



Nottinghamshire
County Council

Religious Education for all

The Agreed Syllabus for RE in Nottinghamshire

2015-2020



The Aim of RE in Nottinghamshire

The curriculum for religious education aims to ensure that all pupils:

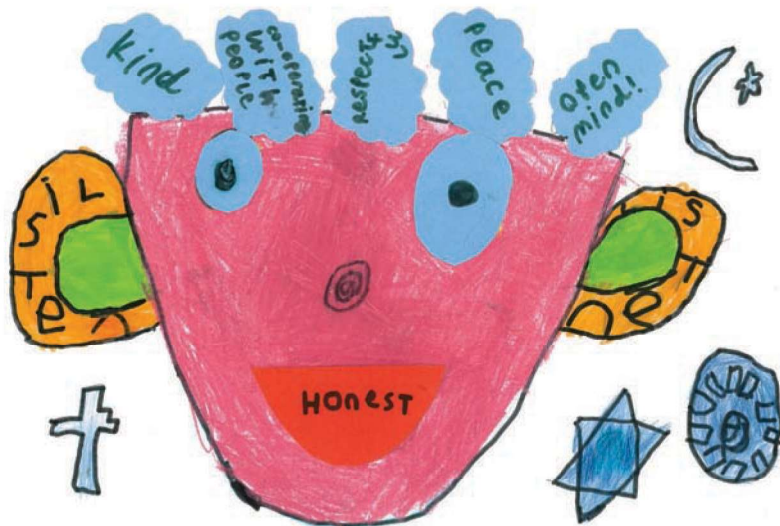
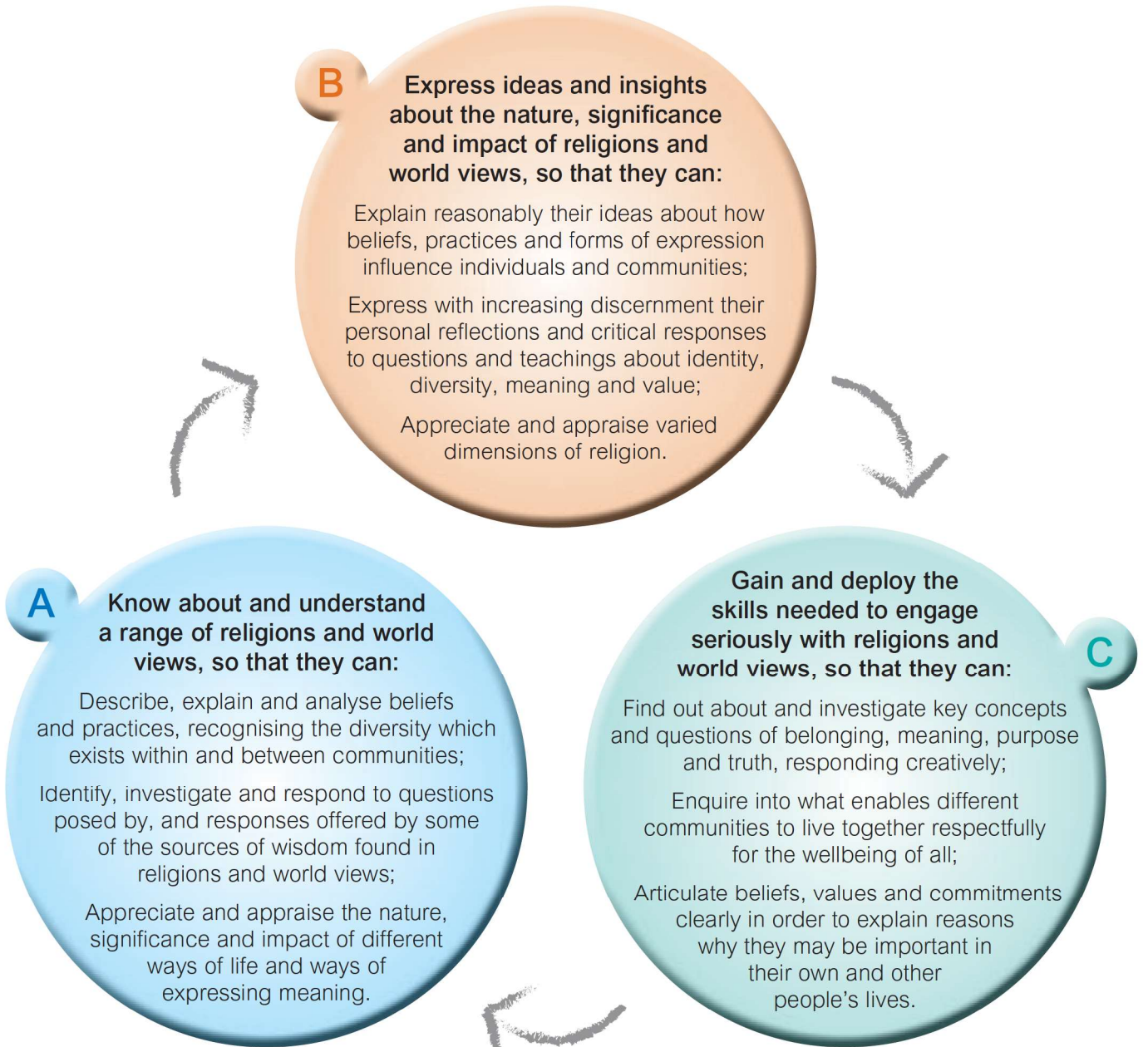
- A. Know about and understand a range of religions and world views, so that they can:**
- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
 - Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom¹ found in religions and world views;
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:**
- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
 - Appreciate and appraise varied dimensions of religion².
- C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:**
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - Enquire into what enables different communities to live together respectfully for the wellbeing of all;
 - Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

“ RE provides space for young people to reflect on their own ideas and develop their thoughts about questions of meaning.”

¹ The sources of wisdom found in religions and world views will include the teachings of some key leaders, key texts and key thinkers from different traditions and communities. Examples are many, but could include the Buddha, Jesus Christ, the Prophet Muhammad, Guru Nanak, Charles Darwin, the Bible, the Torah or the Bhagavad Gita. Other sources of wisdom might come from the contemporary world.

² The RE Program of Study usually refers to 'religions and world views' to describe the field of enquiry. Here, however, the aim is to consider religion itself, as a phenomenon which has both positive and negative features, and is open to many interpretations: in this aspect of the aims, pupils are to engage with religion, not merely with individual examples of religions or world views.

The Aim of RE: three areas of learning



Key Stage 1 RE

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

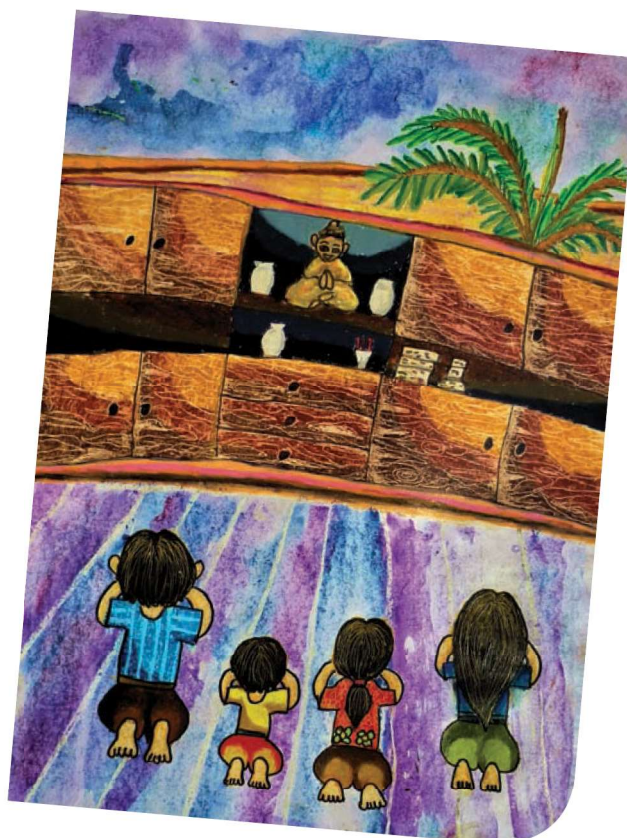
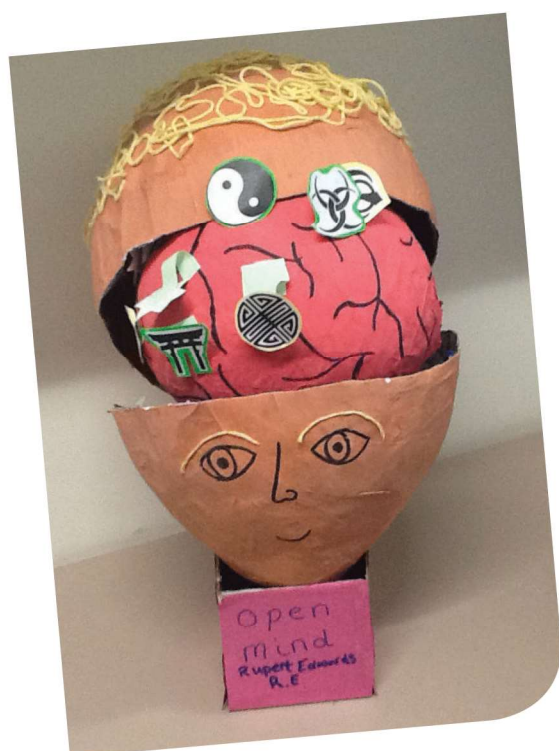
The aim of RE is expressed in age appropriate outcomes for most 7 year olds.

Specifically pupils should be taught to:

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

Using the program of study for Key Stage 1:

- **Flexible planning.** The program of study on the following pages is the recommended way of achieving the required outcomes, but schools may plan other programs of study to achieve this if they wish.
- **Planning for progression.** The order of teaching here is recommended to enable continuity and progression in learning, but again teachers could plan this differently to meet learning needs in their own schools.
- **An example: Christmas and Easter.** Schools will want to teach major festivals such as Christmas and Easter at appropriate times of year. We have provided progression grids to suggest activities that can be flexibly used in the period of time directly around the festival (see the Agreed Syllabus disc and the table below).
- **Which religions? Content selection for breadth and depth.** Schools are required to plan for pupils to learn in depth about Christians and Jewish people in key stage 1. Some schools will choose to go beyond this minimum requirement. In doing so, it is important to retain depth while including religions relevant to the local community.
- **Discovery and learning in RE.** Nottinghamshire RE is a discovery process, in which learners find out for themselves.
- **Themes and concepts.** The themes and concepts of RE are woven together into plans that enable pupils to investigate religions and world views for themselves, with the guidance of their teachers.
- **Strategies for thinking skills.** Teachers are encouraged to make appropriate use of strategies such as the methods of community of enquiry and of Philosophy for Children (P4C) in their RE work. Many RE topics will be energised by the use of stimulating religious material such as film, text, poetry, prayer or art in the community of enquiry approach.



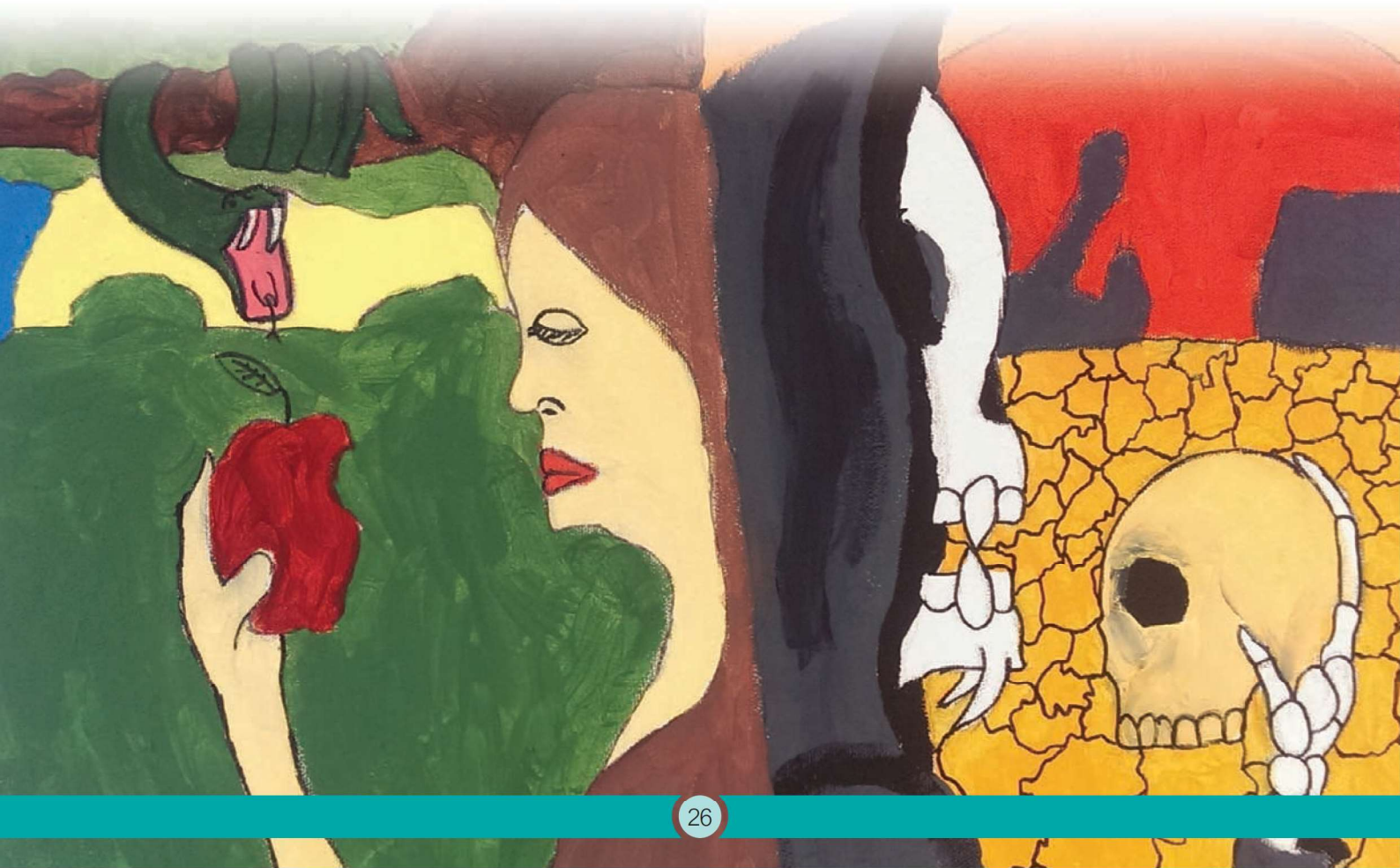
Please note: These Programs of Study are supposed to help the teacher, but are not prescriptive. They can be adapted to suit the needs of your school and pupils, reflecting their needs and backgrounds. Some schools want to adapt learning programs about Christmas and Easter for seasonal reasons. Here is an example:

Increasing pupils' understanding of Christmas and Easter:

A spiral curriculum approach can be used so that an appropriate short sequence of lessons coincides with these key festivals during the year, enabling progress for every child.

- Pupils **retell** (for example through drama or in pictures) religious stories of Christmas and Easter and suggest reasons why they are important to Jewish people and Christians (A2);
- Pupils **think about** the behaviour shown by the characters in the stories e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving, worshipping, being changed and **explore** some of these characteristics creatively (C1)
- Pupils **ask and find out** about from where these stories come (The Gospels of Luke and Matthew in the Bible) and how these stories are remembered and celebrated in Christian festivals today (B3)
- Pupils **consider** what is special about the Gospel and **respond sensitively**, relating to the festivals and to their special times of life (B1).

Religious content will include: Christian stories and festivals of Christmas and Easter



Program of Study for 5-7s

A suggested long term Key Stage Plan using 8 planned investigations for RE	
5-7 Unit plan titles	Teaching and learning outcomes: What questions will be addressed? What learning will go on? Which aspects of the aim will be met?
1.1. Celebrations and festivals: Who celebrates what and why? Christians and Jewish people	<ul style="list-style-type: none"> • Pupils explore stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach, finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about 'big days', learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals (A1); • Pupils select examples of religious artefacts from Christianity and Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church (A3); • Pupils find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). They respond to questions about being generous and being thankful (B1); • Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2). <p>Religious content will include: Various festivals in Christianity and Judaism; the celebrations, stories, artefacts, food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</p>
1.2 Myself How do we show we care for others? Why does it matter?	<ul style="list-style-type: none"> • Pupils hear three moral stories, for example from Christians, Jewish people and humanists. They think and talk about whether they are saying the same things about how we should behave (A3); • Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? (B2); • Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2); • Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean (C3). <p>Religious content will include: My uniqueness as a person in a family and community, caring for others and exploring characteristics such as goodness, kindness.</p>

<p>1.3 Stories of Jesus:</p> <p>What can we learn from them? How do religious stories make a difference to people's lives?</p>	<ul style="list-style-type: none"> • Pupils retell (for example through drama or in pictures), different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories (A2); • Linking to English, pupils respond to the parables Jesus told, for example, such as the Lost Sheep, considering and talking about what they mean. They recognise Christianity as the religion from which the stories come (A2); • Linking to English, pupils retell stories about Jesus, such as the miracle story of the healing of a blind person. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (A2); • Pupils respond to stories about Jesus, talking about thankfulness as a result of miracles(C3); • Pupils ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories (A2); • Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament (C1). <p>Religious content will include: Stories Jesus told – parables. Stories about Jesus that include the miracles of healing and power over earthly things e.g. storms, food etc.</p>
<p>1.4 Symbols</p> <p>In what ways are churches / synagogues important to believers?</p>	<ul style="list-style-type: none"> • Pupils learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church and a synagogue using digital photographs. They find out about the symbols and artefacts that they saw there and suggest meanings for them. (A1); • Pupils learn about what happens at a church or a synagogue, including special events such as weddings (A1); • Pupils discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings. (B1); • Pupils choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water. (A3); • Pupils use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue. (B3). <p>Religious content will include: Visiting places of worship – the church and the synagogue, including their symbols, artefacts, things that happen there and special events e.g. weddings.</p>

<p>1.5 Leaders: What makes some people inspiring to others?</p> <p>Christian and Jewish leaders</p>	<ul style="list-style-type: none"> • Pupils retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives. (A2) • Pupils think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving (C1); • Pupils encounter many examples of simple ‘wise sayings’ (e.g. from Jesus) or ‘rules for living’ harmoniously (e.g. The 10 Commandments). They choose their favourite ‘wise sayings’ or ‘rules for living’ from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2); • Pupils ask and find out how to answer a range of ‘how’ and ‘why’ questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2). • Pupils discuss stories of co-operation from Judaism, Christianity and from different traditions and sources and make a ‘Recipe for living together happily’ or a ‘Class charter for more kindness and less fighting’ (C2). <p>Religious content will include: Stories about key leaders e.g. Moses, Jesus, Peter; their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.</p>
<p>1.6 Believing: What do Jewish people believe about God, creation, humanity, and the natural world?</p> <p>What are some ways Jewish people show their beliefs and how they belong?</p>	<ul style="list-style-type: none"> • Pupils explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children (C3). • Pupils could work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints (C1). • Pupils retell the Jewish story of creation, considering ways in which people care for the earth and making links with the Environment and Science (C3). • Pupils explore the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest (A1). • Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion (B3). <p>Religious content will include: Children’s ideas about God; Jewish peoples’ ideas about God and the story of creation. The importance of Shabbat, a way of belonging, including the link between creation and Shabbat.</p>

<p>1.7 What does it mean to belong?</p> <p>What is it like to belong to the Christian religion in Nottinghamshire today?</p>	<ul style="list-style-type: none"> • Linking to PSHE, pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1) • Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2) • Pupils explore ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism (A1). • Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action (C2). <p>Religious content will include: Belonging in a family, school and community. Ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule.</p>
<p>1.8 Jewish and Christian Stories : How and why some stories are important in religion?</p> <p>What can we learn from them and from the Torah?</p>	<ul style="list-style-type: none"> • Pupils retell (for example through drama or in pictures) some religious stories with key characters such as Joseph, Jonah, Noah, Daniel, David, Abraham and suggest reasons why they are important to Jewish people and Christians (A2); • Pupils think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively (C1) • Pupils ask and find out about from where these stories come (The Torah, the Old Testament in the Bible) (B3) • Pupils consider what is special about the Torah and respond sensitively, relating to their special things (B1). <p>Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. The importance of the Torah.</p>

These investigations can be used in the order given above, which enables progression in learning, but schools are free to rearrange them if they wish, e.g. to accommodate the learning needs of mixed age classes.

Some examples of detailed planning for these units of work are available on the Agreed Syllabus Support disc.

Key Stage 2 RE

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views³, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The aim of RE is expressed in age appropriate outcomes for most pupils at age 11

Specifically, pupils should be taught to:

Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy the skills for learning from religions and world views
A1. Describe and make connections between different features of the religions and world views 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 world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;
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 communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Find out about and respond with ideas to examples of co-operation between people who are different;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

³ **Breadth:** in line with the law and the statement about breadth of learning on page 5 above, best practice will enable pupils to learn from Christianity and at least two other examples of a religion or world view through Key Stage Two.

Program of study for 7-11s

Using the program of study for key stage 2:

- **Flexible planning:** The program of study on the following pages is the recommended way of achieving the required outcomes, but schools may plan other programs of study to achieve this if they wish.
- **Planning for progression:** the order of teaching here is recommended to enable continuity and progression in learning, but again teachers could plan this differently to meet learning needs in their own schools.
- **Example:** learning from festivals. It is possible to use significant materials from a religion more than once in a 'spiral curriculum' where the challenge is planned to increase – e.g. through the years of learning from Divali, Christmas and Easter (there is exemplary material including progressed activities for these festivals, on the Agreed Syllabus disc).
- **Which religions? Content selection for breadth and depth:** schools are recommended to plan for pupils to learn in depth about Christian, Muslim and Hindu people in Key Stage 2. Many schools will choose to go beyond this minimum requirement.
- **Discovery and learning in RE:** Nottinghamshire RE is a discovery process, in which learners find out for themselves. In key stage 2 this involves raising questions and exploring a range of answers, and beginning to plan investigations for themselves
- **Themes and concepts:** The themes and concepts of RE are woven together into plans that enable pupils to investigate religions and world views for themselves, with the guidance of their teachers.
- **Strategies for thinking skills: Philosophy for Children / P4C** RE needs good thinking skills approaches to learning. Teachers are encouraged to make appropriate use of the methods of the community of enquiry and of philosophy for children in their RE work. Many RE topics will be energized by the use of stimulating religious material such as film, text, poetry, prayer or art in the community of enquiry approach.
- **Festivals and the school year:** it is good practice where possible to link teaching and learning opportunities to the occurrence of major festivals such as Divali, Eid Al Fitr, Pesach, Christmas or Easter to times of the year when the celebrations will be visible. RE does not have to be taught only in 10 lesson blocks, and making the most of festivities for learning is potentially good for RE.
- **Mixed age classes:** teachers are encouraged to make flexible planning arrangements for mixed age classes, ensuring entitlements are met without worrying about whether a class had learned 'in the right order'. There is not a single 'right order' for the teaching units.

Please note: These Programs of Study are supposed to help the teacher, but are not prescriptive. They can be adapted to suit the needs of your school and pupils, reflecting their needs and backgrounds.

A long term Key Stage Two Plan using 16 planned investigations for RE 7-11 (4 for each year group)

Unit plan titles	Outcomes to teaching and learning: What questions will be addressed? What learning will go on? Which aspects of the aim of RE will be met?
<p>2.1 Beliefs and questions:</p> <p>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?</p> <p>Religion: Christianity</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. They reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all (A1); • describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); • express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? (B2); • discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? They develop ideas about different ways science and religions handle questions of origins, where we come from (C1). <p>Religious content will include: stories and celebrations of Christmas, Easter, Pentecost, Harvest, exploring stories and Christian beliefs about creation, God, community and commitment to God and humanity.</p>
<p>2.2 Religion, family and community: Prayer</p> <p>How do religious families and communities practice their faith?</p> <p>Recommended religions: Islam and Christianity</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs about worship, God and human life for Christian and Muslim people (A3); • find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3); • find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together (B2); • investigate the meaning of prayer in these communities, and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? (B2). <p>Religious content will include: The 5 daily Islamic prayers, the Lord's Prayer in Christianity, prayer at a mosque or a church, beliefs about Allah / God and prayer in the different religions.</p>
<p>2.3 Worship and sacred places:</p> <p>Where, how and why do people worship?</p> <p>Investigating places of worship in Nottinghamshire.</p> <p>Religions: local examples</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); • consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs (B1); • discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1). <p>Religious content will include: exploring religious buildings in Nottinghamshire and the region, connecting the buildings to religious beliefs, teachings, practices and ways of living.</p>

<p>2.4 Inspirational people from the past:</p> <p>What can we learn from inspiring people in sacred texts and in the history of religions?</p> <p>Recommended religions: Judaism, Christianity, Islam.</p> <p>Religious leaders: Moses, Jesus and Muhammad.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • Explore the lives of key religious people in Christian and Jewish stories, describing the challenges they faced, and commitments by which they lived (A2). • respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); • respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2) • respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2) • consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslim Prophets are not seen in drama or imagery) (A3) • respond thoughtfully to these 'great lives', and to the idea of inspiration, learning from their challenges and commitments, linking to History (B2) • use their thinking about stories of Moses, Jesus and Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) • discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1) • express and communicate their own ideas about questions on fairness, forgiveness, friendship, commitment, and courage. (C3) <p>Religious content will include: examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth. Examples of stories and teaching from the Gospels on the life and example of Jesus. Examples from history and current affairs. Islamic examples from stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</p>
<p>2.5 The journey of life and death:</p> <p>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p> <p>Recommended religions: Christianity, Hinduism, Islam.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • find out about and describe some ways in which different religions see life as a journey (A1); • make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1); • compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing (B1); • develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses (B1). <p>Religious content will include: exploring life as a journey and the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals; a range of ideas about different concepts of an afterlife such as heaven, paradise or reincarnation.</p>

<p>2.6 Symbols and religious expression:</p> <p>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Recommended religions: Islam, Hinduism, Christianity</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • consider why people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); • suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians (B2) • linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); • Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression (C1). <p>Religious content will include: learning about pilgrimages and religious journey to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).</p>
<p>2.7 Spiritual expression: Christianity, music and worship: what can we learn?</p> <p>Religion: Christianity</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as a Christmas carol, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. (A2) • describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? (A3) • express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, or perhaps worshipful or close to God. They consider thoughtfully issues and questions, giving reasons for their thoughts (A3) • discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people. (C1) <p>Religious content will include: different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</p>
<p>2.8 Religion family and community: worship, celebration, way of living:</p> <p>How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p>Religion: Hinduism</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • Pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions (A1) • Find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations (A3) • Describe and understand links between Hindu stories and celebrations, examining the Divali stories, for example, using different literacy approaches to the characters and meanings of the stories (A2) • Investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation are to be explored in relation to the story (B1) • Express and communicate their understanding about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations. (C3) <p>Religious content will include: stories of Rama and Sita, celebrations of Divali in both India and in the UK, exploration of Hindu ideas about gods and goddesses, beliefs and values expressed in the stories and the festival, learning from Hindu community life.</p>

<p>2.9 Inspirational people in today's world</p> <p>What can we learn from great leaders and inspiring examples in today's world?</p> <p>Religions selected by the school</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • Describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world (A2) • understand how key leaders can be sources of wisdom for religious believers (A2) • explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2) • apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1) <p>Note: these leaders might be world famous examples, or those who serve the community locally ~ in Nottinghamshire for example.</p> <p>Religious content could include examples such as: Dr M L King, Mother Teresa, Gandhi, William Booth of Sneinton, Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, Pandurang Shastri Athavali, local examples.</p>
<p>2.10 Religion and the individual:</p> <p>What is expected of a person in following a religion or belief?</p> <p>Religion: Christianity</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2); • use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); • discuss and apply their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3). <p>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.</p>
<p>2.11 Beliefs and questions:</p> <p>How do people's beliefs about God, the world and others have impact on their lives?</p> <p>Recommended religions: Islam, Hinduism</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • explore and respond thoughtfully to Muslim and Hindu beliefs about God, using a range of sources of wisdom (A2) • describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities (A3) • express their own ideas about religious issues and questions, giving reasons for their thoughts (A3) • discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like. (C1) <p>Religious content will include: different ideas and forms of expression in relation to belief about God, including pupils' own responses to Hindu and Muslim texts and expression in creative arts and architecture.</p>

<p>2.12 Beliefs in action in the world:</p> <p>How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Religions: selected by the school</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • describe some ways religious art and architecture express spiritual ideas (A2) • describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas (A2) • understand how buildings and creative arts can put the spirituality of a religion into visual forms (A2) • explore examples for themselves, responding with increasing discernment (B2) • apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why?(C1). <p>Religious content will include: studies of some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a Nottingham Synagogue, Mandir and Mosque. Studies of different charities which apply the ‘golden rule’ from a range of religions and worldviews to some global problems.</p>
<p>2.13 Teachings, wisdom and authority:</p> <p>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? Religions: as selected by the school</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2) • linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur’an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2) • linking to Citizenship Education, pupils consider moral codes, for example, the Ten Commandments (Jewish), St Paul’s advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3). <p>Religious content will include: carefully selected texts from the scriptures of the religions selected for study and contemporary examples of members of the faith communities seeking to live out these texts and their values.</p>
<p>2.14 Religion, family and community:</p> <p>What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect? Recommended religions: Christianity, Islam, Hinduism, Judaism</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own (A2) • linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2) • list and describe similarities and differences between the ways different communities show that they belong (C1) • linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) • discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2). <p>Religious content will include: statistics of world religions in the local area, the county and region, examples of inter faith co-operation (including RE itself: pupils might write an RE curriculum suggestion for KS2!)</p>

<p>2.15 Beliefs in action in the world:</p> <p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Recommended religions: Christianity, Hinduism, Judaism</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • discover and explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other (C1) • discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1) • apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Oxfam (C3) • write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3). <p>Religious content will include: spiritual concepts of justice, fairness, compassion and responsibility, related to the work of major faith based global aid and development charities.</p>
<p>2.16 Beliefs in action in the world:</p> <p>What was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today? Religion: Judaism</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • find out about the Jewish religion and community, focusing on religious practice in Europe before the Second World War (A1) • investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own (A2) • develop their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Holocaust and from today's world (B2) • pupils use case studies and survivor accounts to develop accurate understanding of examples of issues arising from holocaust study (C2) • having learned about Jewish community action in the UK today, create their own charter of ways to make sure 'Never Again' is 'more than a saying', applying their own ideas to issues of respect for all (C2). <p>Religious content will include: study of religious responses to the Holocaust in Judaism. Pupils will study commitments to remembrance, to peace and to equality influenced by the events of the Holocaust.</p>

These investigations can be used in the order given above, which enables progression in learning, but schools are free to rearrange them if they wish, e.g. to accommodate the learning needs of mixed age classes.

Some examples of detailed planning for these units of work are available on the Agreed Syllabus Support disc.