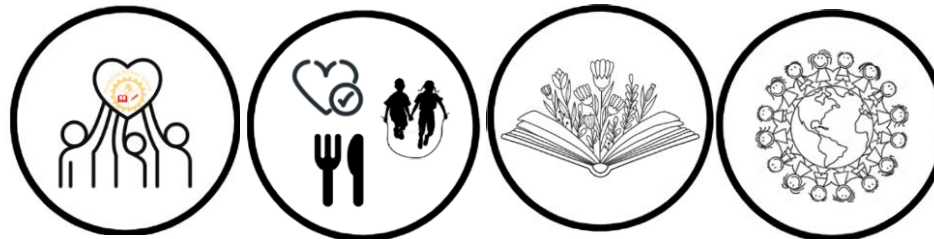


Progression Map

RE





3 I's: Intent, Implementation, Impact

Intent

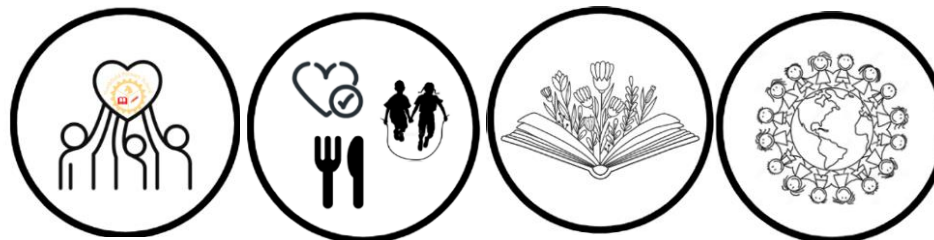
Our RE curriculum INTENT

"RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Teaching should equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and worldviews. Pupils should learn how to study religions and worldviews systematically, making progress by reflecting on the impact of religions and worldviews on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. They learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life."

(From Religious Education for All, The Agreed Syllabus for RE in Nottingham City and Nottinghamshire, 2021- 2026)

Northfield intends that our RE provision enables pupils to become:

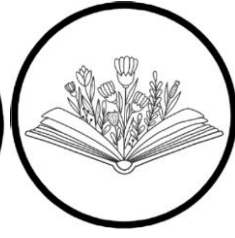
- ❖ **successful learners** who enjoy learning about religious and non-religious worldviews, make progress and achieve well.
- ❖ **knowledgeable, confident individuals** who are able to live safe, healthy and fulfilling lives.
- ❖ **responsible citizens** who make a positive contribution to society and can respect the rights of others to have different worldviews and ways of life.



Implementation

- As a school, the Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children to have an 'Understanding of the World; people and communities, the world and technology' by the end of the foundation stage. In F2, the Nottinghamshire Agreed Syllabus is incorporated into the 'Development Matters' guidance. From F2 to Year 6 we follow the Nottinghamshire Agreed Syllabus for RE, RE for All, (2021-2026), and our progression plan document for RE. This ensures that key knowledge is taught across all year groups.
- RE is taught in planned topic blocks either termly or half-termly so that pupils can achieve depth in their learning. Lessons, which are planned around these topics, are sequential and build on prior knowledge. Each topic has an overarching question – many of the questions were designed to create curiosity for children and ones that matter and / or link to our community.
- As with all teaching and learning at Northfield Primary, RE lessons will take into consideration the needs of all pupils including the disadvantaged pupils, SEND pupils and EAL pupils.
- Themes and concepts are revisited frequently, including using retrieval tasks, as we want our learners to make strong learning links within the RE curriculum and beyond.
- Key knowledge and vocabulary are evident in lessons, which supports pupils' acquisition of key knowledge as they develop the idea of how faiths and non-religious worldviews shape communities. Dual-coded RE vocabulary is clearly displayed in classrooms to support building pupil knowledge.
- By asking and answering "big" questions, pupils develop their own thoughts and beliefs and make sense of the world around them.
- The RE syllabus closely links with British Values; through RE pupils develop a better understanding of respect and tolerance.
- Pupil's knowledge is assessed using a 10 mark assessment; results can identify gaps in learning providing a clear picture for re-teaching to build strong RE foundations for all pupils.

Teaching will be supported with quality resources and experiences, such as visits with an RE focus alongside encouraging visitors to come into the school and talk about how faith shapes their life, their community and modern Britain.



Impact

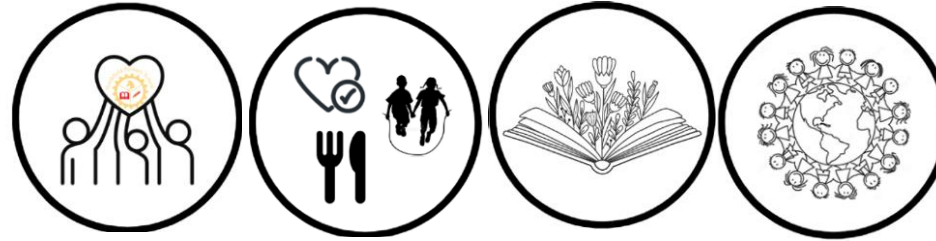
At Northfield Primary, Religious Education will be monitored by the subject leader throughout all year groups using a variety of strategies such as: book monitoring, learning walks, curriculum conversations with staff and pupil interviews. Evidence from this monitoring should indicate that...

At the end of KS1 most pupils will be able to:

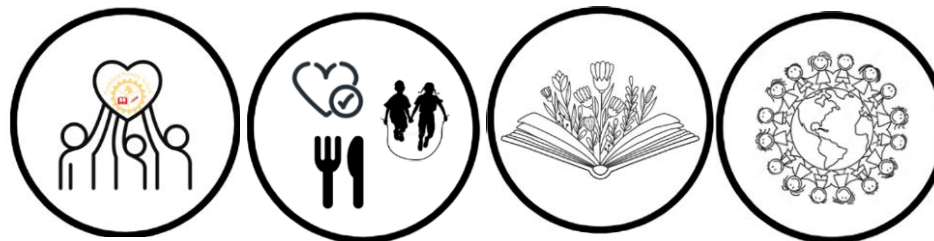
- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;
- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community can make;
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;
- Notice and respond sensitively between different religions and worldviews;
- 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;
- Find out about and respond with ideas to examples of co-operation between people who are different;
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

At the end of KS2 most pupils will be able to:

- 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;
- 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;



- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;
- 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;
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;
- 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;
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect;
- Discuss and apply 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 in response.



The National Curriculum and the Nottinghamshire Agreed Syllabus for RE

National Curriculum and the Nottinghamshire Agreed Syllabus for RE Aims	
<p>The National Curriculum states the legal requirement that: "Every state-funded school must offer a curriculum which is balanced and broadly based, and which:</p> <ul style="list-style-type: none"> • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life." <p>And: "All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online" (DfE National Curriculum Framework, July 2013, page 4).</p> <p>The aim of Religious Education in Nottingham City and Nottinghamshire is that pupils will know about and understand a range of religions and worldviews. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.</p>	
Early Years Foundation Stage	
Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.	Non-religious worldviews in RE: Many pupils come from families and communities that practice no religion. Many people reject supernatural explanations of human life. It is recommended that pupils study non-religious beliefs... These may include examples such as Humanism and the ideas of people who describe themselves as 'spiritual but not religious'.
Key Stage 1	
A minimum of two religions are to be studied. Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area.	
Key Stage 2	
A minimum of three religions are to be studied. Christianity and at least two other religions (Hinduism and Islam are recommended).	



RE Curriculum Map – Foundation 2 and Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation 2	Who are we and how do we belong? Bible story – In the Beginning. Harvest Celebration	What times are special and why? Diwali, Hanukkah, Christmas	Which stories are special and why? The Lost Sheep The Lost Son The Wise and Foolish Man The Good Samaritan Chinese/Lunar New Year	Which stories are special and why? Moses as a Baby Noah's Ark Daniel and the Fiery Furnace Daniel and the Lion's Den Easter	Which people are special and why? The Blind Man is Healed Lazarus Comes Back to Life Jesus feeds the 5,000	Which places are special and why? Look at features of a church. Visit a church.
Year 1	Celebrations and Festivals: Who celebrates what and why? Harvest; Sukkot; Diwali; Hanukkah; Christmas Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?		Celebrations and Festivals: Who celebrates what and why? Chinese New Year; Easter Myself and Caring for Others: How do we show we care for others? Why does it matter?		Celebrations and Festivals: Who celebrates what and why? St George's Day Symbols in Religious Worship and Practice: In what ways are churches and synagogues important to believers?	
Year 2	Believing: What do Jewish people believe about God, creation, humanity and the natural world? What are some ways that Jewish people show their beliefs and how they belong? The Christmas Story		Leaders: What makes some people inspiring to others? (Moses and St Peter)	Belonging: What does it mean to belong? (Christian in Notts today) The Easter Story	Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?	



RE Curriculum Map – Key Stage 2

	RE Curriculum Map – Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Beliefs and Questions: What difference does it make to be Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p>	<p>Worship and Sacred Places: Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.</p>		<p>Religion, family and community – Prayer How do religious families and communities practise their faith?</p>	<p>Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions?</p>	
Year 4	<p>Religion, family, community, worship, celebration, ways of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p>		<p>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?</p>		<p>Christianity, music and worship: what can we learn?</p>	<p>Symbols and Religious Expression: How do people express their religious and spiritual ideas on pilgrimages?</p>
Year 5	<p>Religion and the Individual; what matters to Christians: What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</p>		<p>Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives?</p>	<p>Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world?</p>	<p>Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p>	
Year 6	<p>Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?</p>	<p>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?</p>	<p>Religions in the local community: What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p>		<p>Words of Wisdom: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p>	



EYFS Progression Map RE

ELG People, Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

EYFS baseline	End of Autumn	End of Spring	End of EYFS (ELGs)	Year 1 (Agreed Syllabus for RE)
<p>I enjoy joining in with a range of family customs and routines.</p> <p>I make connections between features of my family and other families.</p> <p>I can see my new friends have similarities and differences that connect them and distinguish them from others.</p> <p>I can talk about places I have visited.</p>	<p>I can share my own experiences of family customs and routines.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can talk about where I live, what I see, places I go.</p>	<p>I understand that some places are special to members of my community.</p> <p>I can compare how I celebrate special times to that of others.</p> <p>I can listen to religious stories.</p>	<p>I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p>	<p>I can ask and respond to questions about what communities do, and why, so that I can identify what difference belonging to a community might make.</p>



	Topic	Lesson sequence	Knowledge	Skills	Key vocabulary
Year 1					
(Text in blue indicates Celebrations and Festivals study, which is taught at the corresponding time of year)					
Autumn 1 & Autumn 2	Celebrations & Festivals: Who celebrates what and why? • - Beliefs & Teachings: Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?	<ol style="list-style-type: none"> 1. To know about the festival of Rosh Hashanah 2. To recall and name religious objects (Shofar; Yom Kippur) 3. To know about the Jewish festival of Sukkot. 4. To know about Harvest Festival. 5. To ask questions about Jesus' special powers. (Jesus and the ten lepers) 6. Know the story of Jesus calms the storm. 7. To understand the festival of Bonfire night and learn who Guy Fawkes is. 8. To retell a religious story. (The Lost Coin) 9. To recall and name key figures in the stories of Jesus. (Jesus feed the 5000) To suggest a meaning in the story. 10. To suggest the hidden meaning in a story. (The Prodigal Son) 11. To understand who celebrates Hannukah and why. 12. To know the Christmas Story. 	<p>Recall facts about the Jewish festivals of Rosh Hashanah, Yom Kippur, Sukkot. Recall the story of Guy Fawkes. Know the Christmas story. Know what a harvest festival is. Know why festivals and celebrations matter to people.</p> <p>Recall stories of Jesus (Feeding the 5000, healing the ten lepers, calming the storm) Recall stories Jesus told (The Lost Coin, The Prodigal Son) Understand the 'hidden meanings' in stories Jesus told. Know that Jesus had 'special powers'. Understand the Christian belief that Jesus was God come to earth.</p>	<p>Pupils will practise the skills of suggesting a meaning in an artefact, symbol, or religious practise.</p> <p>Literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.</p>	<p>Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus</p> <p>Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God, Jesus</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1 & Spring 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Celebrations & Festivals: Who celebrates what and why? Myself & Caring for Others: How do we show we care for others? Why does it matter?</p>	<ol style="list-style-type: none"> 1. To be able to retell a story about caring simply (The lost sheep) 2. To respond to ideas about the value of caring with simple ideas of their own. 3. To infer meaning from a religious song. (Psalm 23) 4. To understand the Lunar/Chinese New Year 5. To infer meaning from a religious song. (Cross over the Road, linked to The Good Samaritan story) 6. To infer meaning from a religious song. (This little light of mine). 7. To explore ways to be kind. 8. Express ideas about caring. 9. Give examples of how people can show their values. 10. Know the Easter story – Palm Sunday and Jesus in the temple. 11. Know the story of the crucifixion (including the Last Supper) 12. Know the story of the resurrection 	<p>Recall and name the religious festivals, of Chinese New Year and Easter.</p> <p>Retell the Easter story.</p> <p>Understand who you care for.</p> <p>Understand who cares for you.</p> <p>Understand what some religious songs mean to believers.</p>	<p>Pupils will practise the skills of suggesting a meaning in an artefact, symbol, or religious practise.</p> <p>Literacy skills, simple discussion, sharing and expressing their own ideas.</p>	<p>Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus</p> <p>Religion, Christian, Jewish, humanist, synagogue, church, symbol, God</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1 & Summer 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Celebrations & Festivals: Who celebrates what and why? - Symbols in Religious Worship and Practice: Symbols: Churches and Synagogues: In what ways are churches and synagogues important to believers?</p>	<ol style="list-style-type: none"> 1. To retell the story of St George and the Dragon. 2. To know what happens in a church. 3. To learn what happens in a Christian wedding at a church. 4. To know what happens in a Jewish wedding ceremony and compare a Jewish and a Christian wedding. 5. To know what happens in a synagogue. 6. To learn about the objects in a synagogue. 7. Learn about objects inside a church. 8. Respond creatively to a religious theme (Spirited Arts) 9. Use religious knowledge to explain their artwork (Spirited Arts) 10. Express an idea of their own about why people go to holy buildings. 11. Give an example of a sacred space that is outdoors and talk about their own ideas of sacred spaces. 	<p>Recall the story of St George.</p> <p>A church is a place of worship for Christians.</p> <p>A synagogue is a place of worship for Jewish people.</p> <p>Non-religious people may find other places sacred.</p> <p>In a church you will find an altar, a font and bibles.</p> <p>In a synagogue, you will find the ark, a bimah, and Torah scrolls.</p>	<p>Pupils will practise the skills of suggesting a meaning in an artefact, symbol, or religious practise.</p> <p>Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – eg mosque, mandir – could be considered too.</p>	<p>Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus</p> <p>Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, altar, font, Bible, worship, holiness, sacred, God</p>
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	Topic	Lesson sequence	Knowledge	Skills	Key vocabulary
Year 2					
Autumn 1 & Autumn 2	What do Jewish people believe about God, creation, humanity and the natural world? What are some ways that Jewish people show their beliefs and how they belong?	<ol style="list-style-type: none"> 1. Developing an understanding of God 2. Know the creation story. 3. Know the key Jewish belief that we should look after our world. 4. Explain some key Jewish beliefs – Shabbat. 5. Explain some key Jewish beliefs – talking about G-d. 6. Develop own views about God 7. Explain some key Jewish beliefs – Jewish artefacts. 8. Explain some key Jewish beliefs – worship in a synagogue. 9. Explain some key Jewish beliefs – The Torah 10. Explain some key Jewish beliefs – Role of a Rabbi 	<p>The creation story – that the world was made in 7 days – is believed by some Jewish people.</p> <p>Shabbat is a special time in the week for Jewish families.</p> <p>A Rabbi is a Jewish leader that teaches people about God.</p> <p>Jewish people worship in a synagogue.</p> <p>Different people believe different things about God.</p>	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.	Religion Jewish Judaism synagogue symbol ark Torah bimah shabbat creation story worship holiness sacred God
Spring 1	What makes some people inspiring to others? (Moses and St Peter)	<ol style="list-style-type: none"> 1. Consider the characteristics of a great leader (Moses) 2. Give examples about what makes a good leader. 3. Describe how Moses' leadership makes a difference to people's lives. 4. Compare Moses to how non-religious leaders make a difference to our lives. 5. Retell and name key figures in a story. (St Peter, Jesus walks on water). 6. Respond to the idea that Peter was guided by God. 	<p>Moses heard God talking through the burning bush and led the Israelites to freedom, following God's instructions.</p> <p>Moses wrote down the ten commandments.</p> <p>Moses is considered a great religious leader.</p> <p>St Peter spread the beliefs of Christianity after the death of Jesus.</p> <p>The "Golden Rule" is shared among many religious and non-religious people.</p> <p>We have religious and non-religious leaders today.</p>	Thinking and discussion skills, information gathering skills.	Religion Christian Jewish Torah Bible Wise sayings Rules for living Co-operation
Spring 2	What does it mean to belong? (Christian in Notts today)	<ol style="list-style-type: none"> 1. Recount how Christians welcome babies into their community (infant baptism) 2. Retell the story of Jesus being baptized in the river Jordan. 3. Suggest some reasons why it matters to some people to belong to clubs, groups or communities. 4. Give an example of their own community life and say why it matters. 5. Express an idea of their own about belonging to God 6. Recount how an adult is welcomed into the Christian community. (adult baptism) 	<p>Baptism welcomes individuals into the Christian community.</p> <p>Some babies are baptised in a font using holy water.</p> <p>Some adults choose to be baptised.</p> <p>Jesus was baptised in the River Jordan.</p> <p>It matters to people to belong to clubs, groups or communities.</p>	Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in varied ways.	Religion Christian Church symbol Bible Golden Rule belonging worship holiness sacred



<p>Summer 1 & Summer 2</p>	<p>Jewish and Christian stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?</p>	<ol style="list-style-type: none"> 1. Recognise similarities and differences between the Torah and the Bible. 2. Order the story of Noah's Ark. 3. Ask questions about the story of Noah's Ark. 4. Respond to big ideas and beliefs in stories. (Abraham and Sarah) 5. Suggest a meaning for the story (Jacob's Ladder) 6. Retell a story from the Bible skilfully (Daniel in the Lion's Den) 7. Ask questions about the story of Joseph. (First part of the story) 8. Suggest a meaning for a story (Joseph) 9. Consider the characteristics of David and Goliath. 10. Consider which characters "got it wrong" and why. (Jonah and the whale) 11. Consider the characteristics of the characters in the story. (Queen Esther) 12. Recognise descriptions of stories from across this term. 	<p>The Torah is a sacred text for Jewish people. The Bible is a sacred text for Christian people, and that the first part of this contains the same stories as in the Torah. Know what happens in some of these stories. Talk about the role that God plays in these stories. Stories have hidden meanings in them.</p>	<p>Pupils will use and develop the skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p>	<table border="0"> <tr> <td>Religion</td> <td>Christian</td> </tr> <tr> <td>Jewish</td> <td>Humanist</td> </tr> <tr> <td>synagogue</td> <td>church</td> </tr> <tr> <td>symbol</td> <td>Torah</td> </tr> <tr> <td>Bible</td> <td>courage</td> </tr> <tr> <td>persistence</td> <td>forgiving</td> </tr> <tr> <td>God</td> <td>creator</td> </tr> </table>	Religion	Christian	Jewish	Humanist	synagogue	church	symbol	Torah	Bible	courage	persistence	forgiving	God	creator
Religion	Christian																		
Jewish	Humanist																		
synagogue	church																		
symbol	Torah																		
Bible	courage																		
persistence	forgiving																		
God	creator																		



	Topic	Lesson sequence	Knowledge	Skills	Key vocabulary
Year 3					
Autumn 1	Beliefs and Questions: What difference does it make to be Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?	<ol style="list-style-type: none"> 1. Describe and understand the Bible story about creation. 2. Consider questions of origin and other 'big questions'. 3. Learn about Christian values including how and why Christians celebrate Harvest. 4. Learn about bible stories connected to Harvest. 5. Express and communicate understanding of the challenges of commitment in life. 6. Express and communicate your understanding of the challenges of commitment faced by a Christian and the Christian community. 	<p>To know that the Bible contains lots of stories that tell Christians what God is like.</p> <p>The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control.</p> <p>Some Christians believe that God created the world in seven days.</p>	<p>Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.</p>	<p>Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p>
Autumn 2 & Spring 1	Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire	<ol style="list-style-type: none"> 1. Consider places that are sacred to us. 2. Name the key features of a church and how they link with beliefs about God. 3. Name the key features of a mandir and how they link with beliefs about gods and goddesses. 4. Name the key features of a mosque and how they link with beliefs about Allah. 5. Understand who uses sacred places. 6 & 7 Reflect thoughtfully on how different groups of people value Christmas. 8. Compare and contrast how religious buildings are used by different communities. 9. Describe how a local church is special to its community. 10. Design a new religious building for the local community. 11. Respond thoughtfully to the task of designing a new religious building for their locality. 	<p>Something sacred is holy, devoted to a religious ceremony, or simply worthy of awe and respect.</p> <p>Christians worship in a church.</p> <p>Muslims worship in a mosque</p> <p>Hindus worship in a mandir</p> <p>Christians and Muslims worship only one god.</p> <p>Hindus worship many gods and they all are aspects of one God called Brahman.</p>	<p>Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p>	<p>Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, scared, commitment, values</p>



<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Religion, Family and Community – Prayer How do religious families and communities practise their faith?</p>	<ol style="list-style-type: none"> 1. Describe how a Christian prays. 2. Describe how a Muslim prays. 3. Connect ideas and beliefs to what people in these religions do. 4. Find out about the meanings of symbols, words and actions used in prayer and worship. 5. Investigate the meaning of prayer in Christian and Muslim communities. 6. Understand how and why Christians celebrate Easter. 	<p>Praying is way of talking to God.</p> <p>Christians can pray anywhere but may choose to pray in a holy place, such as a church.</p> <p>The Lord's Prayer is a Christian prayer which Jesus taught his disciples.</p> <p>Many Muslims pray at five set times every day.</p> <p>Muslims pray to face Mecca, the birthplace of Mohammed (peace be upon him).</p> <p>Muslims can pray anywhere but may choose to pray in a holy place, such as a mosque.</p>	<p>Pupils will practise the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p>	<p>Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, prayer, church,</p>
<p style="text-align: center;">Summer 1 & Summer 2</p>	<p style="text-align: center;">Inspirational People from the Past What can we learn from inspiring people in sacred texts and in the history of religions?</p>	<ol style="list-style-type: none"> 1. Explore the story of Moses in relation to different religions. 2. Describe the story of building the Kabah. 3. scribe the story of the birth of the Prophet Muhammed (pbuh) 4. Explore the life of Muhammed (pbuh) 5. Reflect on the way Muslims remember key events from their history. 6. Describe the story of Abraham/Ibrahim and Sarah/Hajrah. 7. Ask and answer questions about the story they read. (<i>The Great Sacrifice</i>) 8. Consider the idea that Jesus was the Messiah. 9. Answer questions about inspiration using details from the story. (<i>The wise and foolish builders</i>) 10. Consider the idea of Jesus as a role-model. 11. Compare the key leaders studied. 	<p>Know the story of Moses and why he is considered as a religious leader.</p> <p>Know some of the stories of Abraham, and why he is considered the Father of Israel. (patriarch).</p> <p>Know some of the stories of Jesus, and what being thought of as the Messiah means.</p> <p>Know some of the stories of Muhammed (pbuh).</p> <p>The Torah contains the scriptures for Judaism, the Bible contains the scriptures for Christianity, and the Qu'ran the scriptures for Islam. Some stories appear in all of these sacred texts.</p>	<p>Pupils will practise the skills of inferring beliefs and ideas about values from stories and will practise writing biographically about inspirational figures.</p>	<p>Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, law-giver, Messiah, Allah, Qur'an, New testament, gospel, inspiration, role-model, values</p>



	Topic	Lesson sequence	Knowledge	Skills	Key vocabulary
Year 4					
Autumn 1 & Autumn 2	Religion, family, community, worship, celebration, ways of living. How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	<ol style="list-style-type: none"> 1. know that Hindus believe in one God that can take many forms. 2. know how Hindus worship at home and in the mandir. 3. Describe Hindu beliefs about gods and goddesses 4. Know about the god Ganesha. 5. Investigate the deeper meaning of the festival Ganesh Chaturthi. 6. know the deeper meaning of the Diwali story. 7. Respond with thoughtful ideas of their own to the ways Hindus celebrate Diwali. 8. Describe the Hindu belief of karma. 9. Describe the Hindu belief of dharma. 10. Explain symbolism in Hinduism. 11. Respond with thoughtful ideas of their own to the way that Hindus celebrate. 12. Explain similarities and differences between two Hindu festivals. 	<p>Hindus believe in one God, Brahman, but he takes the form of many gods and goddesses. Each god or goddess takes on different parts of Brahman's personality and has a different job.</p> <p>Hindus worship using shrines to gods and goddesses, both at home and in the Mandir.</p> <p>Diwali is the festival of light celebrated by Hindus.</p> <p>Holi is the festival of colour celebrated by Hindus.</p> <p>Hindus believe in Karma (the effect of action) and dharma (individual duty).</p>	Discussion, gathering information from video, story, visual resources, inferring and suggesting meanings to religious practices.	Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol, community, commitment, values.
Spring 1 & Spring 2	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?	<ol style="list-style-type: none"> 1. Find out more about the use of journey as a metaphor for life. 2. Find out more about the journey of life using pictures. 3. Consider the importance to Christians of the different forms of baptism and to look for similarities and differences. 4. Describe ways in which different religions see life as a journey including baby-welcoming ceremonies. 5. Gather and use information about a Hindu wedding. 6. Gather and use information about a Muslim wedding. 7. Explain Hindu views of life after death (reincarnation) 8. Explain Hindu views of life after death (Moksha) 9. Explain the significance of the events of a Christian funeral. 10. Understand the philosophy of Humanism. 11. Know the meaning of 'soul' or 'spirit'. 12. Express reasons why you hold your own views about life after death. 	<p>Humanists are non-religious, and their philosophy is that we have one life that should be lived to the fullest.</p> <p>Christians believe in the afterlife and that heaven exists.</p> <p>Hindus believe in reincarnation and Moksha.</p> <p>Hindus, Christians and Muslims see life as a journey with key moments marked by rituals such as welcoming a baby, becoming an adult, celebrating a marriage, and funerals.</p> <p>The beliefs and ideas of others should be respected</p>	Pupils will use and develop skills of expressing understanding and handling of varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas.	Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise, Moksha.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Christianity, music and worship: what can we learn?</p>	<ol style="list-style-type: none"> 1. Understand how and why Christians use music to express beliefs about God and devotion to God. 2. Explore examples of Christian music and respond thoughtfully to it. 3. Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship. 4. Express reasons why particular pieces of music are spiritual. 5. Apply the idea of spirituality for themselves. 	<p>Music is an important part of Christian worship.</p> <p>Christians use music to express beliefs about God and devotion to God.</p> <p>Particular pieces of music are spiritual for particular people</p> <p>There are similarities and differences between examples of the music Christians use from the past and in contemporary worship.</p> <p>Music is important in human life and in religious life.</p>	<p>Listening, discussion and self-expression skills, including musical appreciation, are central to this unit of work.</p>	<p>Religion, Christian, spiritual, worship, devotion, belief, self-expression.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Symbols and Religious Expression How do people express their religious and spiritual ideas on pilgrimages?</p>	<ol style="list-style-type: none"> 1. Explain the role of pilgrimage in Christianity. 2. Explain the role of pilgrimage in Hinduism. 3. Explain the rituals and reasons for pilgrimage to Hajj. 4. Create artwork linked to the theme of pilgrimage. (Spirited Arts Competition) 5. Reflect how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. 6. Apply the idea of a spiritual journey for themselves. 	<p>A pilgrimage is a special spiritual journey which can change people's lives.</p> <p>Many Hindus travel to Kumbh Mela. This is an important pilgrimage because the 'festival dip' is said to cleanse sins.</p> <p>Many Christians visit Nazareth because they believe this is where Jesus lived.</p> <p>Religious pilgrimages can be linked to special journeys from my own experiences.</p> <p>Belonging to a community or group and expressing values is important.</p> <p>A work of art can be used to express my understanding of what it means to belong to a religion or world view.</p>	<p>Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.</p>	<p>Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p>



	Topic	Lesson sequence	Knowledge	Skills	Key vocabulary
Year 5					
Autumn 1 & Autumn 2	Religion and the Individual; what matters to Christians.: What is expected of a person in following a religion or belief? What matters most to Christians in their religion?	<ol style="list-style-type: none"> 1. Understand the key Christian concept of the Holy Trinity. 2. understand the concept of 'The fruit of the Spirit'. 3. know that Christians remember Jesus during worship with bread and wine. 4. understand the importance of the Bible to Christians. 5. Know that Jesus taught not to judge but to forgive. 6. Know the ways Christians use Bible texts to guide them in facing life's challenges. 7. Understand key Christian beliefs (Pentecost). 8. Understand the importance of festivals to Christians. 9. Respond thoughtfully to the story and significance of the shepherds at the birth of Jesus. 10. Respond thoughtfully to the story and significance of the Magi at the birth of Jesus. 11. Explain what matters to Christians (<i>Context: refugees</i>) 	<p>The Holy Trinity is the Father, the Son and the Holy Spirit.</p> <p>Christians use the Bible to guide them; they are expected to show love and live their lives giving love to others.</p> <p>Incarnation is the embodiment of God in human flesh as Jesus Christ.</p> <p>Christmas, Easter and Pentecost are important Christian religious festivals.</p> <p>At Holy Communion, Christians have bread and wine which symbolises the body and blood of Jesus; this is also called The Eucharist.</p>	Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.	Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.
Spring 1	Beliefs and questions. How do people's beliefs about God, the world and others have impact on their lives?	<ol style="list-style-type: none"> 1. Know Muslim and Hindu beliefs about God. 2. Describe the impact of Hindu beliefs on daily life. 3. Describe the impact of Muslim beliefs on daily life. 4. Explain the similarities and differences between Muslim and Hindu ideas about God (s) and their own ideas about God. 5. Clearly express reasons why they hold their own views about questions about God 	<p>The major world religions are Christianity, Sikhism, Buddhism, Islam, Hinduism and Judaism.</p> <p>Muslims believe there is no God but Allah and that Muhammed is his messenger.</p> <p>There are many gods and goddesses in the Hindu faith, but they are all aspects of the one true god Brahman.</p> <p>People hold many different views about whether God is real and what God is like.</p> <p>There are similarities within the major religions of the world</p>	Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves.	<p>Muslim key words</p> <p>5 Pillars, Prophet, Allah, Iman (faith), akhlaq</p> <p>(character or moral conduct)</p> <p>Hindu key words</p> <p>murtis, Brahman, gods and goddesses, ahimsa</p> <p>Non-religious key words include atheist, agnostic.</p>



<p style="text-align: center;">Spring 2</p>	<p>Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world?</p>	<ol style="list-style-type: none"> 1. Respond thoughtfully to the life of Dr Hany El Banna. (Islam) 2. Respond thoughtfully to the life of Swami Vivekanada. (Hinduism) 3. Compare the beliefs of two inspirational people: Catherine Booth and Vujicic. 4. Understand that sayings, speeches and writings of religious leaders can be a source of wisdom. 5. Explain what matters about the lives of inspirational leaders. 6. Apply own ideas by giving reasons for views about how leaders can provide wisdom and inspiration. 	<p>Inspiration is something or someone that fills you with enthusiasm to do something.</p> <p>William and Catherine Booth co-founded the Salvation Army.</p> <p>Dr Hany El Banna founded the Islamic relief fund.</p> <p>Saint Teresa of Kolkata helped the poor and helpless in India.</p> <p>A role model is a person whose behaviour or success can be emulated by others.</p>	<p>Applying the idea of inspiration, considering and weighing up factors, in thinking about inspiration and leadership.</p>	<p>Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values</p>
<p style="text-align: center;">Summer 1 & Summer 2</p>	<p>Beliefs in action in the world. How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p>	<ol style="list-style-type: none"> 1. Explain beliefs about the value of sacred space and holy buildings (Christianity). 2. Explain beliefs about the value of sacred space and holy buildings (Muslim). 3. Explain beliefs about the value of sacred space and holy buildings (Christian). 4 & 5. Understand the possible tension between building a beautiful house of God and serving the needs of people in poverty. 6. Explain the link between faith, charity and compassion. 7. Explain the link between faith, and charity and compassion. 8. Explain the link between faith, and charity and compassion. 9. Explain what matters in different religions about worship and generosity / charity. 10. Explain what matters in different non-religious charitable organisations. 11. Apply ideas of worship and service to the key question 'Do we need religious buildings to hear God's word about poverty'. 	<p>Christians and Muslim have sacred spaces and holy buildings where they worship.</p> <p>A Christian's main place of worship is called a church.</p> <p>A Muslim's main place of worship is called a Mosque.</p> <p>The third pillar of Islam is called Zakat and it is a charity contribution made by all Muslims with a certain level of wealth.</p> <p>Muslim Hands, Christian Aid and Water Aid are all charities that help people in need.</p>	<p>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture</p>	<p>Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion</p>



	Topic	Lesson sequence	Knowledge	Skills	Key vocabulary
Year 6					
Autumn 1	Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?	<ol style="list-style-type: none"> 1. Find out about the Jewish community in Germany before World War II. 2. Consider the impact of persecution and discrimination of Jewish people in the 1930s. 3. Know how upstanders rejected Nazi ideas. 4. Understand the importance of providing refuge to people who are persecuted for who they are. 5. Understand the difference between prejudice, discrimination and persecution. 6. Identify the impact of propaganda on Jewish children in Nazi Germany. 7. Promote respect for others in our own community. 8. Know why remembrance matters. 	<p>The Holocaust was the mass-murder of millions of innocent people, including over two-thirds of the European Jewish population, before and during WW2 (1939-1945).</p> <p>Most victims of the Holocaust were killed because they belonged to particular racial or religious groups, which the Nazi's wanted to remove from society. This is called genocide.</p> <p>Jewish people living in Nazi Germany were persecuted; Hitler changed the rules/laws so that Jewish people were treated differently to non-Jewish people. By 1935, they were not allowed to marry non-Jews, have certain jobs, or even hold a German passport.</p> <p>Jewish people's normal lives were changed completely; they were forced into hiding to try to prevent being captured and taken as prisoners to concentration (death) camps.</p> <p>In 1938, the British government set up the Kindertransport to help groups of Jewish children to leave Germany as refugees. Children had to travel alone but were given refuge and a safe place to live in England, away from Nazi Germany.</p>	<p>Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work themselves.</p>	<p>Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, by-stander, upstander.</p>



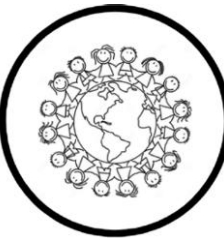
<p style="text-align: center;">Autumn 2</p>	<p style="text-align: center;">Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p>	<ol style="list-style-type: none"> 1. Know about the spiritual concepts of Ahimsa, Ummah and Agape. 2. Know about the work of Islamic Relief. 3. understand the importance of non-religious charitable organisations. 	<p>Muslims, Christians, Hindus and Humanists all teach about how we can live together for the wellbeing of each other.</p> <p>Ahimsa is a Hindu principle of not causing harm to other living things.</p> <p>Ummah is the Arabic word meaning community.</p> <p>In Christianity, agape is the highest form of love; giving love entirely and selflessly.</p> <p>A charity is a non-profit making organisation that gives money, food or help to those who need it, or carries out activities, such as medical research, that will help those in need.</p>	<p>Pupils will learn to gather, weigh up, and use information through simple research. They will practise the skills of discussion, reasoning and argument in relation to questions about global issues.</p>	<p>Religion, atheist, agnostic, charity, ahimsa (respect for all living things), ummah (community), agape (the highest form of love), justice, faith.</p>
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<p style="text-align: center;">Spring 1 & Spring 2</p>	<p>Religions in the local community. What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p>	<ol style="list-style-type: none"> 1. Know the statistics of world religions in local, county, national and world areas. 2. Consider aspects of religious diversity 3. Identify which religions are represented in the local area. 4. Consider if Mansfield is typical of religious traditions in the UK. 5. Know what tolerance and respect means in practice. 6. Develop an understanding of how the Hindu community comes together in a Mandir. 7. Know how Christian and Hindu beliefs and values are similar and how they are different. 8. Study an example of inter-faith harmony (<i>United Nations</i>) 9. Study an example of inter-faith harmony. (<i>The King's Coronation</i>) 10. Explore and deepen learning about the idea of community harmony, expressing own ideas. 	<p>Know the statistics of world religions in the local (Mansfield), county (Notts), national (England) and world areas.</p> <p>Religious plurality is when people of different faiths live in the same area.</p> <p>Different faiths have similarities and differences.</p> <p>Know what tolerance and respect means in practice.</p> <p>Know that intolerance can create community tensions.</p>	<p>Pupils will think reasonably about questions of community harmony and inter-faith work.</p>	<p>Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality.</p>
<p style="text-align: center;">Summer 1 & 2</p>	<p>Words of Wisdom: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p>	<ol style="list-style-type: none"> 1. Consider how non-religious words of wisdom offer advice. 2. Understand how some people use the Bible for guidance. 3. Consider words of wisdom from Jewish Bible (Torah). 4. Consider how Rais Bhuiyan uses words from the Qur'an as guidance for life. 5. Describe and understand the teaching of Saint Paul in the Bible about love. 6. Recognise and talk thoughtfully about the uses of holy writings in helping people to live a good life. 7. Apply the idea of "words of wisdom" for themselves. (<i>Ten commandments</i>) 8. Consider the value of the 5 precepts of Buddhism. 9. Match wisdom to the corresponding religion 10. Apply the idea of "words of wisdom" for themselves. (<i>Dear England</i>) 11. To apply the ideas of words of wisdom selecting examples and explaining them. 	<p>Sacred texts of religions have lasted a long time and are seen as sources of wisdom.</p> <p>Muslims refer to the Qur'an for words of wisdom.</p> <p>Christians refer to the Bible for words of wisdom.</p> <p>Jewish people refer to the Torah for words of wisdom.</p> <p>Words of wisdom can also come from non-religious sources.</p>	<p>Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p>	<p>Religion, moral codes, Ten Commandments, Letters of Saint Paul, sources of wisdom, Torah, Bible, Qur'an, Humanist, rationalist.</p>



Diversity in our RE curriculum



Year 1

Introduction to Judaism and Christianity as different faiths. Cultural differences of festivals and celebrations. An introduction to Humanism.

Year 2

Continued study of Judaism and Christianity, as well non-religious worldviews.

Year 3

Pupils will learn about the Islam faith and be introduced to Hinduism. Pupils continue to further develop their understanding of Christianity.

Year 6

Pupils will learn about religious diversity on a local, national and global scale. They will study the Holocaust on an age appropriate level as an example of what happened when religious tolerance was not observed.

Year 5

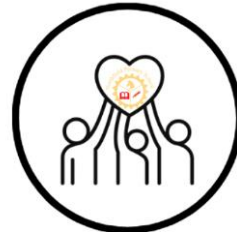
Pupils deepen their understanding about Islam, Hinduism and Christianity. They will learn how religious and non-religious charities function on a global scale.





Year 4

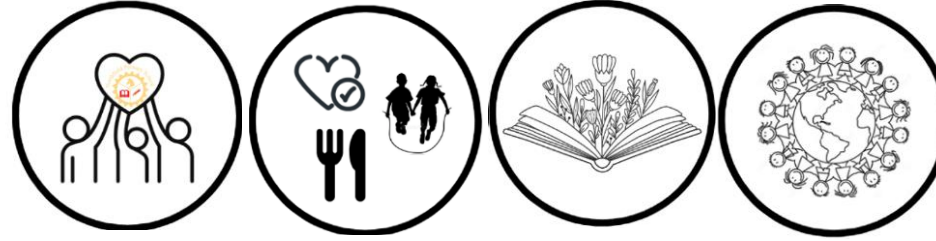
Pupils will learn about different beliefs about life after death – including a more in depth look at Hindu beliefs. They will also learn about religious pilgrimages in Christianity and in Hinduism.



Local links



					
<p style="text-align: center;"><u>Year 1</u></p> <p>As part of a cross-curricular visit to Clumber Park, pupils in Year 1 visit the church there.</p>	<p style="text-align: center;"><u>Year 2</u></p>	<p style="text-align: center;"><u>Year 3</u></p> <p>During Year 3, pupils visit St Edmund's church in Mansfield Woodhouse.</p>	<p style="text-align: center;"><u>Year 4</u></p>	<p style="text-align: center;"><u>Year 5</u></p> <p>Year 5 visit St Chad's church in Pleasley Vale.</p>	<p style="text-align: center;"><u>Year 6</u></p> <p>Pupils in Year 6 visit Beth Shalom, the National Holocaust Centre.</p>
<p style="text-align: center;">Additionally, pupils in Years 3 – 6 will visit St Edmund's church for a Christmas celebration which includes readings, singing and a performance by the school choir.</p>					



Reading at the heart of the curriculum

We read these texts for pleasure across Key Stage 1 and 2. We also have access to other books in our classroom book corners to develop our knowledge of Religious Education.

