

RE Progression Map						
	Topic – Key Question/s	Substantive Knowledge	Disciplinary Knowledge	Lesson Structure	Wonderful Words	Enrichment Opportunities
Year 1 - Autumn	<p>Celebration and Festivals</p> <p>EQ: Who celebrates what and why? Christians and Jewish people (Continued Spring 2 for Easter and Summer for Shabbat)</p>	<ul style="list-style-type: none"> Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr. 	<ul style="list-style-type: none"> Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. 	<ol style="list-style-type: none"> To know Hindus celebrate Diwali To know why Hindus celebrate Diwali To know that Christians celebrate Christmas To know why Christians celebrate Christmas To know that Jewish people celebrate Hannukah To know why Jewish people celebrate Hannukah 	<p>Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.</p>	
Year 1 – Spring1	<p>Myself and caring for others</p> <p>EQ: How do we show we care for others? Why does it matter?</p>	<ul style="list-style-type: none"> Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts. 	<ul style="list-style-type: none"> Literacy skills, simple discussion, sharing and expressing their own ideas. 	<ol style="list-style-type: none"> To know how I belong in a family. To know how I belong in a community. To identify the value of kindness and care within religious stories. To identify the value of kindness and care within religious stories. 	<p>Religion, Christian, Jewish, Humanist, synagogue,</p>	

Year 1 – Spring 2	<p>Beliefs and Teachings</p> <p>EQ: Stories of Jesus, what can we learn from them? How do religious stories make a difference to people's lives?</p>	<ul style="list-style-type: none"> • Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. • They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. • They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. 	<ul style="list-style-type: none"> • Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. 	<ol style="list-style-type: none"> 1. To retell the story of healing the 10 lepers and how this impacted on Christian beliefs. 2. To retell the story of the feeding of the 5,000 and how this impacted on Christian beliefs. 3. Celebrations and Festivals continued 4. To know that Christians celebrate Easter. 5. To know why Christians celebrate Easter. 	<p>Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p>	
Year 1 - Summer	<p>Symbols in religious worship and practice.</p> <p>EQ: In what ways are church/synagogues important to believers?</p>	<ul style="list-style-type: none"> • Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. • They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. • They will learn about weddings in Jewish and Christian holy buildings. 	<ul style="list-style-type: none"> • Pupils will use and develop their observation and thinking skills, applied to holy buildings. • Other holy buildings – mosque or mandir – can be considered too. 	<ol style="list-style-type: none"> 1. Recall and name artifacts from a church and synagogue. 2. Compare and contrast how Christians and Jews worship within a church / Synagogue 3. Church visit 4. Compare and contrast how weddings are celebrated in a church / synagogue. 5. How common symbols within the religions can mean different things. 6. Why do or don't people go to a place of worship? <p>Celebrations and Festivals continued</p> <ol style="list-style-type: none"> 1. To know that Jewish people celebrate Shabbat 2. To know why Jewish people celebrate Shabbat 	<p>Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</p>	Church visit
Year 2 - Autumn	<p>Story</p> <p>EQ: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the bible?</p>	<ul style="list-style-type: none"> • Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. • They will gain knowledge about the Jewish Bible and the importance of the Torah. 	<ul style="list-style-type: none"> • Pupils will use and develop skills of discussion, observation, information gathering and remembering. • They will use their factual knowledge to suggest what makes ancient stories valuable to some people today. 	<ol style="list-style-type: none"> 1. To know about the Jewish Bible and the importance of the Torah 2. To know the story of Noah 3. To develop knowledge of the characters involved in Noah 4. To know why the story of Jonah is important to Jewish people. 5. To know why the story of Jonah is important to Christian people. 6. To know why the story of Noah is valuable to people today. 	<p>Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.</p>	

Year 2 – Spring 1	<p>Believing</p> <p>EQ: What do Jewish people believe about god, creation, humanity and the natural world? What are some of the ways Jewish people show their beliefs and how they belong?</p>	<ul style="list-style-type: none"> • Pupils will learn some Jewish peoples' ideas about God and the story of creation. • They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God. 	<ul style="list-style-type: none"> • Pupils will use and develop skills of discussion, observation, information gathering and remembering. • They will use their factual knowledge to suggest meanings in Jewish practice. 	<ol style="list-style-type: none"> 1. To know the Jewish story of God's Creation. 2. Re-tell the Jewish story of God's Creation. 3. Learn about Shabbat. 4. Experience Shabbat. 5. Explain why Shabbat is important to Jewish people. 	Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.	Share a shabbat meal
Year 2 - Spring 2	<p>Belonging</p> <p>EQ: What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?</p>	<ul style="list-style-type: none"> • Pupils will learn about belonging in a family, to a school and in the community. • They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. • The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity. 	<ul style="list-style-type: none"> • Pupils will use and develop skills of discussion, observation, information gathering and remembering. • They will use their factual knowledge to suggest what it means to belong in various ways. 	<ol style="list-style-type: none"> 1. What does 'belonging' mean? 2. What does 'belonging' mean to Christian people? 3. Write letters to a church asking what belonging means to them. 4. Reflect – what does belonging mean to different people? 5. What does belonging mean to me? 	Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.	Invite a Christian in to discuss what it means to belong
Year 2 - Summer	<p>Leaders</p> <p>EQ: What makes some people inspiring to others? Moses and Saint Peter.</p>	<ul style="list-style-type: none"> • Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). • They will find out about Moses as a great leader for Jewish people. • They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). • They will find out about Saint Peter as a Christian leader • They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. • A non -religious leader makes a good point of comparison. 	<ul style="list-style-type: none"> • Thinking and discussion skills, • information gathering skills. 	<ol style="list-style-type: none"> 1. Story of Moses left in bulrushes and burning bush 2. Moses and 10 commandments and rules for living 3. Story of Jesus washes Peter's feet, Peter denies Jesus and Jesus reinstates Peter 4. What made Moses and Peter good leaders? 5. Wise sayings of Moses and Peter 6. What makes a good leader? Write questions and then interview a Christian 	Religion, Christian, Jewish, Torah, Bible, Wise Sayings, rules for living, co-operation	Invite a Christian to come in and talk about how they follow the leader of their church and Jesus

Year 3 – Autumn 1	<p>Beliefs and Questions</p> <p>EQ: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have an impact on their lives?</p>	<p>Pupils will learn about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest about contemporary practices in relation to these four festivities about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. about the 'fruit of the Spirit' (Galatians 5:22)</p>	<ul style="list-style-type: none"> Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control. 	<ol style="list-style-type: none"> To understand what Christian and science think about creation To know the bible story about Christmas To know the bible story about Easter To know the bible story about Pentecost To understand about Harvest festival To know what difference believing in Jesus makes to Christians and how that impacts what the church does. (invite church leader to share) 	<p>Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values</p>	<p>Visit from church leader</p>
Year 3 – Autumn 2	<p>Worship and Sacred Places</p> <p>EQ: Where, how and why do people worship?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. 4 key terms in relation to each building. To identify similarities between the places of worship. To connect features of the buildings to religious beliefs, teachings, practices and ways of living. 	<ul style="list-style-type: none"> Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings. 	<ol style="list-style-type: none"> To know key features of a church To know key features of a Mosque To know key features of a Mandir What are the similarities and differences of the 3? What happens in holy buildings? Design a new religious building. 	<p>Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, Mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values</p>	<p>Visit to a church/mosque/mandir</p>
Year 3 - Spring	<p>Religion, family and community: prayer</p> <p>EQ: How do religious families and communities practice their faith?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> about the practice, meaning and importance of the 5 daily Islamic prayers about the meaning and use of the Lord's Prayer in Christianity. About prayer at a mosque or a church. Learn about beliefs about Allah / God and prayer in the different religions. 	<ul style="list-style-type: none"> Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other. 	<ol style="list-style-type: none"> To know how a Christian prays To know the meanings of symbols, words and actions used in Christian prayer. To know how a Muslim prays. To know the meaning of symbols, words and actions used in Muslim prayer. To know the similarities and differences in Christian and Muslim places of prayer. To consider personal points of view about prayer. 	<p>Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p>	<p>Invite a muslim and Christian to share about prayer</p>

<p style="text-align: center;">Year 3 - Summer</p>	<p style="color: green;">Inspirational people from the past</p> <p style="color: purple;">EQ: What can we learn from inspiring people in sacred texts and in the history of religions?</p>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> • at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). • Examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. • Know examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. 	<ul style="list-style-type: none"> • Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures. 	<ol style="list-style-type: none"> 1. To know the story of Abraham 2. To know story of Moses and 10 plagues 3. To know the story of Moses and the exodus 4. To know the story about Moses and the 10 commandments. 5. To know the story of the baptism and temptation of Jesus 6. To understand why Jesus spoke in parables 7. To know some of the miracles Jesus performed 8. To know the significance of Jesus death 9. To know story of prophet Mohammed 10. To know story of prophet Mohammed 11. To understand what makes Moses, Jesus and Muhammed inspirational 12. To recognise how we remember Moses, Jesus and Muhammed with Passover, lent and Ramadan 13. To recognise who inspires them 	<p>Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.</p>	
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Year 4 - Autumn	<p>The journey of life and death</p> <p>EQ: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • Keyways in which Christians, Hindus and Muslims see life as a journey. • To gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. • Learn about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. • Know about non-religious views, for example about Humanist commitment to 'the one life we have.' 	<ul style="list-style-type: none"> • Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas. 	<ol style="list-style-type: none"> 1. To know why life is like a journey – information about key moments eg birth, death and marriage 2. To know about rituals for welcoming a baby in Christianity, Hinduism and Islam 3. To know about rituals for marriage in Christianity, Hinduism and Islam 4. To know about rituals for death in Christianity, Hinduism and Islam 5. To describe 4 different beliefs about life after death 6. To know about non-religious views eg Humanist ideas about the purpose of life and afterlife 	<p>Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.</p>	
Year 4 - Spring	<p>Spiritual Expression</p> <p>EQ: Christianity, music and worship. What can we learn?</p>	<ul style="list-style-type: none"> • Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. • Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. • Children will compare with music from any sources which pupils find spiritually interesting or inspiring. 	<ul style="list-style-type: none"> • Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work. 	<ol style="list-style-type: none"> 1. To know what Christian worship is 2. To know that King David was a worshipper of God 3. To understand there are different types of Christian worship 4. How has Christian worship changed? 5. To describe the impact of Christian worship on people 6. What pieces of music are spiritual or inspiring to me? 	<p>Religion, Christian, spiritual, worship, devotion, belief, self-expression</p>	<p>Invite a Christian musician in to lead some live songs for the children to participate in</p>
Year 4 – Summer 1	<p>Religion, family, community, worship, celebration, ways of life.</p> <p>EQ: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p>	<ul style="list-style-type: none"> • Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK. • They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. 	<ul style="list-style-type: none"> • Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices. 	<ol style="list-style-type: none"> 1. Who founded Hinduism and where was it? 2. What is the story of Rama and Sita? 3. What is Diwali 4. What are the other special festivals in Hinduism? 5. What is karma and dharma? 6. What symbols do Hindus use? 	<p>Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>	<p>Invite a Hindu in to talk about their beliefs</p>

Year 4 – Summer 2	<p>Symbols and Religious Expression</p> <p>EQ: How do people express their religious and spiritual ideas on pilgrimages?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> About pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). Know details about and reasons for ritual and practice on pilgrimages. To reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. Know about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. 	<ul style="list-style-type: none"> Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings. 	<ol style="list-style-type: none"> Buddhist Pilgrimages Christian Pilgrimages Hindu Pilgrimages Muslim Pilgrimages Jewish Pilgrimages Personal Pilgrimages 	<p>Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p>	
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Year 5 Autumn Term Bible Explorers

Year 5 – Spring 1	<p>Inspirational people in today's world</p> <p>EQ: What can we learn from great leaders and inspiring examples in today's world?</p>	<p>Religious content can include examples such as:</p> <ul style="list-style-type: none"> Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. 	<ul style="list-style-type: none"> Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership 	<ol style="list-style-type: none"> To know who Martin Luther King is, understand his religions' ideals and why he is an inspirational leader (Christian) To know who Gandhi is, understand his religions' ideals and why he is an inspirational leader (Hindu) To know who Mother Tersea is, understand her religions' ideals and why she is an inspirational leader (Roman Catholic) To know who Ann Frank is, understand her religions' ideals and why she is an inspirational leader Anne Frank (Jewish) To know who Queen Elizabeth II is and understand why she is an inspirational leader and the importance of service To identify a religious or non-religious individual who inspires me and justify why. 	<p>Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p>	
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Year 5 – Spring 2	<p>Religion and the individual: What matters to Christians? EQ: What is expected of a person following a religion or belief?</p>	<p>Religious content will include:</p> <ul style="list-style-type: none"> the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist. The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. 	<ul style="list-style-type: none"> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. 	<ol style="list-style-type: none"> To recap prior learning about key Christian beliefs To consider why Christians celebrate Jesus' birth (Christmas) and death (Easter). To know that Christians remember Jesus with bread and wine and this is also called the Eucharist. To know about key ideas of what Christians believe from the Creed To know Christians believe in the Holy Trinity (God as father, son and Holy Spirit) To know the fruit of the Spirit from Galatians chapter 5 v22 	<p>Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.</p>	<p>Take part in Eucharist</p>
Year 5 – Summer 1	<p>Beliefs and questions EQ: How do peoples beliefs about God, the world and others have impact on their lives.</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> about different ideas and forms of expression in relation to belief about God in Muslim and Hindu Life. Learn to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. 	<ul style="list-style-type: none"> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves. 	<ol style="list-style-type: none"> Five Pillars of Islam Impact of Zakat (alms giving) on Muslims Hindus and importance of Brahman Hindu teaching of harmlessness Debate about peoples own beliefs about God (Use game board to do this) Atheists and Agnostics and what I personally believe 	<p>Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa</p> <p>Non-religious key words include atheist, agnostic.</p>	

Year 5 – Summer 2	<p>Beliefs in action in the world</p> <p>EQ: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. Learn about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’, ‘love your neighbour as you love yourself’) from a range of religions and worldviews to some global problems. 	<ul style="list-style-type: none"> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion. 	<ol style="list-style-type: none"> Great Christian religious buildings of the world and how they inspire. Great Islamic religious buildings of the world and how they inspire. How do Christian charities express religious ideas in the work that they do? How do Islamic charities express religious ideas in the work that they do? What should we spend money on? A beautiful building or those in need? Debate What should worship of God lead to? What are people’s responses? 	<p>Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.</p>	<p>Visit to local mosque or Mandir</p>
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Year 6 Autumn Term Bible Explorers

Year 6 – Spring 1	<p>Beliefs in action in the world</p> <p>EQ: What can we learn from people who resist discrimination and persecution? What was the kindertransport? Who resisted and rescued? How can we be upstanders today?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. Learn about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. Know about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.) 	<ul style="list-style-type: none"> Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves. 	<ol style="list-style-type: none"> To know key facts about WW1 To explain why tensions mounted in Germany. To know what discrimination and prejudice is and what it can look like and those who stand against it. To know the main religions that were practised in Germany during the time focussed on. To explain why or how some religions were discriminated against and the impact. To empathise with the feelings that children may have had that were sent on kindertransport. To know how the yellow star impacted life in Germany and how it culminated in the Holocaust To know how to stand up to discrimination and how to be an Upstander in the future. 	<p>Inspiration, effective, knowledge, empowered, empathy, leadership</p>	
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Year 6 – Spring 2	<p>Teachings, wisdom and authority</p> <p>EQ: What can we learn by reflecting on words of wisdom from religious and world views? What do sacred texts and other sources say about God, the world and human life?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> to understand two carefully selected texts from the scriptures of each of the religions selected for study. Learn about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. 	<ul style="list-style-type: none"> Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. 	<ol style="list-style-type: none"> 1. What is Freedom? 2. What is justice – exploring stories 3. What is justice – exploring stories 4. Human Rights 5. Non-Violent Protest Movement 6. Which is more important – justice or freedom? 	<p>Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur’an, Hadith, Humanist, rationalist.</p>	
Year 6 – Summer 1	<p>Religion, worldviews family and community</p> <p>EQ: what contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> about the statistics of world religions in the local area, the county, region, nation and world. Know about at least two examples of interfaith co-operation. 	<ul style="list-style-type: none"> They will think reasonably about questions of community harmony and inter faith work. 	<ol style="list-style-type: none"> 1. What is the make up of world religions in our local community 2. What are some of the similarities faiths share? 3. What are our 10 commandments for a better society? 4. How do faiths come together to make a difference in their communities? 5. How do faiths deal with differences 6. How can we make Nottinghamshire a place of tolerance and respect 	<p>Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p>	
Year 6 Summer 2	<p>Beliefs in action in the world</p> <p>EQ: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> about spiritual concepts of justice, fairness, compassion and responsibility. Know about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). 	<ul style="list-style-type: none"> Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues. 	<ol style="list-style-type: none"> 1. What is Ahimsa, Ummah and Agape? 2. What is charity? 3. What do Christian Aid do? 4. What do Islamic relief do? 5. How are the charities similar and different? 6. Why do religions help the vulnerable? 	<p>Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p>	<p>Invite a religious charity worker in</p>