

# RE Curriculum Topic Overview 2024

	Autumn	Spring	Summer
Year 1	<p><b>Unit 1.2 Myself and Caring for Others: How do we show we care for others? Why does it matter?</b> Religions: Christians and Jewish people</p> <p><b>Unit 1.1 Celebrations and Festivals: Who celebrates what and why?</b> Religions: Christians and Jewish people</p>	<p><b>Unit 1.3 Beliefs and teachings: What can we learn from the stories about Jesus? How do religious stories make a difference to people's lives?</b> Religion: Christianity</p> <p><b>Unit 1.1 Celebrations and Festivals: Who celebrates what and why?</b> Religions: Christians and Jewish people</p>	<p><b>Unit 1.4 Symbols in religious worship and practice: In what ways are churches / synagogues important to believers?</b> Religions: Christians and Jewish people</p>
Year 2	<p><b>Unit 2.3 Belonging: What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?</b> Religions: Christians</p>	<p><b>2.2 Believing: What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong?</b> Religions: Jewish people</p> <p><b>Unit 2.1 Leaders: What makes some people, such as Moses and Saint Peter, inspiring to others?</b> Religions: Christians and Jewish people</p>	<p><b>Unit 2.4 Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?</b> Religions: Jewish people</p>
Year 3	<p><b>Unit 3.1 Beliefs and questions: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</b> Religion: Christianity</p>	<p><b>Unit 3.2 Religion, family, community and prayer: How do religious families and communities practice their faith?</b> Religions: Christians and Muslims</p> <p><b>Unit 3.4 Inspirational people and religious leaders from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Moses, Jesus and Muhammad.</b> Religions: Christians, Muslims and Jewish people</p>	<p><b>Unit 3.4 Inspirational people and religious leaders from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Moses, Jesus and Muhammad.</b> Religions: Christians, Muslims and Jewish people</p> <p><b>Unit 3.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.</b> Religions: Muslims, Hindus, Christians</p>
Year 4	<p><b>4.4 – Religion, family, community, worship, celebration, ways of living. How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</b> Religion: Hinduism</p> <p><b>4.3 – Spiritual Expression. Christianity, music and worship: what can we learn?</b> Religion: Christianity and also the idea of being 'spiritual but non-religious'</p>	<p><b>4.3 – Spiritual Expression. Christianity, music and worship: what can we learn?</b> Religion: Christianity and also the idea of being 'spiritual but non-religious'</p> <p><b>4.1 – The Journey of Life and Death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</b> Religions: Christianity, Hinduism, Islam</p>	<p><b>4.1 – The Journey of Life and Death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</b> Religions: Christianity, Hinduism, Islam</p> <p><b>4.2 – Symbols and Religious Expression (Pilgrimages) How do people express their religious and spiritual ideas on pilgrimages?</b> Religions: Islam, Hinduism, Christianity, nonreligious worldviews</p>
Year 5	<p><b>Unit 5.1 Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world?</b> Religions: examples from Islam, Hinduism and Christianity</p> <p><b>Unit 5.4 Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</b> Religion: Judaism</p>	<p><b>Unit 5.2 Religion and the individual: What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</b> Religion: Christianity</p>	<p><b>Unit 5.3 Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives?</b> Religions: Islam, Hinduism</p>
Year 6	<p><b>Unit 6.1 Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</b> Religions: ???</p>	<p><b>Unit 6.3 Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</b> Religions: Christianity, Hinduism, Humanism</p> <p><b>Unit 6.4 - Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture?</b> Religions: examples from Islam, Hinduism and Christianity</p>	<p><b>Unit 6.2 Religion, worldviews, family and community: 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?</b> Religions: Select from Christianity, Islam, Hinduism, Judaism</p> <p><i>Not been planned or taught in 2024</i></p>

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