

Religious Education

As part of our syllabus we have a primary religion that we study in depth.

This will start with some basic knowledge of the religion and then delve further into depth using the topics already set by Nottinghamshire County Council (NCC).

This way children will have learnt 5 religions by the time they leave Bispham Drive.

Teachers will compare their primary religion with Christianity and further up the key stage will be able to cross reference with any previous religions due to their travel R.E. books.

Please refer to the *NCC 'Religious Education for All- 2021-2026'* document as this breaks down the skills and knowledge further with implementation and impact.

Topic from NCC	Year and religion →	KS1	Year 3 <i>Sikhism</i> Christianity	Year 4 <i>Hinduism</i> Christianity	Year 5 <i>Islam</i> Christianity	Year 6 <i>Judaism</i> Christianity	KS3
Beliefs and questions		Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	3.1 <u>Knowledge:</u> To know the values of Sikhism, including love, generosity, patience, faithfulness and self-control. <u>Skills:</u> To be able to discuss and apply concepts in their learning: Christian and Sikhism beliefs about creation, God, community and commitment to God and humanity	x	5.3 <u>Knowledge:</u> To know about different ideas and forms of expression in relation to belief about God in Muslim and to reflect on their own responses to Muslim texts and expression in creative arts and architecture. <u>Skills:</u> To be able to use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. To be able to consider how to express respectful attitudes to people different from themselves.	x	Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences

Religion, family and community:	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	<p>3.2 <u>Knowledge:</u> To know about the practise and meaning of prayer in Christianity and Sikhism.</p> <p><u>Skills</u> To be able to understand meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p>	<p>4.4 <u>Knowledge:</u> To know about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali and at least one other Hindu festival in both India and in the UK.</p> <p>To know 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.</p> <p><u>Skills:</u> To be able to discuss, gather information from video, story, visual resources and where possible interviews or visits, infer and suggest meanings to religious practices.</p>	x	<p>6.2 <u>Knowledge:</u> To know about the statistics of world religions in the local area, the county, region, nation and world.</p> <p><u>Skills:</u> To be able to think reasonably about questions of community harmony and inter faith work.</p>	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them
	Ask and respond to questions about what communities do, and why,	<p>3.3 <u>Knowledge:</u> To know about Churches and Gurdwara and the ways these buildings express key ideas about belief and worship.</p>	x	x	x	Explain and interpret a range of beliefs, teachings and

Worship and Sacred places	so that they can identify what difference belonging to a community might make	<p>To know similarities between the places of worship connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p> <p><u>Skills:</u></p> <p>To be able to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p>				sources of wisdom and authority in order to understand religions and worldviews as coherent systems or ways of seeing the world
Inspirational people from the past	Find out about and respond with ideas to examples of cooperation between people who are different.	<p>3.4</p> <p><u>Knowledge:</u></p> <p>To know at least two examples of inspirational people from the Sikh and Christian faith.</p> <p><u>Skills:</u></p> <p>To be able to infer beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.</p>	x	x	x	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews;
		<p>x</p> <p>4.1</p> <p><u>Knowledge:</u></p> <p>To know key ways in which Christians and Hindus see life as a journey.</p> <p>To know information about the key moments marked</p>		x	x	Explain how and why individuals and communities express the meanings of their beliefs and values in

The journey of life and death			<p>by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.</p> <p>To know about a range of ideas about different concepts of an afterlife such as, Christian heaven and Hindu reincarnation and Moksha.</p> <p>To know about non-religious views, for example about Humanist commitment to 'the one life we have.'</p> <p><u>Skills:</u> To be able to will use and develop skills of expressing understanding and handling varied perspectives.</p>			many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them
Symbols and religious expression	Recognise some different symbols and actions which express a community's way of life, appreciating some	x	<p>4.2 <u>Knowledge:</u> To know about pilgrimages and religious journeys to, for example, Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).</p> <p>To know details about and reasons for ritual and practice on pilgrimages.</p>	x	x	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and worldviews as

	similarities between communities.		<p>To know and reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</p> <p>To know about local places of pilgrimage (such as Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</p> <p><u>Skills:</u> To be able to use and develop skills of expressing understanding and handling varied perspectives on pilgrimage.</p>			coherent systems or ways of seeing the world
Spiritual expression, worship, celebration, ways of living	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities	x	<p>4.3 <u>Knowledge:</u> To know and listen to different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</p> <p>To know about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children.</p>	x	x	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews;

	from which they come		<u>Skills:</u> To be able to listen, discuss and evaluate music within religious beliefs.			
I Inspirational people in today's world		x	x	5.1 <u>Knowledge:</u> To know about 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. <u>Skills:</u> To be able to apply the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.	x	Explore some of the ultimate questions that are raised by human life in ways that are wellinformed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy
	Retell and suggest meanings to some religious and moral stories, exploring and	x	x	5.2 <u>Knowledge:</u> To know the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist. To know some examples of Bible texts to guide them in	x	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful

Religion and the individual: What matters to Christians	discussing sacred writings and sources of wisdom and recognising the communities from which they come			<p>facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.</p> <p><u>Skills:</u> To be able to use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p>		evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities;
Beliefs in action in the world		x	x	<p>5.4 <u>Knowledge:</u> To know about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels and Mosque.</p> <p><u>Skills:</u> To be able to consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p>	<p>6.3 <u>Knowledge:</u> To know about spiritual concepts of justice, fairness, compassion and responsibility.</p> <p><u>Skills:</u> To be able to gather, weigh up and use information through simple research. To be able to discuss, reason and argue in relation to questions about global issues.</p>	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, ficti

Teachings, wisdom and authority		x	x	x	6.1 <u>Knowledge:</u> To know two carefully selected texts from the scriptures of the Bible and Torah. <u>Skills</u> To be able to 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.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction.
Beliefs in action in world		x	x	x	6.4 <u>Knowledge:</u> To know the pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. To know about the Kinder transport and the importance of providing refuge to people who are persecuted for who they are. <u>Skills:</u>	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews.

					<p>To be able to reflect on big questions about human values and behaviour.</p> <p>To be able to discuss, think and create responses to the work for themselves.</p>	
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