Religious Education
Hollywell Primary School

	Year FS R			
ENQUIRY QUESTION	**AUTUMN**	**SPRING**	**SUMMER**	
	F2: Which people are special and why? **F4: What times are special and why?** **F1: Which stories are special and why?**	**F6: Our wonderful world: how can we care for living things and the earth?**	**F5: Belonging: who are we and how do we belong?**	**F3: What places are special and why?**
OBJECTIVES	**F2**: Children find out about people who help us and people who we might admire for their goodness, including key figures from religious traditions and local examples of those who serve in religious and non-religious communities. Examples might include Rabbis, Imams or Church Ministers as well as those famous from religious history. **F4:** Children are introduced to the 'how and why' of celebrations and festivities from different religions and worldviews. Example: Christmas, Easter, Divali, Eid Al Fitr, Pesach, Guru Nanak's Birthday. They find out what is being celebrated and how these festivals express the values of a religion or worldview. **F1**: Children find out about key stories from different faiths and use their skills to explore, enjoy and engage with these narratives. Examples: Jesus born in Bethlehem, the Lost Sheep, Moses in the Bulrushes, Muhammad at Makkah, the stories of Lakshmi and Rama and Sita at Diwali, stories of Guru Nanak as a boy.	Children discover how the natural world can inspire us, and think about the animals, birds, plants and places that are precious to us. From stories of creation, they begin to explore our place in the world and the importance of caring for the earth and the world of nature. They think about questions such as: did God make everything? How can we preserve and care for animals and nature?	Children think about their own identity and communities and the ways we all depend upon each other. They discover how some children belong to a religious community and find out about different baby welcoming ceremonies. They think about questions like: Where do I belong? Do we all belong to God?	Children explore what holy buildings and places of worship there are locally and discover and find out about what makes these places special for some, thinking also about their own 'special places'. Examples: school visits to a local synagogue, mosque, mandir or church.

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	Year 1					
THEME	**MYSELF AND CARING FOR OTHERS**	**CELEBRATING AND FESTIVALS**	**BELONGING**	**SYMBOLS IN RELIGIOUS WORSHIP AND PRACTICE**	**BELIEFS AND TEACHINGS**	**LEADERS**
RELIGION	Christianity and Judaism Non-religious worldviews such as Humanism	Christianity and Judaism	Christianity	Christianity and Judaism	Christianity	Christianity and Judaism Non-religious worldviews such as Humanism
ENQUIRY QUESTION	**1.2 How do we show we care for others? Why does it matter?**	**1.1 Who celebrates what and why?**	**1.4 Why does Easter matter to Christians?**	**1.5 In what ways are churches and synagogues important to believers?**	**1.3 What can we learn from the stories of Jesus? How do religious stories make a difference to people's lives?**	**1.6 What makes some people inspiring to others? Moses and Saint Peter**
KNOWLEDGE	Pupils will 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, sharing. 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.	Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.	Pupils will learn about the beliefs and celebrations that matter to Christians at Easter. They will gain knowledge of Christian belief in Jesus' resurrection and in life after death. They will discover reasons for different celebrations.	Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.	Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Jesus is baptised, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. 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.	Pupils will learn some stories of Moses. They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter. They will find out about Saint Peter as a Christian leader. They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously, the difference they have made. A non -religious leader makes a good point of comparison.
SKILLS	Literacy skills, simple discussion, sharing and expressing their own ideas.	Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to express.	Pupils will use and develop their observation and thinking skills, applied to holy buildings.	Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.	Thinking and discussion skills, information gathering skills.

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	Year 2					
THEME	**BELONGING**	**BELIEVING**	**BELONGING**	**LIVING**	**BELONGING**	**STORIES**
RELIGION	Christianity	Judaism	Humanist	Islam	Sikhi	Christianity and Judaism Non-religious worldviews such as Humanism
ENQUIRY QUESTION	**2.1 What does it mean to belong?** **What is it like to belong to the Christian religion locally?**	**2.2 What do Jewish people believe about God, creation and humanity?** **What are some ways Jewish people show how they belong?**	**2.3 Who are the Humanists and what is their way of life?**	**2.4 Who is a Muslim and how do they live?**	**2.5 Who is a Sikh and how do Sikhs live?**	**2.6 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	Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.	Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.	Pupils will learn about Humanism as a nonreligious way of living. They will gain knowledge of ideas and practices as they think about: who is a Humanist?	Pupils will learn about some key aspects of Muslim belief, in one God, in the Prophets, and in the revelation of the Qur'an. They will gain knowledge of ideas and practices such as daily prayer and learning about God at the mosque.	Pupils will learn about Sikhs and their holy buildings and sacred writings. They will gain knowledge of Sikh beliefs and practices such as ideas about God and Gurus and what happens in a Gurdwara	Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.
SKILLS	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in various ways.	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.	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to express what is important to Humanists.	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to express what is important to Muslims.	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to express some Sikh values – the importance of worshipping God, serving others, being generous	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.

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	Year 3					
THEME	**BELIEFS AND QUESTIONS**	**RELIGION, FAMILY AND COMMUNITY: PRAYER**	**WORSHIP AND SACRED PLACES**	**INSPIRATIONAL PEOPLE FROM THE PAST**	**LIVING**	**BELONGING**
RELIGION	Christianity	Christianity and Islam	Christianity, Hinduism, Islam	Christianity, Hinduism, Islam, Judaism and Non-religious worldviews - Humanism	Judaism	Christianity, Hinduism, Islam, Judaism
ENQUIRY QUESTION	**3.1 What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?**	**3.2 How do religious families and communities practice their faith? The example of prayer.**	**3.3 Where, how and why do people worship? Investigating places of worship in locally.**	**3.4 What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders: Moses, Jesus and Muhammad.**	**3.5 How do festivals and family life show what matters to Jewish people?**	**3.6 How and why do people mark the significant events of life?**
KNOWLEDGE	Teach pupils about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. Teach them about contemporary practices in relation to these four festivities. Teach them about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. Teach them about the idea of the 'fruit of the Spirit' (Galatians 5:22)	Teach pupils about: *The practice, meaning and importance of the 5 daily Islamic prayers *The meaning and use of the Lord's Prayer in Christianity *Prayer at a mosque or a church *Beliefs about Allah / God and prayer in the different religions.	Teach pupils about: Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. *Learn 4 key terms in relation to each building. *Teach them to identify similarities between the places of worship *Teach pupils to connect features of the buildings to religious beliefs, teachings, practices and ways of living.	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, Ruth (some of these are also prophets in Islam). *Examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. *Examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.	Pupils will learn about Jewish festivals and celebrations in family life and at synagogue. They will gain knowledge of the meanings behind symbols, celebrations and acts of worship, connecting stories from long ago to festivals today.	Pupils will learn about rituals and celebrations that mark big moments in life such as births, marriages and possibly deaths. They will gain knowledge of how such rituals use symbols to build community life and express values. They will be able to understand similarities and differences between different worldviews.
SKILLS	Teach pupils to explore, discuss and apply concepts in their leaning: Christian beliefs about creation, God, community and commitment to God and humanity; Values including love, generosity, patience, faithfulness, self-control.	Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.	Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.	Pupils will practice the skills of inferring beliefs and ideas about values from stories, and will practice writing biographically about inspirational figures.	Pupils will use their factual knowledge to express their own ideas about what matters most in the Jewish celebrations, connecting this to their own experiences and ideas.	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to express their own ideas about the different ways of marking big moments they study.

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	Year 4					
THEME	**RELIGION, FAMILY, COMMUNITY, WORSHIP, CELEBRATION, WAYS OF LIVING**	**BELIEVING**	**THE JOURNEY OF LIFE AND DEATH**	**SPIRITUAL EXPRESSION**	**SYMBOLS AND RELIGIOUS EXPRESSION**	**LIVING**
RELIGION	Hinduism	Christianity	Christianity, Hinduism, Islam, Non-religious worldviews - Humanism	Christianity, and also the idea of being 'spiritual but non-religious'	Christianity, Hinduism, Islam, Non-religious worldviews - Humanism	Choose two present in school
ENQUIRY QUESTION	**4.6 What are the deeper meanings of some Hindu festivals?** **How do Hindu families practise their faith?**	**4.4 Why do Christians call the day Jesus died 'Good Friday'?**	**4.1 Why do some people think life is like a journey? Where do we go? What do different people think about life after death?**	**4.3 Christianity, music and worship: what can we learn?**	**4.2 How do people express their religious and spiritual ideas on pilgrimages?**	**4.5 How and why do people try to make the world a better place?**
KNOWLEDGE	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. 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.	Pupils will learn about Christian theologies of sacrifice, forgiveness and redemption, as expressed in Holy Week and Easter. They will gain knowledge of the meanings Christians associate with the festival. They will be able to understand key ideas from Christian theologies.	Pupils will gain knowledge of keyways in which Christians, Hindus and Muslims see life as a journey. They will gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. They will find out about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. They will be taught about nonreligious views, for example about Humanist commitment to 'the one life we have'.	Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. 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. These can be compared with music from any sources which pupils find spiritually interesting or inspiring.	Pupils will gain knowledge: about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). They will learn the details and reasons for ritual and practice on pilgrimages. They will consider how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. Teachers could use the local examples of Beth Shalom or Southwell Minster: what kind of pilgrimages are these?	Pupils will learn about how different religions offer ways to make a better world. They will gain knowledge of teaching and practice from different worldviews. They will be able to understand the potential impacts of commitments to goodness, which for some people are supported by their faith / vision.
SKILLS	Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.	They will use their factual knowledge to express their understanding of the big ideas about God and humanity in the stories of Holy Week and Easter.	Pupils will be able to recognize different reasonable ideas.	Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.	Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage.	Pupils will use and develop skills of discussion, observation, information gathering and remembering.

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	Year 5					
THEME	**BELIEFS IN ACTION IN THE WORLD**	**RELIGION AND THE INDIVIDUAL: WHAT MATTERS TO CHRISTIANS?**	**BELIEFS AND QUESTIONS**	**INSPIRATIONAL PEOPLE IN TODAY'S WORLD**	**BELIEVING**	**LIVING**
RELIGION	Christianity, Hinduism, Islam, Non-religious worldviews - Humanism	Christianity	Hinduism, Islam, Non-religious worldviews - Humanism	Christianity, Islam, Sikhism	Christianity and Humanism	Islam
ENQUIRY QUESTION	**5.4 How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?**	**5.2 What is expected of a person in following a religion or belief? What matters most to Christians in their religion?**	**5.3 How do people's beliefs about God, the world and others have impact on their lives?**	**5.1 What can we learn from great leaders and inspiring examples in today's world?**	**5.5 What matters most to Humanists and Christians Religions?**	**5.6 Islam - What does it mean to be a Muslim in Britain today?**
KNOWLEDGE	Study some of the great examples of religious architecture from across the world (eg Sagrada Familia in Barcelona and Angkor Wat in Cambodia) alongside some local examples such as Southwell Minster and Nottingham Mosque. Pupils gain knowledge of 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.	Religious content will include the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist: *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.	Religious content will include different ideas and forms of expression in relation to belief about God in Muslim and Hindu life, including pupils' own responses to Hindu and Muslim texts and expression in creative arts and architecture.	Study the work of: *William Booth of Sneinton (Founder of the Salvation Army) *Dr Hany El Banna (Founder of Islamic Relief) *Bhagat Puran Singh (Sikh philanthropist and activist)	Pupils will learn about Humanist and Christian values. They will widen and deepen their knowledge of nonreligious worldviews and codes for living. They will be able to understand and explain similarities and differences between Humanists and Christians.	Pupils will learn about Islam, particularly understanding Islamic beliefs and practices. They will widen and deepen their knowledge of key Muslim ideas and sources of wisdom. They will be able to understand and explain aspects of Muslim worldviews.
SKILLS	Pupils will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.	Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.	Pupils will consider how to express respectful attitudes to people different from themselves.	Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to discuss key concepts.	Pupils will be able to use their factual knowledge to discuss the experiences of Muslims in Britian today.

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	Year 6					
THEME	**TEACHINGS, WISDOM AND AUTHORITY**	**BELIEFS IN ACTION IN THE WORLD**	**LIVING**	**BELIEVING**	**RELIGION, WORLDVIEWS, FAMILY AND COMMUNITY**	**BELIEFS IN ACTION IN THE WORLD**
RELIGION	Christianity, Judaism, Non-religious worldviews - Humanism	Judaism	Sikhi	Christianity	Christianity, Hinduism, Islam, Judaism, Non-religious worldviews - Humanism	Christianity, Hinduism, Non-religious worldviews - Humanism
ENQUIRY QUESTION	**6.1 What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and world views?**	**6.4 What can we learn about the Jewish kinder transport? Who resisted and rescued? How can we be Upstanders today?**	**6.5 Sikhi - What does it mean to be a Sikh in Britain today?**	**6.6 For Christians, what kind of 'king' was Jesus?**	**6.2 How can we make Nottingham City and County a place of tolerance and respect? What contributions do religions make to local life in Nottingham City and County?**	**6.3 How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?**
KNOWLEDGE	Pupils will learn about two selected texts from the scriptures of each of these religions. They will learn about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. Bear Grylls – Christianity George Clooney – Humanism Mark Zuckerberg - Judaism	Teach students about pre-WW2 European Jewish life and the impact of persecution and discrimination on Jewish people living in Germany – and other parts of Europe - in the 1930s. Teach students about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. Teach students about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.	Pupils will learn about Sikh theology and ways of living. They will widen and deepen their knowledge of Sikh belief, practice, scripture and community life and worship at the Gurdwara. They will understand and explain why Sikh communities love to remember the Ten Gurus, and to revere the Guru Granth Sahib, and seek to live together lives of selfless service (Sewa).	Pupils will learn about the key concept from the New Testament of the 'kingdom of God' or 'realm of God' . They will widen and deepen their knowledge of Christian belief about Jesus as Messiah, God's chosen one, who taught and exemplified a – the? – way to live. They will be able to understand and explain Bible teachings about God's kingdom.	Pupils will learn statistics of world religions in the local area, the county, region, nation and world. They will be taught about at least two examples of inter faith co-operation.	Teach pupils about spiritual concepts of justice, fairness, compassion and responsibility. Teach them 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).
SKILLS	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.	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.	They will use their factual knowledge to discuss and analyse the impact of Sikh belief on life and practice. They will be able to articulate their thoughts about ethical questions to do with feeding the hungry, community, equality and service.	Pupils will use and develop skills of discussion, observation, information gathering. They will use their factual knowledge to discuss the meanings of the 'kingdom of God' in the teaching of Jesus.	Pupils will think reasonably about questions of community harmony and inter faith work.	Teach pupils to gather, weigh up and use information through simple research. Teach them the skills of discussion, reasoning and argument in relation to questions.