

# Snape Wood Primary and Nursery School-Knowledge and Skills Progression Map

## Subject: Religious Education

### Intent:

In Religious Education, we intend to provide children with a well-rounded view of the different world religions. We aim to guide them in their understanding of the key elements within each religion, how these are celebrated and to promote tolerance and understanding towards all religious beliefs. In doing so, we promote self-reflection and aim for all children to understand how their own beliefs and ideas are both similar and different to others around them. We encourage questioning both of their own ideas and of the world around them. Every student should develop a deeper understanding of their own opinions/beliefs and tolerance and respect for the opinions/beliefs of others.

## The Agreed Syllabus for RE in Nottingham City and Nottinghamshire Subject Content

<b>EYFS</b>	<b>Understanding the World - People, Culture and Communities ELG</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>		
<b>Strands</b>	<b>Know about and understand religions and worldviews</b>	<b>Express ideas and insights into religions and worldviews</b>	<b>Gain and deploy the skills for learning from religions and worldviews</b>
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>
<b>Key Stage 2</b>	<ul style="list-style-type: none"> <li>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</li> <li>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;</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;</li> <li>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;</li> <li>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</li> <li>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>

## Nottingham City Agreed Syllabus Religious Education Units

EYFS		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F1 Which stories are special and why?		1.1 Celebrations and Festivals	2.1 Leaders	3.1 Beliefs and Questions	4.1 The journey of life and death	5.1 Inspirational people in today's world	6.1 Teachings, wisdom and authority
F2 Which people are special and why?			2.2 Believing				
F3 What places are special and why?		1.2 Myself and Caring for Others.	2.3 Belonging	3.2 Religion, family and community: Prayer	4.2 Symbols and religious expression	5.2 Religion and the individual	6.2 Religion, worldviews, family and community
F4 What times are special and why?			2.4 Story				
F5 Belonging: who are we and how do we belong?		1.3 Beliefs and teachings		3.3 Worship and sacred places:	4.3 Spiritual expression	5.3 Beliefs and questions	6.3 Beliefs in action in the world
F6 Our wonderful world: how can we care for living things and the earth?		1.4 Symbols in religious worship and practice		3.4 Inspirational people from the past	4.4 Religion, family, community, worship, celebration, ways of living	5.4 Beliefs in action in the world	6.4 Beliefs in action in the world

Religious Education (Understanding the World - People, Culture and Communities ELG) – Nursery and Reception	
Agreed Syllabus Unit	Knowledge and Skills covered
Provision should be integrated into the whole experience of the child, including for example songs, play, imaginative work, language development, story and creativity.	
<b>F1 Which stories are special and why?</b>	<ul style="list-style-type: none"> <li>• I know that the Bible is Christians’ holy book.</li> <li>• I can look at a range of children’s Bibles and identify similarities and differences.</li> <li>• I know the Easter story.</li> <li>• I know some of the symbols of Easter such as the cross, hot cross buns and eggs.</li> <li>• I can sing Easter inspired songs.</li> <li>• I can listen and explore different stories from the Bible from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); making promises (Matthew 21:28–32).</li> </ul>
	<b>Key Vocabulary:</b> Special stories Special books Cross Easter cards Easter Jesus Bible
<b>F2 Which people are special and why?</b>	<ul style="list-style-type: none"> <li>• I know that countries all around the world follow different religions.</li> <li>• I know Christians read about these special people from the Bible.</li> <li>• I know that Muslims read about Noah in the Qur’an.</li> <li>• I know the story of Noah and the flood from the Bible and Qur’an and can sequence this story.</li> <li>• I know the story about friendship from the Bible Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22) and why these people would be special to Jesus.</li> </ul>
	<b>Key Vocabulary:</b> Religion Worship Noah Jesus Qur’an Bible Christianity Islam (Muslim)
<b>F3 What places are special and why?</b>	<ul style="list-style-type: none"> <li>• I know that different religions have different places which are special to them.</li> <li>• I can listen to hymns and explain how the music makes us feel.</li> <li>• I can talk about what I find interesting or puzzling about a church. • I can say the names of different parts of the church</li> <li>• I can suggest some things that happen in a church.</li> <li>• I can talk about why a Church might be a special place to a Christian.</li> <li>• I can name some of the other places of worship such as a Mosque and Mandir.</li> </ul>
	<b>Key Vocabulary:</b> Religion Worship Special places Christian Church
<b>F4 What times are special and why?</b>	<ul style="list-style-type: none"> <li>• I know that not everybody is Christian and some people follow the religion of Hinduism.</li> <li>• I know that Diwali is a festival of light.</li> <li>• I know why light is important.</li> <li>• I know people light up their homes and have fireworks.</li> <li>• I know that Rangoli patterns are a tradition.</li> <li>• I know the Nativity story and the key characters.</li> <li>• I know that not everybody celebrates Christmas.</li> <li>• I know Christians celebrate Christmas by singing Christmas Carols.</li> </ul>
	<b>Key Vocabulary:</b> Hinduism Diwali Light Rangoli Tradition Christmas Jesus Mary Joseph Nazareth Bethlehem
<b>F5 Belonging: who are we and how do we belong?</b>	<ul style="list-style-type: none"> <li>• I can describe how I am different to a person in my class.</li> <li>• I know that not everybody in my class has the same religion and I respect this.</li> <li>• I know what the word religion means.</li> <li>• I can explain why religion might be important to somebody in my class.</li> <li>• I know that some people in our community are Christian.</li> <li>• I know some people worship in a church and believe in God.</li> <li>• I know the harvest story and what the symbol of wheat represents.</li> <li>• I know that harvest celebrates food grown on the land.</li> </ul>
	<b>Key Vocabulary:</b> Different Religion Community Harvest Share Church Worship Wheat
<b>F6 Our wonderful world: how can we care for living things and the earth?</b>	<ul style="list-style-type: none"> <li>• I know different environments look different and need to be looked after differently.</li> <li>• I know creatures need to be cared for and so does the Earth.</li> <li>• I can suggest ways to care for the school or my home.</li> <li>• I know Christians believe God created the world and people to look after it.</li> <li>• I can talk about what psalm 8 might mean.</li> </ul>
	<b>Key Vocabulary:</b> Religion Created God Christianity Care

Religious Education – Year 1		
Agreed Syllabus Unit	Knowledge covered	Skills covered
<b>1.1 Celebrations and Festivals</b> Who celebrates what and why? <i>Religions: Christianity and Judaism</i>	<ul style="list-style-type: none"> <li>Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</li> <li>They will learn about the songs, worship, celebrations, stories, artefacts and food.</li> <li>Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</li> </ul>
	<b>Key Vocabulary:</b> Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.	
<b>1.2 Myself and Caring for Others.</b> How do we show we care for others? Why does it matter? <i>Religions: Christianity and Judaism (Humanism can also be considered)</i>	<ul style="list-style-type: none"> <li>Pupils will learn about their uniqueness as a person in a family and community.</li> <li>They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.</li> <li>They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skills, simple discussion, sharing and expressing their own ideas.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.	
<b>1.3 Beliefs and teachings</b> Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives? <i>Religion: Christianity</i>	<ul style="list-style-type: none"> <li>Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.</li> <li>They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</li> <li>They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God	
<b>1.4 Symbols in religious worship and practice</b> In what ways are churches/synagogues important to believers? <i>Religions: Christianity and Judaism</i>	<ul style="list-style-type: none"> <li>Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship.</li> <li>They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.	

Religious Education – Year 2		
Agreed Syllabus Unit	Knowledge covered	Skills covered
<b>2.1 Leaders</b> What makes some people inspiring to others? Moses and Saint Peter <i>Religions: Christianity and Judaism (Humanism can also be considered)</i>	<ul style="list-style-type: none"> <li>Pupils will learn some <b>stories of Moses</b> (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments).</li> <li>They will find out about Moses as a great leader for Jewish people.</li> <li>They will learn some <b>stories about Jesus and Saint Peter</b> (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians).</li> <li>They will find out about Saint Peter as a Christian leader</li> <li>They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.</li> <li>A non -religious leader makes a good point of comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking and discussion skills, information gathering skills.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.	
<b>2.2 Believing</b> What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong? <i>Religions: Judaism</i>	<ul style="list-style-type: none"> <li>Pupils will learn some Jewish peoples' ideas about God and the story of creation.</li> <li>They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat.</li> <li>They will learn about some ways a Rabbi teaches the community about God.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will use and develop skills of discussion, observation, information gathering and remembering.</li> <li>They will use their factual knowledge to suggest meanings in Jewish practice.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.	
<b>2.3 Belonging</b> What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and today? <i>Religion: Christianity</i>	<ul style="list-style-type: none"> <li>Pupils will learn about belonging in a family, to a school and in the community.</li> <li>They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism.</li> <li>The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will use and develop skills of discussion, observation, information gathering and remembering.</li> <li>They will use their factual knowledge to suggest what it means to belong in varies ways.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.	
<b>2.4 Story</b> 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? <i>Religions: Christianity and Judaism (Humanism can also be considered)</i>	<ul style="list-style-type: none"> <li>Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.</li> <li>They will gain knowledge about the Jewish Bible and the importance of the Torah.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will use and develop skills of discussion, observation, information gathering and remembering.</li> <li>They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.	

## Religious Education – Year 3

Agreed Syllabus Unit	Knowledge covered	Skills covered
<b>3.1 Beliefs and Questions</b> 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? <i>Religions: Christianity</i>	Pupils will learn <ul style="list-style-type: none"> <li>• about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.</li> <li>• about contemporary practices in relation to these four festivities.</li> <li>• about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</li> <li>• about the ‘fruit of the Spirit’ (Galatians 5:22)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity.</li> <li>• Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.</li> </ul>
<b>Key Vocabulary:</b> Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.		
<b>3.2 Religion, family and community: Prayer</b> How do religious families and communities practice their faith? The example of prayer. <i>Religions: Christianity and Islam</i>	Pupils will learn: <ul style="list-style-type: none"> <li>• about the practice, meaning and importance of the 5 daily Islamic prayers</li> <li>• about the meaning and use of the Lord’s Prayer in Christianity,</li> <li>• about prayer at a mosque or a church,</li> <li>• about beliefs about Allah / God and prayer in the different religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</li> </ul>
<b>Key Vocabulary:</b> Religion, Muslim, Islam, mosque, Qur’an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.		
<b>3.3 Worship and sacred places:</b> Where, how and why do people worship? Investigating places of worship in Nottingham City <i>Religion: Christianity, Islam, Hinduism</i>	Pupils will learn: <ul style="list-style-type: none"> <li>• about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</li> <li>• 4 key terms in relation to each building.</li> <li>• to identify similarities between the places of worship</li> <li>• to connect features of the buildings to religious beliefs, teachings, practices and ways of living.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</li> </ul>
<b>Key Vocabulary:</b> Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.		
<b>3.4 Inspirational people from the past</b> What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders: Moses, Jesus and Muhammad. <i>Religions: Christianity, Islam and Judaism (Humanism can also be considered)</i>	Pupils will learn about: <ul style="list-style-type: none"> <li>• at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam).</li> <li>• examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.</li> <li>• examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.</li> </ul>
<b>Key Vocabulary:</b> Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur’an, New Testament, Gospel, inspiration, role-model, commitment, values.		

## Religious Education – Year 4

Agreed Syllabus Unit	Knowledge covered	Skills covered
<b>4.1 The journey of life and death:</b> Why do some people think life is like a journey? Where do we go? What do different people think about life after death? <i>Religions: Christianity, Hinduism, Islam (Humanism can also be considered)</i>	Pupils will learn <ul style="list-style-type: none"> <li>key ways in which Christians, Hindus and Muslims see life as a journey.</li> <li>to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.</li> <li>about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha.</li> <li>about non-religious views, for example about Humanist commitment to ‘the one life we have.’</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Key Vocabulary:</b> Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.		
<b>4.2 Symbols and religious expression:</b> How do people express their religious and spiritual ideas on pilgrimages? <i>Religions: Islam, Hinduism, Christianity, nonreligious worldviews</i>	Pupils will learn: <ul style="list-style-type: none"> <li>about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).</li> <li>details about and reason for ritual and practice on pilgrimages.</li> <li>to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</li> <li>about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Key Vocabulary:</b> Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.		
<b>4.3 Spiritual expression Christianity, music and worship: what can we learn?</b> <i>Religion: Christianity and also the idea of being ‘spiritual but non-religious’</i>	<ul style="list-style-type: none"> <li>Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</li> <li>Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children.</li> <li>These can be compared with music from any sources which pupils find spiritually interesting or inspiring.</li> </ul>	<ul style="list-style-type: none"> <li>Listening, discussion and self-expression skills, including musical appreciation ar central to this unit of work.</li> </ul>
<b>Key Vocabulary:</b> Religion, Christian, spiritual, worship, devotion, belief, self-expression		
<b>4.4 Religion, family, community, worship, celebration, ways of living</b> How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? <i>Religions: Hinduism</i>	<ul style="list-style-type: none"> <li>Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK,</li> <li>They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</li> </ul>
<b>Key Vocabulary:</b> Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.		



## Religious Education – Year 5

Agreed Syllabus Unit	Knowledge covered	Skills covered
<b>5.1 Inspirational people in today's world</b> What can we learn from great leaders and inspiring examples in today's world? <i>Religions: examples from Islam, Hinduism and Christianity, and possibly a nonreligious example</i>	<ul style="list-style-type: none"> <li>Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</li> </ul>	<ul style="list-style-type: none"> <li>Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership</li> </ul>
	<b>Key Vocabulary:</b> Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.	
<b>5.2 Religion and the individual: what matters to Christians?</b> What is expected of a person in following a religion or belief? What matters most to Christians in their religion? <i>Religions: Christianity</i>	<ul style="list-style-type: none"> <li>Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist;</li> <li>The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.	
<b>5.3 Beliefs and questions:</b> How do people's beliefs about God, the world and others have impact on their lives? <i>Religion: Islam, Hinduism</i>	Pupils will learn: <ul style="list-style-type: none"> <li>about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life</li> <li>to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</li> <li>They will consider how to express respectful attitudes to people different from themselves.</li> </ul>
	<b>Key Vocabulary:</b> Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include atheist, agnostic.	
<b>5.4 Beliefs in action in the world:</b> How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? <i>Religions: Christianity, Islam and Hinduism (Humanism can also be considered)</i>	Pupils will learn about: <ul style="list-style-type: none"> <li>about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.</li> <li>about different charities which apply the 'golden rule' ('treat others as you would like to be treated',</li> <li>'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</li> <li>They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</li> </ul>
	<b>Key Vocabulary:</b> Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.	



Religious Education		Year 6	
Agreed Syllabus Unit	Knowledge covered		Skills covered
<b>6.1 Teachings, wisdom and authority:</b> What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? <i>Religions: Christianity, Islam, Hinduism (Humanism can also be considered)</i>	Pupils will learn <ul style="list-style-type: none"> <li>to understand two carefully selected texts from the scriptures of each of the religions selected for study.</li> <li>about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>
	<b>Key Vocabulary:</b> Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist		
<b>6.2 Religion, worldviews, family and community:</b> What contributions do religions make to local life in Nottingham City? How can we make Nottingham City a place of tolerance and respect? <i>Religions: Christianity, Islam, Hinduism, Judaism. (Non-religious examples should also be studied)</i>	Pupils will learn: <ul style="list-style-type: none"> <li>about the statistics of world religions in the local area, the county, region, nation and world.</li> <li>about at least two examples of inter faith co-operation.</li> </ul>		<ul style="list-style-type: none"> <li>They will think reasonably about questions of community harmony and inter faith work</li> </ul>
	<b>Key Vocabulary:</b> Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality		
<b>6.3 Beliefs in action in the world:</b> How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? <i>Religion: Christianity, Hinduism, Humanism.</i>	Pupils will learn: <ul style="list-style-type: none"> <li>about spiritual concepts of justice, fairness, compassion and responsibility.</li> <li>about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).</li> </ul>		<ul style="list-style-type: none"> <li>Pupils will learn to gather, weigh up and use information through simple research.</li> <li>They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.</li> </ul>
	<b>Key Vocabulary:</b> Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.		
<b>6.4 Beliefs in action in the world:</b> What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? <i>Religions: Judaism</i>	Pupils will learn about: <ul style="list-style-type: none"> <li>Pupils will learn to reflect on big questions about human values</li> <li>about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in • They will discuss, think and create responses to the work for themselves. Germany in the 1930s.</li> <li>about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</li> <li>about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.)</li> </ul>		and behaviour.
	<b>Key Vocabulary:</b> Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.		

# Coherence in learning: Progression in knowledge, expression and skills

This syllabus enables clear progression in learning. Pupils will gather and use rich knowledge of religions and worldviews in a systematic study. This table shows how learning in each year group can contribute to coherent progression. Increasingly challenging questions use the growing knowledge base of the pupils to deepen and broaden their learning.

Reception Curiosity and experience	5-7s Exploring and discovering	7-9s Knowing and understanding	9-11s Understanding and connecting	11-14s (schools will select some of these) Applying, interpreting, appreciating and appraising	
F1 Which stories are special and why?	Who celebrates what, and why?	What difference does it make to be a Christian?	What can we learn from great leaders and inspiring examples in today's world?	What is religion? What is it like to be a member of one particular religion in Britain today?	Where can we find wisdom to live by? Studying sources of wisdom from religions and worldviews.
F2 Which people are special and why?	How do we show we care for others? Why does it matter?	How do religious families and communities practice their faith? The example of prayer.	What is expected of a person in following a religion or belief?	What is good and right? What is wrong and evil?	Death: is it the end?
F3 What places are special and why?	Stories of Jesus: What can we learn from them?	Where, how and why do people worship?	How do people's beliefs about God, the world and others have impact on their lives?	Do the teachings of Jesus stand the test of time?	How can people express the spiritual through the arts?
F4 What times are special and why?	In what ways are churches / synagogues important to believers?	What can we learn from inspiring people in sacred texts and in the history of religions?	How are religious and spiritual beliefs expressed in arts, architecture, charity and generosity?	What can we learn from visiting places of worship?	Are the ideas of science and religion compatible?
F5 Belonging. Who are we and how do we belong?	What makes some people inspiring to others? Moses and Saint Peter	Why do some people think life is like a journey? What do different people think about life after death?	What do sacred texts and other sources say about God, the world and human life?	Why believe in God? Or why be an atheist?	Does religion make peace or cause war?
F6 Our wonderful world: how can we care for living things and the earth?	What do Jewish people believe about God, creation, humanity, and the natural world?	Christianity, music and worship: what can we learn?	How can we make Nottingham City and Nottinghamshire places of tolerance and respect?	What will make our communities more respectful? Exploring belief in action.	How do people decide what is right in relation to ethical issues?
	What is it like to belong to the Christian religion today?	How do Hindu families practice their faith?	How do religions and beliefs respond to global issues?	What does justice mean to Christians?	Does being religious make it easier or harder to be good?
	Jewish and Christian stories: How and why are some stories important in religions?	What are the deeper meanings of some Hindu festivals?	What can we learn from people who resist discrimination and persecution?	What is good and what is challenging about being a teenage believer in Britain today?	What can religions and worldviews contribute to climate justice and 'saving the Earth'?



## Progression in language: summary of select shortlist of key words and core concepts

This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief minimum that features in the plans and can contribute to coherent progression.

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-9s: Knowing and understanding	9-11s: Understanding and connecting	11-14s: Applying, interpreting, appreciating and appraising (adding to KS2 lists)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role- model.	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.	Beliefs, teachings, sources of authority, religious expression, ways of living, religious identity, diversity and controversy, psychology, sociology and philosophy of religion, ethics, community cohesion, religious conservatism, liberalism and radicalism.
Christianity	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel.	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven.	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape.	Biblical authority and inspiration, intelligent design, theology, Christian ethics, 'Just war', sanctity of life, 'green Christianity'.
Judaism	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat.	Jewish, Judaism, Moses, Exodus, Law-giver, Ten Commandments, Star of David, Passover / Pesach, Shabbat	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance	
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.	Last Prophet, Revelation, Shahadah, Sawm, Zakat, Ramadan, Hajj, submission to Allah, Sunni, Shi'a, Sufi, 99 Beautiful Names.
Hindu Dharma			Hindu, mandir, murtis, gods and goddesses, Divali, Aum.	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods and goddesses, shrines, Mahatma.	
Sikhi	Schools choosing to go beyond the minimum number of religions for study in this syllabus: Select age-appropriate key words for pupils to learn as they begin their studies of each religion.				Sikhi, Guru, Gurdwara, Langar, Guru Granth Sahib, Waheguru, The 5 Ks, Vaisakhi, Harimandir Sahib, Vand Chakna, Sewa.
Buddhism					Buddha, Dharma, Sangha, Enlightenment, 4 Noble Truths, Noble Eightfold Path, Nirvana, Meditation.
Non-religious worldviews	Non-religious	Humanist, Golden Rule, non-religious.	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist.	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'.	Varieties of atheism, 'new atheists', skepticism, ethical autonomy, situation ethics, secular.