

Religious Education Long Term Map Overview 2023-2024 John Blow Primary School

Religious Education for All The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2021-2026

Using the Notts Agreed Syllabus for Religious Education (2021-2026), we will enable all our pupils to discover more about religion as well as other world views as we assist them to apply their learning to a range of topics. Our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. They will take part in inspiring class lessons which will when appropriate involve inviting visitors to school. This will enable the children to experience and share a range of religious viewpoints and undertake their own visits to varied places of worship. Through these experiences they will gain insights and knowledge to help equip them as *responsible citizens*, ready to contribute positively to our society and the wider world.

The three-fold aims of RE in Nottingham City and the County will ensure that our pupils:

- Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our city and wider society.
- Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues.
- Develop and use skills which will assist them to engage seriously with religions and world views.

By following the Agreed Syllabus, RE will also contribute to a whole range of school priorities. Study of religious and world views will also promote spiritual, cultural, social and moral development, and will support pupils' understanding of British Values such as acceptance and respect for others who hold different world views.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of Religion and Religious Education through the careful planning and teaching of 'Understanding the World'. This aspect is about how children find out about the impact of religion on their own lives, their families and other people that they know and meet. As individuals, they will be encouraged to develop positive attitudes about the differences between people in their own lives as well as in the wider community, outside of John Blow School. They will be encouraged to recognise that people have different beliefs and celebrate special times in a variety of ways. They will understand that some places are special to members of their own community and will experience some of these first-hand in a meaningful context. The children will know that similarities and differences between different religious and cultural communities exist in this country. They will draw on these experiences and what has been read to them in class.

Intent

Religion is all around us and impacts our lives in so many ways. Our vision for Religious Education at John Blow Primary is to develop and educate the whole child through the integration of intellectual, spiritual, moral, emotional and social development. RE should enable children to build their sense of identity and belonging, which will help them flourish within their communities and as citizens in today's diverse society. John Blow is at the heart of Collingham, which does not have a diverse community (culturally or religiously). As a school we realise therefore that it is vital that the R.E. in our school children reflects the diverse wider community and world in which we live. They will learn about different religions, belief systems, stories and festivals. We will teach pupils to develop respect for others, including people with different faiths and beliefs and help them to challenge prejudice. Within our teaching of RE we seek to encourage empathy, generosity and compassion thus prompting pupils to consider their responsibilities to themselves and others and to explore how they might contribute to their communities and the wider world. Religious Education for children and young people provokes challenging questions about the meaning and purpose of life. Culture capital is developed through learning about the world and the different religions and beliefs within it. The children become more knowledgeable, giving them the opportunity to understand and realise that different people, live, believe, act differently, therefore enhancing the children's experiences of the world. Having access to the skills to question others, to understand the beliefs of others, which in turn makes them confident in their own beliefs and actions.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear objectives and knowledge and understanding progression. This ensures that objectives, skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. At John Blow Primary we follow the 'Religious Education for All 2021-2026' document which is the agreed syllabus for RE in Nottingham City and Nottinghamshire.

At John Blow Primary School:

- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. They are encouraged to reflect on their previous learning from in other year groups
- We have developed a progression of objectives, with each year group, which enables pupils to build on and develop their skills each year. This is supported with specific vocabulary and objectives for each topic.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.

- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic. Children complete a web of knowledge at the start and end of topics. Learning can also be reviewed through informal quizzes.
 - To support teaching, staff access a range of resources and planning including SACRE, Plan Bee, BBC Bitesize, relevant texts, visiting speakers with artefacts and educational visits.
 - Medium term planning for units will cover key Medium term planning will also highlight previous learning and links with the National Curriculum.
 - Children are given opportunities, where possible, to study religious artefacts which lead to enquiry, investigation, analysis, interpretation, evaluation and presentation.
 - We plan for effective use of educational visits and visitors, to enrich and enhance the pupil’s learning experience within the Notts Agreed Syllabus 2021-2026.
 - Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.
 - Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.
 - Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Notts Agreed Syllabus.
 - Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.
 - Cross-curricular links are planned for, with other subjects such as maths, writing, art, design and technology and computing.
 - Our Assessment Tracker (EAMAG) allows us to use data to inform future practice.

Impact

By the time the children leave our school:

- Every child will have encountered a range of religions (including humanism) and worldviews according to The Notts Agreed Syllabus 2021-2026.
- Every child will have been given the opportunity to ask questions and reflect on their own feelings and experiences (religious and non-religious).
- Every child will have developed their own appreciation and wonder of the community and world in which they live and will have developed their cultural capital.
- We will have created, within each child, a tolerant understanding of individual faiths in our school, our community, our country and our world.

Level Expected at the End of EYFS

We have selected the most relevant statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements within the ELGs which feed into the programme of study for religious education.

For more detail about linked subject progression within the EYFS, please see the EYFS Framework.

RE		
Three and Four-Year-Olds	Understanding the World	Continue developing positive attitudes about the differences between people
Reception	Understanding the World	Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community.
ELG	Understanding the World	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Key Stage 1 National Curriculum Expectations (NAS with SACRE)	Key Stage 2 National Curriculum Expectations (NAS with SACRE)
<p>The Nottinghamshire Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism.</p> <p>According to Notts Agreed Syllabus 2021-2026 (Key Stage 1) A minimum of two religions are to be studied. Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area.</p>	<p>The Nottinghamshire Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism.</p> <p>According to Notts Agreed Syllabus 2021-2026 (Key Stage 2) A minimum of three religions are to be studied. Christianity and at least two other religions (Hinduism and Islam are recommended).</p>

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELM Focus	Which stories are special and why?	Which people are special and why?	What places are special and why?	Which times in our lives are special and why?	Belonging. Who and what do we belong to?	Our wonderful world. How can we care for living things and the earth?
PINE Focus	Unit 1.1 Celebrations and Festivals	Advent. How do Christian families prepare for Christmas?	Unit 1.2 Myself: How do we show care for others? Christianity	Easter: Bread, wine, buns and gardens	Unit 1.3 Beliefs and teachings. Stories of Jesus: What can we learn from them? How do they make a difference to people's lives? (The Creation Story, The Lost Sheep, The Good Samaritan, Feeding the 5000, Prodigal Son)	Unit 1.4 Symbols in religious worship and practice: In what way are churches important to believers? (Christianity)
Objectives	<ul style="list-style-type: none"> -Can recount elements of religious stories with support. -Can use some religious vocabulary related to stories. -Can express their own experiences and feelings. - Can recognise interesting/puzzling aspects of life. 	<ul style="list-style-type: none"> Can recount elements of religious stories with support. -Can use some religious vocabulary related to stories. -Can recognise some religious symbols with support. -Can use some religious vocabulary correctly. 	<ul style="list-style-type: none"> Can recognise religious objects/places/people/practices with support. -Can recognise some religious symbols with support. -Can use some religious vocabulary correctly. -Can express their own experiences and feelings. -To understand the definition of right and wrong. 	<ul style="list-style-type: none"> Can recognise religious objects/places/people/practices with support. -Can recognise some religious symbols with support. -Can use some religious vocabulary correctly. 	<ul style="list-style-type: none"> Can recount elements of religious stories with support. -Can use some religious vocabulary related to stories. -To understand the definition of right and wrong. -Can express their own experiences and feelings. 	<ul style="list-style-type: none"> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. -Describe some religious objects/places/people/practices. -Begin to suggest meanings for some religious actions and symbols.
Vocabulary	Religion, Christian,Belief God, church, Jesus, Bible, Harvest, Wedding, Christening (Baptism), Celebration	Christmas, Gift (object or not), Light, Advent, Christingle, Nativity, Mary, Joseph, Jesus, Wreaths and Candles.	Family, friends, love, consideration, empathy, belonging (clubs, family, jobs), Christian belonging, symbols and signs, rules and conventions, person in charge	Easter, Shrove Tuesday, Lent, Pancakes, Palm Sunday, Christian Easter Story, New Life, Cruxifixion, Sadness, Symbolism, Cross, Egg, Tomb, Garden of Gethsamane.	Bible, book, old/new,testament, special books, Creation, Parables, Lost Sheep, Prodigal Son, Rich Fool, Wise and Foolish Builders. Building resilience through story	Symbol, Cross, Christian Fish, Baptism Symbol, Trinity, Altar, Pews, Lectern, Aisle, Organ, Font.
Knowledge	How Christians celebrate. Why? When? Who? Traditions followed.	Advent and the 'coming' of Christmas.	Expressing love, consideration and kindness. The Christian Family. What does is mean to belong?	Why do we celebrate Easter? Family celebrations and Christian. What is the Easter story? Key individuals.	What is a special book and why? What is a parable? Messages in stories. What does it mean to be a good Christian?	What is a symbol? Identify Christian symbols?

		Why and how is Christmas celebrated in own homes compared to a traditional Christian Christmas. Advent wreath, what and how. Christingle service.	The Good Samaritan Story, Bible. Parable. RSE links to family ‘Under My Love Umbrella’.	Significance of the cross, hot cross buns.	Where in Bible are the stories? Old and new testament.	
OAK Focus	Unit 2.2 Believing: What do Jewish people believe?	Christmas Celebrations Why is the Christmas story good news for Christians?	Unit 2.1 Leaders: What makes some people inspiring to others? Judaism and Christianity	Easter Story. Why were people so excited to welcome Jesus?	Unit 2.3 Belonging. What does it mean to belong to the Christian religion today?	Unit 2.4 Story. Jewish and Christian Stories. Christianity, Judaism and Humanism
Objectives	<ul style="list-style-type: none"> *Describe basic beliefs and teachings *Recognise religious objects/places/people/practices independently. *Recognise some religious symbols independently. *Begin to suggest meanings for some religious actions and symbols. *Ask questions about puzzling aspects of life and experience and suggest answers. 	<ul style="list-style-type: none"> •<i>Recount elements of religious stories with independence</i> •<i>Describe basic beliefs and teachings</i> •<i>Recognise religious objects/places/people/practices independently.</i> •<i>Begin to suggest meanings for some religious actions and symbols.</i> •<i>Recognise what is important in their own lives.</i> <i>Ask questions about puzzling aspects of life and experience and suggest answers</i> 	<ul style="list-style-type: none"> •Recognise religious objects/places/people/practices independently. •Begin to suggest meanings for some religious actions and symbols. •Recognise what is important in their own lives. •Ask questions about puzzling aspects of life and experience and suggest answers 	<ul style="list-style-type: none"> •Recount elements of religious stories with independence •Begin to suggest meanings for some religious actions and symbols. •Recognise what is important in their own lives. •Ask questions about puzzling aspects of life and experience and suggest answers. 	<ul style="list-style-type: none"> •<i>Describe basic beliefs and teachings</i> •<i>Recognise religious objects/places/people/practices independently.</i> •<i>Begin to suggest meanings for some religious actions and symbols.</i> •<i>Recognise what is important in their own lives.</i> 	<ul style="list-style-type: none"> •<i>Describe basic beliefs and teachings</i> •<i>Recognise some religious symbols independently.</i> •<i>Begin to suggest meanings for some religious actions and symbols.</i>
Vocabulary	Torah, Synagogue, Star of David, Kippah, Prayer, Hebrew, Hanukkah, Menorah, Prayer Shawl, Seder Plate.	Christmas, Jesus, Mary, Joseph, Donkey, stable, Nazareth, Bethlehem, Angel Gabriel, Wise Men, Gifts, Gold, Frankincense, Myrrh.	Leader, inspire, special, Moses	Easter, Jesus, cross, resurrection, tomb, Palm Sunday, eggs, spring	<i>Belief, prayer, promise, moral, faith, Bible, church, priest, vicar, religious building</i>	Torah, Synagogue, Star of David, Kippah, Prayer, Hebrew, Hanukkah, Menorah, Prayer Shawl, Seder Plate.
Knowledge	To understand the basic beliefs and teachings of Judaism. Name objects, people, places and religious objects.	To know the true Christian meaning and date of Christmas. To understand the reason why we give gifts at Christmas. To understand Christmas around the world.	To understand what is important in Jewish people’s lives Recognise objects, places and people	Understand why we celebrate Easter Understand the meaning of Easter Recognise objects, places and people	Understand what it means to belong to the Christian faith in our own community and the wider world. What are the common practices of the Christian faith in the home, the community and in the world.	Know the basic beliefs and teachings Recognise and describe religious symbols, objects and places. Using learnt knowledge suggest meanings for religious actions and symbols
BEECH FOCUS	Unit 3.1 Beliefs and questions in Judaism. <i>God, Jesus, The Bible, community, worship, prayer, religion, creation</i>	Christmas Why Is Mary Such An Important Part Of The Story?	Unit 3.3 Worship and sacred places: Where, how and why do people worship in Nottinghamshire? Visit a mosque and local church. Christianity and Islam.	Remembering Easter. How are the events of Easter remembered by Christians?	Unit 3.2 Religion, family and community: Prayer Islam and Christianity	Unit 3.4 Inspirational people from the past: Moses, Muhammed, Jesus.
Objectives	Describe religious beliefs and teachings, using some religious vocabulary. Describe how religious belief is expressed in different ways. Begin to be aware of similarities in religions.	Begin to be aware of similarities in religions. Describe and respond sensitively to their own and others’ experiences and feelings, including characters in stories with religious meaning. Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values. Suggest answers to puzzling religious questions.	Describe how religious belief is expressed in different ways. Begin to be aware of similarities in religions. Suggest answers to puzzling religious questions.	Describe religious beliefs and teachings, using some religious vocabulary. Describe how religious belief is expressed in different ways. Begin to be aware of similarities in religions. Describe and respond sensitively to their own and others’ experiences and feelings, including characters in stories with religious meaning. Suggest answers to puzzling religious questions.	Describe how religious belief is expressed in different ways. Begin to be aware of similarities in religions. Describe and respond sensitively to their own and others’ experiences and feelings, including characters in stories with religious meaning. Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values. Describe how religious belief is expressed in different ways.	Describe religious beliefs and teachings, using some religious vocabulary. Describe and respond sensitively to their own and others’ experiences and feelings, including characters in stories with religious meaning. Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values. Suggest answers to puzzling religious questions.

					Begin to be aware of similarities in religions. Suggest answers to puzzling religious questions.	
Vocabulary	<i>God, Jesus, The Bible, community, worship, prayer, religion, creation, Judaism</i>	Mary, Joseph, annunciation, nativity, angel Gabriel, Messiah, divine, virginal, Gospel, Luke, trusted, God, artist, Leonardo da Vinci.	Church, Christian, Mosque, Islam, stained glass windows, pews, font, spire, cross, altar, Eucharist plate, minaret, dome, prayer room, prayer wall.	Easter, Jesus, disciples, betrayal, tomb, crucifixion, resurrection, sacrifice, risen, new life, sins, miracle, heaven, praise, glory, services.	Prayer, reflection, salat, Muslim, Mecca, five pillars of Islam, Qur'an, Bible, Old Testament, New Testament, congregation.	Moses, Muhammed, Jesus, Messiah, leaders, inspirational, miracles, follower, leader, Prophet Muhammed,
Knowledge	To understand and build on our understanding of the beliefs and teachings of Judaism. Name objects, people, places and religious objects.	Mary is the prophet and model disciple. The annunciation is the move from the old into the new. Mary reminds us of the important Christmas message: nothing is impossible for God. Christians believe in Mary and her divine maternity. Annunciation painting 1472 by Leonardo Da Vinci.	Importance of the church to the Christian community. Religious buildings in our community and beyond which reflect worship. The features of a building and their religious meaning (stained glass windows, spire, dome, artefacts inside).	Easter celebrations, special church services, ringing of the bells, music, candlelight. Out of the darkness there was hope and light. Symbol of new life, the tomb egg-shaped. Life after death. Jesus died for the sins of the people. Easter is celebrated all over the world and the message of hope is always significant.	Prayer is an important part of Christian and Islamic worship. Can be performed solo or as part of a group or community. Prayer can be individual, hands together and speaking to God. Postures for Muslim prayer reciting verses from the Qur'an. Muslim's pray towards Mecca. The Lord's Prayer and meaning of each line. Asking for guidance, being grateful and asking for help through prayer.	Qualities of a good leader (religious and non-religious). What it means to be a good follower. The inspiration of Jesus as a leader of his disciples and his people. Bible stories which reflect this. Miracles performed. Prophet Muhammed's life and its impact on the life of Muslims. Moses and his deep love for God and others, his chosen people.
ASH Focus	Unit 4.4 Religion, family, community, worship, celebration and ways of living. Hinduism	Unit 4.1 The Journey Of Life The Journey of Mary and Joseph to Bethlehem Christianity	Unit 4.2 Symbols and religious expression: Pilgrimages. Christianity, Hinduism & Islam	The Cross: What is its significance throughout the Easter story?	Unit 4.3 Spiritual Expression: Christianity, music and worship. What can we learn?	The Hajj Pilgrimage To Mecca. Fifth and Final of the five pillars. Islam
Objectives	Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the function of objects/places/people within religious practices and lifestyles. Identify the influence religion has on lives, cultures and communities including their own.	Begin to recognise key similarities and differences. Identify the influence religion has on lives, cultures and communities including their own. Identify ultimate questions and recognise that there are no universally agreed answers to these. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Recognise what influences them in their lives.	Identify the influence religion has on lives, cultures and communities including their own. To understand the importance of pilgrimage to the Christian, Hindu and Islamic religions and communities. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.	To understand the importance of the Easter story for Christians. To understand the significance of the cross as a symbol of 'life over death'. Identify the cross as a reminder of the pain and bloodshed of Jesus Christ because of the sin that has been committed. To develop understanding of the cross as a sign of both Christ himself and of the faith of the Christian community.	Identify the influence religion has on lives, cultures and communities including their own. To understand how belief is expressed through music, hymns and psalms. To understand how spiritual expression can be found in Christian worship and praise. To understand that being 'spiritual' can also mean being non-religious. To know that music and prayer open a spiritual connection with God and Christianity.	Know the function of objects/places/people within religious practices and lifestyles. Identify the influence religion has on lives, cultures and communities including their own. <i>Identify the influence religion has on lives, cultures and communities including their own.</i> To understand why the annual Hajj is important to the Muslim faith. To know the significance of the location, food, rules and timeline of the Hajj. To know that Kaaba is the 'house of God', which is one of the five pillars of Islam. To understand that Hajj means to attend a journey.
Vocabulary	Hindu, Hinduism, India, Symbol, Mandir, Shrine, Gods, Goddesses, Ritual, Polytheism, Ohm, Ganesh, Vishnu, Shiva, Lakshmi, Krishna, Brahma, Divinity, Worship, Sacred, Belief, Temple, Holy.	Religion, Christian, Humanist, Beliefs, Life After Death, Worship, Ritual, Heaven, Paradise, Nativity trail, Nazareth, Bethlehem.	Symbolism, pilgrimage, journey, belief, expression, perseverance, morality, understanding, Christianity, Islam, Hinduism.	Symbolism, understanding, Easter, crucifixion, jealousy, betrayal, sacrifice, guilt, heaven, new life, cross.	Spiritual, impact, music, worship, lyrics, hymns, psalms, verse, chorus, praise, penitence, lament, Hosannah.	Muslim, Mecca, Hajj, Kabba, Allah, Salat, brotherhood, social status, wealth, pride, pillar of Islam, acts of worship, Prophet, journey, purity.
Knowledge	Origins of Hinduism. Main beliefs of Hindu community. Main Hindu God/Goddesses. Festival of light- Rama and Sita. Place of worship, Mandir. Main three aspects of Hinduism. Understanding Dharma. Reincarnation, belief in.	The key events of Nativity story. Special journey taken by Mary and Joseph. From Nazareth to Bethlehem. Nativity trail. The birth of Jesus. Humble beginnings. A rough journey which led to a beautiful birth.	Look at Pilgrimages to Mekkah, Varanasi, Lourdes, Iona and Holy Land. Learn details about the ritual and practice on pilgrimage. Reflect on spiritual journeys. Compare similarities and differences between religions.	The Easter story and the importance of the events leading up to the crucifixion. The symbol of the cross as sacrifice and eternal life. Importance of the symbol of the cross to Christians, wearing it as a reminder of God's love. The cross represented in the food we eat (hot cross buns).	Christian music is music written to express personal or communal belief regarding Christian life and faith. Christian themes in music (praise, worship, penitence and lament). Worship as the coming together for the Christian community.	The Hajj is an annual Islamic pilgrimage to Mecca, the holiest city for Muslims. Hajj is a religious duty for Muslims and must be carried out once in their lifetime by all adult Muslims who are able. The rites of pilgrimage are performed over five to six days. Hajj is associated with the life of Islamic prophet Muhammad.
Maple Focus	Unit 5.1 Inspirational People In Today's World	Peace. How different religions view peace. Symbolism. WW1 Truce	Unit 5.2 Religion and the individual. What matters to Christians? Christianity	The Resurrection What does Jesus' death and resurrection mean to Christians? Christianity	Unit 5.3 Beliefs and Questions How do people's beliefs about God, the world and others have impact on their lives? Islam and Christianity	Unit 5.4 Beliefs in action in the world. How are religious and spiritual thoughts and beliefs expressed in

	What can we learn from great leaders and inspiring examples in today's world? Buddhism, Christianity					arts and architecture, charity and generosity? Islam and Christianity
Objectives	To consider the question 'What makes a successful leader?' To consider the importance of great religious leaders from the past (Buddha) and how these have lead religious movements. To consider great leaders in most recent history (Mother Teresa, Dalai Lama, Pope Francis). To look at the intent, inspiration and impact of these leaders on the world.	To understand what peace means (religious and secular meaning). To consider how we can find personal peace in our own lives. To recognise the common symbols of peace from around the world and in times of need. To link our R.E. peace work to our History/English work on WW1 in a meaningful context.	Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. - Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.	To understand the significance of the death of Jesus to Christians. To understand the impact the resurrection of Jesus had on Christian belief.	To understand that God is seen as the eternal creator in Islam, sustainer of the universe who will resurrect all humans. To understand God as the immortal. To make comparisons and similarities between God in Christianity and in Islam.	Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. To understand how a religious building represents belief and understanding. To appreciate the impact of religion on architecture, art and the creative world.
Vocabulary	Buddha, Buddhism, leader, inspirational, Mother Teresa, empathy, compassion, belief, strength, follower, Dalai Lama, impact, Pope Francis, intent.	Peace, mindfulness, meditation, symbols, dove, war, protection.	Christian, Islam, God, World, Belief, Moral, Agnostic, Atheist, Same, Different, 5 Pillars, Prophet, Allah, Iman, Faith, Moral Conduct.	Easter, death, crown, jealous, betrayed, resurrection, heaven, belief.	God, Islam, Christianity, eternal, creator, resurrect, immortal, worship, prayer, moral code.	Charity, belief, morality, generosity, architecture, art, painting, appreciation, reflect.
Knowledge	Impact of Buddha on Buddhism and its followers. Life and achievements of Mother Teresa. Importance of Dalai Lama and his view of life and how we see the world. The impact and intent of Pope Francis on his people and the whole world.	Different meanings and impact of peace on the individual, community and globally. Recognise the most common symbols of peace in religious and secular settings. World peace and its promotion. How peace can bring about change for the better. Alternatives to war and conflict.	Learn about different ideas and forms of expression in relation to belief in God. To reflect on their own responses to text, and expression in the creative arts and architecture.	The Easter story and the impact of the individual events. The meaning for Christians of the resurrection and the new life in heaven. The faith of Christians that life will continue after death.	Understanding of belief in God in Islam. Understanding of God in Christianity. How worship and praise impacts the way people live. Importance of prayer. How people's belief in God governs their moral code and lives.	The meaning behind The Last Supper painting by Leonardo da Vinci. Church building (aisle, stained glass window, pulpit, font, pews. Key features of a mosque. Stained glass windows and their representation of key religious stories.
WILLOW Focus	Unit 6.1 Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from sacred texts? Proverbs, Buddhist Sutras, Qur'an	Religious Christmas/Secular Christmas	Unit 6.2Religion, family and community: What contributions do religions make to local life in Nottinghamshire?	Easter Power and Hope Eucharist: Remembering Jesus worldwide What is the message of Easter to the world?	Unit 6.3Beliefs 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?	Unit 6.4Beliefs in action in the world The Holocaust
Objectives	Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explore and suggest reasons for their own and other people's views, including religious ideas about human identity and experience. Explain their own philosophical, moral and/or religious responses to a range of ultimate questions. Explore the views of others including different religious perspectives. Explain, with reasons, religious views about moral and ethical issues and explore their own views and those of others in relation to these issues.	To consider the question 'Is Christmas only for Christians?' What does Christmas mean to me? To reflect on Christmas from both a Christian and secular point of view. To relate Christmas to each child's individual experience.	To investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer To develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music; caring for animals; loving the family or serving God. To link to mathematics and geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and Britain today. To discuss and apply ideas from different religious codes for living to compile a charter of their own moral values.	To describe the meaning of religious symbols and symbolic actions. Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.	To discover and explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other. To discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures. To apply their ideas about justice and fairness to the work of various development charities. To write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable.	To find out about the Jewish religion and community, focusing on religious practice in Europe before the second world war To investigate aspects of persecution of Jewish people, showing their understanding and expressing ideas of their own. To use case studies and survivor accounts to develop accurate understanding of examples of issues arising from holocaust study. To have learned about Jewish community action in the UK today and create their own charter of ways to make sure 'Never Again' is more than a saying.

Vocabulary	Reflect, sacred, teachings, wisdom, authority, proverbs, Buddhist, Sutras, Qur'an, humanism.	Christmas, Christian, secular, belief, birth of Jesus, praise, prayer.	Charter, charitable, census, morality, community	Eucharist, Easter, power, hope, remembering. Sacred.	Social justice, Humanists, Judaism, Christians	Persecution, prejudice, holocaust, case studies, charter
Knowledge	Why are certain texts seen as sources of wisdom in different communities? What do different religions teach us about morality?	What does Christmas mean to you and your family? Why is the story of the birth of Jesus so important to Christians? Why and how Christmas can be celebrated in a secular way? Christmas as a family celebration and tradition.	What are the similarities and differences between the ways different communities show that they belong? What religions are practised in my local area? What do different religious moral codes tell us about living?	What is the Eucharist? What does the Eucharist represent? Who celebrates it and why?	How do different religions promote living together as one? What importance do different religions place on caring for the environment? How do different religious charities strive for justice and fairness and care for vulnerable people?	When was the holocaust? Why were Jewish people persecuted? What happened during the holocaust?

The teaching staff of John Blow School, collaboratively collated this, and supporting documents.

This curriculum is underpinned by the best practice and research guidance from the work of Mary Myatt, Marc Hayes, Twinkl, Focus Education and Oak Academy.

Our intent is to breathe life into the philosophy of education of our school: it is purpose enacted.

Our intent is for our whole curriculum is:

Balanced: promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.

Rigorous: to develop intra-disciplinary habits of mind; integrating the subject's knowledge and skills into a coherent whole.

Coherent: to make explicit connections and links between the different subjects/experiences encountered.

Vertically integrated: It focuses on progression by sequencing knowledge; provides clarity about what getting better at the subject means.

Appropriate: by matching levels of challenge to a pupil's current level of maturity/knowledge.

Focused: The curriculum is manageable by teaching the most important knowledge; identifying big ideas or key concepts within a subject.

Relevant: we sought to connect the valued outcomes of a curriculum to the pupils being taught; providing opportunities for our pupils to make informed choices.