



Sir Edmund Hillary Primary School- Religious Education Curriculum

Aims

The Nottinghamshire SACRE's Agreed Syllabus for Religious Education 2021-26 aims to ensure that all pupils:

A: Know about and understand a range of religions and worldviews, so that

they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities
- identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Intent - *What are we trying to achieve for our children in Languages?*

RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Our teaching should equip pupils with knowledge and understanding of the World Religions of Christianity, Hinduism, Islam, Judaism and non-religious worldviews such as the Humanist perspective, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and worldviews. Pupils should learn how to study religions and worldviews systematically, using the Ways of Knowing, making progress by reflecting on the impact of religions and worldviews on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. We intend



Sir Edmund Hillary Primary School- Religious Education Curriculum

to build knowledge in Religious Education by identifying features within each of the World Religions chosen that describe and illustrate the broader Religious Concepts many religions have in common, thus reflecting the Ofsted RE Research Review paper. So, for instance, study of the Rite of Baptism in the Christian Religion uncovers religious concepts of Belief and of Spirituality connected to Human Experiences and Belonging to a Family or Community, which in turn endeavours to help the children reflect on their own sense of family and belonging. Children will learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life.

RE fundamentally supports the school's approach to British Values as by law we must promote 'mutual respect and tolerance of those with different faiths and beliefs'. It is therefore essential in establishing an understanding of a multi-faith and multicultural nation with worldwide connections.

Where required, the school will make arrangements for parents to exercise their right to withdraw their children from religious education, though it must be understood that our RE teaching is entirely consistent with our equal opportunities policy and the above intent for supporting British Values and categorically does not proselytise or seek to include children in a particular way of thinking other than educational exploration and enquiry. **We would rigorously scrutinise any such application as there may be an implicit racism or action against fundamental British Values within such requests which we categorically reject.**

Implementation - *How is the curriculum delivered?*

Our Curriculum runs throughout the school from EYFS to National Curriculum Year 6. Pupils will encounter religions and worldviews through a focus on either a Religious Concept or a feature or phenomenon within a Specific World Religion. Our curriculum

- is sequenced throughout the school, with distinct milestones within Early Years, KS1, LKS2 and UKS2, on a Cycle A/B structure because of the nature of and potential for Mixed Year group classes.
- develops the 'Disciplinary Knowledge' within RE- Ways of Knowing & Personal Knowledge, on a Year Group By Year Group progression.
- follows the Notts Agreed Syllabus of using Christianity and Judaism in KS1, and Christianity, Islam and Hinduism in KS2 but maintains Judaism throughout KS2 as well to ensure that the learning from KS1 does not lose its relevance, ensuring full understanding of the mandatory Holocaust Unit.
- has an increasingly complex vocabulary and deepening of knowledge as learners move through the curriculum.
- allows for each religion to have its own pathway of deepening learning.
- uses the Notts Agreed Syllabus' 4 units per year group, but spreads them so that they can be delivered flexibly according to significant times within some religions' annual calendars.



Sir Edmund Hillary Primary School- Religious Education Curriculum

- Our children will have a weekly RE lesson of approximately 40 minutes.

Impact - What difference is the curriculum making? How do you know whether pupils know what you think they know?

Children are continuously assessed on the knowledge they are taught in lessons, and at the end of each Unit of work will reflect on what they have learned and now know.

We measure the impact of our Religious Education curriculum using the following measures:

- Evidence from children's books will show a regularly delivered curriculum, demonstrating appropriate pitch and challenge.
- Pupil discussion about their learning
- Summary Activities that show the significance of what has been learned.
- Pupils will show :
 - Knowledge of 4 major World Religions plus non-belief.
 - Development of a vocabulary relating to spirituality and religious phenomena
 - Pupils ability to reflect on questions of meaning, offering their own insights
 - Pupils ability to respect the right of others to have different views, values and ways of life.

As defined in the Ofsted School inspection handbook November 2019:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.



Subject Structure



Ways of Knowing

- Asking Questions of Believers
- Observing religious practices/ ways of living
- Reading sources of wisdom & scriptures
- Debating truth claims and degrees of certainty
- Exploring the emotional and sensory world of religion
- Analysing data & statistics
- Reflecting on own & others' ideas
- Expressing ideas with creativity & clarity

Attitudes of

- Engagement
- Enquiry
- Reflection
- Expression



Sir Edmund Hillary Primary School- Religious Education Curriculum

Route Plannin



- Philosopher
- Librarian
- Youth Worker
- Exhibition
- Curator
- Tour Guide
- Religious Leader
- Mediator
- Aid Worker
- Psychologist



When I learn in **Religious Education** I am learning about four of the Major World Religions **Christianity, Judaism, Islam, Hinduism**, and also **Non-Religious Beliefs and thinking**. I am learning about Special Stories & Writings, Special People & Leaders, Special Places and Things, and Special Times and Celebrations. I am learning about how people Belong to different Communities and how Religious Communities practice their faith; what they believe and why and how they Worship.

Through observing and exploring religious practices and beliefs, reading sources, and analysing some data, I will ask questions, debate truth-claims, reflect on my own understanding and express my own views and responses to these ideas.

I will build awareness of my own background, beliefs and responses to the world around me. When we learn in RE, we handle some **Big Questions** about Life and Death, Right and Wrong and how we relate to other people, so I will learn how to be sensitive to other people's beliefs and be able to consider other people's point of view.



Lwr KS2

Upr KS2

Upr KS2

Lwr KS2

Cycle A

Cycle B

Cycle B

Cycle A

Foundation

Special Stories

Special People

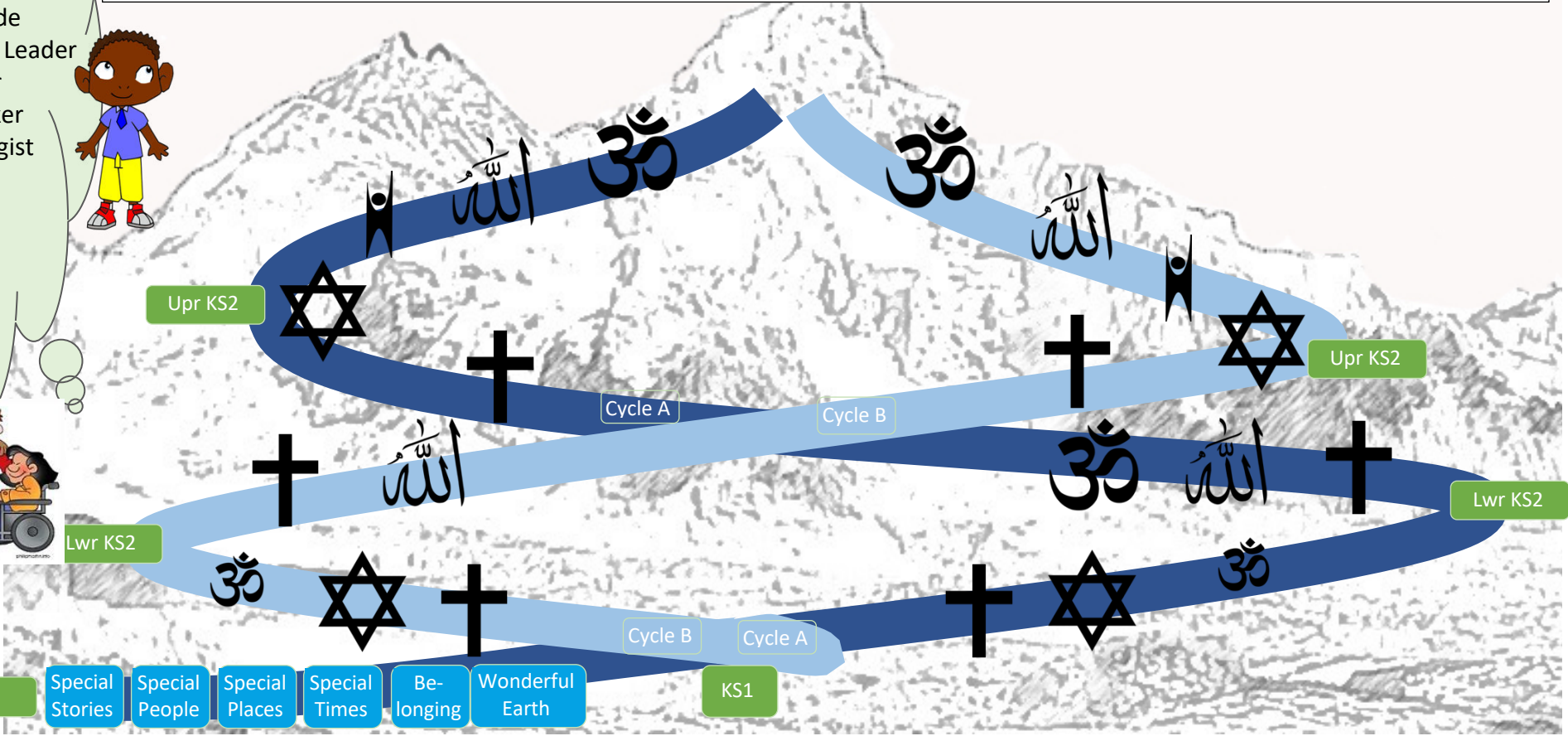
Special Places

Special Times

Be-
longing

Wonderful
Earth

KS1





Sir Edmund Hillary Primary School- Religious Education Curriculum

Ways of Knowing Overview and Progression by Year Group
Those in colour from Notts Agreed Syllabus

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Ways of Knowing	Knowing and Understanding	Talk about characters 1. Recall, name and talk about materials in RE	Retell stories heard more than once. Relate significant places artefacts events or times to a specific religion.	2. Retell stories, suggesting meanings for sources of wisdom, festivals, worship Recall the names of artefacts & talk about their uses in a specified religion	Describe religions using knowledge from across the 5 key features Discuss symbolic meanings behind significant Places, Times or Artefacts	3. Describe religions and worldviews, making links between them	4. Understand ideas and practices, linking different viewpoints	5. Explain the impact of and connections between ideas, practices, viewpoints
	Expressing & communicating	1. Observe, notice and recognise materials in RE	Respond to questions of how they might feel in a related circumstance/ situation/ experience.	2. Ask questions and give opinions about religions, beliefs and ideas with reasons	3. Give thoughtful responses using different forms of expression in RE – responding to an idea/ story or artefact	Give thoughtful responses comparing and contrasting more than one religion or world view.	4. Express ideas of their own thoughtfully in RE	5. Explain diverse ideas and viewpoints clearly in various forms
	Gaining & Deploying Skills for Studying religious Worldviews	1. Notice and find out about religions and worldviews	Offer ideas Give an opinion of what they think might be right or wrong	2. Collect, use and respond to ideas in RE	Read Sources of Wisdom or Scripture from more than one Religion and identify what they might mean or represent to believers.	3. Consider and discuss questions, ideas and points of view, refining their ideas	4. Apply ideas about religions and worldviews thoughtfully Analyse data about Worldwide religions and their prevalence locally	5. Investigate and explain why religions and worldviews matter
Personal Knowledge			Show curiosity Use the language of “I (dis)agree with because..”	Offer their own ideas with reasons and say why they agree or disagree with another ideas	Carefully consider answers to big questions for themselves	Express what impact a story/idea/ item/ artefact/ quote/ has on them.	Thoughtfully compare and contrast their own values and ideals to those of another.	Sensitivity Awareness of tensions subject matter may create personally and to others Self-awareness- Own background & influences Position Awareness of own opinions & beliefs



Sir Edmund Hillary Primary School- Religious Education Curriculum

Fundamental Knowledge Sequence at each Milestone/ Mixed Phase Group

Items in **blue** are repeated concepts found across other domains

		EYFS		Year 1 / Cycle A		Year 2 / Cycle B	
Religions & Nature of God		Christianity –One God – Jesus is God as a human Judaism –one God Hinduism –many gods Non-belief/Humanism –not believing in god		Christianity –One God – Jesus is God as a human Judaism –one God called Jehovah or Yahweh Hinduism –many gods Non-belief/Humanism –not believing in god		Christianity –One God – Jesus is God as a human Judaism –one God called Jehovah or Yahweh Hinduism –many gods Non-belief/Humanism –not believing in god	
		Sig Times	Religious Concepts	Sig Times	Religious Concepts	Sig Times	Religious Concepts
Significant Times	Christmas	Christmas is celebrated by Christians in December	Beliefs & Authority Christians remember the birth of Jesus Christ at Christmas. Worship & Spirituality Christians decorate their churches in special ways to celebrate Christmas	Christmas is celebrated by Christians in December	Beliefs & Authority Christians say that the angels telling the shepherds about Jesus birth shows that Jesus was born for all people. Worship & Spirituality Christians celebrate Christmas by singing songs about the Christmas story called Carols.	Christmas is celebrated by Christians in December	Beliefs & Authority Christians say that the Wise Men visiting shows that Jesus was to be a king but a king of heaven not of a country. Worship & Spirituality Christians celebrate Christmas by giving presents like the wise men gave Jesus.
	Easter	Easter is a Christian festival that happens in Spring	Beliefs & Authority At Easter Christians remember when Jesus died and then came back to life. Worship & Spirituality At Easter Christian people will set up crosses to remind them about Jesus.	Easter is a Christian festival that happens in Spring	Beliefs & Authority Christians believe that Jesus coming back to life shows he has power over death. Worship & Spirituality Sunday is the day Christians meet because it was on a Sunday that Jesus came back to life.	Easter is a Christian festival that happens in Spring	Beliefs & Authority Christians believe that Jesus died for all the wrongdoing people have done. Worship & Spirituality Christian people wear crosses because this is an important symbol showing that Jesus died for them.
	Other Significant Festivals	Harvest is a Christian festival that happens in Autumn Hanukkah is a Jewish Festival in December Diwali is a Hindu Festival that happens around November	Beliefs & Authority Hannukah reminds Jewish people of how God Cares for them Holi and Diwali are festivals celebrating Good overcoming Evil. Worship & Spirituality A festival is a celebration where people may remember stories from the past, have	Shabbat happens for Jewish people every week day of rest from sundown on Friday night. Hanukkah is the Jewish Festival of Lights. It celebrates a miracle of the candles burning for 8 days that happened in Jerusalem at the time of the Romans. It is	Beliefs & Authority Genesis is the first book of the bible and it says that God made the Earth over 7 days. Worship & Spirituality Rest -Shabbat is the most important day of the week for Jews- they remember that God rested having created	Jewish people retell the story of Moses and Passover at Pesach. The story of Moses is in the book of Exodus Diwali is a Hindu Festival that happens around November	Beliefs & Authority God had Moses perform miracles to help people see that what he said was true. Holi and Diwali are festivals celebrating Good overcoming Evil Worship & Spirituality At Passover, Jewish people have a family meal



Sir Edmund Hillary Primary School- Religious Education Curriculum

	<p>Purim is a Jewish Festival in the Spring</p> <p>Holi is a Hindu festival in the Spring</p>	<p>special food, give gifts and gather together.</p> <p>Harvest reminds Christians to share the good things God has given to people</p> <p>At Hannukah Jewish people light candles on a menorah and show it in their windows</p> <p>At Holi Hindu people throw colour and water at each other with joy.</p>	<p>celebrated in December every year and lasts for eight days.</p> <p>Yom Kippur is a Jewish Festival</p> <p>Diwali is a Hindu Festival</p>	<p>the world and everything in it</p> <p>At Hanukkah, Jewish people remember and are thankful that God keeps his promises to them.</p> <p>At Yom Kippur Jewish people say sorry to God for all the things they have done wrong</p>	<p>Holi is a Hindu festival in the Spring</p> <p>Purim is a Jewish Festival in the Spring</p>	<p>remembering the last meal in Egypt before escaping.</p> <p>At Holi Hindu people celebrate repairing broken relationships. They throw colour and water at each other with joy.</p>
	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts
Significant Places and Things	<p>Christians meet in a Special Place called a Church</p> <p>Jewish people meet in a Special Place called a synagogue</p> <p>At a Hindu temple there are statues of different gods</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p> <p>Christians go to the church on to pray, to worship and to learn together</p> <p>When religious people talk to their god it is called prayer</p> <p>We can all reflect by being quiet and thinking</p> <p>Christian people sing songs to worship God.</p> <p>At Diwali Hindu people light candles, put flowers in</p>	<p>Church- a place where Christians meet, especially on Sundays</p> <p>What you will find in a church:</p> <ul style="list-style-type: none"> * Bible on a Lectern * Altar for communion * Font or Baptistry <p>Jewish people go to meet and pray in a synagogue</p> <p>What you will find in a synagogue:</p> <ul style="list-style-type: none"> *Ark *Torah *Bimah *Ner Tamid -light *symbols – star of David, Menorah <p>The Torah is kept in the Ark When the Ark is open, no one may leave the synagogue as a sign of respect</p> <p>Bimah- Raised platform in a synagogue where the Torah scrolls are read.</p>	<p>Beliefs & Authority</p> <p>Christians have Baptisms to show that they have chosen to follow Jesus</p> <p>You will find the Bible in a Church and the Torah in a Synagogue because people go to these places of worship to study the teachings.</p> <p>Worship & Spirituality</p> <p>To make something important or precious we can keep them in a special way.</p> <p>Many Religions have things that they show respect to, like the Jewish respect of the Torah scroll.</p>	<p>Jesus was born in Bethlehem and died in Jerusalem.</p>	<p>Beliefs & Authority</p> <p>In most religions, especially Christianity, and Judaism, God is in people's hearts not places.</p> <p>Worship & Spirituality</p> <p>The home is the most important place in the Jewish faith so important festivals are celebrated there. (Pesach and Shabbat)</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum

	Sig People	Religious Concepts	Sig People	Religious Concepts	Sig People	Religious Concepts
Significant People	Jesus is the most important person in the Christian Religion	<p>Beliefs & Authority</p> <p>Jesus performed miracles to show people he was special</p> <p>Jesus told stories to show people how to live.</p> <p>Worship & Spirituality</p>	<p>Jesus is the most important person in the Christian Religion.</p> <p>A Vicar or Priest leads the Sunday Service in Church..</p> <p>The service at the synagogue is led by a Rabbi, or a worshipper.</p>	<p>Beliefs & Authority</p> <p>Christians believe Jesus was both God and a Man</p> <p>Worship & Spirituality</p> <p>Christians pray to Jesus because he is God and he has promised to hear them.</p>	<p>Jesus Christ lived 2000 years ago in Israel, sometimes called Palestine . Historians believe he was born 4CE the same time as the Romans.</p> <p>Saint Peter was a friend of Jesus and an important Christian leader.</p> <p>Moses was a leader for Jewish people- They believe he lived 3000 years ago.</p>	<p>Beliefs & Authority</p> <p>A leader is person who guides others to do the right thing.</p> <p>Christians believe Jesus is The Son of God.</p> <p>Stories about Jewish leaders can be found in the Old Testament.</p> <p>In Judaism Moses is called a Prophet</p> <p>Worship & Spirituality</p>
	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts
Significant Stories and Writings	<p>The Bible - is a special book used by Christians.</p> <p>The Bible tells stories about Jesus and stories Jesus told</p> <p>Jesus turns Water into Wine</p> <p>Jesus Heals a Paralysed Man</p> <p>Jesus told the story of the Good Samaritan</p> <p>At Diwali some Hindus remember the Story of Rama & Sita</p> <p>Moses – birth</p> <p>Noah’s Ark</p> <p>Daniel – Fiery Furnace and Lion’s Den.</p> <p>David showed bravery against Goliath and became a Jewish King</p>	<p>Beliefs & Authority</p> <p>Jesus performed miracles (Like water into wine, healing people) to show people he was special</p> <p>Jesus told stories to show people how to live.</p> <p>Worship & Spirituality</p> <p>Religious Stories like that of David can help believers and non-believers think about our selves personally – this is called Reflection.</p> <p>The Story of Rama & Sita shows good defeating evil and the need to be brave.</p> <p>The story of the Good Samaritan shows Christians they should care for everybody</p>	<p>The Bible is the Christian Holy Book. It is made of lots of smaller books which are split into Old and New Testament</p> <p>The Old Testament is shared with the Jewish religion</p> <p>Jonah and the Big Fish is a story important to both Jewish and Christian people.</p> <p>The New Testament teaches about the life of Jesus</p> <p>Many of the stories tell of Jesus’ miracles -like the Feeding of the 5000 and the Calming of the Storm</p> <p>Jesus told the story of the Lost Coin</p> <p>The holy book of Judaism is the Torah, the Torah is a large scroll.</p>	<p>Beliefs & Authority</p> <p>Christians believe that the Bible stories teach them how to lead a better life.</p> <p>A parable is a simple story with a moral</p> <p>A miracle is when something extra-special happens in people’s lives that Christians believe God made happen.</p> <p>The story Calming the Storm tells Christians how powerful Jesus was, that he wasn’t just a man.</p> <p>The story Feeding of the 5000 shows Christians how Jesus’ cared for his followers.</p> <p>Worship & Spirituality</p> <p>When something is precious we will do everything to keep it.</p> <p>The story of Jonah tells Jewish and Christian people that God listens when they say sorry.</p> <p>We feel bad when we have done something wrong and saying sorry helps to put things right.</p>	<p>God helped Moses to perform miracles to help the Hebrews. Moses received the 10 commandments from God which are rules for living.</p> <p>The holy book of Judaism is the Torah, the Torah is a large scroll. The Torah is written in Hebrew. It is the same as the first five books of the Christian Old Testament Bible</p> <p>Jesus got baptised in the river Jordan- this is an important story for Christians</p> <p>Jesus washed Peter’s feet to show he was humble and a servant of Peter</p> <p>Peter walking on water was a miracle</p> <p>Peter called The Rock shows Jesus had plans for Peter’s future</p> <p>Peter’s Denial, Restoration shows how much Jesus loved him</p>	<p>Beliefs & Authority</p> <p>God had Moses perform miracles to help people see that what he said was true.</p> <p>Christians and Jews follow The Ten Commandments as their ‘rules for living’.</p> <p>Christians believe that trusting in God like Peter will help them do great things.</p> <p>Worship & Spirituality</p> <p>Being obedient to what God has said in the Bible or Torah and following rules is an aspect of Worship for Christians and Jews.</p> <p>Peter’s story shows Christians that God/ Jesus will forgive them and that a personal relationship with Jesus is the most important thing.</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum

	Communities & belonging	Religious Concepts	Communities & belonging	Religious Concepts	Communities & belonging	Religious Concepts
Communities and Belonging	We all belong to a family, school	<p>Beliefs & Authority</p> <p>Worship & Spirituality Christians go to the church to pray, to worship and to learn together</p> <p>At Harvest time we think about how we can be thankful</p>	<p>We all belong to a family, school and community.</p> <p>The Church means all Christian people - not just the building.</p> <p>Christians use churches to celebrate important events like Births, Marriages and Deaths.</p> <p>People go to the synagogue to pray and to study.</p>	<p>Beliefs & Authority</p> <p>Different religions may have different beliefs</p> <p>Christians believe the Jesus is the Head of the Church</p> <p>Worship & Spirituality</p> <p>You can't always tell if someone belongs to a religion or not.</p> <p>Even though we are different, we all need to live together kindly.</p> <p>People choose to belong to each other when they get married.</p> <p>They make vows (promises) to care for each other</p> <p>When Jewish people are in the synagogue they can connect with other Jewish people & this helps to connect them to their community.</p>	<p>We all belong to a family, school and community.</p> <p>Baptism is a way that Christians show that they belong to the church.</p>	<p>Beliefs & Authority</p> <p>Jesus has the power to forgive people's sins and wrong doings.</p> <p>Worship & Spirituality</p> <p>When Christians get baptised it shows that they accept Gods love and follow Jesus' teachings.</p> <p>Christians have a sense of belonging by Christenings and Believers' Baptism.</p>
	Symbolism	Religious Concepts	Symbolism	Religious Concepts	Symbolism	Religious Concepts
Symbolism	<p>The Cross is a Christian symbol</p> <p>The Star of David is a Jewish symbol</p> <p>The Menorah is a Jewish symbol</p> <p>'Aum' is a Hindu symbol</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p>	<p>Cross - The Bible says Jesus died on a cross. Christians often use a cross to show that they belong to the Christian faith.</p> <p>The Star of David is a Jewish Symbol</p> <p>A Menorah is a Jewish symbol</p> <p>Aum is a Hindu symbol</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p>	<p>Cross - The Bible says Jesus died on a cross. Christians often use a cross to show that they belong to the Christian faith.</p> <p>The Star of David is a Jewish Symbol</p> <p>A Menorah is a Jewish symbol</p> <p>Aum is a Hindu symbol</p> <p>Jesus washed Peter's feet to show he was a servant</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p> <p>Cleaning and washing are important symbols in many religions</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum

	Year 3/ Cycle A		Year 4/ Cycle B		Year 5 / Cycle A		Year 6 / Cycle B	
Religions & Nature of God	<p>Christianity –One God – Father , Son & Holy Spirit Judaism –one God called Jehovah or Yahweh Hinduism –many gods Non-belief/Humanism–not believing in god Islam –one god called Allah</p>				<p>Christianity –One God – Father , Son & Holy Spirit- - known as the Trinity Judaism –one God called Jehovah or Yahweh Hinduism –many gods Non-belief/Humanism–not believing in god Islam –one god called Allah</p>			
Sig Times Xmas And Easter	Significant Times	Religious Concepts	Significant Times	Religious Concepts	Significant Times	Religious Concepts	Significant Times	Religious Concepts
	<p>Easter is important to Christians as it is a time to remember the sacrifice of God's son for forgiveness.</p>	<p>Beliefs & Authority Easter is important to Christians as it is a time to remember the sacrifice of God's son for forgiveness. Worship & Spirituality A sacrifice is when people give up something precious for the sake of a god.</p>	<p>Christians celebrate Jesus Birth on the 25th December. The 4 week period up to Christmas is known as Advent.</p>	<p>Beliefs & Authority Christians believe that God the Father is Jesus' father, not Joseph. Christians believe that Jesus was born without sin because God was his father. Sin is a word many religions use for humans not matching up to God's ideal, wrongdoing or disobedience. Worship & Spirituality The period of advent builds an expectation for the coming of Jesus In the last week of Advent Christians remember the stories of Mary & Joseph leading up to the birth of Jesus.</p>	<p>Christians celebrate Easter as Jesus mortal death, sacrifice and with his rising on Easter Sunday. The Last Supper is the last meal that Jesus ate before dying. it was a Seder meal.</p>	<p>Beliefs & Authority Bread and wine are an important part of Christianity, representing the body and the blood of Christ. Jesus said he was these things and told his disciples to use this meal to remember him. Worship & Spirituality Christmas, Easter, Pentecost and Eucharist are some of the ways Christians use examples from Bible texts to guide them in facing life's challenges. The Christian community helps people to live a good life, & encourage each other to use of ideas such as forgiveness and sacrifice for inspiration. Christians believe Jesus showed them through different parts of his life about forgiveness & the importance about loving your enemies.</p>	<p>The story of Christmas is told in the Gospels, the first 4 books of the New Testament. Pupils will know that there are differences between the Christian view of Easter and Christmas and the way we see it celebrated.</p>	<p>Beliefs & Authority Incarnation to Christians means human and divine forms of God in one. Christians believe that Jesus was both God and Man. (not half and half but fully God, fully man) Worship & Spirituality Christmas is special to Christians because it leads towards what Jesus will then do at Easter. Christians are concerned that Christmas celebrations do not reflect what Christmas is actually about.</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum

<p>Other Sig Festivals and Times</p> <p>Other Sig Festivals and Times</p>	<p>Harvest is a time when Christians think about caring for others.</p> <p>Pentecost is the main Christian festival after Easter when God sent the Holy Spirit to help spread God's word.</p> <p>In Islam Prayers happen at the Mosque on a Friday.</p> <p>Wudu- washing- Muslims wash before they go into the mosque to prayer</p> <p>SALAH Muslims are obedient & undertake 5 daily Islamic prayers however inconvenient</p>	<p>Beliefs & Authority</p> <p>The Holy Spirit is God's power and love inside people.</p> <p>Worship & Spirituality</p> <p>Attending Friday Prayers at Mosque is something that everyone is required to do if they can.</p> <p>Prayer is talking to God</p>	<p>Ramadan is a month of fasting in Islam Eid al Fitr is the celebration at the end of Ramadan.</p> <p>Because the Islamic calendar is lunar (28 day months) the month of Ramadan changes where it is in the year.</p> <p>Ramadan begins and ends with sightings of the moon</p> <p>Within the month of Ramadan Shia Muslims remember Ali, Prophet Mohammed's Son in Law.</p> <p>The Islamic calendar has 13 months and is linked to lunar cycles.</p>	<p>Beliefs & Authority</p> <p>The Five Pillars of Islam are:</p> <ul style="list-style-type: none"> * Profession of Faith (shahada). * Prayer (salah) * Alms (zakat) * Fasting (sawm) * Pilgrimage (hajj). <p>These are shared by all traditions in Islam</p> <p>There are three main traditions in Islam- Sunni, Shia, and Sufi</p> <p>Ramadan is obligatory fasting (Sawm) unless too young, old or poorly.</p> <p>A Muslim observing Ramadan will not eat or drink from dawn to sunset.</p> <p>Sunni Muslims break their fast at sunset once sun is not in the sky.</p> <p>Shia Muslims wait until light has gone from the sky to break their fast.</p>	<p>Christian</p> <p>Initiation Rites</p> <p>Baptism Baptism has been a symbolic way of joining the Church from the very start of Christianity</p> <p>Christian Death Rites When a Christian dies, it is seen as the end of his/her life on earth.</p> <p>Hindu Initiation Rites</p> <p>Aum In some Hindu families, just after birth, the sacred syllable 'Aum' is written on the baby's tongue with honey.</p> <p>Hindu Death Rites</p> <p>Death: Many Hindu families have the body cremated as soon as reasonably possible at a crematorium.</p> <p>Islamic Initiation Rites</p> <p>Adhan At birth, many Muslims speak the words of the Adhan (the call to prayer) in the ear of the baby</p>	<p>Christian</p> <p>Beliefs & Authority</p> <p>Water is used in a Christian baptism as a symbol of washing away sin and the start of a new life .</p> <p>Christians have different opinions what happens to the soul. Most believe in some sort of Eternal Life. Some say that if the person had asked Jesus to forgive their sins then they will be in Heaven with God. (Some believe that if they have not done this then they will be in a place without God - some call this Hell. Very few people believe in Hell as a place of torment anymore.)</p> <p>Worship & Spirituality</p> <p>During the baptism service godparents are sometimes given a lighted candle to represent the light of Jesus that has come into the baby's life. Prayers are recited and hymns are sung.</p> <p>A funeral is held for family and friends to grieve for the person who has died and give thanks for their life.</p> <p>Hindu</p> <p>Beliefs & Authority</p> <p>Aum is the Hindu symbol of the Absolute and Infinite</p> <p>Incarnation is the soul of a living being inside a human or physical form.</p> <p>Hindus believe in reincarnation and the karma in this life affects the next incarnation. Hindus believe that Cremation releases the soul quickly to begin its next life. When you have lived the best life you possibly can you reach Moshka - oneness with God.</p> <p>Worship & Spirituality</p> <p>Aum is said by Hindu people at the start of every day</p> <p>In some Hindu families, 40 days after birth, the baby is taken to the</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p>
---	--	--	--	--	--	--	--



Sir Edmund Hillary Primary School- Religious Education Curriculum



<p>Other Sig Festivals and Times</p>					<p>Islamic Death Rites Muslims aim to bury their dead as soon as possible- within 3 days.</p> <p>Humanist Initiation Humanists may have a naming ceremony for their child</p> <p>Humanist Death Rites A humanist may have a funeral that helps family and friends</p>	<p>community mandir for a naming ceremony In some Hindu communities, relatives wash the body after death and clothe it in white garments. They may put a few drops of water from the River Ganges into the mouth of the deceased to help purify them.</p> <p>Islamic Beliefs & Authority The Adhan (the call to prayer) helps Muslims perform Salah (prayer- one of the 5 pillars)</p> <p>Islam teaches that there is life after death. Allah decides when a person may die and they will stay in their graves until The Day of Judgement. Cremation is not therefore approved of. (Those who have performed more good deeds than bad will go to Paradise. Those who have not will go to a place of spiritual and Physical suffering. Most Muslims believe this is symbolic because eternal life is beyond human understanding.)</p> <p>Worship & Spirituality The Adhan is said to the baby so that the call to serve Allah is present from the start of the child's life. On the seventh day after birth, a Muslim child's head is shaved. This is called Aqiqah and is performed as part of the naming ceremony</p> <p>Muslims wash the dead body and wrap it in white clothes before burial.</p> <p>Humanist Beliefs & Authority Humanists believe that you have one life to live well. Because there is no spiritual realm there is no life beyond this one in any form.</p> <p>Worship & Spirituality A naming ceremony give an opportunity to celebrate with their friends and family the arrival of a new born.</p> <p>The Five Pillars of Islam are:</p>		
--	--	--	--	--	--	--	--	--



Sir Edmund Hillary Primary School- Religious Education Curriculum

						<p>* Profession of Faith (shahada). * Prayer (salah) * Alms (zakat) * Fasting (sawm) * Pilgrimage (hajj). These are shared by all traditions in Islam There are three main traditions in Islam- Sunni, Shia, and Sufi</p> <p>Worship & Spirituality</p> <p>Pesach/ Passover The Seder meal is a ritual meal held in Jewish people's home in Spring- the same time as Easter.</p> <p>Unleavened bread is eaten at the Seder meal to remember that the Jews did not have time to make bread when they were escaping from Egypt. Lamb is eaten because the blood of the lamb was used to mark the doorways to mark the house so the Angel of death could 'Pass over'</p>		
Significant Places & Things	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts
	<p>Christian's worship and pray at a church * Bible on a Lectern * Altar for communion * Font or Baptistry</p> <p>Muslims pray together in a Mosque * Mihrab pointing to Mecca, Islam's holiest city * Minaret from which the call to prayer is announced.</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p> <p>Christian's see themselves as Jesus' body on earth now that he is with God the Father.</p> <p>Muslim's do not make images of people or god. The Quran forbids it in case people mistake the 'thing' for God.</p>	<p>Hinduism originates from India.</p> <p>The pilgrimage to Varanasi in India is an important spiritual journey for Hindus.</p> <p>Varanasi is on the Ganges- a sacred river to Hindus.</p> <p>Hindus will try to keep a vial of water from the Ganges in their houses.</p> <p>Mecca (Makkah) is an important spiritual destination for Muslims. This pilgrimage is known as Haj.</p> <p>Haj is one of the Five Pillars of Islam.</p>	<p>Beliefs & Authority</p> <p>Hindus believe that bathing in the Ganges will wash sins away.</p> <p>Across India, Hinduism takes slightly different forms and different locations will have a god or a practice that is stronger or more important than another.</p> <p>Hindus believe in Samsara- the cycle of life, death and reincarnation.</p> <p>Hindus believe in Karma- the law of cause and effect. Every action has a consequence both physical and spiritual.</p>	<p>Beth Shalom is a local place to remember the Holocaust.</p> <p>Christians have used pictures to help people remember stories & illustrate beliefs.</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p> <p>In some Christian traditions – especially protestant ones- churches are plain to make sure people concentrate on their hearts.</p>	<p>Beliefs & Authority</p> <p>Worship & Spirituality</p>	



Sir Edmund Hillary Primary School- Religious Education Curriculum

	* the Minbar is where a sermon is given by the Iman.	Religious artefacts are treated with respect by believers. There may be special rules about where they are stored or how they are treated..	The Kaaba in Mecca is the holiest place to Muslims. Pilgrimages to Lourdes, Jerusalem & the 'The Holy Land' are an important spiritual journeys for some Christians. Jesus was born in Bethlehem and died in Jerusalem. These are in modern day Israel and sometimes known as the Holy Land. The Holy Land is important for Jewish, Christian and Muslim people as it is the area from which their religions originate. A Hindu Shrine will have an image of a god within it and items to help worship the god like a light and incense / perfume/ food and flower offerings.	Hindus believe in Dharma- living life right to create positive Karma. Worship & Spirituality A dying person might drink the water from Ganga as a way of cleansing their body of sin before death. A <i>pilgrimage</i> is a sacred journey, undertaken for a spiritual purpose. Pilgrims are different from tourists: they travel for spiritual reasons, not just to relax or for fun. <i>Pilgrimage</i> is a search for meaning, purpose, values or truth. In Hinduism the idea of the statue is honoured & worshipped not the statue itself.				
Significant People	Significant People	Religious Concepts	Significant People	Religious Concepts	Significant People	Religious Concepts	Significant People	Religious Concepts
	St Peter was an important Christian Leader after Jesus death and resurrection. The Prophet Muhammad was the founder of the religion of Islam. The Muezzin will call Muslim people to Prayer The Iman is the teacher at the Mosque	Beliefs & Authority Christians follow the teachings of Jesus Jesus' teachings continued to be taught by the Apostles Followers of Islam believe that Muhammad received messages from Allah (God) . He recorded them in Arabic in the Holy Quran. The Iman will give a sermon/ teach from the Minbar at the front of the Mosque.	Because Mary was the Mother of Jesus, she is very important to all Christians but especially to Catholic Christians Mary was told that she was going to have Jesus by the Angel Gabriel. Joseph was told by an angel to marry Mary.	Beliefs & Authority Christians believe that God the Father is Jesus' father, not Joseph. Christians believe that Jesus was born without sin because God was his father. Sin is a word many religions use for humans not matching up to God's ideal, wrongdoing or disobedience. Worship & Spirituality	Moses was a significant Prophet to the Jewish people and the Seder meal celebrates the freeing of Jewish people from slavery in Egypt under Pharoah Iman Ali was amongst the first people to become a Muslim. He became a leader of the Muslim's after Mohammed's death and especially important to the Shia tradition of Islam.	Beliefs & Authority A leader: a person whose actions, wisdom or spiritual beliefs can inspire others. Worship & Spirituality A Seder meal includes telling the story of the becoming free from Egypt, eating symbolic foods, singing songs to each other and relaxing in freedom.	William Booth , born in Nottingham, was the founder of the Salvation Army in Victorian times. Mohandas (Mahatma) Gandhi: an Indian lawyer who employed non-violent resistance to lead the successful campaign for India's independence from British Rule in 1947. He inspired movements for civil rights and freedom across the world. Dr Martin Luther King: a black American Christian minister and activist. He was spokesperson and leader in the Civil Rights Movement from 1955	Beliefs & Authority A leader: a person whose actions, wisdom or spiritual beliefs can inspire others. Religions have different groups within them often identifiable by the particular leader they follow. The Five Pillars of Islam are: * Profession of Faith (shahada).



Sir Edmund Hillary Primary School- Religious Education Curriculum

		<p>Worship & Spirituality</p> <p>Faith founders' stories can be a source of guidance and inspiration for 'Faith Followers'</p>		<p>Catholic Christians have a special prayer to Mary - the same words that the Angel Gabriel spoke to her.</p>			<p>until his assassination in 1968</p> <p>Mother Teresa founded the Missionaries of Charity. She received a number of honours, including the 1979 Nobel Peace Prize.</p> <p>The Pope is the leader of the Roman Catholic Church.</p> <p>The Archbishop of Canterbury is the leader of the Church of England. The Church of England is a Protestant Church.</p>	<p>* Prayer (salah)</p> <p>* Alms (zakat)</p> <p>* Fasting (sawm)</p> <p>* Pilgrimage (hajj).</p> <p>These are shared by all traditions in Islam</p> <p>There are three main traditions in Islam- Sunni, Shia, and Sufi</p> <p>Worship & Spirituality</p> <p>Great leaders are usually people who have faced challenge during their lives and though turmoil and strife prove the commitments by which they live or have lived.</p>
Significant Stories & Writings	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts
Significant Stories & Writings	<p>New Testament Stories:</p> <p>The Parable of the Good Samaritan is a Story Jesus told.</p> <p>Peter & Pentecost Peter in Prison Peter's Blanket</p> <p>The Lord's Prayer was taught to Christians by Jesus</p> <p>The Fruits of the Spirit show Christians how to be.</p>	<p>Beliefs & Authority</p> <p>Jesus told parables, which were stories with a moral message</p> <p>Two greatest commandments in Judaism and Christianity "Love the Lord your God with all your soul, mind, strength" & "Love your neighbour as yourself."</p> <p>Jesus told The Good Samaritan story in response to the question. "Who is my neighbour"</p>	<p>The Quran is the Holy Book of Islam.</p> <p>The Quran was dictated to the Prophet Mohammed by the Angel Gabriel near Mecca.</p> <p>The Quran is written in Arabic which reads from right to left.</p> <p>The Hadith is the second most important text in Islam</p> <p>The Bible is the Holy Book of Christianity- The Old Testament is shared with Jewish people. The Torah is</p>	<p>Beliefs & Authority</p> <p>Islam teaches that there is life after death, and this is known as Akhirah</p> <p>The Quran is the ultimate form of authority in Islam and teaches Muslims how to live good lives and follow God.</p> <p>The Quran's authority is above that of the Hadith</p> <p>Christians do not believe the Bible is the literal word of God like Muslims do- but Writing inspired by God to</p>	<p>The story of creation and Adam & Eve is found within Genesis, the first book of the Bible.</p> <p>Adam and Eve chose to do what God had forbidden them by eating the Fruit of the Tree of Knowledge.</p> <p>Contained within the sound AUM is A for Brahma, U for Vishnu and M for Shiva.</p>	<p>Beliefs & Authority</p> <p>Some Christians believe that God created the world in 7 days because that is what the bible says.</p> <p>Some Christians believe that because the creation story was written before scientific explanations it is the meaning of the story that counts- That God made creation happen. People choose to disobey God and are sinful.</p>	<p>The Quran is the Holy Book of Islam.</p> <p>The Hadith is the second most important text in Islam. It is a collection of traditions and sayings about Mohammed the Prophet of Islam.</p> <p>The Bible is the Holy Book of Christianity- The Old Testament is shared with Jewish people. The Torah is the first five books including the story of the creation of the World, Noah, Abraham, Joseph and Moses. It contains History, Laws for Living & worshipping, Songs & Poems,</p>	<p>Beliefs & Authority</p> <p>Christians believe that love is the centre of their faith e.g. 1 Corinthians 13 & Jesus' last commandment</p> <p>Akhlaq- is the Muslim description of good character or moral conduct of an individual</p> <p>The Quran's authority is above that of the Hadith</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum



		<p>Christians believe that following rules was how people could get close to God before Jesus, but Jesus death makes a route for people to have a relationship directly with God.</p> <p>Worship & Spirituality</p> <p>The Lord's Prayer shows Christians that prayer is Worshiping, Asking for self and others, Saying Sorry, Building a relationship/ conversation with God.</p> <p>Christians believe that having the Holy Spirit helps them to act in good ways towards others.</p>	<p>the first five books including the story of the creation of the World, Noah, Abraham, Joseph and Moses.</p> <p>It contains History, Laws for Living & worshipping, Songs & Poems, Philosophy (and prophecy)</p> <p>The New Testament has the Gospels which tell the stories of Jesus Followed by the Acts of the Apostles telling what happened after Jesus. There are lots of Letters written by Apostles giving teaching.</p> <p>Hinduism has the oldest Scriptures called Vedas. They are songs, describe rituals and philosophies.</p> <p>The Ramayana is the story of Rama and Sita and is a mixture of narrative story and teachings for Hindu people.</p>	<p>teach people how to live.</p> <p>Worship & Spirituality</p> <p>Muslim people aim to memorise every word of the Quran.</p> <p>Muslim children will go to school on Saturday to help memorise and study the Quran.</p> <p>The Quran is kept on a high shelf to show it is more important than all other books.</p> <p>Muslims use calligraphy to show how important the words and phrases of the Quran are.</p> <p>The Ramayana inspires the autumn festival of Diwali and a celebration of Good overcoming Evil and of Light in Darkness.</p> <p>In some regions the goddess Lakshmi is the key figure of celebration at Diwali.</p>		<p>The creation story tells Christians to be 'stewards of the earth' - to look after it.</p> <p>Brahma is the Hindu god of the Universe and Creation.</p> <p>Aum is the Hindu symbol of the Absolute and Infinite and is the first sound that started creation</p> <p>In Hinduism an Avatar is a different form or expression of Brahma. These can be seen in shrines as statuettes or pictures.</p> <p>Ahimsa is the Hindu concept of 'do no harm.'</p> <p>The Big Bang is a scientific explanation for the origins of the universe.</p> <p>Worship & Spirituality</p> <p>What people believe has an impact on how they live their lives.</p>	<p>Philosophy (and prophecy)</p> <p>The New Testament has the Gospels which tell the stories of Jesus Followed by the Acts of the Apostles telling what happened after Jesus. There are lots of Letters written by Apostles giving teaching.</p> <p>The Greatest Commandment: 'Love the Lord your God with all your heart and with all your soul. Love him with all your strength and with all your mind. And, 'Love your neighbour as you love yourself.' Christian, Luke 10:28</p> <p>"This is the sum of duty; do naught onto others what you would not have them do unto you." Hindu, Mahabharata 5,1517</p> <p>"Do to all people as you would wish to have done to you; and reject for others what you would reject for yourself." Muslim, Hadith of Abu Dawud</p> <p>Jesus gave a new commandment at the Last Supper- "Love one another as I have loved you"</p> <p>"There is neither Jew nor gentile, Slave nor free, nor is there Male or Female, for you all are one in Christ." Galatians</p>	<p>Ahimsa is the Hindu concept of 'do no harm.'</p> <p>Worship & Spirituality</p> <p>Treating people equally is a common thread within many religions.</p>
Communities & Belonging	Communities & Belonging	Religious Concepts	Communities & Belonging	Religious Concepts	Communities & Belonging	Religious Concepts	Communities & Belonging	Religious Concepts
	<p>The Communion Service is the most important service in many churches.</p> <p>The word Islam means Submission.</p>	<p>Beliefs & Authority</p> <p>A Muslim is some one who follows Islam. It means 'One who submits to Allah'</p>	<p>Religions have different groups within them (called many things including sects, creeds,</p>	<p>Beliefs & Authority</p> <p>A Muslim is some one who follows Islam. It means 'One who submits to Allah'</p>	<p>Jews lived in every country in Europe in 1933 including the UK, Germany, Poland and Russia Because Germany lost World War 1 they were given</p>	<p>Beliefs & Authority</p> <p>The Human Rights Charter of the 20thC helped Humanists share principles of equal living across the world.</p>	<p>Different areas of Nottinghamshire have different faiths at the heart of the community. It is diverse and mainly Christian</p> <p>Workshop has diversity of faiths within the</p>	<p>Beliefs & Authority</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum

<p>Communities & Belonging</p>	<p>Islam has 5 pillars which describe the most important things they believe in.</p> <p>The first Pillar of Islam is the most important- the Shahadah – the name of Allah</p> <p>In the Mosque Prayers and Sermons are given in Arabic as this is the language of the Quran, the Holy Book of Islam.</p>	<p>Worship & Spirituality</p> <p>Praying is a way of talking to god.</p> <p>People pray in different ways: together; on their own; saying a known prayer; praying with their own words.</p> <p>Communion reminds Christians of Jesus' Last Supper.</p> <p>-The bread represents his body – which is now the church itself.</p> <p>-The wine is a symbol of forgiveness of sins.</p> <p>The mosque is a place for Muslims to pray, study and learn. Singing and music are forbidden as too are pictures and statues. These would be distractions from Allah.</p> <p>The Adhan should be the first thing a Muslim baby hears when they are born</p> <p>-SALAH Muslims are obedient & undertake 5 daily Islamic prayers however inconvenient</p> <p>Religious freedom is the right to choose what you believe and which religion to follow.</p> <p>For religious believers, the aim of worship is to show that God has more worth than anything or anyone else.</p> <p>Worship comes from the heart & can take many forms: singing, dancing, praying, helping others, meditating, giving –</p> <p>Christians and Hindus sing and use musical instruments in worship. Most of the service in a synagogue is chanted or sung. The reading of the</p>	<p>denominations, schools)</p> <p>In Christians the main groups are Catholic and Protestants.</p> <p>In Islam there are three groups- Sunni, Shia and Sufi.</p> <p>Hallelujah means 'Praise God' – Yah Hebrew- Yahweh</p> <p>Puja is a ritual that Hindus perform to worship and pray to a god or celebrate an event.</p>	<p>Hajj is one of the Five Pillars of Islam. It is therefore an 'obligation'.</p> <p>Some Muslims believe that completing the Hajj will wipe sins away providing a clean slate before Allah.</p> <p>Worship & Spirituality</p> <p>All Muslims should try and do the Hajj at least once in their lifetime.</p> <p>Religious music is a way of bringing a religious community together. It makes worshippers feel closer to each other and to God.</p> <p>Christians sing hymns in church and there are special hymns for religious festivals, such as carols to celebrate Christmas.</p> <p>Sometimes these groups strongly disagree with each other's beliefs.</p> <p>Hindus ring a bell at the start of puja to tell the gods that they are there. During puja, prayers are said and offerings are made. Puja can take place in the home or a temple.</p> <p>A ritual is a sacred ceremony with a series of actions</p>	<p>'punishments' which meant that life in Germany was very hard in the 1920s and 1930s.</p> <p>Hitler and the Nazi Party rose to power in Germany in the early 1930s. Hitler was elected Chancellor in 1933.</p> <p>The persecution of Jews in Germany started in 1933. This persecution developed into the Holocaust where 6 million Jews were killed.</p> <p>Kristallnacht happened in November 1938. Kindertransport happened between December 1938 - September 1939 and was the rescue operation in Europe of children, the majority of who were Jewish.</p> <p>Jews were persecuted at this time for their religious beliefs.</p>	<p>Zakat is a Pillar of Islam – an obligation for all Muslims who are able. It means giving charitably</p> <p>Worship & Spirituality</p> <p>Belonging to a faith community can make someone vulnerable to being seen as different and treated differently as a result.</p> <p>The difference between prejudice, discrimination and persecution is between beliefs and action but they are closely linked.</p> <p>Ashima- 'Do no harm to other living things' affects how Hindus and Buddhists eat and treat animals.</p> <p>Charities serve a range of purposes: people, animals, the environment both locally, within the UK and globally</p> <p>Religions support a range of charities.</p> <p>There are variety religious charities Sewa International (Hindu) Christian Aid & Muslim Hands (based in Nottingham) that express spiritual ideas.</p> <p>Oxfam, founded by a Quaker, to end poverty and injustice without any specific religious affiliations.</p> <p>Many Jewish and Christian people will make a 'Tithe' giving</p>	<p>community which is different to the diversity within Nottingham City.</p> <p>A census provides information about the population including religion</p> <p>Statistics can provide information about religion in the world, the UK and the local community</p> <p>Nottinghamshire has many religious buildings for each of the main world faiths.</p>	<p>Worship & Spirituality</p> <p>Ummah is the importance of community to Muslims.</p> <p>Church refers to the Christian people as a community.</p> <p>Diaspora means the worldwide dispersion and settlement of Jewish people</p>
------------------------------------	--	--	---	--	--	---	--	--



Sir Edmund Hillary Primary School- Religious Education Curriculum

		Torah (the Jewish holy book) is chanted. Muslims also chant religious texts.		performed in a special order. All Muslims should try and complete the Hajj at least once in their lifetime.		away 10% of everything they earn.		
Symbolism	Symbolism	Religious Concepts	Symbolism	Religious Concepts	Symbolism	Religious Concepts	Symbolism	Religious Concepts
	<p>The Cross is a Christian symbol</p> <p>The Star of David is a Jewish symbol</p> <p>The Menorah is a Jewish symbol</p> <p>‘Aum’ is the Hindu symbol of the Absolute and Infinite- therefore ‘Brahma’</p> <p>Arabic writing of the word Allah is a symbol for Islam</p> <p>The Humanist logo of a person is the symbol we use for non-belief.</p> <p>Bread & Wine are important Christian Symbols</p>	<p>Beliefs & Authority</p> <p>Christians see the Communion Bread as the Body of Jesus</p> <p>Christians see the Communion Wine as the Blood of Jesus</p> <p>Worship & Spirituality</p>		<p>Beliefs & Authority</p> <p>Worship & Spirituality</p>		<p>Beliefs & Authority</p> <p>Worship & Spirituality</p>		<p>Beliefs & Authority</p> <p>Worship & Spirituality</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum



Progression within each Religion of Substantive Knowledge and Religious Concepts



Sir Edmund Hillary Primary School- Religious Education Curriculum

Judaism	EYFS		KS1		LKS2		UKS2	
<p>Believe in one God who revealed himself to the tribe of Israel through the Prophets. Very important prophets are Abraham and Moses.</p> <p>The Toarh is used as the first 5 books of the Christian bible as both religions have the same heritage. It is written in Hebrew.</p> <p>Shabbat celebrates a day of rest in the home on Friday to Saturday Evenings</p> <p>Worship in a Synagogue where they read the Torah, sing and pray</p>	Sig Times	Religious Concepts	Sig Times	Religious Concepts	Sig Times	Religious Concepts	Sig Times	Religious Concepts
	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts	Sig Places & Things	Religious Concepts
	Sig People	Religious Concepts	Sig People	Religious Concepts	Sig People	Religious Concepts	Sig People	Religious Concepts
	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts	Sig Stories & Writings	Religious Concepts
	Communities & belonging	Religious Concepts	Communities & belonging	Religious Concepts	Communities & belonging	Religious Concepts	Communities & belonging	Religious Concepts
	Symbolism	Religious Concepts	Symbolism	Religious Concepts	Symbolism	Religious Concepts	Symbolism	Religious Concepts



Sir Edmund Hillary Primary School- Religious Education Curriculum





Sir Edmund Hillary Primary School- Religious Education Curriculum

Long Term Plan for National Curriculum Coverage

	Aut 1	Aut 2	Spr1	Spr2	Sum1	Sum2
<p>Fnd</p> <p>F1 Which stories are special and why?</p> <p>F2 Which people are special and why?</p> <p>F3 What places are special and why?</p> <p>F4 What times are special and why?</p> <p>F5 Belonging: who are we and how do we belong?</p> <p>F6 Our wonderful world: how can we care for living things and the earth?</p>	<p>WHO ARE OUR FRIENDS? F5</p> <p>A school family</p> <p>How are babies and pets cared for?</p> <p>How are we cared for and how can we care for others? How does caring help us feel wanted and part of a family?</p> <p>1.HARVEST CELEBRATION F4, F6</p> <p>Showing we are thankful</p> <p>What are celebrations? What happens at a Harvest Festival? Why should we be thankful? How should we care for the world?</p>	<p>SPECIAL STORIES F1</p> <p>Special Stories from a Special Book for Christians</p> <p>DAVID AND GOLIATH</p> <p>Why was David brave? (Anti bullying week)</p> <p>CHRISTMAS- A SPECIAL BIRTHDAY F1, F2, F4</p> <p>Special story about a Special Person</p> <p>What happens at a birthday celebration? Whose special birthday does Christmas celebrate? What happened at Jesus' birth? How does it feel when a baby is born? Christmas is Jesus' birthday.</p> <p>Diwali F1, F2, F4- A Special story that reminds Hindu people of a Special Event</p> <p>Hannukah F1, F4- A Special story about God's care for the Jewish People</p>	<p>SPECIAL STORIES F1, F2</p> <p>JESUS' MIRACLES INTRODUCED – Religious stories have meanings for followers of the religion</p> <p>WATER INTO WINE</p> <p>What happened at the wedding in Cana?</p> <p>PARALYSED MAN WALKS</p> <p>What happened when the paralysed man was lowered to Jesus by his friends?</p> <p>LAZARUS COMES BACK TO LIFE</p> <p>What happened when Jesus came back to Mary and Martha' house when Lazarus had died.</p> <p>Purim is a Jewish Spring Festival</p> <p>Holi is a Hindu Spring Festival</p>	<p>SPECIAL STORIES F1, F2</p> <p>JESUS' STORIES INTRODUCED – Religious stories have meanings for followers of the religion</p> <p>GOOD SAMARITAN</p> <p>What does it help us to think about?</p> <p>EASTER F1, F2, F4</p> <p>What happened to Jesus at Easter?</p> <p>Three interesting artefacts. Which one is the 'odd one out'? Why? (any of the three could be for different reasons)</p> <p>Easter is a time of new life.</p> <p>Retell the story, focussing on new life on Easter Sunday. When someone dies, we say goodbye forever but God loves us so much he brought back Jesus to life.</p>	<p>SPECIAL STORIES F1, F2</p> <p>OLD TESTAMENT STORIES</p> <p>Religious stories have meanings for followers of the religion</p> <p>MOSES AS A BABY</p> <p>Who is Moses and what happened at the start of his life?</p> <p>NOAH'S ARK</p> <p>What happened to Noah?</p> <p>DANIEL – the FIERY FURNACE AND THE LION'S DEN</p> <p>What happened to Daniel and his friends?</p> <p>JONAH AND THE BIG FISH</p> <p>Rule breaking and consequences.</p>	<p>VISITING A SPECIAL PLACE F3, F5</p> <p>Christians meet in a Special Place</p> <p>The local church</p> <p>To pray, to worship and to learn</p> <p>Exploring the area around our school.</p> <p>What sorts of buildings are there?</p> <p>Introduce the local church</p> <p>Visiting the church</p> <p>What does it feel like? Why is it a special place for Christians? Can we spot the 3 artefacts?</p> <p>INFANT BAPTISM</p> <p>Belonging to a church family.</p> <p>MAKING OUR OWN SPECIAL PLACE</p> <p>I can remember feelings/ things at the church. I can add my own ideas to make a special place.</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum

<p>Y1/2 Cycle A</p>	<p>Caring for All Focus Religions: Chr, Jud Notts Syllabus Reference 1.2 Myself & Caring for Others. How do we show we care for others? Why does it matter? Content & Resources Lost Sheep , Psalm 23 Feeding 5000, Harvest Unit 1.1,1.2, Y1Plan</p>	<p>Celebrate Focus Religions: Chr, Jud, Hin Notts Syllabus Reference 1.1 Celebrations and Festivals: Who celebrates what and why? Content & Resources Christmas -annunciation, journey, shepherds, Hannukah, Diwali</p>	<p>Stories Jesus Told Focus Religions: Chr Notts Syllabus Reference 1.3 Beliefs and teachings Stories about Jesus and stories he told: What can we learn from them? Content & Resources The Lost Coin , Feeding 5000, Calming the Storm</p>	<p>Spr 2 – Creation Focus Religions: Chr, Jud Notts Syllabus Reference 2.2 Believing: creation 1.1 Celebrations and Festivals: 1.1 Celebrations and Festivals: Who celebrates what and why? Unit 1.2/ Content & Resources Creation Story & Shabbat Easter (Last Supper, crucifixion, resurrection) 2AGTC2Shabbat Easter,</p>	<p>Focus Religions:: Jud Notts Syllabus Reference 1.1 Celebrations and Festivals: 1.4 Symbols in religious worship and practice In what ways are synagogues important to believers? Content & Resources <i>Yom Kippur</i> Unit 1.4/ 1AGTC7Jonah</p>	<p>Focus Religions: Chr Notts Syllabus Reference 1.4 Symbols in religious worship and practice In what ways are churches important to believers? Content & Resources Sunday Worship & Weddings Unit 1.4</p>
<p>Y1/2 Cycle B</p>	<p>Moses – the beginning Focus Religions: Chr, Jud Notts Syllabus Reference 2.1+4 Leaders & Story What makes some people inspiring to others? How and why are some stories important in religions? Content & Resources <i>Moses part 1, birth, Burning Bush-</i> leave as cliff hanger.... Torah</p>	<p>Jesus the King Focus Religions: Chr Notts Syllabus Reference 2.1+4 Leaders & Story What makes some people inspiring to others? How and why are some stories important in religions? Content & Resources <i>Jesus the Baby King</i> Jesus Nativity annunciation, kings, innocents , flight to Egypt</p>	<p>Moses the Leader & Spring Festivals Focus Religions: Chr, Jud, Hin Notts Syllabus Reference 2.1 +4 Leaders & Story 1.1What makes some people inspiring to others? How and why are some stories important in religions? Content & Resources Pesach, Holi Moses part 2 Moses - Passover Escape from Egypt, and 10 commandments, Wandering in desert</p>	<p>Jesus and Passover Focus Religions: Chr, Jud Notts Syllabus Reference 1.3 Theme: Beliefs and teachings Stories about Jesus: What can we learn from them? How do religious stories make a difference to people’s lives? Content & Resources Easter- Entry into Jerusalem, Last Supper, Gethsemane, crucifixion, resurrection</p>	<p>Baptism Focus Religions: Chr Notts Syllabus Reference 2.3 Belonging What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today? Content & Resources Baptism Jesus’ baptism</p>	<p>St Peter Focus Religions: Chr Notts Syllabus Reference 2.1+4 Leaders & Story What makes some people inspiring to others? How and why are some stories important in religions? St Peter Content & Resources</p>
<p>Y3/4 Cycle A</p>	<p>Harvest for the World Focus Religions: Chr Notts Syllabus Reference 3.1 Beliefs and 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 ? Content & Resources Harvest Parables- Good Samaritan</p>	<p>Founder’s Stories Peter Focus Religions: Chr Notts Syllabus Reference 3.4 : Inspirational people from the past What can we learn from inspiring people in sacred texts and in the history of religions? St Peter Revisit & extend Jesus washing Peter’s feet ‘Rock’ -Church Father/ Disciple to Apostle Peter in Prison, Peter’s Blanket (old rules don’t apply)</p>	<p>A Visit to The Mosque Focus Religions: Islam Notts Syllabus Reference 3.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire. Content & Resources Places of Worship- Mosque Intro to 5 pillars 1AGTC5CallToPrayer Shahadah, Wudu Zakat alms giving</p>	<p>Easter Communion Focus Religions: Chr, Notts Syllabus Reference 3.1 Beliefs and 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 ? Content & Resources 2AGTC3IAmTheBreadOfLife Easter</p>	<p>Inside/ Outside Focus Religions: Chr Notts Syllabus Reference 3.3 Worship and sacred places: 3.1 Beliefs and questions Where, how and why do people worship? Content & Resources Pentecost – Peter & relevance to Christians today. Fruits of the Spirit (Galatians 5:2) Holy Spirit, Trinity,</p>	<p>Prayer Focus Religions: Chr, Islam Notts Syllabus Reference 3.2 Religion, family and community: Prayer How do religious families and communities practice their faith? Content & Resources Prayer Unit 6.1 starts with some strong leads into stillness. Chr-The Lord’s Prayer Isl- SALAH</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum

<p>Y3/4 Cycle B</p>	<p>The Quran Focus Religions: Islam Notts Syllabus Reference 4.2 Symbols and religious expression: Why are sacred texts important to believers? Focus mainly on Qur'an, but contrast with Bible. Content & Resources <i>1AGTC6Angels</i> Inspiration of Holy Qur'an Hadith- less authority Calligraphy and spiritual expression through pattern</p>	<p>Christian Worship and Christmas - Mary Focus Religions: Chr Notts Syllabus Reference 4.3 Spiritual expression Christianity, music and worship: what can we learn? Content & Resources <i>1AGTC8 Hallelujah!</i> Christmas why Mary is so special in the Christmas (Nativity) story. Structure of the New Testament., Advent</p>	<p>Islam 5 Pillars & Pilgrimage Focus Religions: Islam Notts Syllabus Reference 4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Content & Resources <i>5 Pillars of Islam</i> Intro Pilgrimage REOnlineHaji Makkah and the Hajj Stories shared by Abrahamic religions: Abraham & Isaac, Jacob & Esau, Joseph</p>	<p>Puja Focus Religions: Hin Notts Syllabus Reference 4.4 Religion, family, community, worship, celebration, ways of living How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Content & Resources Puja, Holi & Diwali <i>1AGTC3Ganesha</i></p>	<p>Pilgrimage Focus Religions: Chr, Hind Notts Syllabus Reference 4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Content & Resources Pilgrimage Hinduism Varanasi & Catholicism Lourdes, 1AGTC2OurLadyOfLourdes</p>	<p>Ramadan Focus Religions: Isl Notts Syllabus Reference 5.4 Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives Content & Resources <i>5 Pillars Islam- Fasting Ramadan</i></p>
<p>Y5/6 Cycle A</p>	<p>Big Questions Focus Religions: Chr, Hin, Hum Notts Syllabus Reference 5.3 Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives? Content & Resources <i>Big Bang & Creation</i> -Christian & Hindu Aum & Creation Story Adam & Eve / Original sin Ahimsa (shared with Buddhism)</p>	<p>The Holocaust Focus Religions: Jud Notts Syllabus Reference 6.4 Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? Content & Resources <i>Visit to Holocaust Centre</i></p>	<p>Symbolism Focus Religions: Chr Hind Notts Syllabus Reference 5.4 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts & architect? Signs and symbols in Christian art telling stories and belief Content & Resources Calling Disciples- revise Peter from Y2/3- Keys in art & architect St Peters Vatican Michelangelo -Creation of Adam Gods &Avatars in Hinduism – many armed forms</p>	<p>Easter Passover Connects Focus Religions: Chr, Jud Notts Syllabus Reference 5.2 Religion and the individual: what matters to Christians What is expected of a person in following a religion or belief? What matters most to Christians in their religion? Content & Resources <i>Interview a Christian about what matters most to them</i> Incarnation, redemption, Easter -redemption Passover/ Pesach- Hold a collective Seder meal</p>	<p>Giving Focus Religions: Chr, Isl Jud Hum Notts Syllabus Reference 5.3 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in charity and generosity? Content & Resources <i>Interview a Muslim, about what matters most to them</i> <i>5 Pillars Islam</i> Zakat, Muslim Hands, Christian Aid Tithing Tedzakah Tithing/ Sabbath Years</p>	<p>Beginnings & Endings Focus Religions Chr, Islam, Hin, Hum Notts Syllabus Reference 4.1 The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Content & Resources <i>Unit 4.1 Birth Marriage Death Afterlife Omitting Marriage & Ba(t)mitzvah</i> Moved to Y5/6 as presumes too much knowledge in Y3/4)</p>
<p>Y5/6 Cycle B</p>	<p>Inspirational people- India Focus Religions: Chr, Hind Notts Syllabus Reference 5.1 Inspirational people in today's world What can we learn from great leaders and inspiring examples in today's world? Acknowledging that these are historic Content & Resources <i>Gandhi</i> <i>Mother Theresa</i></p>	<p>Faith into Action- Christmas Focus Religions: Chr Notts Syllabus Reference 5.2 Religion and the individual: what matters to Christians What is expected of a person in following a religion or belief? William Booth founder of the Salvation Army born in Sneinton Nottingham Content & Resources <i>Sneinton Nottingham</i> Ask a Christian- which is more important to you- Christmas or Easter? Read Matthew & Luke's versions of Christmas Meaning of Incarnation/ E/Immanuel Advent & John the Baptist</p>	<p>Inspired Focus Religions: Chr, Hum Notts Syllabus Reference 5.1 Inspirational people in today's world What can we learn from great leaders and inspiring examples in today's world? Content & Resources <i>Martin Luther King</i> <i>Greta Thunberg</i></p>	<p>Golden Rules Focus Religions: Chr, Isl, Hind, Hum Notts Syllabus Reference 6.1 Teachings, wisdom and authority: 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? Content & Resources Golden Rule NatreResource</p>	<p>Religion in Notts Focus Religions: Chr, Isl, Hind, Jud, Hum Notts Syllabus Reference 6.2 Religion, worldviews, family and community: How can we make Nottinghamshire a county of tolerance and respect Content & Resources Places of Worship The meaning of the word Church, Ummah in Islam Diaspora in Judaism <i>Unit 6.2</i></p>	<p>It's Not Fair! Focus Religions: Chr, Isl, Hum Notts Syllabus Reference 6.3 Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Content & Resources Review of charities & religious or non religious foundations. Use texts from two religions and non-faith to see how they prompt followers to respond to global issues.</p>



Sir Edmund Hillary Primary School- Religious Education Curriculum



	Epiphany and the Magi				
--	-----------------------	--	--	--	--