RE at Sherwood



Intent

At Djanogly Sherwood Academy, it is our intent, when teaching Religious Education, to engage, inspire, challenge and equip children with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. They will also develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.



Implementation

We follow the Agreed Syllabus for RE in Nottingham and Nottinghamshire to take into account the religious community in which children grow up.

Children will know and understand a range of religion and worldviews. They will express their ideas and insights of their own into the human questions, which religions address. They will gain and deploy the skills needed to study religion.

RE begins in Early years where pupils will encounter religions and worldviews through special people, books, places and objects and by visiting places of worship. They will use their imagination and curiosity to wonder at the world in which they live. In Key Stage 1, children begin to develop their knowledge and understanding of religions and worldviews. They will raise questions and begin to express their own views. In Key Stage 2, children will extend their knowledge of religions and worldviews, recognising their local, national and global contexts.



Impact

At Djanogly Sherwood Academy, our Religious Education curriculum is designed to inspire, challenge, and equip pupils with a deep understanding of diverse religions and worldviews. Through regular assessment using quizzes, book trawls, and pupil voice, we monitor and measure their progress.

The impact of our RE curriculum is seen in the way pupils become thoughtful, informed, and reflective individuals. They develop a strong understanding of different beliefs, values, and practices, which allows them to engage in respectful dialogue about religion and worldviews. Pupils gain the confidence to explore complex questions, express their views, and appreciate the diversity of beliefs within their local, national, and global communities. By the end of their education at Djanogly Sherwood Academy, pupils will not only have a solid knowledge of religious traditions but also the skills to approach the world with curiosity, respect, and empathy.

We measure the impact of our curriculum through the use of curriculum assessment quizzes, which monitor retention of key knowledge, and through pupil voice, where children articulate their understanding and enthusiasm for history. Book monitoring enables us to evaluate the progression of skills and knowledge across year groups, ensuring high-quality outcomes.

School Vision

At Djanogly Sherwood Academy, we are an ambitious place that creates world-changers. We cultivate a lifelong love of learning, helping children discover their unique voices, empowering them to approach their future with the confidence to dream big. We are a place where everyone belongs; that prepares children to succeed.

At Djanogly Sherwood Academy, our Religious Education curriculum empowers children to become world-changers by exploring the beliefs, values, and traditions that shape people's lives and communities. Through learning about a range of worldviews, including those represented in our local area, we nurture respect, empathy, and thoughtful reflection. Children are encouraged to ask meaningful questions, consider different perspectives, and discover what matters most to themselves and others. Our RE teaching helps every child feel a sense of belonging, supports them in finding their unique voice, and prepares them to succeed in a diverse and ever-changing world.

Long Term Curriculum Plan – DSH 2025-28

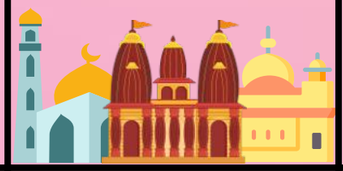
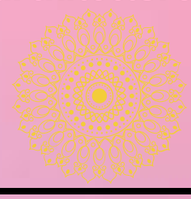
Drivers

- Geography
- History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 A	Dinosaur World	Dinosaur World	Castle Kingdom	Castle Kingdom	Pirate Perils	Pirate Perils
KS1 B	Exploring London	Exploring London	Exploring Nottingham	Exploring Nottingham	World Changers	World Changers
LKS2 A	Goose Fair	Tomb Raiders	The Spice of India	People of the Indus	Exploring Ancient Greece	Roaming in the Rainforest
LKS2 B	Stone to Bronze	Stone to Bronze	The Power of Community	Plastic Peril	Ancient Rome	Rising Fire
UKS2 A	Blitz Street	Blitz Street	Frozen Planet	Frozen Planet	The Golden Age of Islam	The Golden Age of Islam
UKS2 B	Biomes of Africa	Biomes of Africa	Industrial Revolution	Saxon Stories	Viking Sagas	The Big Apple



RE Subject Map

	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Autumn Term	Christianity - rituals 	Chistianity and Judaism - Celebrations 	Christianity - music 	Mosques, Mandirs, and Gurdwaras 	Judaism during WWII 	Hinduism and Sikhism 
Spring Term	Judaism - creation 	Stories within Islam, Buddhism, and Christianity Sikhism	Birth and death within Islam, Christianity, and Christianity	Christianity - Easter and Pentecost 	Religious art and architecture 	Religion and social justice 
Summer Term	Religious Leaders 	Christianity and Judaism - places and books 	Pilgrimage- Christianity and Islam 	Parables within religions - Sikhism, Islam, Christianity	Moral Codes within religions 	Charities 

RE Journey

Far transfer

1

- Express which stories are special and why. Express which people are special and why? Express what places are special and why. Express what times are special and why.
- Show how they belong – who are we and how do we belong? Show how we can care for living

2

- Christians celebrate Jesus' birth at Christmas on 25th December and know the main people in the Christmas story.
- Christians show they belong through christenings and Believer's Baptism.
- Jewish people believe in one G-d who created the world, as described in Genesis.
- Shabbat is the Jewish day of rest that happens every week.
- Hanukkah is a Jewish festival where a menorah is lit for eight nights to remember a miracle.
- Christians, Jews, and Sikhs worship in special places and use important objects like the Bible, Torah, and Langar.
- Stories from religions teach lessons, like kindness and caring for others.
- People belong to different groups, and being kind, respectful, and supportive makes someone a good member.

3

- Christians celebrate Easter to remember Jesus' death and resurrection, and Pentecost to remember the coming of the Holy Spirit.
- Christians worship God through praise, prayer, and songs like 'The Lord's My Shepherd' and 'Amazing Grace'.
- Jesus used parables, like 'The Lost Sheep', to teach that God cares for everyone.
- People from different religions celebrate life events like birth, marriage, and death in special ways.
- Pilgrimages are important journeys, such as Hajj for Muslims and Lourdes for Christians, that include special rituals.
- Mosques, mandirs, and gurdwaras have key features and symbols that help people worship.
- Guru Nanak is the founder of Sikhism, and key events from his life are remembered by Sikhs today.

4

- The Five Pillars of Islam guide how Muslims live their daily lives through faith, prayer, charity, fasting, and pilgrimage.
- The Ten Commandments, St Paul's teaching, and the Five Precepts of Buddhism are moral codes that guide how people live.
- Religious texts are used for worship, guidance, and personal reflection in different religions.
- Sacred spaces like churches, mosques, mandirs, and synagogues are special places where believers worship and feel close to God.
- Religious art and architecture show spiritual beliefs in creative and symbolic ways.
- Hindus celebrate Diwali as the festival of light, and Sikhs show their faith through the 5 Ks, each with a special meaning.
- Martin Luther King, the Dalai Lama, and Malala Yousafzai are inspirational figures whose actions were influenced by their beliefs.
- Charities like Christian Aid, Sewa International, and Muslim Hands help people in need as part of living out religious and moral values.

Curriculum to Inspire

Progession Document

Phase	Autumn Term		Spring Term		Summer Term	
Foundation	• Express which stories are special and why. Express which people are special and why? Express what places are special and why. Express what times are special and why. • Show how they belong – who are we and how do we belong? Show how we can care for living					
	Religion	Knowledge	Religion	Knowledge	Religion	Knowledge
KS1 A	Christianity	• Being part of the Christian religion includes symbols and rituals of belonging, such as christenings for babies and Believer's Baptism for young adults. • The story of Jesus getting baptised in the River Jordan carries important messages about belonging. • There are various groups that individuals belong to, which contribute to human happiness. • Being a good member of different groups involves showing respect, kindness, and support to others. • There are over 400 churches in Nottinghamshire, each with similarities and differences. • Many non-religious people also follow the Golden Rule, which means treating others how you wish to be treated, and this principle is important for promoting kindness and understanding.	Judaism	• Jewish beliefs include the concepts of a Creator, Almighty, and Eternal G-d, who is recognized as the G-d of Abraham, Isaac, and Jacob. • The Jewish story of G-d's creation of the Earth is described in Genesis 1. • Shabbat is a weekly day of rest in Judaism that is important because it commemorates G-d's rest on the seventh day after creation. • Rabbis teach the community about G-d through lessons, discussions, and guidance on religious practices and beliefs.	Christianity	• Some stories about Moses include the baby in the bulrushes, the prince who ran away, and the burning bush. • Stories about Jesus and Saint Peter include Jesus calling Peter to follow him and Jesus washing Peter's feet. • A non-religious leader can be someone like a politician, activist, or community organizer. • A good leader demonstrates qualities such as vision, empathy, integrity, and the ability to inspire and motivate others.

Progession Document

Phase	Autumn Term		Spring Term		Summer Term	
	Religion	Knowledge	Religion	Knowledge	Religion	Knowledge
KS1 B	Christianity Judaism	• Christmas is when Christians celebrate Jesus' birth. • Christmas is celebrated on the 25th of December every year. • The main events and key figures in the Christmas story include Mary, Joseph, the Wise Men, the Angel Gabriel, and the Shepherds. • Hanukkah is celebrated by Jewish people to commemorate a miracle. • Hanukkah begins in late November or December. • A Menorah has seven branches and is kept burning for eight days and nights.	Sikhism	• The main character in the stories "Be My Guest" (Islam) is named Siddhartha in "Siddhartha and the Swan" (Buddhism). • The main events of the story "The Lost Sheep" (Christianity) are significant. • These stories convey a moral lesson. • Sikhs worship in a Gurdwara. • Langar is a term used in a Gurdwara that means 'free kitchen.' • In a Gurdwara, everyone takes turns to prepare meals and clean up afterwards.	Christianity Judaism	• Christians worship and celebrate in a church. • The cross, candle, Bible, altar, and font have specific purposes in a Christian church. • Jewish people worship in a synagogue. • The Torah, Ark, and Bimah have specific purposes in a Jewish synagogue.

Progession Document

Phase	Autumn Term		Spring Term		Summer Term	
	Religion	Knowledge	Religion	Knowledge	Religion	Knowledge
LKS2 A	Christianity	• Worship for Christians is a response to God that involves giving praise and thanks to Him. • Christians use music to praise God, following the message of St. Paul in his letter to the Colossians (3:16-17). • "The Lord's My Shepherd" and "Amazing Grace" are well-known Christian songs of praise. • Not all Christian music sounds the same; there are differences between various styles and genres of Christian music.	Christianity Islam Hinduism	• In Christianity, birth is marked by a Christening or Baptism; in Islam, it is celebrated through Aqīqah; in Hinduism, it is observed with the Jatakarma ceremony. • Marriage is celebrated differently in Christianity, Islam, and Hinduism, with distinct rituals and traditions in each religion. • Individuals have key milestones in their own lives, such as birth, marriage, and other significant life events. • Muslims, Hindus, and Christians each have unique ways of celebrating the life of someone who has died, with specific customs and ceremonies.	Christianity Islam	• A pilgrimage is a journey people take that often leads to personal transformation. • Christians make a pilgrimage to Lourdes to visit the site of a famous vision experienced by a young girl named Bernadette Soubirous. • Muslims travel to Mecca for Hajj, which is one of the 5 pillars of Islam. • People perform specific rituals on their journeys to Lourdes and Mecca.

Progession Document

Phase	Autumn Term		Spring Term		Summer Term	
	Religion	Knowledge	Religion	Knowledge	Religion	Knowledge
LKS2 B	Islam Hindusim Sikhism	• The main features of a mosque include the Qur'an, prayer mats, mihrab, and minaret. • The main features of a mandir include the murti, main shrine, Aum, Vedas, and bell. • The main features of a gurdwara include the four doors, Nishan Sahib, palki sahib, maji sahib, Guru Granth Sahib, chaur, rumala, and langar. • There are similarities between these places of worship. • Hindus, Sikhs, and Muslims each have their own methods of prayer.	Christianity	• Easter is a Christian festival that celebrates the death and resurrection of Jesus. • The Easter story includes the events surrounding Jesus' crucifixion and resurrection. • Pentecost commemorates the events that occurred 50 days after Easter, including the descent of the Holy Spirit upon the apostles. • Pentecost is significant because it represents the beginning of the Christian Church. • Christians celebrate Easter with various traditions, including attending church services, feasting, and participating in egg-related activities. • Christians celebrate Pentecost through worship services, prayers, and reflecting on the significance of the Holy Spirit in their lives.	Sikhism Islam	• Guru Nanak was the first Sikh Guru and the founder of Sikhism. • At least three key events from Guru Nanak's life are significant in Sikh history. • Jesus told parables to teach others. • The parable of 'The Lost Sheep' was told by Jesus to show that the Kingdom of God is accessible to everyone, even those who have strayed from God's path. • The story The Boy Who Threw Stones at Trees teaches Muslims that Allah made the world, so it is their responsibility to look after it.

Progession Document

Phase	Autumn Term		Spring Term		Summer Term	
	Religion	Knowledge	Religion	Knowledge	Religion	Knowledge
UKS2 A	Judaism	• Jewish religious practices were observed by Jewish communities before World War II. • Jewish people faced persecution during World War II. • The Kindertransport provided refuge to persecuted Jewish children. • Remembering examples of hatred and prejudice is important to prevent future intolerance.	All religions	• Religious art and architecture express spiritual ideas through various forms and designs in both local and global contexts. • A sacred space holds significant value for a believer, serving as a place for worship, reflection, and connection to the divine.	Judaism Islam	• There are moral codes in the Ten Commandments (Judaism), St Paul's advice for believers in Romans 12, and the Five Precepts (Buddhism), each with specific meanings. • Religions use their sacred texts in worship, for private study, memorisation, and guidance. • The five Pillars of Islam are Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage), each serving a significant purpose in a Muslim's life. • A Muslim may apply the Five Pillars in various aspects of their daily life, guiding their actions and beliefs.

Progession Document

Phase	Autumn Term		Spring Term		Summer Term	
	Religion	Knowledge	Religion	Knowledge	Religion	Knowledge
UKS2 B	Sikhism Hinduism	• A Mandir is a Hindu temple, equivalent to a church or mosque. • In a Mandir, there are shrines and many Murtis dedicated to different gods. • Diwali is the festival of lights, celebrating the victory of good over evil. • Hindus celebrate Diwali through various traditions and rituals. • The Sikh 5Ks are Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kachera (cotton undergarments), and Kirpan (a ceremonial sword). • Each of the 5 Ks represents specific values and commitments within the Sikh faith.	Christianity Buddhism Islam	• Martin Luther King, the 14th Dalai Lama, and Malala Yousafzai are considered inspirational figures for their contributions to social justice and peace. • These inspirational individuals faced significant challenges throughout their lives. • Religion played a vital role in inspiring the actions and beliefs of these figures.	Christianity Islam Sikhism	• Sewa International, Christian Aid, and Muslim Hands, along with local non-religious charities, express their religious and moral ideals through various charitable activities. • These charities have engaged in numerous global and local initiatives to support communities in need, including disaster relief, education, and healthcare programs. • Charity is an important aspect of both Christianity and Islam, as it reflects core beliefs in compassion, helping others, and the responsibility to support those less fortunate.



Vocabulary

Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Baptism: A Christian ceremony in which water is used to welcome someone into the religion • Community: A group of people who have something in common • Shabbat: Jewish day of rest • Synagogue: a place of worship for Jewish people • Genesis 1: the first book fo the Torah • Creation: the beginning of our universe • Disciples: a follower or a fan of someone • Baptism: a Christian ceremony in which a person has water poured on their head • Prophet: a person who people believe speaks on behalf of a god	• Festival: A special time when people come together to celebrate • Christmas: A holiday when Christians celebrate the birth of Jesus and give and receive presents from friends and family. • Hanukkah: A holiday when Jewish families light a special candle holder called a menorah to celebrate a miracle • Menorah: A candle holder with nine branches used during Hanukkah to light candles and celebrate this special holiday • Moral: guidelines for distinguishing right from wrong. • Gurdwara: A place of worship and community gathering for Sikhs • Langar: A free community kitchen in a Gurdwara where food is served to all, regardless of background or status • Church: A building where Christians gather for religious ceremonies and prayers • Synagogue: A place of worship and community for Jewish people • Torah: The sacred text of Judaism.	• Praise: to honour, worship, and express admiration for a god • Worship: to honour or show respect for a divine being or supernatural power • Inspiration: a feeling of enthusiasm you get from someone or something, that gives you new and creative ideas • Aqīqah: the Islamic tradition of the sacrifice of an animal on the occasion of a child's birth • Christening / Baptism: a Christian ceremony at which a baby is welcomed into the faith • Jatakarma: In Hinduism, the name of the ceremony welcomes a child into the world • Pilgrimage: a visit to a place that is considered special • Transformation: a radical change • 5 Pillars of Islam: They are: Muslim creed, prayer, charity to the poor, fasting in the month of Ramadan, and the pilgrimage to Mecca for those who are able • Spiritual: relating to deep feelings and beliefs	• Observe, notice, name, describe and remember aspects of worship in religious buildings • Respond thoughtfully to the task of designing a new religious building for their locality • Resurrection: when someone who has died comes back to life. For example, Christians believe that Jesus was resurrected on Easter • Festival: a special time or event that people celebrate together, often with parties, games, or special food • Pentecost: a special day for Christians when they celebrate the time when the Holy Spirit, a special and powerful helper, came to the early followers of Jesus • Guru Nanak: the first Sikh Guru and the founder of Sikhism • Parables: simple stories or examples that are used to teach important lessons or ideas • The Lost Sheep (Parable): a story told by Jesus to show that the Kingdom of God is open to everyone • The Boy Who Threw Stones at Trees (Islam): This story tells Muslims that Allah (God) created the world, and it is their responsibility to take care of it	• Persecution: to treat someone cruelly or unfairly especially because of race or religious or political beliefs • Prejudice: a favouring or dislike of something without good reason • Remembrance: the act of remembering and showing respect for someone who has died or a past event • Up-standers: Someone who does something about a problem • Scared: considered to be holy and deserving respect • Meditation: to engage in mental exercise • Contemplation: to view or consider with continued attention • Moral codes: formal and consistent set of rules that are widely accepted by a group of people • Commandments: an order, especially one of the Ten Commandments • Precepts: a rule for action or behaviour • 5 Pillars of Islam: The Five Pillars are declaring your faith in God, prayer, charity, fasting during Ramadan and going on pilgrimage to Mecca	• Mandir: a special place where Hindus go to pray and worship their gods and goddesses • Diwali: a festival of lights celebrated by lots of people to mark the victory of light over darkness. • 5 Ks: important symbols that Sikh people wear, like a special bracelet and a sword, to show their commitment to their faith and values • Inspirational: to be a source of motivation and admiration for others, often due to one's actions, beliefs, or values • Challenges: difficulties or obstacles that individuals face in their lives or endeavors, often requiring courage and determination to overcome • Compassion: caring about others and wanting to help others • Morals: the rules or principles that help us decide what's right and wrong and how to behave • Tension: he feeling of stress or pressure when there's a conflict or disagreement between people or situations



Curriculum Assessment

Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• What does baptism mean? • What river was Jesus baptised in? • What is the Shabbat? • What is the name of the place of worship for Jewish people? • What is the name of the first book of the Torah • Who was Saint Peter? • What makes a good leader?	• When do Christians celebrate Christmas? • Why do Christians celebrate Christmas? • Whiat is Hanukkah? • What is a menorah? • What is the main character's name in the story "Be My Guest"? • What is the purpose of Langar in a Gurdwara? • What is the name of the place where Sikhs worship? • Where do Christians usually gather for religious ceremonies and prayers? • Which of the following is used to hold the sacred scriptures in a Jewish Synagogue? • What is the purpose of the altar in a Christian Church?	• Which of these is a Christian song of praise? • Whose letter is used to justify Christians' use of music to praise their God? • How do Christians celebrate birth? • How do Muslims celebrate birth? • How do Hindus celebrate birth? • What is a pilgrimage? • Where in France, do Christians believe is a place of pilgrimage? • Where in Saudi Arabia, do Muslims take a pilgrimage to?	• Which of the following is a main feature of a Mosque? • What is a main feature of a Mandir? • What is a main feature of a Gurdwara? • What is Easter a celebration of for Christians? • What important event happened on Pentecost for Christians? • How do Christians celebrate Easter? • Who is recognized as the founder of Sikhism? • What message did Jesus convey through the parable of 'The Lost Sheep'? • What is the key moral lesson in the story 'The Boy Who Threw Stones at Trees' in Islam?	• What is the name of hostility to or prejudice against Jews? • What was the Kinder transport? • ·What does upstanders mean? • Stained glass windows are made of glass and are windows, so they cannot be considered to be religious art. True or false? • On a mosque, what is a minaret? • What is a sacred place? • In Judaism, what is the first commandment in The 10 Commandments? • In Buddhism, how many precepts are there? • The second pillar of Islam Salat translates to _____ in English?	• What is a Mandir? • What is Diwali primarily known for celebrating? • What do the Sikh 5 Ks represent? • Why is Martin Luther King considered an inspirational figure? • What is a common challenge experienced by Martin Luther King, the 14th Dalai Lama, and Malala Yousafzai? • How does religion inspire people like Martin Luther King and the 14th Dalai Lama? • How do charities like Sewa International, Christian Aid, and Muslim Hands express their religion's/moral ideals? • What is one type of work that charities are involved in, both globally and locally? • Why does charity matter in Christianity and Islam?

Curriculum to Inspire



KS1 A
RE
Autumn 1 + 2

Power



The Reverend Dr Helen Hall – Associate Priest



- Being part of the Christian religion includes symbols and rituals of belonging, such as christenings for babies and Believer's Baptism for young adults.
- The story of Jesus getting baptised in the River Jordan carries important messages about belonging.
- There are various groups that individuals belong to, which contribute to human happiness.
- Being a good member of different groups involves showing respect, kindness, and support to others.
- There are over 400 churches in Nottinghamshire, each with similarities and differences.
- Many non-religious people also follow the Golden Rule, which means treating others how you wish to be treated, and this principle is important for promoting kindness and understanding.



- Baptism: A Christian ceremony in which water is used to welcome someone into the religion
- Community: A group of people who have something in common



- Express creatively (in art or drama) their own ideas about the questions: who am I? Where do I belong?



- What does baptism mean?
- What river was Jesus baptised in?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



KS1 A
RE
Spring 1 + 2

Power



Gili Zidkiyahu – Rabbi in Nottingham



- Jewish beliefs include the concepts of a Creator, Almighty, and Eternal G-d, who is recognized as the G-d of Abraham, Isaac, and Jacob.
- The Jewish story of G-d's creation of the Earth is described in Genesis 1.
- Shabbat is a weekly day of rest in Judaism that is important because it commemorates G-d's rest on the seventh day after creation.
- Rabbis teach the community about G-d through lessons, discussions, and guidance on religious practices and beliefs.



- Shabbat: Jewish day of rest
- Synagogue: a place of worship for Jewish people
- Genesis 1: the first book fo the Torah
- Creation: the beginning of our universe



- Suggest a meaning for the story of Genesis 1
- Ask questions about deities for themselves and express their own views
- Begin to make links between Shabbat and the creation story



- What is the Shabbat?
- What is the name of the place of worship for Jewish people?
- What is the name of the first book of the Torah



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



KS1 A
RE
Summer 1 + 2

Power



Martin Hengel – Christian theologian



- Some stories about Moses include the baby in the bulrushes, the prince who ran away, and the burning bush.
- Stories about Jesus and Saint Peter include Jesus calling Peter to follow him and Jesus washing Peter's feet.
- A non-religious leader can be someone like a politician, activist, or community organizer.
- A good leader demonstrates qualities such as vision, empathy, integrity, and the ability to inspire and motivate others.



- Disciples: a follower or a fan of someone
- Baptism: a Christian ceremony in which a person has water poured on their head
- Prophet: a person who people believe speaks on behalf of a god



- Ask and find out how to answer 'how' and 'why' questions
- Make links to our school values



- Who was Saint Peter?
- What makes a good leader?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



Power



Ben Kamin - Rabbi



- Christmas is when Christians celebrate Jesus' birth.
- Christmas is celebrated on the 25th of December every year.
- The main events and key figures in the Christmas story include Mary, Joseph, the Wise Men, the Angel Gabriel, and the Shepherds.
- Hanukkah is celebrated by Jewish people to commemorate a miracle.
- Hanukkah begins in late November or December.
- A Menorah has seven branches and is kept burning for eight days and nights.



- Festival: A special time when people come together to celebrate
- Christmas: A holiday when Christians celebrate the birth of Jesus and give and receive presents from friends and family.
- Hanukkah: A holiday when Jewish families light a special candle holder called a menorah to celebrate a miracle
- Menorah: A candle holder with nine branches used during Hanukkah to light candles and celebrate this special holiday



- Suggest a meaning for an object used in the worship of a festival
- Ask questions about the meaning of a festival
- Express an idea of their own about why a festival or celebration matters
- Be able to name and taste some food associated with the festivals of Christmas and Hanukkah



- When do Christians celebrate Christmas?
- Why do Christians celebrate Christmas?
- Whiat is Hanukkah?
- What is a menorah?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



KS1 B
RE
Spring 1 + 2

Power



Yuval Noah Harari - Author



- The main character in the stories "Be My Guest" (Islam) is named Siddhartha in "Siddhartha and the Swan" (Buddhism).
- The main events of the story "The Lost Sheep" (Christianity) are significant.
- These stories convey a moral lesson.
- Sikhs worship in a Gurdwara.
- Langar is a term used in a Gurdwara that means 'free kitchen.'
- In a Gurdwara, everyone takes turns to prepare meals and clean up afterwards.



- Moral: guidelines for distinguishing right from wrong.
- Gurdwara: A place of worship and community gathering for Sikhs
- Langar: A free community kitchen in a Gurdwara where food is served to all, regardless of background or status

- Ask questions about how we show care for others
- Respond to ideas and values such as care, kindness and generosity with simple ideas of their own
- Express an idea of their own about a religious story of caring
- Give an example of how a person can show their values



- What is the main character's name in the story "Be My Guest"?
- What is the purpose of Langar in a Gurdwara?
- What is the name of the place where Sikhs worship?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



KS1 B
RE
Summer 1 + 2

Power



Amy Eilberg - Rabbi



- Christians worship and celebrate in a church.
- The cross, candle, Bible, altar, and font have specific purposes in a Christian church.
- Jewish people worship in a synagogue.
- The Torah, Ark, and Bimah have specific purposes in a Jewish synagogue.



- Church: A building where Christians gather for religious ceremonies and prayers
- Synagogue: A place of worship and community for Jewish people
- Torah: The sacred text of Judaism.



- Ask questions about what happens and why in holy buildings
- Suggest their own sacred or special place and talk about what makes it special and express creatively
- Observe and suggest meanings for things they have seen (observation and thinking skills) in a Holy building



- Where do Christians usually gather for religious ceremonies and prayers?
- Which of the following is used to hold the sacred scriptures in a Jewish Synagogue?
- What is the purpose of the altar in a Christian Church?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



LKS2 A
RE
Autumn 1 + 2

Power



Lauren Daigle – Christian singer



- Worship for Christians is a response to God that involves giving praise and thanks to Him.
- Christians use music to praise God, following the message of St. Paul in his letter to the Colossians (3:16-17).
- "The Lord's My Shepherd" and "Amazing Grace" are well-known Christian songs of praise.
- Not all Christian music sounds the same; there are differences between various styles and genres of Christian music.



- Praise: to honour, worship, and express admiration for a god
- Worship: to honour or show respect for a divine being or supernatural power
- Inspiration: a feeling of enthusiasm you get from someone or something, that gives you new and creative ideas



- Listen to and discuss music
- Explain similarities and differences between the music listened to
- Describe the impact of the music listened to
- Express their own ideas about religious and spiritual music



- Which of these is a Christian song of praise?
- Whose letter is used to justify Christians' use of music to praise their God?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



LKS2 A
RE
Spring 1 + 2

Power



Mohamad (Lyfta) – Cemetery caretaker



- In Christianity, birth is marked by a Christening or Baptism; in Islam, it is celebrated through Aqīqah; in Hinduism, it is observed with the Jatakarma ceremony.
- Marriage is celebrated differently in Christianity, Islam, and Hinduism, with distinct rituals and traditions in each religion.
- Individuals have key milestones in their own lives, such as birth, marriage, and other significant life events.
- Muslims, Hindus, and Christians each have unique ways of celebrating the life of someone who has died, with specific customs and ceremonies.



- Aqīqah: the Islamic tradition of the sacrifice of an animal on the occasion of a child's birth
- Christening / Baptism: a Christian ceremony at which a baby is welcomed into the faith
- Jatakarma: In Hinduism, the name of the ceremony welcomes a child into the world



- Connect different viewpoints from the religions
- Express their own views about life after death and the reasons for this



- How do Christians celebrate birth?
- How do Muslims celebrate birth?
- How do Hindus celebrate birth?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



LKS2 A
RE
Summer 1 + 2

Power



Sara – Muslim (BBC Teach)



- A pilgrimage is a journey people take that often leads to personal transformation.
- Christians make a pilgrimage to Lourdes to visit the site of a famous vision experienced by a young girl named Bernadette Soubirous.
- Muslims travel to Mecca for Hajj, which is one of the 5 pillars of Islam.
- People perform specific rituals on their journeys to Lourdes and Mecca.



- Pilgrimage: a visit to a place that is considered special
- Transformation: a radical change
- 5 Pillars of Islam: They are: Muslim creed, prayer, charity to the poor, fasting in the month of Ramadan, and the pilgrimage to Mecca for those who are able
- Spiritual: relating to deep feelings and beliefs



- Explain similarities and differences between pilgrimage from Islam and Christianity
- Express how a spiritual journey can change people's lives, drawing on different perspectives



- What is a pilgrimage?
- Where in France, do Christians believe is a place of pilgrimage?
- Where in Saudi Arabia, do Muslims take a pilgrimage to?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



LKS2 B
RE
Autumn 1 + 2

Power



Tariq Ramadan - Muslim theologian



- The main features of a mosque include the Qur'an, prayer mats, mihrab, and minaret.
- The main features of a mandir include the murti, main shrine, Aum, Vedas, and bell.
- The main features of a gurdwara include the four doors, Nishan Sahib, palki sahib, maji sahib, Guru Granth Sahib, chaur, rumala, and langar.
- There are similarities between these places of worship.
- Hindus, Sikhs, and Muslims each have their own methods of prayer.



- Mosque - A special place where Muslims go to pray and worship Allah.
- Mandir - A Hindu place of worship where people pray and show respect to the gods and goddesses.
- Gurdwara - A Sikh place of worship where people pray, learn, and share food together in the langar.
- Worship - Showing love, respect, and devotion to God or to what someone believes is holy.



- Observe, notice, name, describe and remember aspects of worship in religious buildings
- Respond thoughtfully to the task of designing a new religious building for their locality



- Which of the following is a main feature of a Mosque?
- What is a main feature of a Mandir?
- What is a main feature of a Gurdwara?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



LKS2 B
RE
Spring 1 + 2

Power



Lukas - Lyfta



- Easter is a Christian festival that celebrates the death and resurrection of Jesus.
- The Easter story includes the events surrounding Jesus' crucifixion and resurrection.
- Pentecost commemorates the events that occurred 50 days after Easter, including the descent of the Holy Spirit upon the apostles.
- Pentecost is significant because it represents the beginning of the Christian Church.
- Christians celebrate Easter with various traditions, including attending church services, feasting, and participating in egg-related activities.
- Christians celebrate Pentecost through worship services, prayers, and reflecting on the significance of the Holy Spirit in their lives.



- Resurrection: when someone who has died comes back to life. For example, Christians believe that Jesus was resurrected on Easter
- Festival: a special time or event that people celebrate together, often with parties, games, or special food
- Pentecost: a special day for Christians when they celebrate the time when the Holy Spirit, a special and powerful helper, came to the early followers of Jesus



- Explore, discuss and apply concepts of Christian beliefs
- Express the ideas of love, generosity, patience and faithfulness
- Discuss a range of ideas about big questions



- What is Easter a celebration of for Christians?
- What important event happened on Pentecost for Christians?
- How do Christians celebrate Easter?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



LKS2 B
RE
Summer 1 + 2

Power



Jasvir Singh - Sikh Commentator



- Guru Nanak was the first Sikh Guru and the founder of Sikhism.
- At least three key events from Guru Nanak's life are significant in Sikh history.
- Jesus told parables to teach others.
- The parable of 'The Lost Sheep' was told by Jesus to show that the Kingdom of God is accessible to everyone, even those who have strayed from God's path.
- The story The Boy Who Threw Stones at Trees teaches Muslims that Allah made the world, so it is their responsibility to look after it.



- Guru Nanak: the first Sikh Guru and the founder of Sikhism
- Parables: simple stories or examples that are used to teach important lessons or ideas
- The Lost Sheep (Parable): a story told by Jesus to show that the Kingdom of God is open to everyone
- The Boy Who Threw Stones at Trees (Islam): This story tells Muslims that Allah (God) created the world, and it is their responsibility to take care of it

- Infer beliefs and ideas about values from stories
- Notice similarities between the key leaders
- Respond thoughtfully to their own and others' views on challenging views about being inspired by others
- Express their own ideas about questions of inspiration, fairness forgiveness, commitment and courage



- Who is recognized as the founder of Sikhism?
- What message did Jesus convey through the parable of 'The Lost Sheep'?
- What is the key moral lesson in the story 'The Boy Who Threw Stones at Trees' in Islam?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 A
RE
Autumn 1 + 2

Power



Sofka Skipwith – Upstander



- Jewish religious practices were observed by Jewish communities before World War II.
- Jewish people faced persecution during World War II.
- The Kindertransport provided refuge to persecuted Jewish children.
- Remembering examples of hatred and prejudice is important to prevent future intolerance.



- Persecution: to treat someone cruelly or unfairly especially because of race or religious or political beliefs
- Prejudice: a favouring or dislike of something without good reason
- Remembrance: the act of remembering and showing respect for someone who has died or a past event
- Up-standers: Someone who does something about a problem



- Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas.
- Explain what matters about remembrance of those who died and those who survived and the idea of up-standers.



- What is the name of hostility to or prejudice against Jews?
- What was the Kinder transport?
- ·What does upstanders mean?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 A
RE
Spring 1 + 2

Power



Tadao Ando – Religious Architect



- Religious art and architecture express spiritual ideas through various forms and designs in both local and global contexts.
- A sacred space holds significant value for a believer, serving as a place for worship, reflection, and connection to the divine.



- Scared: considered to be holy and deserving respect
- Meditation: to engage in mental exercise
- Contemplation: to view or consider with continued attention

- Explain beliefs about the values of sacred space and holy buildings to believers.
- Show an understanding of the tension between building a beautiful 'house of God' and serving the needs of people in poverty.



- Stained glass windows are made of glass and are windows, so they cannot be considered to be religious art. True or false?
- On a mosque, what is a minaret?
- What is a sacred place?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 A
RE
Summer 1 + 2

Power



Amina Wadud – Muslim Theologian



- There are moral codes in the Ten Commandments (Judaism), St Paul's advice for believers in Romans 12, and the Five Precepts (Buddhism), each with specific meanings.
- Religions use their sacred texts in worship, for private study, memorisation, and guidance.
- The five Pillars of Islam are Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage), each serving a significant purpose in a Muslim's life.
- A Muslim may apply the Five Pillars in various aspects of their daily life, guiding their actions and beliefs.



- Moral codes: formal and consistent set of rules that are widely accepted by a group of people
- Commandments: an order, especially one of the Ten Commandments
- Precepts: a rule for action or behaviour
- 5 Pillars of Islam: The Five Pillars are declaring your faith in God, prayer, charity, fasting during Ramadan and going on pilgrimage to Mecca



- Explain the impact of beliefs about sacred writings, God and values
- Explain with reasons why religious people revere their holy texts
- Explain similarities between holy books of two religions
- Respond thoughtfully to the question of which words of wisdom to live by



- In Judaism, what is the first commandment in The 10 Commandments?
- In Buddhism, how many precepts are there?
- The second pillar of Islam Salat translates to _____ in English?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 B
RE
Autumn 1 + 2

Power



Amrit Singh - Human Rights lawyer



- A Mandir is a Hindu temple, equivalent to a church or mosque.
- In a Mandir, there are shrines and many Murtis dedicated to different gods.
- Diwali is the festival of lights, celebrating the victory of good over evil.
- Hindus celebrate Diwali through various traditions and rituals.
- The Sikh 5Ks are Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kachera (cotton undergarments), and Kirpan (a ceremonial sword).
- Each of the 5 Ks represents specific values and commitments within the Sikh faith.



- Mandir: a special place where Hindus go to pray and worship their gods and goddesses
- Diwali: a festival of lights celebrated by lots of people to mark the victory of light over darkness.
- 5 Ks: important symbols that Sikh people wear, like a special bracelet and a sword, to show their commitment to their faith and values



- Explain why worship of Hindus and Sikhs is important to them
- Explain similarities and differences between practice of faith between Hindus, Sikhs and themselves



- What is a Mandir?
- What is Diwali primarily known for celebrating?
- What do the Sikh 5 Ks represent?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 B
RE
Spring 1 + 2

Power



Martin Luther King Jr
The 14th Dalai Lama
Malala Yousafzai



- Martin Luther King, the 14th Dalai Lama, and Malala Yousafzai are considered inspirational figures for their contributions to social justice and peace.
- These inspirational individuals faced significant challenges throughout their lives.
- Religion played a vital role in inspiring the actions and beliefs of these figures.



- Inspirational: to be a source of motivation and admiration for others, often due to one's actions, beliefs, or values
- Challenges: difficulties or obstacles that individuals face in their lives or endeavors, often requiring courage and determination to overcome



- Apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration
- Connect two examples from different worldviews: what they have in common



- Why is Martin Luther King considered an inspirational figure?
- What is a common challenge experienced by Martin Luther King, the 14th Dalai Lama, and Malala Yousafzai?
- How does religion inspire people like Martin Luther King and the 14th Dalai Lama?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 B
RE
Summer 1 + 2

Power



Oprah Winfrey - philanthropist



- Sewa International, Christian Aid, and Muslim Hands, along with local non-religious charities, express their religious and moral ideals through various charitable activities.
- These charities have engaged in numerous global and local initiatives to support communities in need, including disaster relief, education, and healthcare programs.
- Charity is an important aspect of both Christianity and Islam, as it reflects core beliefs in compassion, helping others, and the responsibility to support those less fortunate.



- Compassion: caring about others and wanting to help others
- Morals: the rules or principles that help us decide what's right and wrong and how to behave
- Tension: he feeling of stress or pressure when there's a conflict or disagreement between people or situations



- Explain the impact of beliefs about communities on people from different religions
- Apply the idea of tolerance and respect to some tensions or problems in the community
- Clearly express creatively their own ideas about a more respectful community



- How do charities like Sewa International, Christian Aid, and Muslim Hands express their religion's/moral ideals?
- What is one type of work that charities are involved in, both globally and locally?
- Why does charity matter in Christianity and Islam?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Philosophers



The Reverend Dr Helen Hall – Associate Priest



Gili Zidkiyahu – Rabbi in Nottingham



Martin Hengel – Christian theologian



Ben Kamin - Rabbi



Yuval Noah Harari - Author



Amy Eilberg - Rabbi

Philosophers



Lauren Daigle – Christian singer



Mohamad (Lyfta) – Cemetery caretaker



Sara – Muslim (BBC Teach)



Tariq Ramadan - Muslim theologian



Lukas - Lyfta



Jasvir Singh - Sikh Commentator

Philosophers



Sofka Skipwith – Upstander



Tadao Ando – Religious Architect



Amina Wadud – Muslim Theologian



Amrit Singh - Human Rights lawyer



Martin Luther King Jr
The 14th Dalai Lama
Malala Yousafzai



Oprah Winfrey - philanthropist

SEND in RE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
• Conceptual understanding of key historical and modern day religious practices • Low attainment in literacy can present barriers to activities e.g understanding of subject specific vocabulary, ability to read key information	• Use of simplified visual activities to support children's understanding. • • Use of simplified, dual coded resources. Potentially additional support during lessons. • • Differentiate to provide shorter, simplified texts/information • • Teacher / TA support for children during lessons to access learning. • Use of writing frames to support children access activities.	• Language/communication difficulties may make it difficult for children to participate in activities and access learning. • Difficulties with processing language.	• Teacher / TA support for children during lessons to access learning. • Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week. • Alternative ways to present/access work e.g. through technology • Simplified step by step instructions, visuals and mixed ability pairs

SEND in RE

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
• Children with sensory impairments may find it difficult to access physical resources • Children with visual or auditory impairment may have related challenges to accessing lessons. • Accessibility/participation in particular activities may be impacted by physical disabilities	• Use of technology to support access e.g. VR headset • Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties. Use of audio descriptions for visuals e.g. artefacts • Ensure those with PD are considered at the planning stage – how can staff ensure full inclusion?	• If children believe they cannot be successful in class they may become frustrated and withdraw – low self esteem etc • Children may find certain topics within RE difficult or triggering e.g. loss, death etc.	• Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible. • Ensure content being used in lesson is not overly distressing for any children in class. Allow children to have a safe space to express these feelings if they wish.

Non Negotiables that need to be in place in all lessons/classrooms when teaching RE
1.Provide access to physical resources such as real life objects from different religions where appropriate to support children with SEN access learning
2.Access to dual coded resources/word mats to support understanding of key vocabulary
3.Ensure each lesson has an opportunity for class or group discussions so children can share their views/understanding verbally

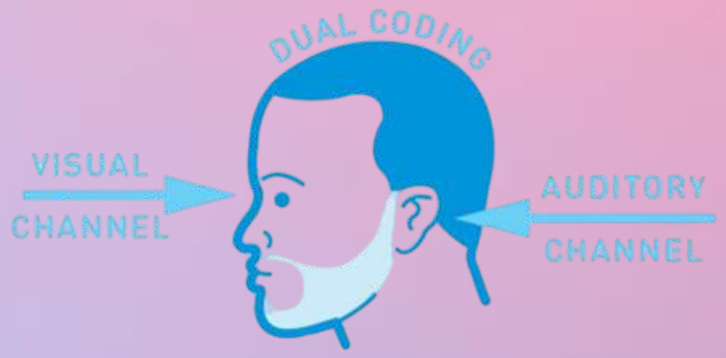
EAL in RE

At Djanogly Sherwood Academy, we are committed to ensuring that all children, including those who are learning English as an additional language (EAL), can fully access our curriculum. On entry, EAL children are assessed using FlashAcademy. If they are graded A or B, they continue to use FlashAcademy to support their English development until they progress to a higher level. These children are included in curriculum lessons that they can access, and are never excluded from learning opportunities. To support understanding, we use iPads for translation, dual coding on slides to combine visuals and text, and subtitles on PowerPoint presentations. Our teaching and learning approach ensures that teacher input is clear, simple, and accessible to all, enabling EAL children to thrive alongside their peers.

FlashAcademy®

EAL + ENGLISH + MFL









Teaching + Learning

Prepare

We plan from the big picture, ensuring strong subject knowledge, clear links, high expectations for behaviour, and strong relationships with our class.

Learn

We teach new knowledge using Rosenshine's principles to build understanding step by step.

Reinforce

We use rich hinterland content to deepen learning and make it memorable.

Retrieve

We regularly revisit and check knowledge to ensure it sticks over time.

Create

We give children opportunities to apply their knowledge through purposeful outcomes such as presentations, debates, or written work.

Conceptual Strands

Women in History

It's important that our children learn about women in history to inspire a sense of belonging and recognise the vital contributions women have made to societal progress.

Innovators

Our children learn about innovators to inspire creativity and problem-solving, helping them understand the pivotal role of innovation in the progress of the human story and its impact on society.

Nottingham

Our children learn about our city, Nottingham, to foster a sense of belonging and appreciation for the local history and community.

Environmental Concerns

Our children learn about environmental concerns to foster a sense of belonging to the global community, inspiring them to take action and help protect the world for future generations

Power

Our children learn about the concept of power to foster a sense of belonging to the local and global community and empower them to become world changers.

#sherwoodbuzz