

Religious Education

Hollywell Primary School



Year R								
Themes	Friends and family	Celebration time	Christmas	Jesus' Stories	Old Testament Stories	Easter Celebrations	Jesus' Miracles	Visiting a special place
Objectives	F5: Belonging: who are we and how do we belong?	F4: What times are special and why? F5: Who are we and how do we belong? F1: Which stories are special and why?	F4: What times are special and why?	F1: Which stories are special and why?		F4: What times are special and why?	F2: Which people are special and why?	F3: What places are special and why?
	To explore how we belong to a family unit at home and school.	To show how babies are welcomed at a baptism using role play. To understand what a celebration is, what happens at a harvest festival and to explore why we should be thankful. To explore the signs of belonging in Christianity. To explore the Bible and understand that it is sometimes given at a baptism so people can learn about God.	To explore what happens at a birthday celebration. To understand what happened at Jesus' birth and know that Christmas is Jesus' birthday.	To explore the stories of the Prodigal Son, The Wise and Foolish Builders and the Good Samaritan.	To explore the life of Moses, Noah's Ark and Daniel (the fiery furnace and the Lion's Den). Explore making and keeping promises.	Retell the Easter story, focusing on new life in Easter Sunday. Explore what happened to Jesus at Easter.	Explore the following stories; Blind Man Healed, Water into Wine, Paralysed Man Walks and Lazarus comes back to life.	Explore why homes are special to us. Visit a place of worship.

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Year 1				
THEME	Celebrations and festivals <i>Who celebrates what and why?</i>	Myself and caring for others <i>How do we show we care for others?</i>	Beliefs and teachings <i>How do religious stories make a difference to people's lives?</i>	Symbols in religious worship and practice <i>In what ways are churches/ synagogues important to believers?</i>
RELIGION	Christianity and Judaism	Christianity and Judaism	Christianity	Christianity and Judaism
KNOWLEDGE	<p>Learn about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</p> <p>Learn about the songs, worship, celebrations, stories, artefacts and food.</p>	<p>Learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness generosity and sharing.</p> <p>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.</p>	<p>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.</p> <p>Hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</p> <p>They learn that these stories matter to Christians because of who they believe Jesus was.</p>	<p>Learn from visiting and studying churches and synagogues about the use of a place of worship.</p> <p>Know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</p> <p>They will learn about weddings in Jewish and Christian holy buildings.</p>
SKILLS	Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	Literacy skills, simple discussion, sharing and expressing their own ideas.	Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.	Pupils will use develop their observation and thinking skills, applied to holy buildings.

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Year 2				
THEME	Leaders enquiry questions <i>What makes some people inspiring to others?</i>	Believing <i>What do Jewish people believe about God, creation, humanity, and the natural world?</i>	Belonging <i>What does it mean to belong?</i>	Story <i>How and why are some stories important in religions?</i>
RELIGIONS	Christianity and Judaism	Judaism	Christianity	Christianity and Judaism
KNOWLEDGE	<p>Learn some stories of Moses. They will find out about Moses as a great leader for Jewish people.</p> <p>Learn some stories about Jesus and Saint Peter. They will find out about Saint Peter as a Christian leader.</p> <p>Consider what makes a leader: their behaviour, examples of their wisdom and rules living harmoniously; the difference they have made.</p>	<p>Learn some Jewish peoples' ideas about God and the story of creation.</p> <p>Find out about the importance of Shabbat, a way of belonging, including the link between creating and Shabbat.</p> <p>Learn about some ways a Rabbi teaches the community about God.</p>	<p>Learn about belonging in a family, to a school and in the community.</p> <p>Gain knowledge about ways of belonging in Christianity.</p> <p>Identify the Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</p>	<p>Learn about Jewish and Christian stories.</p> <p>Gain knowledge about the Jewish Bible and the importance of the Torah.</p>
SKILLS	Thinking and discussion skills, information gathering skills.	<p>Use and develop skills of discussion, observation, information gathering and remembering.</p> <p>Use their factual knowledge to suggest meanings in Jewish practice.</p>	<p>Use and develop skills of discussion, observation, information gathering and remembering.</p> <p>Use their factual knowledge to suggest what it means to belong in various ways.</p>	<p>Use and develop skills of discussion, information gathering and remembering.</p> <p>They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p>

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Year 3				
THEME	Beliefs and questions <i>How do Christian people's beliefs about God, Jesus, the world and others have an impact on their lives?</i>	Religion, family and community: Prayer <i>How do religious families and communities practise their faith?</i>	Worship and sacred places <i>Where, how and why do people worship?</i> Investigating places of worship in Nottingham City and Nottinghamshire.	Inspirational people from the past <i>What can we learn from inspiring people in sacred texts and in the history of religions?</i>
RELIGIONS	Christians	Christians and Muslims	Muslims, Hindus, Christians	Christians, Muslims, Judaism
KNOWLEDGE	<p>Pupils will learn about: Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.</p> <p>Contemporary practices in relation to these four festivities.</p> <p>Key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</p>	<p>Pupils will learn about: The practice, meaning and importance of the 5 daily Islamic prayers.</p> <p>The meaning and use of the Lord's prayer in Christianity.</p> <p>Prayer at a mosque or a church.</p> <p>Beliefs about Allah/ God and prayer in the different religions.</p>	<p>Pupils will learn about: Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</p> <p>The 4 key terms in relation to each building.</p> <p>Identifying similarities between the places of worship.</p> <p>Connecting features of the buildings to religious beliefs, teachings, practices and ways of living.</p>	<p>Pupils will learn about: At least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther and Ruth.</p> <p>Examples of stories and teachings from the Christian Gospels on the life, teaching and example of Jesus.</p> <p>Examples of Islamic stories and the life of the Prophet Muhammed (PBUH) and his companions, and from Islamic history.</p>
SKILLS	<p>Explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity.</p> <p>Learn about values, including love, generosity, patience, faithfulness and self-control.</p>	<p>Practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p>	<p>Learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p>	<p>Practice the skills of inferring beliefs and ideas about values from stories.</p> <p>Practice writing biographically about inspirational figures.</p>

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Year 4				
THEME	The journey of life and death <i>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</i>	Symbols and religious expression <i>How do people express their religious and spiritual ideas on pilgrimages?</i>	Spiritual expression <i>Christianity, music and worship: what can we learn?</i>	Religion, family, community, worship, celebration, ways of living <i>How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</i>
RELIGIONS	Christianity, Hinduism, Islam, Humanism	Islam, Hinduism, Christianity, non-religious worldviews	Christianity and also the idea of being 'spiritual but non-religious'	Hinduism
KNOWLEDGE	<p>Pupils will learn: Key ways in which Christians, Hindus and Muslims see life as a journey.</p> <p>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.</p> <p>About a range of ideas about different concepts of an afterlife.</p> <p>About non-religious views, for example about Humanist commitment to 'the one life we have'.</p>	<p>Pupils will learn: About pilgrimages and religious journeys.</p> <p>Details about and reasons for ritual and practice on pilgrimages.</p> <p>To Reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</p> <p>About local places of pilgrimage (such as Bath Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</p>	<p>Learn about different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</p> <p>Gain knowledge about examples of music from Christianity.</p> <p>Compare these different examples with music from any sources which pupils find spiritually interesting or inspiring.</p>	<p>Gain knowledge about Hindu worship and celebrations, including detailed information about stories of Rama and Sita, celebrations of Divali and one other Hindu festival in both India and in the UK.</p> <p>Explore the Hindi ideas and gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning form Hindi community life.</p>
SKILLS	Use and develop skills of expressing understanding and handling varied perspectives. Recognise different reasonable ideas.	Use and develop skills of expressing understanding and handling varied perspectives of pilgrimage. Recognise different reasonable ideas and describe varied religious practice and its meanings.	Listening, discussion and self-expression skills, including musical appreciation.	Discussion, gathering information from video, story visual resources. Interviews or visits, inferring and suggesting meaning to religious practices.

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Year 5				
THEME	Inspirational people in today's world <i>What can we learn from great leaders and inspiring examples in today's world?</i>	Religion and the individual: what matters to Christians? <i>What is expected of a person in following a religion or belief?</i>	Beliefs and questions <i>How do people's beliefs about God, the world and others have impact on their lives?</i>	Beliefs and action in the world <i>How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</i>
RELIGIONS	Dependent on individuals chosen	Christianity	Islam, Hinduism, non-religious worldviews	Dependent on architecture chosen
KNOWLEDGE	Explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived. Describe and respond to the lives of some inspirational spiritual leaders from the modern world.	Learn about the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist. Learn about 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. Reflect on Christians' uses of ideas such as Trinity, forgiveness or inspiration.	Learn about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. Reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.	Learn about some great examples of religious architecture from across the world and some local examples (such as Southwell Minster, Basílica de la Sagrada Família, York Minster, Moscow Cathedral Mosque). Learn about different charities which apply the Golden Rule from a range of religious and worldviews to some global problems.
SKILLS	Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.	Use information to address questions, developing and using their ability to make sense of key concepts.	Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. Consider how to express respectful attitudes to people different from themselves.	Use information to address questions, developing and using their ability to make sense of key concepts. Consider how religious charities and architecture might be connecting, thinking about dilemmas for themselves and via discussion.



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	Year 6			
THEME	<p>Teachings, wisdom and authority</p> <p><i>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?</i></p>	<p>Religion, worldviews, family and community</p> <p><i>What contributions do religions make to local life in Nottingham City and Nottinghamshire?</i></p>	<p>Beliefs and actions in the world</p> <p><i>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i></p>	<p>Beliefs and actions in the world</p> <p><i>What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</i></p>
RELIGIONS	Dependent on scriptures chosen	Hinduism, Christianity, Judaism	Christianity, Hinduism, Humanism	Judaism
KNOWLEDGE	<p>Understand two carefully selected texts from the scriptures of each of the religions.</p> <p>Learn about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</p>	<p>Learn about the statistics of world religions in the local area, the country, region, nation and world.</p> <p>Learn about at least two examples of inter faith co-operation.</p>	<p>Pupils will learn about:</p> <p>Spiritual concepts of justice, fairness, compassion and responsibility.</p> <p>At least to examples of major faith based global aid and development.</p>	<p>Pupils will learn about:</p> <p>Pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</p> <p>The Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</p> <p>The work of the National Holocaust Centre and Museum as a place of remembrance in the UK.</p>
SKILLS	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.	Think reasonably about questions of community, harmony and inter faith work.	Learn to gather, weigh up and use information through simple research. Practice the skills of discussion, reasoning and argument in relation to questions about global issues.	Reflect on big questions about human values and behaviour. Discuss, think and create responses to the work for themselves.