



SJS Target Grid Religious Education



	Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
	■ I can retell stories, suggesting meanings for sources of wisdom, festivals, worship I can - Describe what Christians do at two different festivals - Connect the celebrations to Bible texts and to beliefs about God - Describe how a Muslim prays - Describe how a Christian prays - Connect ideas and beliefs to what people in these two religions do. - Describe 4 key features of each of three religious buildings, a mosque, mandir and church - Connect the key features of the buildings with beliefs about God in each religion - Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. - Connect the idea of inspirational leaders to the stories they learn		■ I can ask questions and give opinions about religions, beliefs and ideas I can - Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest - Express my own ideas about the deeper meanings of these festivals - Ask and answer questions about prayer in Islam and Christianity - Respond thoughtfully to beliefs and ideas about prayer - Ask and answer questions about at least three different ways the religious buildings are used by the different communities - Ask and answer questions about leadership and inspiration, using details from the stories they learned - Express my own views about who is inspiring and why	■ I can collect, use and respond to ideas in RE I can - Consider ideas such as generosity, community and love-in-action - List similarities between the four different Christian festivals - Explain my own ideas about the Creation stories of Genesis 1 and 2. - Discuss questions about prayer that come up in the study. - List similarities between the two ways of prayer in Christianity and Islam - Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what I think makes these buildings special. - Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings? - Consider ideas such as 'patriarch' 'prophet' or 'messiah' - Consider, from the different religions: what do these words mean? Are they similar? - List similarities between the key religious leaders.
Enquiry Questions	■ 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>(Christianity)</i>	■ How do religious families and communities practice their faith? <i>(Christian & Muslim)</i>	■ Where, how and why do people worship? <i>(Muslims, Christians & Hindus)</i>	■ What can we learn from inspiring people in sacred texts and in the history of religions? <i>(Moses, Jesus & Muhammad)</i>

Year 3/4 Cycle B	Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
	- I can describe religions and worldviews, connecting ideas I can - Describe 4 different beliefs about life after death - Show that I understand why life is like a journey - Connect at least two viewpoints I have studied with texts from different religions - Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions - Show that I understand why a spiritual journey can change people's lives, giving examples - Describe beliefs and practice about worship with music in Christianity - Show that I understand how and why Christians use music to express beliefs about God and devotion to God - Describe Hindu beliefs about the gods and goddesses - Show that I understand what happens at Hindu worship in the home or the mandir		- I can give thoughtful responses using different forms of expression in RE I can - Consider varied answers to questions about life as a journey and about afterlife - Express reasons why I hold my own views about life after death - Consider varied answers to questions about the purposes of going on a pilgrimage - Express reasons why I would choose my own kind of pilgrimage if I could. - Consider varied answers to questions about why music matters in human life and in religious life - Express reasons why particular pieces of music are spiritual for me - Respond with thoughtful ideas of my own to the ways Hindus celebrate - Express some 'deeper meanings' of the festivals I study, giving reasons why particular rituals are important to Hindus.	- I can consider and discuss questions, ideas and points of view I can - Explain similarities and differences between Hindu, Christian and Muslim ideas about the purposes of life and life after death. - Apply the idea of spiritual journeys for themselves - Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews - Apply the idea of spirituality for myself - Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship - Explain similarities and differences between two Hindu festivals - Explain similarities and differences between a 'big day' they celebrate and Hindu festivities
Enquiry Questions	- Why do some people think life is like a journey? - Where do we go? - What do different people think about life after death? (Christianity, Hinduism & Islam)	How do people express their religious and spiritual ideas on pilgrimages? (Islam, Hinduism, Christianity)	Christianity, music and worship: what can we learn? (Christianity)	- How do Hindu families practise their faith? - What are the deeper meanings of some Hindu festivals? (Hinduism)

	Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
	■ I can understand ideas and practices, linking different viewpoints I can • Show that I understand how inspirational leaders are examples of their religions' ideals • Connect two examples from different worldviews: what have they in common? • Explain three or more key Christian beliefs • Show that I understand what matters to Christians • Explain the main beliefs of Muslims and Hindus about God • Show that I understand why the worship of Allah / Brahman matters to Muslims and Hindus • Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions • Show that I understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty		■ I can express ideas of my own thoughtfully in RE I can • Consider varied answers to questions about what makes a person inspiring • Explain thoughtfully my own ideas about the inspiring leaders I've studied • Consider varied answers to questions about God • Explain with reasons why I select one of the 4 elements of Christianity studied as the most important • Consider varied answers to questions about whether God is real and what God is like • Clearly express reasons why I hold my own views about questions to do with God • Explain thoughtfully my own ideas about the relative value of worship and holy buildings and charity and compassion • Clearly express reasons why some religious people believe that worship makes them more charitable	■ I can apply ideas about religions and worldviews thoughtfully I can • Apply the idea of inspiration for myself to stories of leaders • Explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs? • Explain what matters about worshipping God to Christians • Explain similarities and differences between different celebrations that are part of Christian worship • Explain what matters about worshipping God to Muslims • Explain what matters about worshipping gods and goddesses to Hindus • Explain what matters to different religions about worship and about generosity or charity
Enquiry Questions	■ What can we learn from great leaders and inspiring examples in today's world?	■ What is expected of a person in following a religion or belief? ■ What matters most to Christians in their religion? <i>(Christianity)</i>	■ How do people's beliefs about God, the world and others have impact on their lives? <i>(Islam, Hinduism)</i>	■ How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? <i>(Christian, Muslim, Hindu)</i>

Year 6	Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
	- I can explain the impact of and connections between ideas, practices, viewpoints I Can - Explain the impact of beliefs about sacred writings, God and values - Explain two viewpoints about why people need wise words to follow - Explain the impact of beliefs about communities on people from different religions. - Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts - Explain the impact of beliefs on how people respond to charity - Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? - Explain the impact of beliefs on people lives - Show that I understand a story of a survivor of Nazi hatred		- I can explain diverse ideas and viewpoints clearly in various forms I can - Consider varied answers to questions about the value of holy writings and other sources of wisdom - Explain with reasons why (e.g.) Christians and Muslims revere their holy texts - Explain thoughtfully my own ideas about wise words, selecting examples and clearly for expressing reasons my choices - Consider varied answers to questions about building peaceful families and communities - Explain thoughtfully my own ideas about communities - why they matter, and how they can become stronger. - Consider varied answers to questions about suffering and God - Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea.	- I can investigate and explain why religions and worldviews matter I can - Apply the idea of 'words of wisdom' for myself, selecting examples and explaining them - Explain similarities between holy books or writings from two different religions - Apply the ideas of tolerance and respect to some tensions or problems in community relations - Explain what matters about peace, respect and harmony to me and in my community. - Apply the idea of justice to at least two case studies - Explain similarities and differences between two global aid charities. - Apply ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. - Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.
Enquiry Questions	- 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>Christianity, Islam, Hinduism</i>)	- What contributions do religions make to local life in Nottingham City and Nottinghamshire? - How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? (<i>Christianity, Islam, Hindu</i>)	How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? (<i>Christianity, Hinduism, Islam</i>)	- What was the Kindertransport? - Who resisted and rescued? - How can we be Upstanders today? (<i>Judaism</i>)

More Detailed Breakdown of Units of Learning

Program of Study Year 3/4

Year 3/4	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Cycle A Unit Number 3.1 Theme Beliefs and questions: Enquiry Questions 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? Religion: Christianity Key concepts and words Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.	Knowledge: Pupils will learn - about Bible stories that lie behind the celebrations of Christmas, Easter, - about contemporary practices in relation to these four festivities. - about key Christian ideas: incarnation, trinity, and the Holy Spirit. 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.	Pupils: - learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter, Pentecost and Harvest, connecting the stories to Biblical stories and concepts. such celebrations very highly, but others not at all, considering the values that lie behind the stories and celebrations (A1); 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? They can study this through examining the life and work of a local church: list ten things the Church does to put ten teachings of Jesus into action (a good opportunity to welcome a Christian visitor to school) (B2); describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); 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? Is Genesis 1 a story about human nature or about how the world was made? develop ideas about different ways science and religions handle questions of origins, where we come from, and why humans are significant in the universe, thinking about two or more different answers to the questions (C1).	Most pupils will: Describe what Christians do at two different festivals Connect the celebrations to Bible texts and to beliefs about God Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest about the deeper meanings of these festivals Consider ideas such as generosity, community and love-in-action List similarities between the four different Christian festivals Explain their own ideas about the Creation stories of Genesis 1 and 2.

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Unit Number 3.2 Theme Religion, family and community: Prayer Enquiry Question How do religious families and communities practice their faith? The example of prayer. Religions: Christians and Muslims	Knowledge: Pupils will learn: - about the practice, meaning and importance of the 5 daily Islamic prayers - about the meaning and use of the Lord's Prayer in Christianity, mosque or a church, 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. Key concepts and words Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.	Pupils: pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs and practices about praying 5 times each day in Islam and about the use and meaning of the Lord's Prayer in Christianity. Get them to think 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 at church or mosque, remembering leaders including Jesus and Prophet Muhammad (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). consider the question: why do some people pray every day, but other people not at all? Consider why some people think prayer is a waste of time and others make it an	Most pupils will: Describe how a Muslim prays Describe how a Christian prays Connect ideas and beliefs to what people in these two religions do. Ask and answer questions about prayer in Islam and Christianity and ideas about prayer that come up in the study. List similarities between the two ways of prayer in Christianity and Islam

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Unit Number 3.3 Theme Worship and sacred places: Enquiry Question Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire. Religions: Muslims, Hindus, Christians Key concepts and words Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.	Knowledge: Pupils will learn: - 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.	Pupils: 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); gather information and new key words from video, visits, visitors, images and written sources to widen their knowledge of religious buildings and worship, seeing similarities and differences between churches, mosques and mandirs. Find out about Trinity, Allah and the gods and goddesses of Hindu worship. 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 Nottingham City and 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). write a thoughtful proposal for a new religious building for their local area, including their ideas for design, activities, key concepts of worship and the use of such a building.	Most pupils will: Describe 4 key features of each of three religious buildings, a mosque, mandir and church Connect the key features of the buildings with beliefs Ask and answer questions about at least three different ways the religious buildings are used by the different communities Respond thoughtfully to the task of designing a new religious building for their locality Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special. Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?

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Unit Number 3.4 Theme Inspirational people from the past Enquiry Question What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders: Moses, Jesus and Muhammad. Religions: Christians, Muslims and Jewish people Non-religious worldviews such as Humanism can also be considered and so can Sikh Gurus. Key concepts and words Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.	Knowledge Pupils will learn about: - at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). - examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. - examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. Skills: Pupils will practice the skills of inferring beliefs and ideas about values from stories and will biographically about inspirational figures.	Pupils: explore the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values 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 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: Muslims do not depict Allah, Prophets or their companions in drama or imagery) (A3) respond thoughtfully to these 'great lives', and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History (B2) use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember 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) - inspiration, fairness, forgiveness, friendship, commitment, and courage. (C3)	Most pupils will: Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. Connect the idea of inspirational leaders to the stories they learn Ask and answer questions about inspiration, using details from the stories they learned Express their own views about who is inspiring and why Consider ideas such as 'patriarch' 'prophet' or 'messiah' From the different religions: what do these words mean? Are they similar? List similarities between the key leaders studied. Note that a study of a Sikh Guru where Sikh pupils are present in the school is an appropriate addition to this unit of work. Supplementary support materials about Guru Nanak and Guru Gobind Singh are provided on the website.

Year 3/4	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Cycle B Unit Number 4.1 Theme The journey of life and death: Enquiry Question Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Religions: Christianity, Hinduism, Islam Non-religious worldviews such as Humanism can also be considered Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.	Knowledge: Pupils will learn: - 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.’ 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.	Pupils: find out about and describe some ways in which different religions see life as a journey, using examples of baby-welcoming ceremonies from Muslims, Hindus, Humanists and Christians (Christening will have been studied in an earlier unit) (A1); make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their own ideas about the ‘journey of life’ (A1); compare how Christians, Muslims, Hindus or Humanists 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 at least two religions or other worldviews through seeking answers to their own questions, considering religious sources of wisdom and articulating reasons for their own ideas and responses (B1). understand the link between religious ideas about ‘destiny’ or ‘destinations’ at the end of life and the ways religious people live now (C1). consider similarities and differences between varied views of questions about life’s meaning and the possibility of a next life, discussing a range of views thoughtfully (C1). write thoughtfully about their own life as a journey, and its key milestones, in relation to the views they have learned.	Most pupils will be able to: Describe 4 different beliefs about life after death Show that they understand why life is like a journey Connect at least two viewpoints they have studied with texts from different religions Consider varied answers to questions about life as a journey and about afterlife Express reasons why they hold their own views about life after death Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas purposes of life and life after death.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Unit Number 4.2 Theme Symbols and religious expression: Enquiry Question How do people express their religious and spiritual ideas on pilgrimages? Religions: Islam, Hinduism, Christianity, non-religious worldviews Key concepts and words Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.	Knowledge: Pupils will learn: - 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. 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	Pupils: consider why people go on pilgrimages. They will 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) consider a journey to a spiritual place that is taken by who are spiritual, but not religious – e.g. to Stonehenge, to a wonderful place in the world of nature, to a place associated with their family history. How similar or different is this to a pilgrimage? What are the key differences between pilgrims and tourists? - linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities and on different pilgrimages, 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 worldview, including to undertake a spiritual journey, reflecting on their work on pilgrimage, symbol and religious expression (C1). write thoughtfully about a place on earth where they would like to travel not as a tourist or just for fun, but hoping to find spiritual strength or enlightenment, connecting their	Most pupils will be able to: Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions Show that they understand why a spiritual journey can change people's lives, giving examples Consider varied answers to questions about the purposes of going on a pilgrimage Express reasons why they would choose their own kind of pilgrimage if they could. Apply the idea of spiritual journeys for themselves Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Unit Number 4.3 Theme Spiritual expression Enquiry Question Christianity, music and worship: what can we learn? Religion: Christianity and also the idea of being 'spiritual but non-religious'	Knowledge: - 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. Key concepts and words Religion, Christian, spiritual, worship, devotion, belief, self-expression	Pupils: listen to and consider spiritual music in ways that enable to discuss the meanings and impacts of the music and consider the meanings of words used in musical worship. - linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns (e.g. Abide with Me, All things Bright and Beautiful, Christ the Lord is Risen Today), Handel's 'Hallelujah Chorus', contemporary worship music and Christian 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? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music? (A3) express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, peaceful, joyful 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) consider the question: what pieces of music are spiritual or inspiring for me? If they chose a playlist called 'spiritual' from spotify or tik-tok, what pieces of music would they include and why? The class might like to play examples of their own spiritual music to each other and discuss how this choice is different for each person (C1). write an account of their own views about spirituality and music, giving some examples of their own.	Most pupils will be able to: Describe beliefs and practice about worship with music in Christianity understand how and why Christians use music to express beliefs about God and devotion to God Consider varied answers to questions about why music matters in human life and in religious life Express reasons why particular pieces of music are spiritual for them Apply the idea of spirituality for themselves Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Unit Number 4.4 Theme Religion, family, community, worship, celebration, ways of living Enquiry Question How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Religion: Hinduism	Knowledge: - 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, - 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. Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices. Key concepts and words Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.	Pupils: 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, including a visit or an interview with a visitor where possible (BBC 'My Life My Religion: Hindus' has good clips for this unit) (A1) find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations at home and in the mandir, learning about murtis, images of the gods and goddesses and the beliefs about the ultimate reality they express, including concepts of karma, dharma and Brahman (A3) describe and understand links between Hindu stories and celebrations, examining the Divali stories, for example, and at least one other festival, 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, patience and devotion are to be explored in relation to the stories told at festivals and about the gods and goddesses (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. This could include non-religious festivals such as New Year or Comic Relief Day (C3) write thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the 'big days of the year' – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions?	Most pupils will be able to: Describe Hindu beliefs about the gods and goddesses Show that they understand what happens at Hindu worship in the home or the mandir Respond with thoughtful ideas of their own to the ways Hindus celebrate Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus Explain similarities and differences between two Hindu festivals Explain similarities and differences between a 'big day' they celebrate and Hindu festivities

Year 5 programme of study

Year 5	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.1 Theme Inspirational people in today's world Enquiry question What can we learn from great leaders and inspiring examples in today's world? Religions selected by the school, but possibly examples from Islam, Hinduism and Christianity, and possibly a non-religious example	Knowledge: 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. Skills: Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership Key concepts and words Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.	Pupils: describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world, answering questions like these: what made this person into a leader? How did their religion inspire them? What holy texts explain their lives? Is this person inspiring just in their religion, or to any human? (A2) understand how key leaders can be sources of wisdom for religious believers by studying and applying some of the leader's sayings, speeches or writings (A2) explore the lives of key religious leaders from contemporary life (including modern history), 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) undertake a research task over several lessons to prepare an imaginary interview with one of the inspirational leaders in a talk show format. This should include their own questions (and guesses at answers), as well as the questions and answers the great figure would give. Pupils should be encouraged to include quotations from scripture, newspaper headlines, comments from other people, photographs. Presentation software (e.g. PowerPoint), DTP or digital video, Prezi could be used. compose their own speech related to the inspirational figure: 'how would 'X' like the world to live?' Reflect on how they 'measure up'. Pupils could offer comment on the ways their chosen person might inspire anyone in the class. write a citation for this leader to be nominated for a Peace Prize. <i>Note: these leaders might be world famous examples, or those who serve the community locally ~ in Nottingham City</i>	Most pupils will be able to: Show that they understand how inspirational leaders are examples of their religions' ideals Connect two examples from different worldviews: what have they in common? Consider varied answers to questions about what makes a person inspiring Explain thoughtfully their own ideas about the inspiring leaders they studied Apply the idea of inspiration for themselves to stories of leaders Explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs?

Year 5	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.2 Theme Religion and the individual: what matters to Christians? Enquiry Questions What is expected of a person in following a religion or belief? What matters most to Christians in their religion? Religion: Christianity	Knowledge: - Religious content will include: the deeper meanings of the celebrations of Christmas, 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. Skills: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. Key concepts and words Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.	Pupils: - learn about devotion and commitment in Christianity. 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); understand and connect key ideas about salvation, forgiveness and eternal life with the celebrations of Holy Week and Easter in Christian communities from reading the Gospel texts about Jesus' crucifixion and resurrection. They might interview a Christian minister about this. (A1) develop understanding of key Christian beliefs (e.g. from a Creed), gaining knowledge about key Christian beliefs in God as Father, Son and Holy Spirit, the Trinity and about the meaning of Pentecost for Christians (A1) consider the idea of 'the fruit of the Spirit' (Galatians 5:22, New Testament) as they 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). write a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?	Most pupils will be able to: Explain three or more key Christian beliefs Show that they understand what matters to Christians Consider varied answers to questions about God Explain with reasons why they select one of the 4 elements of Christianity studied as the most important Explain what matters about worshipping God to Christians Explain similarities and differences between different celebrations that are part of Christian worship

Year 5	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.3 Theme Beliefs and questions: Enquiry Question How do people's beliefs about God, the world and others have impact on their lives? Religions: Islam, Hinduism Non-religious worldviews such as Humanism can also be considered Key words and concepts: 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.	Knowledge: Pupils will learn: - 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 expression in creative arts and architecture. 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.	Pupils: find out about the Five Pillars of Islam and the main ways Hindus worship gods and goddesses in the home and the Mandir (A1) explore and respond thoughtfully to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom. From reading examples of Hindu and Muslim texts about God and humanity, pupils will be able to think about key beliefs and what difference they make in life (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, raising questions of their own about Muslim and Hindu practice and responding to the 'big ideas' of Hindu and Muslim thinking, giving ideas and 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) suggest two reasons why debates about God and questions about belief in God are important to people today, giving their own views (C1) explain similarities and differences between Muslim and Hindu ideas about God and their own ideas, referencing the fact that many non-religious people are either atheists or agnostics and considering questions about this diversity of belief (B3)	Most pupils will be able to: Explain the main beliefs of Muslims and Hindus about God Show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus Consider varied answers to questions about whether God is real and what God is like Clearly express reasons why they hold their own views about questions to do with God Explain what matters about worshipping God to Muslims Explain what matters about worshipping gods and goddesses to Hindus

Year 5	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 5 Unit 5.4 Theme Beliefs in action in the world: Enquiry Question How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Religions: selected by the school, perhaps Christian, Muslim, Hindu Non-religious worldviews such as Humanism can also be considered. Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment,	Knowledge: Pupils will learn: - 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. - about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’, ‘you love yourself’) from a range of religions and worldviews to some global problems. Skills: 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.	Pupils: describe some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples (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, put values of justice and compassion into action, and express their religion’s ideals (A2) understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people’s spiritual lives (A2) explore examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion 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) apply ideas such as spirituality, charity, ‘the glory of God’, compassion for themselves to a question such as: do we need religious buildings to hear God’s word about poverty? (C3)	Most pupils will be able to: Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions Show that they understand the possible tension between building a beautiful ‘house of God’ and serving the needs of people in poverty Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion Clearly express reasons why some religious people believe that worship makes them more charitable Apply the ideas of worship and service to the key question in the unit Explain what matters different religions about worship and about generosity or charity

Year 6 Programme of Study

Year 6	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.1 Theme Teachings, wisdom and authority: Enquiry Question: 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 Non-religious worldviews such as Humanism can also be considered	Knowledge: Pupils will learn: - 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 seeking to live out these texts and their values. 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. Key concepts and words 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.	Pupils: - use artefacts, video of photos to describe how religious people use sacred texts such as Torah, Bible or Qur'an and Hadith in their worship, for private study, memorization and for guidance (A1). explain two examples of people from the religions studied who use sacred texts: these could be local or famous people(A2). suggest a list of reasons why the sacred texts of religions have lasted so long and are often best sellers (A2) explain similarities and differences between the texts they have studied: do the religions teach similar things? (B3) consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an The Surah, the Opening) (e.g. 1st are seen as sources of discuss thoughtfully where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey life'? 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 (c2). apply ideas such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words (c2). write an account of the value and importance of the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them (A3).	Most pupils can: Explain the impact of beliefs about sacred writings, God and values Explain two viewpoints about why people need wise words to follow Consider varied answers to questions about the value of holy writings and other sources of wisdom Explain with reasons why (e.g.) Christians and Muslims revere their holy texts Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons their choices Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them Explain similarities between holy books or writings from two different religions

Year 6	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.2 Theme Religion, worldviews, family and community: Enquiry Questions What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? Religions: Select from Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied in this unit.	Knowledge: Pupils will learn: - about the statistics of world religions in county, region, nation and world. - about at least two examples of inter faith co-operation. Skills: They will think reasonably about questions of community harmony and inter faith work. Key concepts and words Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality	Pupils: 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) apply ideas such as tolerance, empathy and respect for all to real-life examples of tension or conflict between different groups: how can our society become more respectful? What do inter faith events do to make respect grow? clearly express their own ideas about a more respectful community write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious. Can they suggest 6 ideas and explain what impact they would have?	Most pupils can: Explain the impact of beliefs about communities on people from different religions. viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts Consider varied answers to questions about building peaceful families and communities Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger. Apply the ideas of tolerance and respect to some tensions or problems in community relations Explain what matters about peace, respect and harmony to themselves and in our community.

Year 6	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.3 Theme Beliefs in action in the world: Enquiry Questions How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Religions: Christianity, Hinduism, Humanism.	Knowledge: Pupils will learn: - about spiritual concepts of justice, fairness, compassion and responsibility. - of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the - Children might be a good example of a charity without a religious identity). Skills: Pupils 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. Key concepts and words Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.	Pupils: discover and explore what (e.g.) Muslims, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other, including ideas like Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian) (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 Save the Children (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) consider and explain similarities and differences between the work of different charities.	Most pupils can: Explain the impact of beliefs on how people respond to charity Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? Consider varied answers to questions about justice, environment Explain thoughtfully their own ideas about the work of some global development charities Apply the idea of justice to at least two case studies Explain similarities and differences between two global aid charities.

Year 6	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
Year 6 Unit Number 6.4 Theme: Beliefs in action in the world: Enquiry Questions What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? Religion: Judaism Key concepts and words Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.	Knowledge: Pupils will learn: - about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. - 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 <i>The Journey</i> exhibition at the National Holocaust Centre.) 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.	Pupils: find out about the Jewish religion and community, focusing on religious practice in Germany before the Second World War (A1) investigate aspects of the persecution of people, showing their understanding and expressing ideas of their own (A2) learn about the story of a Kindertransportee develop their own imaginative and creative of expressing some questions and ideas about persecution and prejudice, including examples from the Kindertransport and from today's world (B2) - use case studies and survivor accounts to accurate understanding of examples of issues arising from the study of the Kindertransport (C2) - having learned about Jewish community become an upstander, applying their own ideas to issues of respect for all (C2) write a clear account of the life of a Kindertransportee and explain what matters most in the struggle against hatred and prejudice (B2). NOTE: The material in this unit does not use the concepts of genocide or holocaust and gives some focus to survivors of hatred. This approach is taken in recognition of the young age of the pupils learning from this unit.	Most pupils will: Explain the impact of beliefs on people lives Show that they understand a story of a survivor of Nazi hatred Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis Consider varied answers to questions about suffering and God Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. harmony and goodness to the lives of those who rejected Nazi ideas. Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.