

Religious Education Curriculum

Newstead Primary School RELIGIOUS EDUCATION Cycle A

IMPLEMENTATION

	The 'Religious Education For All 2021-2026' is the agreed syllabus for RE in Nottinghamshire and is used to implement Religious Education.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Unit 1.2 Myself How do we show we care for others? Why does it matter?	Unit 1.2 Myself How do we show we care for others? Why does it matter?	Unit 1.1 Celebrations and festivals: Who celebrates what and why?	Unit 1.1 Celebrations and festivals: Who celebrates what and why?	Unit 1.3 Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?	Unit 1.4 Symbols In what ways are churches/synagogues important to believers?
Year 3/4	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?	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?	Unit 3.2 Religion, family and community: Prayer How do religious families and communities practice their faith?	Unit 3.2 Religion, family and community: Prayer How do religious families and communities practice their faith?	Unit 3.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Nottinghamshire.	Unit 3.4 Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions?
Year 4/5	Unit 5.1 Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world?	Unit 5.1 Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world?	Unit 5.3 Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives?	Unit 5.2 Religion and the individual: What is expected of a person in following a religion or belief?	Unit 5.4 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?	Unit 5.4 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?
Year 6	Unit 6.1 Teachings, wisdom and authority:	Unit 6.2 Religion, worldviews, family and community:	Unit 6.2 Religion, worldviews, family and community:	Unit 6.3 Beliefs in action in the world:	Unit 6.4 Beliefs in action in the world:	Unit 6.4 Beliefs in action in the world:

	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?	What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?
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RE Curriculum

Newstead Primary School RELIGIOUS EDUCATION Cycle B

IMPLEMENTATION

The 'Religious Education For All 2021-2026' is the agreed syllabus for RE in Nottinghamshire and is used to implement Religious Education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Unit 2.1 Christian and Jewish Leaders What makes some people inspiring to others?	Unit 2.1 Christian and Jewish Leaders What makes some people inspiring to others?	Unit 2.2 Believing: What do Jewish people believe about God, creation, humanity, and the natural world?	Unit 2.2 Believing: What are some ways Jewish people show their beliefs and how they belong?	Unit 2.3 What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?	Unit 2.4 Jewish and Christian Stories: How and why some stories are important in religion? What can we learn from them and from the Torah?
Year 3/4	Unit 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?	Unit 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?	Unit 4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?	Unit 4.3 Spiritual expression: Christianity, music and worship: what can we learn?	Unit 4.4 Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	Unit 4.4 Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?
Year 4/5	Unit 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?	Unit 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?	Unit 4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?	Unit 4.3 Spiritual expression: Christianity, music and worship: what can we learn?	Unit 4.4 Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	Unit 4.4 Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?
Year 6	Unit 6.1 Teachings, wisdom and authority:	Unit 6.2 Religion, worldviews, family and community:	Unit 6.2 Religion, worldviews, family and community:	Unit 6.3 Beliefs in action in the world:	Unit 6.4 Beliefs in action in the world:	Unit 6.4 Beliefs in action in the world:

	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?	What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?
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