

	Autumn	Spring	Summer	Assessment
	Due to the intake of nursery pupils throughout the year, the Big Questions remain the focus for the entire school year. Early years practitioners will use this driver to settle children into a learning environment that is rich with language and cultural diversity. In line with the EYFS, planned activities will enable children to develop their communication skills, to talk about themselves, their families and important communities, such as a religious community.			
F1 Nursery	<p>Big Questions: Who am I? Who are the people in my family and my wider community? Who are the people in my nursery class?</p> <ul style="list-style-type: none"> Practitioners will introduce a range of multi-cultural, cross-curricular activities throughout the school year that promote a positive sense of self for all children. Activities will allow children to develop the specific skills required, to encourage them to become members of their nursery class. Time together, engaging in acts of celebration will deepen their sense of identity as well as their sense of belonging to a class community. Engaging in adult-led stories, songs and teaching will encourage children to develop thinking skills, and the confidence to talk about things of importance to them, such as family and family traditions. Practice gathering together to celebrate special times, like birthdays. 			<p>By the end of nursery pupils should:</p> <p>Have a deeper sense of who they are as an individual, with a name and an identity.</p> <p>Begin to use communication to talk about their likes and dislikes.</p> <p>Understand what it means to be part of a community and form positive attachments with nursery practitioners and peers.</p> <p>Demonstrate an understanding of the social behaviours required in a class community. Such as sharing, taking turns and listening to others.</p>

	Autumn	Spring	Summer	Assessment
	The purpose of the RE curriculum for Reception aged pupils is to build upon the foundational teaching carried out in the Nursery class. The Big Questions will provide the focus for the whole school year and link with specific religious/cultural festivals and celebrations. These will provide context and more detail about religious people groups, and how they express their beliefs. The children will take part in activities that involve other areas of learning within the EYFS, that help them to develop empathy, acceptance, social behaviour and respect.			
F2 Reception	<p>Big Questions: Who am I? Who are the children in my class community? What are the similarities and differences between me and my peers?</p> <p>Understand about being an individual within the class community.</p> <p>Understand that individual behaviour impacts upon others. Class promises encourage us to respect one another and the people that teach us and care for us.</p> <p>Recognise that we are all different to look at but some aspects of our lives may be similar, such as families and the religious communities we belong to.</p> <p>Play based learning is an effective way of introducing young children to different ways of life and cultures. The festivals to focus upon in the Autumn term are:</p> <p>Harvest Festival – Christian Diwali – Hindu or Sikh perspective Christmas - Christian</p>	<p>In the spring term build upon the children’s sense of identity within their new class. Encourage more specific talk about themselves, their families and their religion. Do they worship in a particular place? Can they name the building?</p> <p>Regularly gather together to listen to stories, sing songs, share food and explore specific times of celebrations, significant to certain religious groups. In the Spring term these festivals are:</p> <p>Chinese New Year – cultural Shrove Tuesday Holi – Hindu Mothering Sunday – cultural Ramadan and Eid Ul – Fitr – Islam* Vaisakhi - Sikh Easter – Christian*</p> <p>*These festivals move within the yearly calendar and could take place in the Summer term rather than the Spring term.</p>	<p>In the Summer term pupils should demonstrate more collective behaviour. Gathering together for stories, songs and RE teaching should be a common practice and children should feel more at ease about sharing their experiences with others.</p> <p>‘Show and Tell’ time could be a specific way of allowing children to bring in significant artefacts and items that link them to their religion or culture.</p> <p>Practitioners should read religious stories from the Bible and the Quran and increase children’s knowledge and vocabulary.</p> <p>Inviting a religious visitor to the class would be an effective way of broadening the children’s thinking about others. It would provide a platform for further RE teaching to be built upon in Year 1.</p> <p>In Summer term festivals to focus on are:</p> <p>*</p> <p>World Children’s day – cultural Father’s Day – cultural Eid Ul – Adha _Islam</p>	<p>By the end of Reception pupils should:</p> <p>Have a firm understanding of who they are and who their friends and family are.</p> <p>Have a firm understanding of who their teachers are and how everyone is part of a class community.</p> <p>Begin to understand that their behaviour affects others and tolerance is an act of behaviour that needs to be learned and practised.</p> <p>Begin to understand that there is a wider community, called society, and lots of people make this community, some religious and some not religious.</p> <p>Understand that people from different communities come together to celebrate and worship. This sometimes takes place in a specific building, such as a Mosque.</p>

	Autumn Celebrations and Festivals	Spring Myself and caring for others	Summer Beliefs and Teachings	Assessment
	Symbols for Religious Belief and Practice will be referred to in each unit of RE teaching throughout the school year.			By the end of year 1 pupils should:
Year 1	<p>Big Questions: What is a Celebration? What is a festival? Who celebrates what and why?</p> <p>Understand what a celebration is and discuss what types of thing we celebrate.</p> <p>Understand what a festival is and learn that festivals can be religious/non-religious or a time of commemoration, like Remembrance Day.</p> <p>Understand that communities come together for secular festivals, such as Bonfire Night and Children in Need day.</p> <p>Learn about the religious traditions of the Jewish festivals Rosh Hashanah and Hanukah.</p> <p>Learn about the religious traditions of the Christian festivals Harvest and Christmas.</p> <p>Learn about the religious traditions of the Hindu and Sikh festival of Diwali, emphasising their similarities and differences.</p>	<p>Big Questions: What does it mean to care? How do we show we care for others? Why does it matter that we care?</p> <p>Discuss and learn about what it means to care and how we might demonstrate this to people and animals.</p> <p>Discuss and learn about how caring for others can be sacrificial. Caring for others can develop qualities in our character, such as goodness, patience, kindness and consideration for others.</p> <p>Learn about specific examples of care shown by the Prophet Muhammad (pbuh)* and how Muslims show consideration for others during the month of Ramadan.</p> <p>Learn about specific examples of care shown by Jesus and how he shared moral stories called Parables. Understand the significance of the stories and how they inspire religious traditions and acts of worship, such as Easter.</p> <p>*peace be upon him</p>	<p>Big Questions: What can we learn from the stories that Jesus told? How do religious stories make a difference to people's lives?</p> <p>Understand that the Bible records the accounts of the time that Jesus spent on earth, caring for people and teaching them.</p> <p>Listen to the stories (parables) that Jesus shared with people and listen to the 'miraculous' stories that others shared about Jesus.</p> <p>Discuss the importance of these 'miraculous' stories and how they inspire Christians to worship God and develop good attitudes of thankfulness, forgiveness, kindness and faith.</p> <p>Listen to stories from other world religions and discuss how these stories affect the lives and attitudes of people. Can they have the same affect upon people as the inspirational stories of Jesus?</p>	<p>Have a firm understanding of what it means to celebrate and recall the names of some religious festivals.</p> <p>Give an example of a 'big day' of their own and talk about it with expression and emotion.</p> <p>Recognise and name a holy building. Understand that the building is sacred and contains artefacts that can be used in acts of worship.</p> <p>Recall and retell religious and non-religious stories of caring, naming characters and places.</p> <p>Recall and retell stories of Jesus, suggesting a hidden meaning in a parable.</p> <p>Discuss important, inspirational people like Jesus and prophet Muhammad (pbuh) and how their stories can change people's attitudes and encourage 'big change', like World peace.</p>

	Autumn Leaders	Spring Believing	Summer Belonging	Assessment
Year 2	Stories will be included in each unit of RE teaching throughout the school year.			By the end of year 2 pupils should:
	<p>Big Questions: What is a leader? What makes some people inspiring leaders?</p> <p>Compare our school leaders with other leaders and discuss the characteristics of leadership.</p> <p>Learn about the leadership of the prophet Muhammad (pbuh) and what it means to have wisdom.</p> <p>Learn about Guy Fawkes and the Gunpowder plot. Discuss together are all leaders, good leaders?</p> <p>Learn about specific leaders in the Bible, such as Moses, Saint Peter, Saint Paul and Jesus. Explore the deeper concept of destiny and how some people are destined for leadership, even when they are a baby.</p> <p>Refer back to previous learning about Florence Nightingale and Mary Seacole. Discuss the fact that both women had a belief in God and were raised with strong principles.</p> <p>Discuss the wider issue of leaders having influence and leaving behind a legacy. Religious believers follow the teachings of their religious leader, such as Christians follow the teachings of Jesus and celebrate his birth at Christmas time.</p>	<p>Big Questions: What does it mean to believe? What do religious and non-religious people believe about God, creation and the world?</p> <p>Refer back to previous learning about religious people groups and their beliefs. For example, Christians follow the teachings of Jesus and Jews follow the teachings of Moses and the prophet Abraham.</p> <p>Listen to the Jewish, Biblical story of the creation of the world and the first people, Adam and Eve. Refer back to teaching in Year 1 about care, and focus on what it means to care for our world. Ask further questions like, does a person need to believe in God or a higher deity to care about the world?</p> <p>Learn about the concept of creation from the perspective of Science (Evolution) and how this differs from religious belief.</p> <p>Continue to focus on the concept of creation in the Jewish faith and learn about the importance of Shabbat.</p>	<p>Big Questions: What does it mean to belong? What is it like to belong to a religious community in Nottingham?</p> <p>Refer back to teaching from Early Years and remind the children of community. Understand that being part of a community, whether large or small, encourages a sense of belonging and acceptance.</p> <p>Explore further what it means to be part of a religious community. Learn about specific rituals carried out by religious groups: Infant and adult baptism within the Christian religion. Aqiqah, a baby naming ceremony in Islam and fasting for Ramadan.</p> <p>Look at photographs, explore information about places of worship in the local area, around school. Talk about their purpose and visit one of them.</p> <p>Learn about the life of Sir William Booth and the start of the Salvation Army. Understand how a Christian Community, originated in Nottingham, grew into a worldwide organisation.</p>	<p>Recall the names of some famous religious leaders, such as Moses and describe the stories in which they showed their leadership.</p> <p>Recall examples of poor and good leadership and how this has an effect upon society.</p> <p>Express their own ideas about leadership and what it looks like within a class community, school and the wider world.</p> <p>Recall some specific words from the Jewish religion, linked with the creation story and attempt to remember the word Evolution as an alternative explanation for the beginning of existence.</p> <p>Begin to understand that people choose to believe in a higher power than themselves, such as God. They join others with similar thinking and faith, this includes them into a religious community. Name and recall traditions and rituals that demonstrate someone's belonging to a certain religious group.</p>

	Autumn Religion, family and community - Prayer	Spring Worship and sacred places	Summer Inspirational people from the past	Assessment
Year 3	Beliefs and questions will be referred to in each unit of RE teaching throughout the school year.			By the end of year 3 pupils should:
	<p>Big Questions: How do families and communities practice their faith? How do they pray?</p> <p>Refer back to teaching in Year 2 about religious communities and the places they worship in.</p> <p>Explore the purpose of prayer and why it is important to so many people around the world.</p> <p>Understand the importance of Prayer in all major religions. Discuss similarities and differences with the styles of prayer.</p> <p>Explore Prayer within the Muslim community. Learn about the 5 Pillars of Islam.</p> <p>Explore Prayer within the Christian community. Learn the Christian prayer called The Lord's Prayer</p> <p>Discuss and explore the need for quiet spaces for prayer and consider these spaces in school. Do they exist? Where could they be and what would they look like if we had to design them?</p>	<p>Big Questions: Where, how and why do people worship?</p> <p>Refer back to previous unit and why people of faith pray.</p> <p>Begin to understand prayer is an act of submission and <i>worship</i> is an expression and demonstration of faith, that sometimes can be seen by others.</p> <p>Understand that serving other people, such as the poor, is an act of worship and in line with religious scriptures, such as The Bible.</p> <p>Understand that Muslims believe that serving the poor is an act of true worship to Allah.</p> <p>Understand that a Sikh place of worship, like a Gurdwara has a specific part of it for service to the local and wider community.</p> <p>Understand the word sacred* and how it applies to places of worship.</p> <p>Learn about specific global, sacred places and visit a local religious place of Worship.</p> <p>*This unit could be linked with DT and pupils could create their own sacred space diorama.</p>	<p>Big Questions: What can learn from inspiring people in sacred texts? What can we learn from religious history?</p> <p>Refer back to previous knowledge about Moses. Explore further the concept of inspiration and how Moses needed to inspire the Israelites to make the 'Exodus' out of Egypt.</p> <p>Learn about the Sikh Guru Hargobind and his inspirational teaching, when in prison.</p> <p>Learn about the influential and inspirational Guru Nanak and his importance in the Sikh religion.</p> <p>Learn about The Prophet Muhammed (pbuh) – inspiring the first Muslims to fast and take pilgrimage to Mecca.</p> <p>Learn about Queen Esther and why worldwide Jews celebrate the festival of Purim.</p> <p>Learn more about the specific teaching of Jesus, called the Beatitudes, also known as The Sermon on the Mount.</p>	<p>Describe how a Muslim prays. Describe how a Christian prays.</p> <p>Discuss the differences between different religions and why prayer is important to believers.</p> <p>Describe key features of places of worship, such as a church, Mosque, Gurdwara.</p> <p>*Explain their ideas around the creation of their own sacred space.</p> <p>Describe at least one story/account of these key people: Jesus, Moses and the prophet Muhammad (pbuh)</p> <p>Understand what makes people inspirational and how their teachings have influence over large groups of people.</p> <p>Understand that inspirational people have followers and their message is sometimes shared on a global scale – Religion.</p>

Rolling Curriculum Year 1

	Autumn Inspirational People in today's world	Spring What matters to Christians?	Summer Beliefs and Questions	Assessment
Year 4	<p>Big Question: What can we learn from great leaders and inspiring examples in today's world?</p> <p>Describe the lives of some inspirational leaders from the modern world (religious and non-religious)</p> <p>Understand how key leaders can be sources of wisdom for religious believers by studying some of the leader's sayings, speeches or writings.</p> <p>Explore the life of a key religious leader from contemporary life (including modern history) Describe and challenges they have faced and the commitments by which they lived.</p>	<p>Big Questions: <i>What is expected of a person in following a religion or belief?</i> <i>What matters most of Christians in their religion?</i></p> <p>Learn about devotion and commitment in Christianity. Consider why Christians celebrate Christmas and Easter.</p> <p>Investigate the teaching of Jesus about forgiveness and loving your enemies and how this is important to Christians today.</p> <p>Consider the idea of 'the fruit of the spirit' (Galatians 5:22) and why these values are important to Christians.</p> <p>Write an answer to the question: which of these do you think is more important to Christians and why: Christmas or Easter?</p>	<p>Big Question: <i>How do people's beliefs about God, the world and others have impact on their lives?</i></p> <p>Find out about the Five Pillars of Islam and the main ways Hindus worship gods and goddesses in the home and the Mandir.</p> <p>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.</p>	<p>By the end of Year 4 pupils should:</p> <p>Have some understanding of beliefs and practises, starting to recognise the differences which exist within and between communities.</p> <p>Begin to respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Have some understanding of different ways of life and ways of expressing meaning.</p> <p>Have some understanding about how beliefs and practises influence individuals and communities.</p> <p>Begin to respond to questions and teaching about identity, diversity, meaning and value.</p> <p>Have some understanding of how religions differ.</p> <p>Have some understanding about key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Have some understanding about what enables different communities to live together respectfully</p> <p>Begin to talk about beliefs values and commitments and why they may be important in their own and other people's lives.</p>

	Autumn Inspirational People in today's world	Spring What matters to Christians?	Summer Beliefs and Questions	Assessment
Year 5	<p>Big Question: <i>What can we learn from great leaders and inspiring examples in today's world?</i></p> <p>Research inspirational leaders from the modern world (religious and non-religious) and answer the question: What made the person inspirational?</p> <p>Understand how key leaders can be sources of wisdom for religious believers by studying some of the leader's sayings, speeches or writings.</p> <p>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.</p>	<p>Big Questions: <i>What is expected of a person in following a religion or belief?</i> <i>What matters most of Christians in their religion?</i></p> <p>Learn about devotion and commitment in Christianity. Consider why Christians celebrate Christmas and Easter.</p> <p>Investigate key religious practise such as remember Jesus with bread and wine (Eucharist) in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being a Christian.</p> <p>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 could interview a Christian minister about this.</p> <p>Consider the idea of the 'fruit of the Spirit' (Galatians 5:22) 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? How can people learn to be more generous?</p>	<p>Big Question: <i>How do people's beliefs about God, the world and others have impact on their lives?</i></p> <p>Explore and respond thoughtfully to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom.</p> <p>Discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like.</p> <p>Suggest two reasons why debates about God and questions about belief in God are important to people today, giving their own views.</p>	<p>By the end of Year 5 pupils should:</p> <p>Describe beliefs and practises, recognise the differences which exists within and between communities.</p> <p>Respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Appreciate the impact different ways of life and ways of expressing meaning.</p> <p>Understand about how beliefs and practises influence individuals and communities.</p> <p>Respond to questions and teaching about identity, diversity, meaning and value.</p> <p>Appreciate how religions differ.</p> <p>Understand the key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Know about what enables different communities to live together respectfully</p> <p>Talk about beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.</p>

	Autumn Inspirational People in today's world	Spring What matters to Christians?	Summer Beliefs and actions in the world	Assessment
Year 6	<p>Big Question: <i>What can we learn from great leaders and inspiring examples in today's world?</i></p> <p>Research and respond thoughtfully to the lives of inspirational leaders from the modern world (religious and non-religious) and answer questions like these: What made the person inspirational? What holy texts explain their lives? Is this person inspiring just in their religion or to any human?</p> <p>Understand how key leaders can be sources of wisdom for religious believers by studying and applying some of the leader's sayings, speeches of writings and apply ideas of their own by giving reasons for their views.</p> <p>Compose a speech related to an inspirational figure: 'how would 'X' life the world to live?' Reflect on how they 'measure up'. Pupils could offer comment on the ways their chose person might inspire anyone in the class.</p>	<p>Big Questions: <i>What is expected of a person in following a religion or belief?</i> <i>What matters most of Christians in their religion?</i></p> <p>Investigate key religious practise such as remember Jesus with bread and wine (Eucharist) in Christian worship, Christian beliefs about Christmas and Easter and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being a Christian.</p> <p>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.</p> <p>Consider the idea of the 'fruit of the Spirit' (Galatians 5:22) 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? How can people learn to be more generous?</p> <p>Write a thoughtful answer to the question: which of these is most important to Christians and why: Christmas, Easter, Pentecost</p>	<p>Big Questions: <i>What was the Kindertransport?</i> <i>Who resisted and rescued?</i> <i>How can we be Upstanders today?</i></p> <p>Find out about the Jewish religion and community, focusing on religious practice in Germany before the Second World War.</p> <p>Investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own.</p> <p>Learn about the story of a Kindertransportee</p> <p>Use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of Kindertransport.</p> <p>Learn about Jewish community action in the UK today and create their own charter of ways to become and upstander, applying their own ideas of respect for all.</p>	<p>By the end of Year 6 pupils should:</p> <p>Describe, explain and analyse beliefs and practises, recognise the differences which exists within and between communities.</p> <p>Investigate and respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Appreciate and explain the impact different ways of life and ways of expressing meaning.</p> <p>Explain their ideas about how beliefs and practises influence individuals and communities.</p> <p>Respond critically to questions and teaching about identity, diversity, meaning and value.</p> <p>Appreciate and explain how religions differ.</p> <p>Investigate and explain the key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Investigate what enables different communities to live together respectfully</p> <p>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>

Rolling Curriculum Year 2

	Autumn Wisdom and Authority	Spring Religion, worldviews, family and community	Summer Beliefs in Action in the World	Assessment
Year 4	<p>Big Questions:</p> <p><i>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></p> <p>Introduce how people use sacred texts such as Torah, Bible or Qu’ran within their worship Use artefacts, videos or photos.</p> <p>Discuss thoughtfully where we can find ‘wisdom to live by’. Would the pupils be able to write ‘ten commandments for today’?</p> <p>Apply ideas such as inspiration or ‘the gift of God’ to the holy texts from different faiths and express their own ideas about wise sayings and wise words.</p>	<p>Big Questions:</p> <p><i>What contributions religions make to life in Nottingham City? How can we make Nottingham City a place of tolerance and respect?</i></p> <p>Investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer.</p> <p>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</p> <p>Explain the importance of tolerance and respect and how they can apply these to a community.</p>	<p>Big Question:</p> <p><i>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i></p> <p>Introduce what (e.g.) Muslims, Hindus and Christians teach about how we can all live together for the wellbeing of each other, including Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian)</p> <p>Introduce the teaching and practise of different religions in looking after the planet.</p> <p>Introduce the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the children.</p> <p>Choose one charity and explain the importance of what they do.</p>	<p>By the end of Year 4 pupils should:</p> <p>Have some understanding of beliefs and practises, starting to recognise the differences which exists within and between communities.</p> <p>Begin to respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Have some understanding of different ways of life and ways of expressing meaning.</p> <p>Have some understanding about how beliefs and practises influence individuals and communities.</p> <p>Begin to respond to questions and teaching about identity, diversity, meaning and value.</p> <p>Have some understanding of how religions differ.</p> <p>Have some understanding about key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Have some understanding about what enables different communities to live together respectfully</p> <p>Begin to talk about beliefs values and commitments in order to explain why they may be important in their own and other people’s lives.</p>

	Autumn Wisdom and Authority	Spring Religion, worldviews, family and community	Summer Beliefs in Action in the World	Assessment
Year 5	<p>Big Questions:</p> <p><i>What can we learn by reflecting on words of wisdom from religions and worldviews?</i> <i>What do sacred texts and other sources say about God, the world and human life?</i></p> <p>Use artefacts, videos or photos to research how religious people use sacred texts such as Torah, Bible or Qu’ran in their worship and for life guidance.</p> <p>Consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qu’ran (e.g. The 1st Surah, the Opening), are seen as sources of wisdom in different communities. Would the pupils be able to write ‘a guidebook to the journey of life’?</p> <p>Write an account of the value and importance of one of the texts they have studied to the religions which revere these texts.</p>	<p>Big Questions:</p> <p><i>What contributions religions make to life in Nottingham City?</i> <i>How can we make Nottingham City a place of tolerance and respect?</i></p> <p>Investigate and describe similarities and differences in the way different communities live (worship, charitable giving, and beliefs about prayer) and how they show they belong.</p> <p>Apply ideas such as tolerance, empathy and respect for all the 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?</p> <p>Write about their ideal community – what it would look like and how it is strong. What is the importance of tolerance and respect in their community?</p>	<p>Big Question:</p> <p><i>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i></p> <p>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 Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian)</p> <p>Discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures.</p> <p>Research the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the Children.</p> <p>Consider and explain the similarities and differences between the work of different charities.</p>	<p>By the end of Year 5 pupils should:</p> <p>Describe beliefs and practises, recognise the differences which exist within and between communities.</p> <p>Respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Appreciate the impact of different ways of life and ways of expressing meaning.</p> <p>Understand about how beliefs and practises influence individuals and communities.</p> <p>Respond to questions and teaching about identity, diversity, meaning and value.</p> <p>Appreciate how religions differ.</p> <p>Understand the key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Know about what enables different communities to live together respectfully</p> <p>Talk about beliefs, values and commitments in order to explain why they may be important in their own and other people’s lives.</p>

	Autumn Wisdom and Authority	Spring Religion, worldviews, family and community	Summer Beliefs in Action in the World	Assessment
Year 6	<p>Big Questions:</p> <p><i>What can we learn by reflecting on words of wisdom from religions and worldviews?</i></p> <p><i>What do sacred texts and other sources say about God, the world and human life?</i></p> <p>Use artefacts, videos or photos to investigate how religious people use sacred texts such as Torah, Bible or Qu’ran in their worship, for private study, memorization and for guidance.</p> <p>Consider moral codes, for example, the Ten Commandments (Jewish), St Paul’s advice for believers (Romans 12) and the Five Precepts (Buddhist), and expressing thoughtful ideas about what is right and wrong in the light of their learning.</p> <p>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.</p>	<p>Big Questions:</p> <p><i>What contributions religions make to life in Nottingham City?</i></p> <p><i>How can we make Nottingham City a place of tolerance and respect?</i></p> <p>Linking to Maths and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today.</p> <p>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.</p> <p>Clearly express their own ideas about a more respectful community.</p> <p>Write a speech for someone who wants to be the mayor of Nottingham how they will make our communities more harmonious, encouraging an atmosphere of tolerance and respect. Can they suggest 6 ideas and explain what impact they have?</p>	<p>Big Questions:</p> <p><i>What was the Kindertransport?</i></p> <p><i>Who resisted and rescued?</i></p> <p><i>How can we be Upstanders today?</i></p> <p>Find out about the Jewish religion and community, focusing on religious practice in Germany before the Second World War.</p> <p>Investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own.</p> <p>Learn about the story of a Kindertransportee</p> <p>Use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of Kindertransport.</p> <p>Learn about Jewish community action in the UK today and create their own charter of ways to become and upstander, applying their own ideas of respect for all.</p>	<p>By the end of Year 6 pupils should:</p> <p>Describe, explain and analyse beliefs and practises, recognise the differences which exist within and between communities.</p> <p>Investigate and respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Appreciate and explain the impact of different ways of life and ways of expressing meaning.</p> <p>Explain their ideas about how beliefs and practises influence individuals and communities.</p> <p>Respond critically to questions and teaching about identity, diversity, meaning and value.</p> <p>Appreciate and explain how religions differ.</p> <p>Investigate and explain the key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Investigate what enables different communities to live together respectfully</p> <p>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.</p>

Rolling Curriculum Year 3

	Autumn Symbols and Religious Expression	Spring Spiritual Expression	Summer The journey of life and death	Assessment
Year 4	<p>Big Questions: <i>How do people express their religious and spiritual ideas on pilgrimages?</i></p> <p>Find out about places that different religions visit on pilgrimage (Varanasai for Hindus, Hajj for Muslims) and what pilgrimage to these places involves.</p> <p>Describe some religious beliefs that are connected to pilgrimages.</p> <p>Describe the motives people have for making spiritual journeys.</p> <p>Write about a place on earth they would like to travel to and the reasons they would like to go there (not as a tourist or for fun)</p>	<p>Big Question: <i>Music and worship: what can we learn?</i></p> <p>Listen to and consider religious music in ways that enable them to discuss the meanings and impacts of the music.</p> <p>Consider the meanings of words used in musical worship.</p> <p>Discuss reasons why music matters to use and enables us to express deep feelings and ideas including spiritual feels and ideas for some people.</p> <p>Listen to different pieces of spiritual music and write about why the like or dislike each piece.</p>	<p>Big Questions: <i>Why do some people think life is like a journey?</i> <i>Where do we go?</i> <i>What do different people think about life after death?</i></p> <p>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)</p> <p>Compare how different religions celebrate, birth, becoming and adult, marriage or the life of someone who has died.</p> <p>Create a timeline own life as a journey and its key milestones, in relation to the views they have learned.</p>	<p>Have some understanding of beliefs and practises, starting to recognise the differences which exists within and between communities.</p> <p>Begin to respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Have some understanding of different ways of life and ways of expressing meaning.</p> <p>Have some understanding about how beliefs and practises influence individuals and communities.</p> <p>Begin to respond to questions and teaching about identity, diversity, meaning and value.</p> <p>Have some understanding of how religions differ.</p> <p>Have some understanding about key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Have some understanding about what enables different communities to live together respectfully</p> <p>Begin to talk about beliefs values and commitments in order to explain why they may be important in their own and other people's lives.</p>

	Autumn Symbols and Religious Expression	Spring Spiritual Expression	Summer The journey of life and death	Assessment
Year 5	<p>Big Questions: <i>How do people express their religious and spiritual ideas on pilgrimages?</i></p> <p>Consider varied answers to questions about the purposes of going on a pilgrimage. Research the journeys to Varanasi for Hindus, Hajj for Muslims and Lourdes, Iona or the 'Holy Land' for Christians.</p> <p>Describe the motives people have for making spiritual journeys.</p> <p>Talk about reasons why they would choose their own kind of pilgrimage if they could.</p> <p>Write about a place on earth that they would like to travel connecting to the ideas of pilgrimages they have studied.</p>	<p>Big Question: <i>Music and worship: what can we learn?</i></p> <p>Explore and respond to examples of Christian music such as Psalms, famous hymns (e.g. Abide with me, All things Bright and Beautiful" contemporary worship music and Christian songs for children.</p> <p>Explore how Christian beliefs are expressed in music? How Christians do uses texts from the Bible in their music?</p> <p>Consider the questions what pieces of music are spiritual or inspiring for me? What pieces of music would the included on a playlist and why?</p> <p>Pick one of two pieces of music that are spiritual or inspiring and explain why they have chosen them.</p>	<p>Big Questions: <i>Why do some people think life is like a journey?</i> <i>Where do we go?</i> <i>What do different people think about life after death?</i></p> <p>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'.</p> <p>Consider the differences and similarities between the varied views of questions about life's meaning and the possibility of a next life, discussing a range of views thoughtfully.</p> <p>Write thoughtfully about their own life as a journey, and its key milestones in relation to the views they have learned.</p>	<p>Describe beliefs and practises, recognise the differences which exists within and between communities.</p> <p>Respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Appreciate the impact different ways of life and ways of expressing meaning.</p> <p>Understand how beliefs and practises influence individuals and communities.</p> <p>Respond to questions and teaching about identity, diversity, meaning and value.</p> <p>Appreciate how religions differ.</p> <p>Understand the key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Know about what enables different communities to live together respectfully</p> <p>Talk about beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.</p>

	Autumn Symbols and Religious Expression	Spring Spiritual Expression	Summer Beliefs in action in the world	Assessment
Year 6	<p>Big Questions: <i>How do people express their religious and spiritual ideas on pilgrimages?</i></p> <p>Consider why people go on pilgrimages and investigate the differences and similarities between different pilgrimages undertaken by different religions. (Varanasi for Hindus, Hajj for Muslims and Lourdes, Iona or the 'Holy Land' for Christians)</p> <p>Consider a journey to a spiritual place that is taken by people who are spiritual, but not religious – e.g. to Stonehenge, to a pilgrimage? What are the key differences between pilgrims and tourists.</p> <p>Write thoughtfully about a place on earth where they would like to travel not as a tourist of just for fun, but hoping to find spiritual strength or enlightenment, connecting their ideas to pilgrimages they have studied.</p>	<p>Big Question: <i>Music and worship: what can we learn?</i></p> <p>Describe the impact of examples of religious music on those who sing or play it, explore spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of god?</p> <p>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.</p> <p>Create their own playlist of spiritual songs and then write an account of why they chose the songs they did.</p>	<p>Big Questions: <i>What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</i></p> <p>Find out about the Jewish religion and community, focusing on religious practice in Germany before the Second World War.</p> <p>Investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own.</p> <p>Learn about the story of a Kindertransportee</p> <p>Use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of Kindertransport.</p> <p>Learn about Jewish community action in the UK today and create their own charter of ways to become and upstander, applying their own ideas of respect for all.</p>	<p>Describe, explain and analyse beliefs and practises, recognise the differences which exists within and between communities.</p> <p>Investigate and respond to questions about some of the sources of wisdom found in religions and world views.</p> <p>Appreciate and explain the impact different ways of life and ways of expressing meaning.</p> <p>Explain their ideas about how beliefs and practises influence individuals and communities.</p> <p>Respond critically to questions and teaching about identity, diversity, meaning and value.</p> <p>Appreciate and explain how religions differ.</p> <p>Investigate and explain the key concepts and questions of belonging, meanings, purpose and truth.</p> <p>Investigate what enables different communities to live together respectfully</p> <p>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>