

Unit 1.1 Celebrations and Festivals: Who celebrates what and why?

Religions: Christians and Jewish people

Objectives:

- Be able to recall and name religious festivals, objects and symbols
- Be able to retell a story that lies behind a festival
- Be able to suggest a meaning for an object used in the worship of the festival
- Be able to ask questions about the meaning of the festival and listen to answers
- Be able to respond to some of the experiences and emotions of festivals: e.g. joy, memory, community
- Be able to express an idea of their own about why festivals and celebrations matter
- Be able to give an example of a big day in their own lives and talk about what made it special

Key Factual Learning:

- ✓ There are different ways that people believe in God around the world.
- ✓ Two of those ways are Christianity and Judaism.
- ✓ Their believers are called Christians and Jews.
- ✓ Christmas and Easter are Christian festivals.
- ✓ Hanukkah and Shabbat are Jewish festivals.
- ✓ Christmas is when Christians believe Jesus, the son of God, was born.
- ✓ Easter is when Christians believe Jesus died.
- ✓ Hanukah is the Jewish festival of light and is celebrated for 8 days.
- ✓ Shabbat is the Jewish day of rest.
- ✓ Jews and Christians believe that God created the world in 7 days and on the 7th day he rested.
- ✓ Christmas is the celebration of Jesus's birth.
- ✓ Easter is to remind Christians when Jesus died.
- ✓ The symbol for Christians is the cross, for Jews it is the star of David.
- ✓ Harvest is celebrated all around the world.
- ✓ It is a festival that gives thanks to God for the food we eat.
- ✓ Food is a part of festivals and celebrations.
- ✓ Singing songs at festival time helps people to feel like they are celebrating together.

Practical Tasks:

- Discuss and show clips about the 6 main religions and the fact that different religions believe different things. Discuss and record - how can we live together kindly when we are all so different?
- Discuss the fact that Christianity and Judaism are two of the main religions and look at artefacts. Draw and colour a cross to symbolise Christianity and the star of David for Judaism. Write Christian or Jew next to a drawing of a person and match them to the correct symbol of the religion.
- Watch video about Christian and Jewish special days - Christmas, Easter and Harvest, Hanukkah and Shabbat. Split page and on one side write and draw images of Christian special days and then the same for Judaism on the other side.
- Discuss the feelings that Christians and Jews might have on these special days and then draw what celebrations make them happy.
- Create a collage wall showing harvest images/food that the children have drawn on strips of paper. Display these as "God's Good World".
- Learn a harvest festival song.
- Show Hanukah video. Complete Hanukah craft activities e.g. make a menorah representing the 8 days of the festival. Eating Latkes (cookies). Listen to Hanukah music in background.
- Listen to the Christmas story and sequence pictures from it.
- Draw and write sentences about the day and place where Jesus was born.
- Draw their favourite foods to eat at Christmas and sing Christmas songs.
- Listen to the Easter story. Match days, pictures and sentences to sequence the story.
- Complete Easter craft activities e.g. make Easter egg food basket.
- Watch the story of the 7 day creation and make a days of creation ball.

Key Vocabulary:

Celebration, festival, religion, Christian, Jew/Jewish, Christmas, Hanukkah, Shabbat, Harvest, Easter,

Cross Curricular Links:

Music – singing.

Art – Christmas, Easter and Hanukah crafts

Unit 1.2 Myself and Caring for Others: How do we show we care for others? Why does it matter?

Religions: Christians and Jewish people

Objectives:

- Be able to recall and name the main character in a story they have heard
- Be able to retell a story about caring simply
- Be able to suggest a meaning for a symbol, song or artefact from Judaism and Christianity
- Be able to ask questions about how we show we care for others
- Be able to respond to ideas and values such as care, kindness and generosity with simple ideas of their own
- Be able to express an idea of their own about a religious story of caring
- Be able to give an example of how a person can show their values

Key Factual Learning:

- ✓ Christians believe that we belong to God's family.
- ✓ Parables are stories from the Bible.
- ✓ In the parables of Jesus – The Lost Sheep, Christians believe that we are all a part of God's family.
- ✓ Jews believe in one God who made a promise with the world.
- ✓ In the story of Noah's Ark, the symbol of a rainbow is a reminder of this promise.
- ✓ Humanists believe that we should all take care of, be kind to and have respect for each other.
- ✓ In Aesop's Fables- the Lion and the Mouse and The North Wind and the Sun, it teaches us to treat others with kindness and respect.
- ✓ A fable is a short story that teaches us something
- ✓ These qualities are common in all beliefs, around the world.
- ✓ Kindness, goodness, truthfulness can make people happy.
- ✓ Being mean, unkind, untruthful can make people sad and upset.
- ✓ It is important to show kindness to make the world a better place for all of us.

Practical Tasks:

- Discuss where we belong e.g. school, family, friends, clubs and draw these in our books.
- Discuss how we show that we care for someone. List and draw people who care for them.
- Listen to the parable "The Lost Sheep". Use this to discuss the facts that Christians believe that we all belong to God's family. Make stick puppets and retell the story.
- Listen to "The Good Samaritan" and discuss who was kind/unkind and why. Cut out and sort the characters accordingly.
- Discuss what a fable is. Listen to "The Lion and the Mouse" and discuss how it helps us to understand how to treat others with kindness. Discuss the link between the message and "The Good Samaritan." Create a drama piece re-enacting The Lion and the Mouse.
- Circle time – discuss what a Humanist is. Then discuss what makes us sad, upset and happy.
- Listen to "Noah's Ark" and discuss the fact that the rainbow is a symbol of God's promise with the world. Create a collage of Noah's Ark with the rainbow. Sing Noah's Ark song.

Key Vocabulary:

Religion, Christian, Jewish, Humanist, symbol, God, parable, Jesus, Aesop, fable, kindness, truthfulness, respect, consideration, belief/s, Noah, ark

Cross Curricular Links:

Art – collage
English – drama, retelling stories, linking stories.
Music – singing

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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?

Religion: Christianity

Objectives:

- Be able to recall and name key figures in the stories of Jesus
- Be able to retell a story themselves, joining in with a song, a drama or a picture-book making activity
- Be able to suggest the 'hidden meanings' in stories Jesus told
- Be able to ask questions about Jesus' 'special powers'
- Be able to give an example of a belief about Jesus
- Be able to find out more about Jesus, inferring a simple idea from a story

Key Factual Learning:

- ✓ Christians believe that God always forgives.
- ✓ In the story of the Feeding of the 5000, it teaches us about kindness to others and sharing.
- ✓ In the story of Healing the Ten Lepers, it teaches us to be kind to those who have an illness that makes their life hard and to help them.
- ✓ In the story of the Lost Son, we learn to love our family, to show patience, kindness and love to others.
- ✓ Christians believe that Jesus was the light of the world and how to live our lives in a good way.
- ✓ A miracle is a magical and welcome event.
- ✓ Jesus performed miracles to make people's lives easier.

Practical Tasks:

- Discuss that some of the stories in the Bible were about Jesus and the miracles that he performed. Talk about the thankfulness as a result of miracles (special powers). Discuss that a miracle is a magical event that makes people's lives easier.
- Listen to the story of Feeding the 5000. Discuss what it teaches us and create a class poster of things that we can share with each other.
- Listen to the story of the Ten Lepers. Sequence the story to create own picture book.
- Listen to the story "The Lost Son" and draw the people in their family that they love.
- Listen to "The Lost Coin". Look at a picture from the story and ask and answer 'who', 'where', 'how', 'what' 'why' questions about the story.
- Draw Jesus and write a sentence to say that he shows Christians how to live a good life.
- In a circle time, discuss the fact that Christians believe that God always forgives. Think about and discuss the links to the stories that we have read.

Key Vocabulary:

Christian, Bible, God, healing, kindness, sharing, Heaven, feeding, 5000, illness, patience, love, belief, Easter, Earth, magical, welcome, celebration,

Cross Curricular Links:

English (retell and sequencing), Music, art, drama

Unit 1.4 Symbols in religious worship and practice: In what ways are churches / synagogues important to believers? *Religions: Christians and Jewish people*

Objectives:

- Be able to recall and name key objects from a church and a synagogue
- Be able to suggest a meaning for some Jewish and Christian symbols
- Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the connections
- Be able to ask questions about what happens and why in holy buildings
- Be able to recount their visit to a holy building
- Be able to express an idea of their own about why some people go to holy buildings
- Be able to discuss sacred spaces

Key Factual Learning:

- ✓ A church is a building that Christians use to pray to God.
- ✓ An artefact is a special, holy object used by worshippers.
- ✓ The Bible is the holy book for Christians.
- ✓ A cross, lectern, organ, altar and pews are artefacts used in a church.
- ✓ Special music is played and people sing to God.
- ✓ These buildings are used for other events like weddings and funerals.
- ✓ A synagogue is a building that Jewish people use to pray to God.
- ✓ A Torah is the Jewish holy book.
- ✓ The Torah is written in Hebrew, the language for Jewish people.
- ✓ People are not allowed to touch the Torah with their fingers.
- ✓ A Torah looks more like a scroll than a book.
- ✓ A yad is a special artefact used to point to the words of the Torah.
- ✓ A yad is usually made of silver.
- ✓ A Jewish hat is called a Kippah.
- ✓ A Jewish shawl is called a Tallit. A Tallit is worn by a Jewish priest in a synagogue.
- ✓ A Jewish priest is called a Rabbi. The word Rabbi means teacher in Hebrew.
- ✓ Some people may not use a special building to pray to God.
- ✓ A cross is a symbol for Christians. A cross can be seen in a church.
- ✓ A star of David is the symbol for Jewish people. A star of David has 6 points on it. A star of David can be seen in a synagogue.

Practical Tasks:

- Look at a picture of a church and a picture of a synagogue and label with "Christians" or "Jews" to show who worships there then draw their own church and synagogue with correct symbols.
- Make a poster (draw and label) of what the church and synagogue are used for.
- Label pictures of artefacts from a church.
- Visit the church and complete activity booklet to support our exploration of the artefacts.
- Label pictures of artefacts from a synagogue.
- Look at the Torah (do not touch with fingers). Write facts about the Torah under a picture in their book.
- Learn about the holy people in churches and synagogue. Label a priest and Rabbi with the clothes that they wear.

Key Vocabulary:

God, religion, Christian, Jewish, synagogue, church, symbol, yad, Torah, church, altar, font, Bible, worship,

Cross Curricular Links:

Art - drawing

Unit 2.1 Leaders: What makes some people, such as Moses and Saint Peter, inspiring to others?

Religions: Christianity and Judaism

Objectives:

- Be able to recall and name key figures in the stories and discuss what they did to be a good leader
- Be able to recognise why Moses was a great leader, or Peter a Saint, giving examples of their leadership
- Be able to ask questions about leadership and suggest answers
- Be able to respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God.
- Be able to express an idea of their own about leadership, linking it to the stories they learned.
- Be able to give an example of what makes a great leader

Key Factual Learning:

- ✓ A leading religious leader is called a Prophet.
- ✓ Moses was found by The Pharaoh's daughter and raised as an Egyptian.
- ✓ God spoke to Moses and told him he was to lead the Jewish people out of Egypt and to the Promised Land of Canaan.
- ✓ Moses taught the Ten commandments.
- ✓ Christians believe that Jesus is the Messiah and The Son of God.
- ✓ Jesus had 12 Disciples. A disciple is
- ✓ Saint Peter was the 1st Christian Pope.
- ✓ Good leaders are people who stand up for others.
- ✓ Moses and Saint Peter led people by doing and showing what to do.
- ✓ A saint is a person that is an important religious leader.

Practical Tasks:

- Retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives. (A2).
- Think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving (C1).
- Encounter many examples of simple 'wise sayings' (e.g. from Moses, Jesus or Saint Peter or an appropriate non-religious example) or 'rules for living' harmoniously (e.g. The 10 Commandments). They choose their favourite 'wise sayings' or 'rules for living' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2).
- Ask and find out how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2).
- Discuss stories of co-operation from Judaism, Christianity and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2).
- Remember, ask questions about and write about their own favourite parts of the stories they have learned, connecting them to ideas about what makes a good leader.

Key Vocabulary:

Religion, Christian, Jewish, prophet, Moses, messiah, disciple/s, saint, Saint Peter, Pharaoh, leader/s, Egyptian, Promised Land of Canaan, Ten commandments, Pope,

Cross-Curricular Links:

Music – singing hymns (psalms)
PSHE being kind to others

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Unit 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?

Religions: Judaism

Objectives:

- Be able to recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal)
- Be able to retell the story of Genesis 1 and suggest a meaning for the story
- Recognise that different people see different meanings in the story
- Be able to ask questions about God for themselves
- Be able to express an idea of their own about God
- Be able to find out more about Jewish beliefs and ways of talking about God

Key Factual Learning:

- ✓ The Almighty / Eternal / the G-d of Abraham, Isaac and Jacob are other names for God.
- ✓ Jewish people often write 'G-d' to avoid any disrespect to him.
- ✓ Jewish people say God is invisible, and they make no pictures of God.
- ✓ Jewish people believe that all things were created by God.
- ✓ The Jewish holy book is called the Torah. The Torah is a large scroll rather than an actual book.
- ✓ The Torah makes up the first 5 books of the Bible.
- ✓ The Jewish holy book is also called The Scriptures. The Scriptures are very holy, or sacred.
- ✓ Sacred means very, very special to do with God.
- ✓ Jewish people worship in a special building called a synagogue.
- ✓ A Rabbi is a Jewish religious teacher.
- ✓ Rabbis are teachers who help people to understand the Holy books, or scriptures.
- ✓ The Creation story is about how God made the world.
- ✓ The story is called Genesis. Some people believe in this story some do not. Most Jewish people do believe in it.
- ✓ The story teaches us to look after the world God made for us.
- ✓ The shabbat is a day of rest for Jewish people.
- ✓ Shabbat celebrates when God rested for a day after he made the world.
- ✓ Jewish people also have a rest on Shabbat because God did.
- ✓ Jewish people believe God knows everything you do and say and he is always watching.
- ✓ Some people believe God is all powerful.

Practical Tasks:

- Learn these words, which Jewish people use to speak of God: Almighty / Eternal / the G-d of Abraham, Isaac and Jacob. [NB: Jewish people often write 'G-d' to avoid any disrespect to the Almighty.] Note that Jewish people say G-d is invisible, and they make no pictures of G-d (A1).
- Retell the Jewish story of God's creation of the Earth from Genesis 1, considering ways in which people care for the earth and making links with the Environment and Science (C3).
- Explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children (C3).
- Explore the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest (A1).
- Work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints (C1).
- Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion (B3).
- Ask questions about the different ways of speaking of G-d, recognising that the idea of God is open to different views, and is a mysterious idea – but of huge importance to many people, including Jewish people.

Key Vocabulary:

Religion, Jewish, Judaism, synagogue, Torah, Rabbi, shabbat, creation story, worship, holy/ holiness, sacred, scriptures

Cross-Curricular Links:

Music – psalms

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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? *Religions: Christianity*

Objectives:

- Be able to retell the story of Jesus being baptised in the river Jordan
- Be able to suggest some reasons why it matters to people to belong to groups and communities
- Be able to ask questions about Christenings and Believer's Baptism for themselves
- Be able to recount how a baby or young adult is welcomed into the Christian community
- Be able to express an idea of their own about belonging to God – is this important? For Christians?
- Be able to give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?

Key Factual Learning:

- ✓ A baptism is where a baby is welcomed into God's family.
- ✓ Holy water is poured over the baby's head.
- ✓ A christening is where a baby is given its name.
- ✓ Christians believe baptism and christening is when people join the church or God's family.
- ✓ I belong to my family and (____) clubs /groups.
- ✓ A church is a building Christians go to, to worship God.
- ✓ Some Christians believe it is God's house.
- ✓ John was Jesus's cousin in the Bible.
- ✓ John baptises Jesus in a river.
- ✓ Christians believe this cleans away all the bad things you have ever done so you can be clean again.
- ✓ Holy Communion is when Christians take bread and juice in church.
- ✓ It is symbolic of when Jesus ate and drank his last meal before he died.
- ✓ This is called the last supper and is very famous and important to Christians.
- ✓ Christians believe in the Golden Rule 'do to others as you would like them to do to you'.
- ✓ Bulwell Saint Mary's is my local church.

Practical Tasks:

- Learn that being a part of the Christian religion includes some symbols and rituals of belonging, for a baby (Christening) or for a young adult (e.g. Believer's Baptism). (A2).
- Learn that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging. (A2).
- Linking to PSHE and RSE pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1).
- Learn that there are over 400 churches in Nottinghamshire, and visit one to learn more; ask and think about the question: who belongs here? Does the building belong to God? (B2).
- Express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2).
- Explore ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism described in the Gospels (A1).
- Linking to English and PSHE pupils could play some collaborative team games and talk about how the games put the teaching of the 'Golden Rule' into action (C2).
- Talk about the fact that many non-religious people also follow the Golden Rule ('treat others how you wish to be treated'), and consider the question: how can all humanity belong together?
- Write a list of examples of different ways we have of belonging, and say which ones matter most to themselves (C1).

Key Vocabulary:

Religion, Christian, church, symbol, Bible, Jesus, John, cousin, baptise, baptism, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred, last supper

Cross-Curricular Links:

Unit 2.4 Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and holy books?

Religions: Christianity and Judaism

Objectives:

- Be able to retell a story from the Jewish Bible skilfully and suggest a meaning for the story
- Recognise and talk about the role God plays in stories from the Jewish Bible
- Be able to ask questions about the stories they study, and suggest answers
- Be able to respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?
- Be able to express an idea of their own about some of the big questions the work throws up
- Be able to give at least two examples of Bible characters who 'got it wrong' and say what happened in the story

Key Factual Learning:

- ✓ The Jewish holy book is called the Torah.
- ✓ The Torah is made of scrolls rather than a book.
- ✓ The Torah is special to Jewish people.
- ✓ The Torah and the 1st 5 books of The Bible are the same.
- ✓ Christians and Jews believe in the same God. He appears in both holy books.
- ✓ Noah is a character in the bible and the Torah.
- ✓ Noah built an ark in the story, to save people and animals from a great flood.
- ✓ God sent the flood because he was unhappy with the way people on his Earth were behaving.
- ✓ Christians and Jews believe that God created the world including people.
- ✓ Christians and Jews believe that God forgives everyone.
- ✓ Some people think the world was made in a different way, without God.
- ✓ Barabbas is from the Christian Bible and was a prisoner with Jesus.
- ✓ He was a prisoner because he had killed someone.
- ✓ Judas was a character from The Bible who betrayed Jesus.
- ✓ Betrayed means when someone trusts you and you tell tales on them to get them into trouble.
- ✓ Daniel was a character in The Bible who was thrown into a den full of hungry lions.
- ✓ He survived because he had a very strong belief in God.
- ✓ Christians believe it was this trust in God that protected him from the lions.
- ✓ Christians believe this story shows believers that they should show the same trust in God.
- ✓ Abraham and Sarah are in both the Bible and the Torah.
- ✓ They believed in God very strongly.
- ✓ They almost sacrificed their only son for God.
- ✓ Sacrifice means when you have to give up forever, something very precious and special to you.

Practical Tasks:

- Retell (for example through drama or in pictures) some religious stories with key characters such as Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel and suggest reasons why they are important to Jewish people (and Christians – teach the children that these stories are also in the Christian Bible) (A2).
- Think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively. Note that these 'Bible heroes' are also people who makes mistakes – but they are forgiven by God (C1).
- Ask and find out about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians) (B3).
- Find out about the Torah, its use in synagogues and the symbols which show it is sacred or holy (A3).
- Consider what is special about the Torah and respond sensitively, relating to their special things (B1).
- Write an account of their favourite story from the Jewish Bible and suggest what it means to Jewish people and to anyone who likes stories (B2).

Key Vocabulary:

Religion, Christian, Jewish, Torah, Bible, courage, persistence, forgiving, God, Creator, trust, betray/al, Barabbas, Judas, Noah, Ark, Abraham, Sarah, sacrifice

Cross-Curricular Links:

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?

Religion: Christianity

Objectives:

- Be able to describe what Christians do at two different festivals
- Be able to connect the celebrations to Bible texts and to beliefs about God
- Be able to ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest
- Be able to express their own ideas about the deeper meanings of these festivals
- Be able to consider ideas such as generosity, community and love-in-action
- Be able to list similarities between the four different Christian festivals
- Be able to explain their own ideas about the Creation stories of Genesis 1 and 2

Key Factual Learning:

- ✓ Christmas, Easter, Pentecost and Harvest are Christian festivals.
- ✓ These festivals teach us to treat each other with kindness, respect and consideration.
- ✓ Some believers go to Church to celebrate.
- ✓ A church helps to bring people together who believe in God in the same way.
- ✓ A church is where lots of things in the community take place, like a bible class, Brownies and Scouts.
- ✓ Not everyone believes in these festivals because not everyone is very religious.
- ✓ Some people are not religious at all and that is their choice.
- ✓ Christians believe in the teachings of Jesus.
- ✓ Christians believe that Jesus was the son of God.
- ✓ Christians believe Jesus is the light of the world.
- ✓ Christians believe Jesus shows us how to live a good life.
- ✓ Christians believe in the Father, the Son and the Holy Ghost.
- ✓ This is called the Holy Trinity.
- ✓ The Holy Trinity comes from the Easter story.
- ✓ The Christian Creation story is how God made the world according to Christians.
- ✓ They believe God made the world in 7 days.
- ✓ Some people believe the world was made in a different way, from a big explosion in space.
- ✓ Big questions are the ones that no-one has a real answer to.
- ✓ Big Questions are what people think happened but no-one really knows.

Practical Tasks:

- Learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter, Pentecost and Harvest, connecting the stories to Biblical stories and concepts.
- Reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all, considering the values that lie behind the stories and celebrations (A1).
- Express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? They can study this through examining the life and work of a local church: list ten things the Church does to put ten teachings of Jesus into action (a good opportunity to welcome a Christian visitor to school) (B2).
- Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2).
- Discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Is Genesis 1 a story about human nature or about how the world was made?
- Develop ideas about different ways science and religions handle questions of origins, where we come from, and why humans are significant in the universe, thinking about two or more different answers to the questions (C1).

Key Vocabulary:

Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values, Holy Trinity, explosion, space,

Cross-Curricular Links:

Unit 3.2 Religion, family, community and prayer: How do religious families and communities practice their faith?

Religions: Christians and Muslims

Objectives:

- Be able to describe how a Muslim prays
- Be able to describe how a Christian prays
- Be able to connect ideas and beliefs to what people in these two religions do
- Be able to ask and answer questions about prayer in Islam and Christianity
- Be able to respond thoughtfully to beliefs and ideas about prayer
- Be able to discuss questions about prayer
- Be able to list similarities between the two ways of prayer in Christianity and Islam

Key Factual Learning:

- ✓ Praying is a way for someone to talk to God.
- ✓ People can pray anywhere.
- ✓ Not everyone believes in prayer and that is their choice.
- ✓ Some people like to pray more than others.
- ✓ Prayer is a way for people to get through difficult times in life.
- ✓ Prayer can make you feel peaceful and closer to God.
- ✓ Some people say this feels spiritual
- ✓ Spiritual means when you feel God being closer to you
- ✓ Some people like to pray in a church or a Mosque, depending on their religion.
- ✓ Some people may want to pray at home or silently to themselves.
- ✓ People who are Muslim follow the teachings of the religion Islam.
- ✓ A Mosque is a special building for Muslims to pray to God.
- ✓ The Muslim name for God is Allah.
- ✓ Muslims believe that Allah made the world.
- ✓ Muslims pray 5 times a day wherever they are, to Allah.
- ✓ Muslims always face in the direction of Mecca when they pray.
- ✓ Mecca is their holiest city. Mecca is in the Eastern part of the world, in Saudi Arabia.
- ✓ Christians believe in the Lord's prayer. The Lord is the name Christians give to God.
- ✓ Each line in the Lord's prayer is giving thanks to God.
- ✓ Amen means 'so be it' at the end.

Practical Tasks:

- Pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs and practices about praying 5 times each day in Islam and about the use and meaning of the Lord's Prayer in Christianity. Get them to think about worship, God and human life for Christian and Muslim people (A3).
- Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3).
- Find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together at church or mosque, remembering leaders including Jesus and Prophet Muhammad (B2).
- Investigate the meaning of prayer in these communities and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? (B2).
- Consider the question: why do some people pray every day, but other people not at all? Consider why some people think prayer is a waste of time and others make it an important part of their lives.

Key Vocabulary:

Religion, Muslim, Islam, Mecca, Saudi Arabia, mosque, Qur'an, Prophet, Christian, spiritual, prayer, mosque, church, Amen

Cross-Curricular Links:

Cantrell Primary School RE Curriculum

Unit 3.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.

Religions: Muslims, Hindus, Christians

Objectives:

- Be able to describe 4 key features of each of three religious buildings: a mosque, mandir and church
- Be able to connect the key features of the buildings with beliefs about God in each religion
- Be able to ask and answer questions about at least three different ways the religious buildings are used by the different communities
- Be able to respond thoughtfully to the task of designing a new religious building for their locality
- Be able to consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special
- Be able to discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?

Key Factual Learning:

- ✓ Churches are special buildings for Christians to pray to God.
- ✓ Mosques are special buildings for Muslims to pray to Allah.
- ✓ Mandirs are special buildings for Hindus to pray to God.
- ✓ Hindus believe in one god with many faces.
- ✓ There are special areas in each building that help their believers to worship.
- ✓ Worship means to pray and think deeply to God.
- ✓ People worship in different ways like prayer or singing.
- ✓ A priest is a person who helps people to understand how God wants you to live your life.
- ✓ Hindus, Muslims and Christians all have priests.
- ✓ Priests can work in the community and in their special buildings.
- ✓ People believe priests are special.
- ✓ There is a church in Nottingham called St Mary's.
- ✓ There are Churches, Mandirs and Mosques in Nottingham.

Practical Tasks:

- Pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3).
- Gather information and new key words from video, visits, visitors, images and written sources to widen their knowledge of religious buildings and worship, seeing similarities and differences between churches, mosques and mandirs. Find out about Trinity, Allah and the gods and goddesses of Hindu worship.
- Consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs (B1).
- Discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottingham City and Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1).
- Write a thoughtful proposal for a new religious building for their local area, including their ideas for design, activities, key concepts of worship and the use of such a building.

Key Vocabulary:

Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Allah, gods and goddesses, spiritual, prayer, sacred,

Cross-Curricular Links:

Art (design a building)

Cantrell Primary School RE Curriculum

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.

Religions: Christians, Muslims and Jewish people

Objectives:

- Be able to describe at least one story about each of these key figures: Moses, Jesus and Muhammad
- Be able to connect the idea of inspirational leaders to the stories they learn
- Be able to ask and answer questions about leadership and inspiration, using details from the stories they learned
- Be able to express their own views about who is inspiring and why
- Be able to consider ideas such as 'patriarch' 'prophet' or 'messiah' and understand what these words mean and how they are similar
- Be able to list similarities between the key leaders studied

Key Factual Learning:

- ✓ A leader is someone who is in charge of other people.
- ✓ Jesus was a leader for Christians. Jesus is also known as the Messiah. Messiah means a leader who is special to Christians
- ✓ Muhammed was a leader for Muslims. The Muslim holy book is called the Quran. The Muslim name for God is Allah.
- ✓ Moses was a leader for Jewish people. The Jewish people used to be slaves in Egypt.
- ✓ The Christian holy book is the Bible. The Bible is split into two sections. They are called the Old Testament and the New Testament.
- ✓ In the story of Exodus in The Bible, Moses parts the Red Sea. This is considered a miracle by Christians. It is similar to the miracles performed by Jesus because Moses was also a very special person chosen by God.
- ✓ Moses led the Jewish people to freedom from the Egyptian Pharaoh. The Pharaoh was called King Ramses the second.
- ✓ Abraham is a leader in both Christianity and Islam.
- ✓ A prophet is a special name given to a special leader.
- ✓ There are lots of prophets in Islam, Judaism and Christianity.
- ✓ PBUH is always said after saying the name of Prophet Muhammed. PBUH means 'Peace Be Upon Him'.
- ✓ In the story of 'The Prophet and the Ants and The Crying Camel' it teaches us that no matter how small or large animals are they are all important to God and need to be cared for.
- ✓ Matthew, Mark Luke and John were 4 of Jesus's friends. They were called disciples.
- ✓ There were 12 disciples altogether. They taught about Jesus and his teachings after he died.
- ✓ These writings are called Gospels. They are part of the Christian Bible. The Gospels teach Christians to lead the type of life Jesus would have wanted.
- ✓ The Parable of the Mustard Seed teaches us that great results come from tiny beginnings.

Practical Tasks:

- Explore the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values and commitments by which they lived (A2).
- Respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2).
- Respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2).
- Respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2).
- Consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their companions in drama or imagery) (A3).
- Respond thoughtfully to these 'great lives', and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History (B2).
- Use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan) (B3).
- Discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1).
- Express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage (C3).

Key Vocabulary:

Religion, Muslim, Jewish, Christian, Prophet, Exodus, Messiah, Allah, Qur'an, Old / New Testament, Gospel, inspiration, role-model, commitment, values, disciples, miracles

Cross-Curricular Links:

Unit 4.1 - Theme -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?

Religions: Christianity, Hinduism, Islam

Objectives:

- Be able to describe 4 different beliefs about life after death
- Be able to show that they understand why life is like a journey
- Be able to connect at least two viewpoints they have studied with texts from different religions
- Be able to consider varied answers to questions about life as a journey and about afterlife
- Be able to express reasons why they hold their own views about life after death
- Be able to explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death

Key Factual Learning:

- ✓ Life is made up of life and death.
- ✓ When a baby is born it is welcomed into the family in different ways.
- ✓ Some Christians welcome a baby by baptising it in Church.
- ✓ Some Hindus welcome a baby by blessing it over a small fire.
- ✓ The fire helps to chase away evil spirits.
- ✓ Some Muslims welcome a baby by whispering Allah's words into both its ears.
- ✓ Hindus and Christians use honey on the baby's tongue.
- ✓ They believe this will help the baby say kind words as it grows up.
- ✓ Christian, Hindu and Muslims all celebrate getting married because this is important to all people.
- ✓ Funerals are a way to celebrate a person's life.
- ✓ Christians believe in a place called Heaven. Heaven is where God is, in the sky. It is a place where your soul goes after you die.
- ✓ A soul is a part of you that lives inside you and cannot be seen.
- ✓ Only people who have lived a good life can go to Heaven.
- ✓ Hindus believe that after you die you come back to Earth as something else. This is called Re-incarnation.
- ✓ Hindus believe in Moksha. Moksha is where a Hindu is not reborn and instead becomes one with the god Brahman.
- ✓ Muslims believe there are 7 different heavens. Each Heaven is made of a different material, and a different prophet lives in each Heaven.
- ✓ The first Heaven is made of silver and is where Adam and Eve live.
- ✓ Some people don't believe in reincarnation if they are not very religious.

Practical Tasks:

- Find out about and describe some ways in which different religions see life as a journey, using examples of baby-welcoming ceremonies from Muslims, Hindus, Humanists and Christians (Christening will have been studied in an earlier unit) (A1).
- Compare how Christians, Muslims and Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died.
- Reflect on ideas of their own about life's milestones in discussions or in writing (B1)
- Develop their understanding of beliefs about life after death in at least two religions or other worldviews through seeking answers to their own questions.
- Write thoughtfully about their own life as a journey, and its key milestones, in relation to the views they have learned.

Key Vocabulary:

Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.

Cross-Curricular Links:

Art - decorate cross, illustrate the story of Holi
 D & T – make a palm cross, make Easter booklet
 English – story retell/rewrite
 Music – Holi music, Easter Hymns

Unit 4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?

Religions: Islam, Hinduism, Christianity, non-religious worldviews

Objectives:

- Be able to describe some religious beliefs that underlie the practice of pilgrimages in at least two religions
- Be able to show that they understand why a spiritual journey can change people's lives, giving examples
- Be able to consider varied answers to questions about the purposes of going on a pilgrimage
- Be able to express reasons why they would choose their own kind of pilgrimage if they could
- Be able to apply the idea of spiritual journeys for themselves
- Be able to explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews

Key Factual Learning:

- ✓ A pilgrimage is a special journey people go on to feel closer to God.
- ✓ A pilgrimage is usually to a special place.
- ✓ A pilgrimage is different to a holiday because it is for a religious reason.
- ✓ Some people try to go on a pilgrimage at least once in their life.
- ✓ Muslims pilgrimage is called the Hajj.
- ✓ The Hajj is a journey Muslims make to Mecca.
- ✓ Mecca is the holiest city in Islam.
- ✓ It is in the East in Saudi Arabia.
- ✓ The Hajj is a very important journey for most Muslims.
- ✓ Some Muslims will try to go on Hajj at least once in their lifetime, sometimes more.
- ✓ You can go on a pilgrimage as many times in your life as you want.
- ✓ Some Hindus go on a pilgrimage to Varanasi in India.
- ✓ Christians can go on a pilgrimage to the Holy Land.
- ✓ The Holy Land is where Christians believe Jesus was born, lived and died.
- ✓ Some people feel very special after they have been on a pilgrimage.
- ✓ Some people who are not religious might visit a place like Stonehenge because it is a mysterious place.
- ✓ Lourdes is another place Christians may go to visit to feel closer to God.

Practical Tasks:

- Consider why people go on pilgrimages.
- Find out about pilgrimages and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys.
- Consider a journey to a spiritual place that is taken by people who are spiritual, but not religious – e.g. to Stonehenge, to a wonderful place in the world of nature, to a place associated with their family history.
- Explain how similar or different is this to a pilgrimage? What are the key differences between pilgrims and tourists?
- Write creatively and thoughtfully some prayers suited to particular occasions and communities (B3).
- Pupils create works of art reflecting on their work on pilgrimage, symbol and religious expression (C1).
- write thoughtfully about a place on earth where they would like to travel not as a tourist or just for fun, but hoping to find spiritual strength or enlightenment, connecting their ideas to pilgrimages they have studied (C1).

Key Vocabulary:

Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values, Hajj, Mecca, Varanasi, Holy Land

Cross-Curricular Links:

English – Mind mapping, paragraph writing, comprehension skills.
Art – labelled, detailed drawing of a place of worship
Music – music from a variety of cultures in background

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Unit 4.3 – Theme - Spiritual expression: What can we learn about Christianity through music and worship?

Religions - Christianity and also the idea of being 'spiritual but non-religious'

Objectives:

- Be able to describe beliefs and practice about worship with music in Christianity
- Be able to show that they understand how and why Christians use music to express beliefs about God and devotion to God
- Be able to consider varied answers to questions about why music matters in human life and in religious life
- Be able to express reasons why particular pieces of music are spiritual for them
- Be able to apply the idea of spirituality for themselves
- Be able to explain similarities and differences between examples of the music Christians use from the past and in contemporary worship

Key Factual Learning:

- ✓ Psalms are Hymns that Christians listen to and sing to worship.
- ✓ Psalms are found in the bible and are numbered.
- ✓ Psalms help Christians to understand how to worship God.
- ✓ Psalms are like poems that have been turned into songs.
- ✓ Songs towards Christmas are called hymns.
- ✓ All things Bright and Beautiful is a hymn that teaches us to look after God's world.
- ✓ Peace Like A River is a song that brings calmness and peace.
- ✓ Love, joy, and peace are important feelings for Christians
- ✓ God's world is also our world.
- ✓ This type of music helps people because it can help you feel calm.
- ✓ Hymns and Psalms help Christians feel closer to God
- ✓ Some Hymns and Psalms have come from parts of The Bible.

Practical Tasks:

- Listen to and consider spiritual music in ways that enable them to discuss the meanings of the music and consider the meanings of words used in musical worship.
- Linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns (e.g. All things Bright and Beautiful, Peace Like A River, Oh Little Town of Bethlehem), contemporary worship music and Christian songs for children. (A2)
- describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music? (A3)
- express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, peaceful, joyful or perhaps worshipful or close to God.
- consider the question: what pieces of music are spiritual or inspiring for me? If they chose a playlist called 'spiritual' from Spotify or Tik-tok, what pieces of music would they include and why?

Key Vocabulary:

Religion, Christian, spiritual, worship, devotion, belief, self-expression, psalm, hymn

Cross-Curricular Links:

Music – Christian Psalms and Hymns

Unit 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?

Religion: Hinduism

Objectives:

- Be able to describe Hindu beliefs about the gods and goddesses
- Show that they understand what happens at Hindu worship in the home or the mandir
- Be able to respond with thoughtful ideas of their own to the ways Hindus celebrate
- Be able to explain similarities and differences between two Hindu festivals
- Be able to explain similarities and differences between a 'big day' they celebrate and Hindu festivities

Key Factual Learning:

- ✓ Hindus believe in one God with many faces.
- ✓ Hindus believe God can be male or female.
- ✓ Hindu Gods and Goddesses can be partly human and partly animal.
- ✓ Hindu Gods are like this to teach believers to look after animals as well as people.
- ✓ There are 3 main Hindu Gods. They are called Brahman, Vishnu and Shiva.
- ✓ There are lots of other Gods and Goddesses.
- ✓ Deity means a god or goddess.
- ✓ A murti is a statue of a God or Goddess.
- ✓ The Aum symbol is the symbol for Hinduism
- ✓ Hindus believe the Aum symbol was the first sound ever made
- ✓ Hindus worship in a special building called a Mandir.
- ✓ Hindus can also worship at home if they want to. Most Hindus have a special place to worship at home called a shrine. Hindus have special artefacts they put in their shrine.
- ✓ Holi and Diwali are two main Hindu festivals.
- ✓ Diwali is the Hindu festival of light. Rama and Sita are the main 2 characters in Diwali.
- ✓ Diwali is the story of how Sita is rescued by Rama from the evil demon Ravanna. Diwali celebrates the victory of Good over Evil.
- ✓ Holi usually takes place in Springtime and is the celebration of Spring arriving.
- ✓ Hindus use coloured paint and powder in Holi. This is different to how Diwali is celebrated.
- ✓ The story of Holi is about good versus evil. This is similar to Diwali
- ✓ Special food is used in both festivals and houses are decorated in both festivals. Singing and dancing are part of both festivals and fireworks are used in both festivals.

Practical Tasks:

- Enquire into Hindu worship, festivals and celebrations
- Explore the idea of murtis, images of the gods and goddesses and the ultimate beliefs they foster, including Brahman (A3)
- describe and understand links between Hindu stories and celebrations, examining the Diwali stories, for example, and at least one other festival, (Holi), and the characters and meanings of the stories (A2)
- investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, patience and devotion are to be explored in relation to the stories told at festivals and about the gods and goddesses (B1)
- make connections to their own lives and celebrations. This could include non-religious festivals such as New Year or Comic Relief Day (C3)
- write thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the 'big days of the year' – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions?

Key Vocabulary:

Religion, Hindu, murtis, gods and goddesses, deity, Brahman, Vishnu, Shiva, Mandir, Diwali, Rama, Sita, Ravanna, Holi festivals, the Aum symbol, community, commitment, values

Cross-Curricular Links:

English – reading, paragraph/ descriptive writing, English targets applied in writing
 Art – Diwali patterns
 Maths - Symmetry (Diwali patterns)
 Music - (background sitar music)

Unit 4.5 (Additional School-Designed Unit) – Buddhism: Who was the Buddha and how did Buddhism begin?

Religions: Buddhism

Objectives:

- Know and understand the traditions behind St George's Day (stand-alone lesson covered this term)
- Understand who the Buddha was & how Buddhism began
- Know the key beliefs behind the eight-fold path
- Understand how the festival of Wesak is celebrated. (Varies each year depending on the lunar calendar)
- Understand the Buddhist belief of impermanence & write a narrative of my own personal experiences of change. (Link with SEAL – Changes)
- Understand and create Buddhist prayer flags (if time allows)

Key Factual Learning:

- ✓ St George is the patron Saint of England. St George was a well-known English saint, who is known for helping ordinary people. St George's Day is celebrated on 23rd April each year.
- ✓ The eight- spoked wheel is the symbol for Buddhism, recognised around the world.
- ✓ Buddhism began in India hundreds of years ago.
- ✓ Buddhists believe in the teachings of Prince Siddhartha Gautama, an Indian Prince.
- ✓ Prince Siddhartha is known as the Buddha.
- ✓ Buddha means a wise person, or a teacher.
- ✓ The Buddha sat under a special tree called the Bodhi tree
- ✓ This tree is not found here as it can only grow in hot countries
- ✓ Buddhist regard this as a special tree because the Buddha sat under it to meditate
- ✓ Meditate means sitting still and thinking deeply about things
- ✓ The Buddha saw four sights which he had never seen before when he left the palace grounds - a poor man, a sick man, an old man, and a dying man. These four sights changed how he saw life.
- ✓ The Buddha taught that people should be kind to one another.
- ✓ Wesak is a festival celebrating the birth, enlightenment & death of the Buddha.
- ✓ The Buddhist belief of impermanence is that nothing stays the same in life.
- ✓ Buddhists believe the wind carries the prayers of people, to those it is for, around the world.

Practical Tasks:

- ✓ Retell the story of St George & the dragon, using cut out, mixed up pics to help tell the story or flashcards.
 - ✓ Read story of the Buddha from the Big Book or on IWB. Talk about key points of the story, as a class.
 - ✓ Recount the story of his life, own sentences & illustrate. Use Buddha pics sheet to help.
 - ✓ Discuss what the four things were the Buddha saw, & the impact it had on him.
 - ✓ Explore the symbol of the Eight-Fold Path. Go through what each spoke stands for.
- 
- ✓ Suggest a real-life example of how each instance could be achieved in real life.
 - ✓ Describe the different ways Wesak is celebrated & illustrate.
 - ✓ Design a prayer flag, with a prayer for someone else.

Key Vocabulary:

St George, England.
Buddha, Buddhism, believers, peace, India, Prince, Palace, King, Queen, Belief, Followers, Bodhi tree, Wesak, Prince Siddhartha Gautama, meditate

Cross-Curricular Links:

English- paragraph writing, story retell
Link with SEAL/ PSHE – Changes
Art/Mindfulness – Meditation, prayer flag
Music – Buddhist chants, reflective music on YouTube

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Unit 4.6 (Additional School-Designed Unit) – Creation Stories: Who made the world and how?

Religions: Christianity, Hinduism, Non-religious views

Objectives:

- Know the Creation story according to Christians
- Know the Creation story according to Hindus
- Know the Creation story according to scientists
- Be able to compare similarities and differences between the Christian and one other creation stories

Key Factual Learning:

- ✓ Christians believe that God created the world in seven days.
- ✓ Christians believe God rested on the 7th day.
- ✓ The 7th day is Sunday.
- ✓ Christians believe God created the first man and woman called Adam and Eve
- ✓ The bible says Adam and Eve lived in the Garden of Eden
- ✓ The Garden of Eden which is a type of paradise
- ✓ Hindus believe that Brahman created the world from different parts of his body.
- ✓ Hindus believe that Vishnu and Shiva also created the world to help Brahman.
- ✓ In the Hindu story there is a demon who tried to destroy the world Brahman created
- ✓ Shiva fought the demon and destroyed him
- ✓ Scientists believe that the world was created from an explosion in space millions of years ago.
- ✓ A non-religious person might believe in the scientific version of how the world was made.
- ✓ People like to communicate with God in prayer for many reasons.

Practical Tasks:

- Read the Christian story of Creation.
- Watch video/read story from book about the Hindu belief.
- Compare & contrast with the Christian story -similarities/differences.
- Write a description of what part of the world was made each day.
- Reflect in a piece of artwork the details of the story & also their deeper thinking about the key concept. This can be a poster, collage, clay, paint, booklet or any other form of expression suitable.
- Write about key points of Hindu story, or as a sequence of 6 pics (LAPS).
- Cut out pic of Lord Brahma & write own sentence about the story, or thought bubbles around the picture (LAPS).
- Create a fairly detailed account of the story using their notes to help them. Could make a story booklet using template provided.
- Discuss the good/evil aspects of the story, & similarities/differences with other stories (Christianity in particular).
- Illustrate how God might have created the world, and think about how people on Earth might communicate with Him/Her – see Spirited Poetry from RE Today and NATRE (Do this if time permits).

Key Vocabulary:

God, Creation, seven days,
Brahma, Shiva, demon, world, Adam, Eve, paradise, Garden of Eden

Cross-Curricular Links:

English – paragraph writing, story retell, labelling, mind mapping.

Art – Creation posters, illustrations on written work

Music – Music & lyrics that can be used – Louis Armstrong - "It's a Wonderful World" / Charity single – "We are the world". Any others that fit the theme of creation & a beautiful world.

Mindfulness – looking after our world and ourselves, respect for the world and others.

Unit 6.1 Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life?

Religions: Various

Objectives:

- Understand what makes a text sacred
- Be able to explain the impact of beliefs about sacred writings, God and values
- Be able to explain two viewpoints about why people need wise words to follow
- Be able to consider varied answers to questions about the value of holy writings and other sources of wisdom
- Be able to explain with reasons why Sikhs, Christians and Muslims revere their holy texts
- Be able to explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices
- Be able to apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them
- Be able to explain similarities between holy books or writings from two different religions

Key Factual Learning:

- ✓ Sacred means connected with God or dedicated to a religious purpose. Sacred things are revered, or treated with respect, by members of the religion. A sacred item is considered to be important and so should not be interfered with or changed.
- ✓ Each of the major religions has its own sacred text. These are The Bible (Christianity), The Torah and Shema (Judaism), The Qur'an and Hadith (Islam), The Bhavagad-Gita (Hinduism), The Tripitaka (Buddhism) and The Guru Granth Sahib (Sikhism).
- ✓ Christians believe that The Bible is God's word. For Christians, The Bible contains guidance and wisdom, and everything they need to know about salvation and being right with God.
- ✓ The Shema is one of the most important Jewish prayers. It is one of the first prayers learnt by Jewish children. It is said three times every day by Jewish people. It is included in nearly every service at the Synagogue. The prayer is written in Hebrew. The word Shema means to hear or listen.
- ✓ A key teaching from the Shema is that there is only one God. The Shema says that God demands love from Jews. It also says that Jews should follow his instructions and allow this love to be seen.
- ✓ The Qur'an is the Islamic Holy book. Muslims believe it is the direct word of Allah. Allah is the Arabic word for God.
- ✓ The Qur'an The Qur'an teaches Muslims how to worship God. It teaches Muslims how to live good lives. It teaches Muslims how to treat other people.
- ✓ The Guru Granth Sahib is the Sikh holy book. It was written by Guru Nanak (the founder of Sikhism). It is written in Punjabi. The Guru Granth Sahib is treated with the same respect as a person. The book sits on a special platform either in homes or in the gurdwara (Sikh place of worship).
- ✓ The Guru Granth Sahib is used to guide the everyday thoughts and actions within a Sikh family.
- ✓ Mo Farah is a devout Muslim who follows the teachings of the Qur'an. The Qur'an teaches that you must work hard for whatever you do to, and this has inspired Farah to work hard in his training and become successful.
- ✓ Monty Panesar is the first Sikh to play cricket for England. His religion is very important to him and teaches him to work hard, persevere and help others around him.
- ✓ Morality is the belief that some behaviour is right and good, and some behaviour is wrong and harmful. To act morally means to behave in a way that you and people in general believe is right, honest or acceptable.
- ✓ The Ten Commandments is an important text for Jewish people as they tell people how to act morally. The Ten Commandments explain how Jews should act when dealing with other people, and they help Jews to live as a community in a way that God finds acceptable. The first four of the Ten Commandments are the most important.
- ✓ In Buddhism, The Five Precepts are equivalent to a code of conduct or set of rules to follow. They were written to help people act morally in their day to day lives and to help you reach enlightenment, which is the main aim of Buddhist teaching.

Practical Tasks:

- Use artefacts, video or photos to describe how religious people use sacred texts such as Guru Granth Sahib, Torah and Shema, Bible or Qur'an in their worship, for private study, memorization and for guidance (A1).
- Explain similarities and differences between the texts they have studied: do the religions teach similar things? (B3).
- Suggest a list of reasons why the sacred texts of religions have lasted so long and are often best sellers (A2).
- Consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities (B3).
- Explain two examples of people from the religions studied who use sacred texts: these could be local or famous people (A2).
- Consider moral codes, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C2).
- Discuss thoughtfully where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'? (C1).
- Apply ideas such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words (C2).
- Write an account of the value and importance of all the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them (A3).

Key Vocabulary:

Religion, sacred text, Guru Granth Sahib, Qur'an, Allah, Torah, Shema, Bible, moral codes, Ten Commandments, Buddhist Precepts, sources of wisdom

Cross-Curricular Links:

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?

Religions: Various

Objectives:

- Understand the concept of Freedom
- Understand there are different concepts of Justice
- Be able to identify Human Rights related to justice and freedom
- Know and understand what different religions teach about caring for the environment
- Know and understand what Islam teaches about charity
- Know and understand what Christianity teaches about charity
- Be able to explain similarities and differences between two global aid charities
- Be able to explain the impact of beliefs on how people respond to charity
- Be able to explain thoughtfully their own ideas about the work of some global development charities

Key Factual Learning:

- ✓ Freedom can be thought of as being able to do whatever you want, being able to do whatever you think is right, not being imprisoned or enslaved, or being free from suffering. Different religions have different concepts of what 'Freedom' means.
- ✓ Justice is defined as behaving and treating people fairly (equally and without discrimination or favouritism) and reasonably (based on good sense, logical and appropriate).
- ✓ Human rights are rights and freedoms which are believed to belong to every human being. The 'Universal Declaration of Human Rights' is an international document that was agreed by the [United Nations](#) in 1948.
- ✓ All of the major religions strongly believe that looking after the environment and living in harmony with nature is important.
- ✓ Ahimsa is the Hindu principle of non-violence towards all living things.
- ✓ Zakat is the compulsory giving to charity in Islam. It is one of the '5 Pillars of Islam' (key duties that all Muslims should carry out if they are able to).
- ✓ Ummah is the term used by Muslims for the entire worldwide community of Islam. This term means that all Muslims, regardless of where they live in the world, are all members of a worldwide faith together.
- ✓ Christians believe that charity is a morally good action, and The Bible makes many references to giving to charity, including the Parable of the Sheep and the Goats, which tells how people who do good deeds and act kindly towards others will be rewarded by God.
- ✓ Agape is a term within Christianity that means unconditional and enduring love. It goes beyond just emotions to the extent of seeking the best for others.
- ✓ Islamic Relief is an international Muslim charity. Islamic Relief's key areas of work are humanitarian relief, disaster preparedness, and supporting programmes to develop healthcare, education, water, sanitation and hygiene.
- ✓ Muslim Hands is an international charity that was established in Nottingham. It helps people in over 50 countries worldwide who have been affected by natural disasters, conflict and poverty.
- ✓ Christian Aid is a British charity that works to end poverty and provide disaster relief in South America, the Caribbean, Africa and Asia. Most of its money is raised through donations.
- ✓ Save the Children is a non-religious charity that was set up in the UK in 1919. It works to improve the lives of children through better education and health care, as well as providing emergency first aid in natural disasters and war.

Practical Tasks:

- Discuss definitions of Freedom and how different religions interpret the concept of Freedom. Order different religious statements about freedom under the four main definitions given.
- Discuss the concept and definition of justice, and what being fair and reasonable means. Read the story of Exodus and answer questions about where justice was and wasn't done in the story, who behaved in a just way and who did not.
- Further examine the concept of justice within the Judeo-Christian story 'The Judgement of King Solomon' and the Sikh story 'Holy Cakes'. Discuss and answer questions about who was behaving unjustly and how, and whether this was due to them being unfair, unreasonable, or both.
- Discuss Human Rights and read through the articles from the Universal Declaration of Human Rights as a class. Consider whether each Human Right is a right about freedom, or a right about justice and sort into a Venn diagram.
- Discover the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures. Read and research information and answer comprehension questions. (A1).
- Learn about Zakat and Muslim attitudes to charity. Read information and complete activity sheet.
- Learn about Agape and Christian attitudes to charity. Read the Parable of the Sheep and the Goats and answer comprehension questions.
- Consider and explain similarities and differences between the work of different charities such as Islamic Relief, Muslim Hands, Christian Aid and Save the Children.
- Write a paragraph explaining the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3).
- Write an extended response to the question: *should religious people do more to help the poor, or is it everyone's task?* Apply what they have learned throughout the unit about freedom, justice, human rights, the environment, Islamic and Christian views of charity and the work done by various charitable organisations and refer to all of this in their answer (C3).

Key Vocabulary:

Freedom, Justice, fair/unfair, reasonable, unreasonable, human rights, environment, responsibility, charity, ahimsa, ummah, zakat, agape, Islamic Relief, Muslim Hands, Christian Aid, Save the Children

Cross-Curricular Links:

Unit 6.4 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture?

Religions: examples from Islam, Hinduism and Christianity

Objectives:

- Be able to explain beliefs about the value of sacred space and holy buildings to believers in at least two religions
- Be able to show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty
- Be able to explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion
- Be able to clearly express reasons why some religious people believe that worship makes them more charitable
- Be able to apply the ideas of worship and service to the key question in the unit
- Be able to explain what matters in different religions about worship and about generosity or charity

Key Factual Learning:

- ✓ Architecture is the art or practice of designing and constructing buildings to suit a purpose. Religious architecture is the design and construction of religious buildings in particular.
- ✓ Most religious buildings are built especially and show some unusual architecture. Most religious buildings have some beautiful features built into them
- ✓ These buildings can make people feel very close to God by the atmosphere they create, and can make people feel calm and peaceful.
- ✓ Southwell Minster is a large church in Nottinghamshire. It is so large that it is known as a cathedral.
- ✓ A cathedral is a much larger place of worship than a church and is run by a bishop. The bishop usually lives on the cathedral grounds.
- ✓ A church is run by a group of clergymen or priests. Bulwell St Mary's is our local church.
- ✓ All churches are built in the shape of a cross.
- ✓ Most churches have stained glass windows that often tell of stories from The Bible. These pictures helped believers who were unable to read, to understand the stories and teachings of Jesus.
- ✓ A Mandir is a place of worship for Hindus. Mandirs typically have the shrine, where the murti are kept. The shrine is the central and most important part of a Mandir. There is often a tower, which signifies the presence of the murti.
- ✓ Some community Mandirs are dedicated to a particular Hindu god or goddess, whose murti takes pride of place and is the main focus of worship.
- ✓ A Mosque is a place of worship for Muslims. Mosques are very decorated inside. Mosques are built from stone or brick in the form of a square.
- ✓ The minaret is a tower where the priest says a prayer called the Adan.
- ✓ Mosques usually have 4 towers around the square they are built on, one for each corner.
- ✓ Hanging lamps are another important feature of mosque decoration. Light is an essential feature for mosques, since the first and last daily prayers occur before the sun rises and after the sun sets.
- ✓ Inside a Mosque there is a main hall where Muslims pray. Above this main hall is a domed roof. This is often covered in gold like the Mosque in Jerusalem.
- ✓ Muslims use prayer mats to pray on. Muslims pray 5 times every day

Practical Tasks:

- Describe some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples (A2).
- Understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives (A2).
- Explore examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion for themselves, responding with increasing discernment (B2).
- Apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why? (C1).
- Apply ideas such as spirituality, charity, 'the glory of God', compassion for themselves to a question such as: do we need religious buildings to hear God's word about poverty? (C3).

Key Vocabulary:

Religion, Muslim, Hindu, Christian, spiritual, place of worship, devotion, community, commitment, values, compassion, Jerusalem

Cross-Curricular Links: