

West Bridgford Junior School - RE Curriculum Map



At West Bridgford Junior School we follow the Agreed Syllabus for R.E in Nottinghamshire. We believe that it encourages children to develop a curiosity about the world around them and provokes challenging questions. It develops pupils' knowledge and understanding of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. It enables pupils to learn about other religious traditions and other world views that offer answers to those questions. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. It enables pupils to think about this country's faiths and values in a multicultural society. Our R.E curriculum encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, equality, belief, faith and ethics and to communicate their responses. It enables them to flourish individually within their communities, as citizens in society and the global community.

Year 3

Unit 3.2	Unit 3.3	Unit 3.1	Unit 3.4
<p>Theme: Religion, family and community: Prayer</p> <p>Enquiry Questions: How do religious families and communities practice their faith? The example of prayer.</p> <p>Religion: Christianity and Islam</p> <p>Key Concepts and Words: Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p>	<p>Theme: Worship and sacred places</p> <p>Enquiry Questions: Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.</p> <p>Religion: Christianity, Islam, Hinduism</p> <p>Key Concepts and Words: Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.</p>	<p>Theme: Beliefs and questions</p> <p>Enquiry 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?</p> <p>Religion: Christianity</p> <p>Key Concepts and Words: Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values</p>	<p>Theme: Inspirational people from the past</p> <p>Enquiry Questions: What can we learn from inspiring people in sacred texts and in the history of religions? For example – religious leaders such as Moses, Jesus and Muhammad.</p> <p>Religion: Christianity, Islam, Judaism, Non-Religious worldview such as Humanism, Sikh Gurus</p> <p>Key Concepts and Words: 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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<p><u>Intentions</u> What do we want pupils to learn? Knowledge: Pupils will learn</p> <ul style="list-style-type: none">• the practice, meaning and importance of the 5 daily Islamic prayers• the meaning and use of the Lord's Prayer in Christianity• prayer at a mosque or a church• beliefs about Allah / God and prayer in the different religions. <p>Skills: Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p>	<p><u>Intentions</u> What do we want pupils to learn? Knowledge: 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. <p>Skills: Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p> <p>Visits: West Bridgford Methodist Church, The Guru Nanak's Mission, Gurdwara.</p>	<p><u>Intentions</u> What do we want pupils to learn? Knowledge: Pupils will learn</p> <ul style="list-style-type: none">• Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.• contemporary practices in relation to these four festivities.• key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.• the 'fruit of the Spirit' (Galatians 5:22). <p>Skills: 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.</p>	<p><u>Intentions</u> What do we want pupils to learn? Knowledge: Pupils will learn</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.• examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history <p>Skills: Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.</p>
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Year 4

Unit 4.1	Unit 4.4	Unit 4.2	Unit 4.3
<p>Theme: The journey of life and death</p> <p>Enquiry Questions: 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>Religion: Christianity, Hinduism, Islam, Non-religious worldviews such as Humanism can also be considered</p> <p>Key Concepts and Words: Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.</p>	<p>Theme: Religion, family, community, worship, celebration, ways of living</p> <p>Enquiry Questions: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p>Religion: Hinduism</p> <p>Key Concepts and Words: Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>	<p>Theme: Symbols and religious expression</p> <p>Enquiry Questions: How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Religion: Christianity, Hinduism, Islam, Non-religious worldviews such as Humanism can also be considered</p> <p>Key Concepts and Words: Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p>	<p>Theme: Spiritual expression</p> <p>Enquiry Questions: Christianity, music and worship: what can we learn?</p> <p>Religion: Christianity and the idea of being 'spiritual but non-religious'</p> <p>Key Concepts and Words: Religion, Christian, spiritual, worship, devotion, belief, self-expression</p>

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<p>Intentions What do we want pupils to learn? Knowledge: Pupils will learn</p> <ul style="list-style-type: none">• key ways 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.• about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha.• about non-religious views, for example about Humanist commitment to 'the one life we have.' <p>Skills: 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.</p>	<p>Intentions What do we want pupils to learn? Knowledge: Pupils will learn</p> <ul style="list-style-type: none">• 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• to 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. <p>Skills: discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p>	<p>Intentions What do we want pupils to learn? Knowledge: 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).• 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.• about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. <p>Skills: 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 meaning.</p>	<p>Intentions What do we want pupils to learn? Knowledge: Pupils will 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.• knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children.• how to make comparisons with music from any sources which pupils find spiritually in. <p>Skills: Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.</p>
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Year 5

Unit 5.1	Unit 5.2	Unit 5.3	Unit 5.4
<p>Theme: Inspirational people in today's world</p> <p>Enquiry Questions: What can we learn from great leaders and inspiring examples in today's world?</p> <p>Religion: Christianity, Hinduism, Islam, Non-religious worldviews such as Humanism can also be considered</p> <p>Key Concepts and Words: Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p>	<p>Theme: Religion and the individual: what matters to Christians?</p> <p>Enquiry Questions: What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</p> <p>Religion: Christianity</p> <p>Key Concepts and Words: Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.</p>	<p>Theme: Beliefs and questions</p> <p>Enquiry Questions: How do people's beliefs about God, the world and others have impact on their lives?</p> <p>Religion: Islam, Hinduism Non-religious worldviews such as Humanism can also be considered</p> <p>Key Concepts and Words: 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 Non-religious key words include atheist, agnostic.</p>	<p>Theme: Beliefs in action in the world</p> <p>Enquiry Questions: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p> <p>Religion: Christianity, Islam, Hinduism Non-religious worldviews such as Humanism can also be considered.</p> <p>Key Concepts and Words: Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion</p>

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<p>Intentions What do we want pupils to learn? Knowledge: Pupils will learn</p> <ul style="list-style-type: none">Religious content can include examples such as: 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. <p>Skills: Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.</p>	<p>Intentions What do we want pupils to learn? Knowledge: Pupils will learn</p> <ul style="list-style-type: none">Religious content will include: 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, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. <p>Skills: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p>	<p>Intentions What do we want pupils to learn? Knowledge: 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 lifeto reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. <p>Skills: 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.</p>	<p>Intentions What do we want pupils to learn? Knowledge: 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.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. <p>Skills: 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.</p>
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Year 6

Unit 6.4	Unit 6.3	Unit 6.1	Unit 6.2
<p>Theme: Beliefs in action in the world</p> <p>Enquiry Questions: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</p> <p>Religion: Judaism</p> <p>Key Concepts and Words: Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.</p> <p>Intentions</p>	<p>Theme: Beliefs in action in the world</p> <p>Enquiry Questions: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>Religion: Christianity, Hinduism. Non-religious examples should be studied in this unit.</p> <p>Key Concepts and Words: Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p>	<p>Theme: Teachings, wisdom and authority</p> <p>Enquiry Questions: 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?</p> <p>Religion: Christianity, Hinduism, Islam, Non-religious worldviews such as Humanism can also be considered</p> <p>Key Concepts and Words: 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>	<p>Theme: Religion, worldviews, family and community</p> <p>Enquiry Questions: What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?</p> <p>Religion: Christianity, Islam, Hinduism, Judaism. Non-religious examples should be studied in this unit.</p> <p>Key Concepts and Words: Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p>

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<p>What do we want pupils to learn? Knowledge: 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. ☒ about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.• 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.) <p>Skills: 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.</p> <p>NOTE: The material in this unit does not use the concepts of genocide or holocaust and gives some focus to survivors of hatred. This approach is taken in recognition of the young age of the pupils learning from this unit.</p>	<p>Intentions What do we want pupils to learn? Knowledge: Pupils will learn</p> <ul style="list-style-type: none">• about spiritual concepts of justice, fairness, compassion and responsibility.• 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). <p>Skills: 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.</p>	<p>Intentions What do we want pupils to learn? Knowledge: 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.• about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. <p>Skills: 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.</p>	<p>Intentions What do we want pupils to learn? Knowledge: 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.• about at least two examples of inter faith co-operation. <p>Skills: They will think reasonably about questions of community harmony and inter faith work</p>
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