> </ul>

**Key Vocabulary**

Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality, **community, cultural, prohibited**

**Key Religion(s)**

Religions: Select From Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied in this unit.

**6.3: Beliefs in action in the world:**

How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>About spiritual concepts of justice, fairness, compassion and responsibility.</li> <li>About at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).</li> </ul>	Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.	<ul style="list-style-type: none"> <li>Explain the impact of beliefs on how people respond to charity</li> <li>Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task?</li> <li>Consider varied answers to questions about justice, fairness, human rights and environment</li> <li>Explain thoughtfully their own ideas about the work of some global development charities</li> <li>Apply the idea of justice to at least two case studies</li> <li>Explain similarities and differences between two global aid charities.</li> </ul>

**Key Vocabulary**

Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith, **community, cultural, prohibited**

**Key Religion(s)**

Christianity, Hinduism, Humanism.

**6.4: What can we learn from people who resist discrimination and persecution?**

What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?

Knowledge	Skills	Impact - What outcomes will pupils achieve?
<ul style="list-style-type: none"> <li>About pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</li> <li>About the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</li> <li>About the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.)</li> </ul>	Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.	<ul style="list-style-type: none"> <li>Explain the impact of beliefs on people lives</li> <li>Show that they understand a story of a survivor of Nazi hatred</li> <li>Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis</li> <li>Consider varied answers to questions about suffering and God</li> <li>Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea.</li> <li>Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas.</li> </ul>

- Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.

<b>Key Vocabulary</b>	Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander, <b>community, cultural, prohibited</b>
<b>Key Religion(s)</b>	Judaism
<b>Opportunities for skills application</b>	<ul style="list-style-type: none"> <li>-Geography Big Question - How is the world split and yet connected? Developed and third world countries</li> <li>-History - WW2. Understand the impact of war on our local community.</li> <li>-MFL (French) - Visiting a town in France</li> <li>-RSHE/Talking Points lessons - Should I join in an argument? If it happens all the time, does it mean its right? Should I trust the media? What sort of person shall I be?</li> <li>-Music - links to Tuneful Tuesday, music and culture</li> <li>-Assembly Links</li> <li>-Visitors/families from different faiths</li> </ul>
<b>Opportunities to Recap</b>	<ul style="list-style-type: none"> <li>-Great leaders in Christianity and Judaism (Y2) (Moses, St Peter) and those studies in Y5.</li> <li>-Festivals studied previously Harvest Festival (FS), Diwali (FS), Christmas (FS), Easter (FS), Shrove Tuesday (FS), Eid (FS), Hanukkah (Y1) and Shabbat (Y1), Pentecost (Y3)</li> <li>-Hindu Gods and Goddesses (Y4)</li> <li>-Pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian) (Y4)</li> <li>-5 Pillars of Islam (Y5)</li> </ul>