



Brookside School - Curriculum Overview - RE

Links to The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2021 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>We're Special - Caring, Belonging MULTI-FAITH Why do people care about others? This unit enables the pupils to develop their understanding of being part of a family and community, and the associated feelings of being cared for, being safe and belonging.</p> <p>B1 B2 C1 C2</p>	<p>Special Times - Celebrations MULTI-FAITH What is a celebration? This unit enables children to investigate five festivals - Harvest, Sukkot, Diwali, Eid and Christmas. The children's birthdays initiate an exploration of the story of Jesus' birth, Christmas celebrations both in and out of the church and the reason why Christians celebrate Christmas.</p> <p>A1 A2 A3 B3</p>	<p>A Special Time and Place - Easter and At Church CHRISTIANITY What happened to Jesus at Easter? This unit explores the Last Supper and Palm Sunday before looking at Good Friday and Easter Sunday. What happens in a Church? This unit explores what a church is and allows children to ask and answer questions by visiting a church.</p> <p>A1 A2 A3</p>		<p>Jesus' Miracles and Stories - A Special Person CHRISTIANITY What makes Jesus special? This unit enables children to develop their understanding of Jesus and some of his miracles. The unit explores thankfulness and aspects of friendships, including helping and caring.</p> <p>A2 C2 C3</p>	

<p>Year 1/2 Cycle A</p>	<p>Belonging (inc. Visiting a Church) MULTI-FAITH What does it mean to belong? This unit enables children to investigate the concept of belonging in their community and in the Christian community.</p> <p>A3 B1 B2 C1</p>	<p>Celebrations - Diwali and Christmas CHRISTIANITY & HINDUISM Who celebrates Diwali and Christmas? Why? This unit begins by focussing on showing respect for others' beliefs before investigating the Hindu people and their celebration of Diwali and the Christian people and their celebration of Christmas.</p> <p>A1 A3 B3</p>	<p>Easter CHRISTIANITY Why do we celebrate Easter? This unit explores Palm Sunday, Jesus' crucifixion and resurrection followed by how Christians celebrate Easter in the community and in church.</p> <p>A1 A2 A3</p>	<p>Jesus - His Miracles and Stories, Friends and Followers CHRISTIANITY What can we learn from Jesus' stories? This unit allows children to investigate thankfulness, overcoming fears, asking for help and exploring ways of contributing to good relationships.</p> <p>A2 C1 C2 C3</p>
<p>Year 1/2 Cycle B</p>	<p>Muslim Families ISLAM What is life like in a Muslim family? This unit enables children to explore Muslim family life, including their clothes, holy book and place of worship, and things of value in their lives.</p> <p>A1 B1 B2 B3 C1</p>	<p>Celebrations - Eid and Christmas CHRISTIANITY & ISLAM Who celebrates Eid and Christmas? Why? This unit focusses on showing respect for others. It explores the Muslim festival, Eid, and Christmas before investigating similarities and differences to their own celebrations.</p> <p>A1 A3 B1 B2</p>	<p>The Torah, Jewish stories and celebrations JUDAISM What can we learn from Jewish stories and the Torah? This unit enables children to consider the importance of the Torah and its stories to Jewish people. It focusses on Moses and the 10 commandments and Joseph and his multicoloured coat before exploring children's own values.</p> <p>A2 B1 B3 C1 C3</p>	<p>From Creation to Shabbat (inc. Visiting a Synagogue) JUDAISM What do Jewish people believe about God, creation, humanity and the natural world? The unit enables children to develop an understanding of aspects of some important beliefs of Jewish people, some important Jewish characters who listened to God, and an appreciation for the beautiful world around them.</p> <p>A1 A2 B3</p>

<p>Year 3/4 Cycle A</p>	<p>Light and Dark CHRISTIANITY & HINDUISM How is light used symbolically in Christianity and Hinduism? After introducing light in a variety of ways in everyday life, this unit enables children to explore the symbolism of light in both the Christian and Hindu religions. A1 A3 B3</p>	<p>Brave People in the Bible/ Visiting and Reviewing a local church CHRISTIANITY Why are Bible stories important to Christians? This unit enables pupils to investigate various important men and women in the Old Testament in the Bible. What makes a church important to Christians? This unit enables the pupils to investigate a church in the locality in order to review it for a new family coming into the community. A1 A2 B2 C3</p>	<p>Easter CHRISTIANITY What happened to Jesus during the last week of his life? Why? This unit explores the Easter story (Palm Sunday, The Last Supper, Jesus' trial and crucifixion, Jesus' resurrection and appearances). A1 A2 C1</p>	<p>Hindu Family Celebrations/ Worship HINDUISM What celebrations and festivals do Hindus have? This unit enables children to develop their understanding of Hindus and various family celebrations. The focus is on the pupils exploring Holi, Raksha Bandhan, Janmashtami (Krishna's birthday) and Hindu Weddings. What do Hindus believe about God and how do they worship God? This unit enables children to investigate 4 main areas:- general introduction to Hinduism, who Hindus worship, how they worship and where they worship. A1 B1 B2 B3 C2</p>
<p>Year 3/4 Cycle B</p>	<p>The Old Testament CHRISTIANITY & JUDAISM Who was important in the Old Testament? This unit enables children to recall and investigate some important men and women in the Old Testament of the Bible. A2 B1 B3</p>	<p>Detectives - Investigating Jesus/Christmas CHRISTIANITY Who is Jesus? Through a dramatic introduction, the children are invited to be detectives investigating the question 'Who is Jesus?' What is the significance of light in the Christmas story? This unit allows children to explore the Christmas story, how it is celebrated and the significance of light during the celebration. A1 A2 A3</p>	<p>Jewish Celebrations and Family Life JUDAISM What is the significance of artefacts used in Jewish homes? This unit enables children to recall and be introduced to more Jewish artefacts, for instance the mezuzah and tallit, and to investigate their importance in the homes of Jewish families. A3 B1 B2</p>	<p>Muhammad*, Mosques, Caring and Praying ISLAM Who are Muslims and who do they pray to? This unit is an introduction to Islam and enables children to investigate the Muslim people, their relationship with Allah (God), Muhammad and some of his stories. Look at where Muslims pray and the characteristics and symbolism of this. A discussion about caring relationships introduces the children to an exploration of how people from different faiths believe God cares for them and how they talk and listen to God through prayer. A1 A2 B1 C1 C2</p>

<p>Year 5/6 Cycle A</p>	<p>Exploring the Old Testament CHRISTIANITY & JUDAISM Why is the Old Testament so important? This unit enables children to explore the Old Testament through enquiry, asking the questions, who, what, where, how, when.</p> <p>A2 C1 C3</p>	<p>Christmas CHRISTIANITY & JUDAISM Why was the Jewish community waiting for a Messiah? This unit explores the events leading up to the birth of Jesus and why the Jewish people were waiting for a messiah.</p> <p>A2 A3 B3</p>	<p>Exploring Muslim Beliefs, Families and Celebrations ISLAM What do Muslims believe and how does this impact family life? This unit enables children to explore some important aspects of Muslim beliefs. The focus is on developing the children's understanding of the Qur'an and its revelation, Allah, and the 5 Pillars of Islam, including Ramadan and Eid ul- Fitr and how these impact upon family life, such as Halal, clothes, weddings and birth rites.</p> <p>A1 A2 A3 B1 B2</p>	<p>What's Important; Exploring values MULTI-FAITH What are good and bad choices and how do they reflect people's values? This unit enables children to identify and explore values that are important to them.</p> <p>A3 C1 C2 C3</p>	<p>Making a Difference CHRISTIANITY & ISLAM What is being done to help people in poverty? This unit enables pupils to raise ideas about what they think are problems in the world. In particular, they explore poverty, the lives of some children in the world, and some recent campaigns to overcome poverty.</p> <p>B2 C1 C2 C3</p>
<p>Year 5/6 Cycle B</p>	<p>Investigating Religions and Harmony, Near and Far MULTI-FAITH Which religions are present in my town? This unit provides breadth and balance as it refers to all of the 6 principal religions in the UK, alongside the studies in depth of 2 of these religions (Hinduism and Sikhism)</p> <p>A1 B1 B3 C1 C2</p>	<p>Exploring the New Testament CHRISTIANITY What is the New Testament and how do Christians use Jesus' teachings? This unit enables children to investigate the 4 parts of the New Testament: the Gospels, Acts, Letters, and Revelation.</p> <p>A1 A2 A3</p>	<p>Expressing Faith through the Arts CHRISTIANITY & HINDUISM How are the arts used to express worship? This unit enables pupils to investigate the ways in which different faith groups express their faith and spiritual ideas through the arts.</p> <p>A1 A3 B1 C1</p>	<p>Easter CHRISTIANITY Why did Judas betray Jesus and what lead to Jesus' arrest? This unit explores the betrayal of Judas, Jesus' arrest and how this has impacted Christians today.</p> <p>B2 A3 C3</p>	<p>Pilgrimages and journey through life MULTI-FAITH What are pilgrimages? How do different religions help people on their journey through life? This unit enables pupils to explore pilgrimages in 5 major religions, Judaism, Hinduism, Sikhism, Christianity and Islam. It also allows the pupils to explore possibilities for their own journeys through life and think about their hopes for the future.</p> <p>A1 B1 B3 C1</p>

Key Stage 1 RE

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

The aim of RE is expressed in age appropriate outcomes for most 7 year olds.

Specifically pupils should be taught to:

Know about and understand religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills for learning from religions and worldviews
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Stage 2 RE

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews³, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The aim of RE is expressed in age appropriate outcomes for most pupils at age 11

Specifically, pupils should be taught to:

Know about and understand religions and worldviews	Express ideas and insights into the significance of religion and worldviews	Gain and deploy skills for engaging with religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.