

RELIGIOUS EDUCATION

- Understand the beliefs and teachings of various religions.
- Understand the day to day lives and practices of various religions.
- Understand how books, scriptures, readings and other important means of communication are used to convey beliefs.
- Appreciate how religion plays an important role in the lives of some people.
- Appreciate how many people place values as an important aspect of their lives.

While the school identifies threshold concepts through the Essentials Curriculum, RE is delivered through units in the Nottinghamshire Agreed Syllabus as detailed below. Teachers should use the Agreed Syllabus from which to plan.

RE will be taught weekly as a stand-alone lesson, each unit should take approx. 6-9 weeks.

The links to Twinkl RE unit packs are not prescriptive and should not be followed in full unless they meet the knowledge and skills required, but they do have useful material which will support teaching and learning within the unit. This is a working document and new resources should be added as better ones are found.

RELIGIOUS EDUCATION

MILESTONE THREE

Cycle A

Autumn	Spring	Summer
Breadth of study: <ul style="list-style-type: none"> • Know about and understand religions and worldviews • Express ideas and insights into the significance of religion and worldviews • Gain and deploy skills for engaging with religions and worldviews 		
Unit 5.2 Religion and the individual: what matters to Christians?	Unit 5.3 Beliefs and questions	Unit 6.1 Theme teachings, wisdom and authority
Focus religion: Christianity	Focus religion: Hinduism and Islam	Focus religion: Sikhism and Christianity
Knowledge: <ul style="list-style-type: none"> • 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 	Knowledge: Pupils will learn: <ul style="list-style-type: none"> • about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life • to reflect on their own responses to Hindu and Muslim texts and 	Knowledge: Pupils will learn: <ul style="list-style-type: none"> • to understand two carefully selected texts from the scriptures of each of the religions selected for study. • about two contemporary examples of members of each of the faith communities who are
		Unit 6.3 Beliefs in action in the world
		Focus religion: Humanism and Christianity
		Knowledge: Pupils will learn: <ul style="list-style-type: none"> • about spiritual concepts of justice, fairness, compassion and responsibility. • about at least two examples of major faith based global aid and development charities (e.g. Christian Aid. Save the Children might be a good example of a

<p>live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.</p> <p>Skills: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p>	<p>expression in creative arts and architecture.</p> <p>Skills: 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>	<p>seeking to live out these texts and their values.</p> <p>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.</p>	<p>charity without a religious identity).</p> <p>Skills: 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.</p>
<p>Additional resources/plans: https://www.twinkl.co.uk/resource/t2-re-347-planit-religion-year-5-the-true-meaning-of-christmas-unit-pack</p> <p>https://www.twinkl.co.uk/resource/re-knowledge-organiser-the-true-meaning-of-christmas-for-christians-year-5-t-re-7085</p>	<p>Additional resources/plans:</p>	<p>Additional resources/plans:</p>	<p>Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-363-planit-religion-year-6-humanism-unit-pack</p> <p>https://www.twinkl.co.uk/resource/re-what-matters-most-year-6-unit-pack-t-re-1667830049</p>

RELIGIOUS EDUCATION

MILESTONE THREE

Cycle B

Breadth of study:

- Know about and understand religions and worldviews
- Express ideas and insights into the significance of religion and worldviews
- Gain and deploy skills for engaging with religions and worldviews

<p>Unit 5.1 Inspirational people in today's world</p>	<p>Unit 5.4 Beliefs in action in the world</p>	<p>Unit 6.2 Religion, world views, family and community</p>	<p>Unit 6.4. Beliefs in action in the world: (Kindertransport & Holocaust unit)</p>
<p>Focus religion: Christianity</p>	<p>Focus religion: Buddhism</p>	<p>Focus religion: Islam</p>	<p>Focus religion: Judaism</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • 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 	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> • about some great examples of religious architecture from across the world and some local examples, including for instance 	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> • about the statistics of world religions in the local area, the county, region, nation and world. • about at least two examples of inter faith co-operation. 	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> • about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.

<p>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.</p> <p>Skills: Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership</p>	<p>Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.</p> <ul style="list-style-type: none"> • 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. <p>Skills: 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>	<p>Skills: They will think reasonably about questions of community harmony and inter faith work.</p>	<ul style="list-style-type: none"> • about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. • 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.) <p>Skills: 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.</p>
<p>Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-351-planit-re-year-4-people-of-faith-unit-pack</p>	<p>Additional resources/plans:</p>	<p>Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-100-planit-re-year-5-peace-unit-pack</p>	<p>Additional resources/plans: https://www.holocaust.org.uk/</p>

RELIGIOUS EDUCATION		
MILESTONE TWO		
Cycle A		
Autumn	Spring	Summer
<p>Breadth of study:</p> <ul style="list-style-type: none"> • Know about and understand religions and worldviews • Express ideas and insights into the significance of religion and worldviews • Gain and deploy skills for engaging with religions and worldviews 		
<p>Unit 4.2 Symbols & religious expression</p>	<p>Unit 3.1 Beliefs & questions</p>	<p>Unit 4.4 Religion, family, community, worship, celebration , ways of life</p>
		<p>Unit 4.3 Spiritual expression</p>

<p>Focus religion: Islam</p> <p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). details about and reasons for ritual and practice on pilgrimages. to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. <p>Skills: 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</p>	<p>Focus religion: Christianity</p> <p>Knowledge: Pupils will learn</p> <ul style="list-style-type: none"> about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. about contemporary practices in relation to these four festivities. about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. about the 'fruit of the Spirit' (Galatians 5:22) <p>Skills: 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.</p>	<p>Focus religion: Hinduism</p> <p>Knowledge: Pupils will gain knowledge about</p> <ul style="list-style-type: none"> Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali 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. <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p>	<p>Focus religion: (Comparison unit)</p> <p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> key ways in which Christians, Hindus and Muslims see life as a journey. 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. about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. about non-religious views, for example about Humanist commitment to 'the one life we have.' <p>Skills: 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.</p>
<p>Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-220-planit-year-4-pilgrimages-unit-pack</p>	<p>Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-389-planit-re-the-bible-year-4-unit-pack</p>	<p>Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-031-planit-re-year-3-hinduism-unit-pack</p>	<p>Additional resources/plans:</p>
RELIGIOUS EDUCATION			
MILESTONE TWO			
Cycle B			

Breadth of study: <ul style="list-style-type: none"> • Know about and understand religions and worldviews • Express ideas and insights into the significance of religion and worldviews • Gain and deploy skills for engaging with religions and worldviews 			
Unit 3.4 Inspirational people from the past	Unit 3.3 Worship and sacred places	Unit 3.2 Religion, family and community: prayer	Unit 4.1 The journey of life and death
Focus religion: Judaism	Focus religion: (Comparison unit)	Focus religion: Islam	Focus religion: Christianity
Knowledge: Pupils will learn about: <ul style="list-style-type: none"> • 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. Skills: Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.	Knowledge: Pupils will learn: <ul style="list-style-type: none"> • about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. • 4 key terms in relation to each building. • to identify similarities between the places of worship ▪ to connect features of the buildings to religious beliefs, teachings, practices and ways of living. Skills: Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.	Knowledge: Pupils will learn: <ul style="list-style-type: none"> • about the practice, meaning and importance of the 5 daily Islamic prayers • about the meaning and use of the Lord’s Prayer in Christianity, • about prayer at a mosque or a church, • about beliefs about Allah / God and prayer in the different religions. Skills: Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.	Knowledge: <ul style="list-style-type: none"> • 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. Skills: Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.
Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-009-planit-re-year-3-judaism-unit-pack	Additional resources/plans:	Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-042-planit-re-year-3-islam-unit-pack	Additional resources/plans: https://www.twinkl.co.uk/resource/tp2-r-142-planit-re-year-4-christianity-unit-pack

MILESTONE ONE

Cycle A

Autumn

Spring

Summer

Breadth of study:

- Know about and understand religions and worldviews
- Express ideas and insights into the significance of religion and worldviews
- Gain and deploy skills for engaging with religions and worldviews

**Unit 1.1
Celebrations & festivals**

**Unit 1.3
Beliefs and teachings**

**Unit 2.3
Belonging**

**Unit 2.1
Question**

**Focus religion:
(Comparison unit)**

**Focus religion:
Christianity**

**Focus religion:
Christianity**

**Focus religion:
Judaism**

Knowledge:

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.

Skills:

Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.

Knowledge:

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. 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.

Skills:

Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.

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.

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.

Knowledge:

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). They will find out about Moses as a great leader for Jewish people. 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). 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:

Thinking and discussion skills, information gathering skills.

Additional resources/plans:

<https://www.twinkl.co.uk/resource/tp-re-302-re-ceremonies-year-2-unit-pack>

Additional resources/plans:

<https://www.twinkl.co.uk/resource/re-christianity-year-2-unit-pack-t-re-1666699442>

Additional resources/plans:

<https://www.twinkl.co.uk/resource/re-belonging-year-1-unit-pack-t-re-1662048165>

Additional resources/plans:

<https://www.twinkl.co.uk/resource/tp-re-52-planit-re-y2-light-and-dark-unit-pack>

RELIGIOUS EDUCATION

MILESTONE ONE

Cycle B

Breadth of study:

- Know about and understand religions and worldviews
- Express ideas and insights into the significance of religion and worldviews
- Gain and deploy skills for engaging with religions and worldviews

**Unit 1.2
Myself & caring for others**

**Unit 1.4
Symbols in religious worship and practice**

**Unit 2.4
Story**

**Unit 2.2
Believing**

**Focus religion:
Christianity**

**Focus religion:
(Comparison unit)**

**Focus religion:
(Comparison unit)**

**Focus religion:
Judaism**

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. **Skills:** Literacy skills, simple discussion, sharing and expressing their own ideas.

Knowledge:

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. **Skills:** Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.

Knowledge:

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 makes ancient stories valuable to some people today.

Knowledge:

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. **Skills:** 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.

Additional resources/plans:

<https://www.twinkl.co.uk/resource/re-caring-for-others-year-1-unit-pack-t-re-1646319821>

Additional resources/plans:

<https://www.twinkl.co.uk/resource/tp-re-311-planit-re-places-of-worship-year-2-unit-pack>

Additional resources/plans:

Additional resources/plans:

<https://www.twinkl.co.uk/resource/tp-re-031-planit-re-year-2-nature-and-god-unit-pack>

