

Religious Education Knowledge overview 2023

(Units taken from the Nottinghamshire Agreed Syllabus 2021-2026)

	Unit	Knowledge (Pupils will learn)	Key questions	Vocabulary
3	Unit 3.2 Religion, family and community (Prayer)	-about the practice, meaning and importance of the 5 daily Islamic prayers -about the meaning and use of the Lord's Prayer in Christianity, - about prayer at a mosque or a church, -about beliefs about Allah / God and prayer in the different religions.	How do religious families and communities practice their faith? The example of prayer.	Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.
	Unit 3.1 Beliefs and questions	-about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. - about contemporary practices in relation to these four festivities. - about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. - about the 'fruit of the Spirit' (Galatians 5:22)	What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?	Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.
	Unit 3.3 Worship and sacred places.	-about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. - 4 key terms in relation to each building. - to identify similarities between the places of worship - to connect features of the buildings to religious beliefs, teachings, practices and ways of living.	Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.	Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.
	Unit 3.4 Inspirational people from the past.	-at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). -examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. - examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.	What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders: Moses, Jesus and Muhammad	Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values

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4	Unit 4.4 Religion, family, community, worship, celebration, ways of living.	-Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali and at least one other Hindu festival in both India and in the UK, -They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.	How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values
	Unit 4.3 Spiritual expression	-Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. - Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian songs for children. - These can be compared with music from any sources which pupils find spiritually interesting or inspiring.	Christianity, music and worship: what can we learn?	Religion, Christian, spiritual, worship, devotion, belief, self-expression
	Unit 4.2 Symbols and religious expression	-about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). - details about and reasons for ritual and practice on pilgrimages. -to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. - about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.	How do people express their religious and spiritual ideas on pilgrimages?	Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.
	Unit 4.1 The journey of life and death.	-key ways in which Christians, Hindus and Muslims see life as a journey. -to gather and use information about the key moments marked by rituals for welcoming a baby,	Why do some people think life is like a journey? Where do we go?	Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul,

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		becoming an adult, celebrating a marriage and funeral rituals. -about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. -about non-religious views, for example about Humanist commitment to 'the one life we have.'	What do different people think about life after death?	spiritual, commitment, values, heaven, paradise.
5	Unit 5.1 Inspirational people in today's world.	Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Salvation Army, Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.	What can we learn from great leaders and inspiring examples in today's world?	Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.
	Unit 5.2 Religion and the individual: What matters to Christians?	-Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; -The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.	What is expected of a person in following a religion or belief? What matters most to Christians in their religion?	Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.
	Unit 5.3 Beliefs and questions.	-about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life - to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.	How do people's beliefs about God, the world and others have impact on their lives?	Muslim key words will include: 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include: murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include: atheist, agnostic.

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	Unit 6.4 Beliefs in action in the world.	-about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. -about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. -about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?	Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.
6	Unit 6.1 Teachings, wisdom and authority.	-to understand two carefully selected texts from the scriptures of each of the religions selected for study. -about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.	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?	Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.
	6.2 Religion, worldviews, family and community.	-about the statistics of world religions in the local area, the county, region, nation and world. - about at least two examples of inter faith co-operation.	What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?	Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality
	5.4 Beliefs in action in the world a.	-about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. - about different charities which apply the 'golden rule' ('treat others as you would like to be treated',	How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?	Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community,

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		-‘love your neighbour as you love yourself’) from a range of religions and worldviews to some global problems.		commitment, values, compassion.
	6.3 Beliefs in action in the world b.	-about spiritual concepts of justice, fairness, compassion and responsibility. -about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).	How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.