

# RE

## Intent:

At Linby cum Papplewick Primary School, we believe Religious Education offers children the chance to think beyond themselves with courage and respect. It encourages them to consider opinions and beliefs different from their own while fostering love and understanding for others in both our local community and the wider world. This helps children grow into respectful and compassionate members of any community they join throughout their lives. Through RE, children gain an understanding of the beliefs, values, and traditions of various world religions. They develop emotional resilience and tolerance by exploring different perspectives and viewpoints. Additionally, children learn to describe and explain theological concepts, acquire key knowledge, and engage with these ideas through a structured learning cycle.

I embody the spirit of an RE specialist, I...

- Communicate my personal experiences.
- Discuss and apply others' viewpoints.
- Investigate and inquire a variety of different religious words.
- Contextualise real life examples of religious traditions.
- Evaluate the meaning of the concept for others and for myself.

## Implement:

In the Early Years, children learn about People, Culture, and Communities as part of the "Understanding the World" area of learning. They explore simple similarities and differences between various religions and cultural communities, drawing on their own experiences as well as stories and materials shared during class activities.

As they progress through the school, children study Christianity and Judaism in Years 1 and 2; Christianity, Hinduism, and Judaism in Years 3 and 4; and Christianity and Islam in Years 5 and 6. This progression ensures they gain a well-rounded understanding of different religions over time.

RE is taught once per week, though at times, lessons are grouped into a dedicated week to allow for in-depth exploration and immersion. It is recommended that children receive 36 hours of RE instruction per year in Key Stage 1 (KS1) and 45 hours in Key Stage 2 (KS2). The curriculum follows the "Understanding Christianity" framework, which is supplemented by the Nottinghamshire Agreed RE Syllabus.

In Early Years and Key Stage 1, learning is captured in class "floor books," with additional photographic evidence collected where necessary. In Key Stage 2, RE learning is documented in individual RE books that move with the children as they progress through the school. Links are made in RE lessons to the school's core values as well as to the fundamental British values of mutual tolerance and respect. As part of their Religious Education, children have the opportunity to visit local places of worship. These visits provide invaluable firsthand experiences, helping to deepen their understanding of different faiths and practices. By engaging with local religious communities, children can see how beliefs are expressed in real-life settings, fostering respect and appreciation for cultural and religious diversity. Key religious knowledge is revisited throughout the year, with connections made to prior learning to deepen understanding. Children are also introduced to and encouraged to use key religious vocabulary to support their learning.

## Impact:

The children at Linby cum Papplewick C of E Primary School thoroughly enjoy exploring different religions and understanding why individuals may choose, or choose not, to follow a particular faith. Through RE lessons, they draw meaningful connections between their own lives and the lives of others in their community and the wider world. This fosters a deeper appreciation of diverse cultures and ways of life. As a result, Religious Education becomes an essential subject, equipping children with the understanding and empathy needed to navigate an ever-changing and interconnected world.

# Key Concepts in RE

The Religious Education curriculum at Linby cum Papplewick C of E Primary School is structured around three core concepts: Understanding Christianity, Understanding World Faiths and Beliefs, and Worship, Prayer, and Spirituality. These concepts provide a foundation for children to explore their own spirituality, as well as to gain a broader understanding of the beliefs, practices, and values of others.

## Understanding Christianity:



This concept focuses on teaching children about the core beliefs, teachings and practices of Christianity. It includes an exploration of biblical stories, theological concepts and the life and teachings of Jesus Christ. Children learn about the significance of Christian festivals, traditions and their impact on individuals and communities. This helps children to understand Christianity both as a personal faith and as a cultural and historical influence in the wider world.

## Understanding World Faiths and Beliefs:



Children are introduced to the beliefs, traditions and practices of a variety of world religions and non-religious worldviews. Through studying religions such as Judaism, Islam, Hinduism and others, children develop an appreciation for diversity and the importance of faith in people's lives. They also learn to compare and contrast different belief systems, enabling them to respect and empathise with others in a multicultural and interconnected society.

## Worship, Prayer and Spirituality :



Children are encouraged to explore how people express their beliefs and spirituality through worship, prayer, and reflection. This concept includes consideration of religious rituals, sacred spaces and symbols, as well as the role of prayer in personal and communal life. Children are also given opportunities to reflect on their own sense of spirituality and the ways in which they might find meaning and purpose in their lives. This concept supports their emotional well-being and fosters a deeper understanding of the role of spirituality in human experience.



**Understanding  
Christianity**



**Understanding World  
Faiths and Beliefs**



**Worship, Prayer and  
Spirituality**

# RE: Mapping of Units of Study

## Year A

Class	Autumn		Spring		Summer	
Ash (YR) Christianity, Judaism,		UCF2 Incarnation - Why do Christians perform Nativity plays at Christmas	UC F1: Creation Why is the word God so important to Christians?	UCF3 Salvation - Why do Christians put a cross in an Easter Garden?	UC: F1 Creation - Digging deeper	
Elm (Y1, Y2) Christianity, Judaism	UC 1.4 Gospel What is the good news Jesus brings?	UC1.3 Incarnation Why does Christmas matter to Christians? CORE LEARNING	AS 1.4 Symbols—Judaism—synagogue / Passover	UC1.5 Salvation Why does Easter matter to Christians? CORE LEARNING	UC 1.1—what do Christians Believe God is Like? - Parable of the lost son	UC1.1 Going Deeper—Jonah
Fir (Y3, Y4) Christianity, Judaism, Hinduism.	UC2a.4—What kind of a world did Jesus want?	UC2a.3 Incarnation/God What is the Trinity? CORE LEARNING	UC2a.2 What is it like to follow God?	UC2a.5 Salvation Why do Christians call the day Jesus died ‘Good Friday’? CORE LEARNING	AS 4.4 Religion, Family and Community—Hinduism	UC2a.6 When Jesus left, what was the impact of Pentecost?
Oak (Y5, Y6) Christianity, Judaism, Hinduism, Islam	Understanding Christianity 2b.8 - The Kingdom of God	C2b.4 Incarnation Was Jesus the Messiah? CORE LEARNING	Understanding Christianity 2b.2 Creation and Science	UC2b.6 Salvation What did Jesus do to save human beings? WHOLE UNIT	UC2b.5 What would Jesus Do?	UC2b.1What does it mean if God is loving and holy?

## Year B

Class	Autumn		Spring		Summer	
Ash (YR) Christianity, Judaism,		UCF2 Incarnation - Why do Christians perform Nativity plays at Christmas?	UC F1: Creation Why is the word God so important to Christians?	UCF3 Salvation - Why do Christians put a cross in an Easter Garden?	UC: F1 Creation - Digging deeper	
Elm (Y1, Y2) Christianity, Judaism,	AS 1.1 Festivals—Harvest/Succoth	UC1.3 Incarnation Why does Christmas matter to Christians? DIGGING DEEPER	UC: 1.2 Creation who made the world?	UC1.5 Salvation Why does Easter matter to Christians? DIGGING DEEPER	The local church/synagogue—re-visit similarities between Judaism and Christianity	UC: 1.2 Creation - Digging Deeper
Fir (Y3, Y4) Christianity, Judaism, Hinduism,	2a.1 What do Christians learn from the Creation Story?	UC2a.3 Incarnation/God What is the Trinity? DIGGING DEEPER	UC 2a.2 What is it like to follow God? (link to Esther—a person chosen)	UC2a.5 Salvation Why do Christians call the day Jesus died ‘Good Friday’? DIGGING DEEPER	AS 3.3 Worship and Sacred places—Hindu Mandir / Jewish Synagogue.	UC2a.6 When Jesus left, what was the impact of Pentecost?
Oak (Y5, Y6) Christianity, Judaism, Hinduism, Islam	UC 2b.3 How Can following Jesus bring freedom?	UC2b.4 Incarnation Was Jesus the Messiah? DIGGING DEEPER	2a.8 What kind of a king is Jesus?	UC2b.7 Salvation What difference does the resurrection make for Christians? WHOLE UNIT	Agreed Syllabus: Kindertransport	Agreed syllabus: Islam (5.3) How do people’s belief about God, the world and others have impact on their lives?



# RE: Understanding Christianity



**Year 6**

Know and explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving.

Debate about what God is like.

Understand why Christians believe God is omnipotent, omniscient and eternal

Explore stories from the Bible and analyse how Christians today apply these ideas to living today.

Know that Jesus was Jewish and that the Jewish faith does not think Jesus is the Messiah.

Consider the extent to which Jesus’ values and example would benefit today’s world, within the school community, local and national communities and out to the global community.

Know and use some of Jesus’ stories, teachings and example to understand what Christians believe he meant by loving others.

**Vocabulary:**

Denomination, foretold, Messiah, prophecy, prophets, creation, fall, Kingdom of God, God, gospel, incarnation, People of God, Salvation, equality, injustice, four gospels parable, poverty, reflection service, worship, awe, big bang evolution, cosmology, Commandment, Covenant, Exodus, Freedom, Justice, Plague, Salvation, Chalice, Communion, Eucharist, Last supper, Resurrection, Sacrifice

Sin, agape.



**Year 5**

Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love.

Know that Jesus was Jewish

Know that Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God’s plan to restore the relationship between humans and God .

Know that Jesus’ teachings continue to inspire Christians today.

Know that Jesus’ teachings explore the idea of loving others, using the term agape.

**Year 4**

Know that understanding God is challenging: people spend their whole lives learning more and more about God.

Know that because human beings are part of God’s good creation, they do best when they listen to God

Know that the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.

Know that Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

Know that Christians believe that Jesus promises to stay with them and Bible stories show how God keeps his promises.

**Vocabulary:**

Creation, creator, frieze, serpent, blame, disobedience, temptation judgemental, Fall, punishment, sacrament, confession, reconciliation pact, covenant, consequences, descendent social justice, possessions leprosy, Levite, Samaritan, pharisee, salvation, crucifix, Pentecost, ascension

**Year 3**

Know that Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.

Know that God the Creator cares for the creation, including human beings

Know that Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

Know that Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people..

**Year 2**

Know that Christians believe God is loving, kind, fair and also Lord and King: and there are stories that show this.

Know that Christians worship God and try to live in ways that please him.

Ask questions about the relationship between God and human beings.

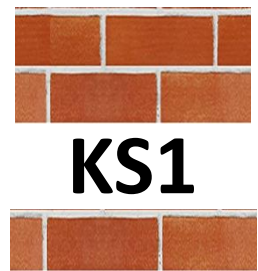
Discuss stories about the People of God

Know that Christians celebrate Jesus’ birth, and that Advent for Christians is a time for getting ready for Jesus’ coming

Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. .

**Vocabulary:**

Bible, care Creator, Creation, Genesis, Grace, prayer, responsibility, rest stewards, thankfulness, Universe, vandalism, lost, wonder, parable, praise, forgive, forgiving, just, advent, gratitude, incarnation, gold, frankincense, myrrh, gospel, peace, sacred, leper, prayer, salvation, sin, crucify, saviour, heal



**Year 1**

Know that Christians believe in God, and that they find out about God in the Bible.

Know that Christians believe that the Earth and everything in it are important to God.

Know that and explain how humans should care for the world because it belongs to God.

Know and recall the story of Jesus’ extraordinary birth in Bethlehem

Knows ways in which Jesus is a friend to the poor and friendless.

Know how to consider Jesus’ teachings about how to live the right way.

**EYFS**

Know that the word God is a name

Know that Christians believe God came to Earth in human form as Jesus.

Know that Christians believe Jesus came to show that all people are precious and special to God.

Know that Jesus’ name means “He saves.”

Know that Christians believe Jesus came to show God’s love.

Know that Christians try to show love to others.

**Vocabulary:**

God, faith, creator, create, creative, VIP, church, worship, Jesus, Holy, Jesus, Nativity, carol, precious, thanksgiving, Palm Sunday, resurrection, Messiah, Christ, rescue, Easter, Hosanna, forgive.



# RE: Understanding World Faiths



**Year 6**

Know what we can learn by reflecting on words of wisdom from religions and world views

Know what sacred texts say about God, the world and human life

Explore a wider variety of world religions including non-religious views

**Year 5**

Know how Muslim people's beliefs about God, the world and others have impact on their lives

Know how Hindu people's beliefs about God, the world and others have impact on their lives

Know what the five pillars are

Know that the prophet is named Allah

**Vocabulary:**

Ahimsa, Atheist, Environment, Khalifah, Steward, Ummah, antisemitism, Beth Shalom, democratically, dictatorship, Justice, Kindertransport, persecution, refugee, remembrance, Upstander

Allah, Akhlaq, Five Pillars, Hajj, Prophet, Salah, Sawm, Shahadah



**Year 4**

Know how and why Diwali is celebrated and how this celebration develops a sense of belonging for a Hindu child

Know how Mandirs are very special to Hindus

Be able to talk about similarities and differences between places of worship

**Year 3**

know where Christians, Hindus and Muslim people worship.

Be able to name the names of places of worship for Hindus and Muslims

Know how Mosques are very special to Muslims

Be able to talk about similarities and differences between places of worship

**Vocabulary:**

Mandir, Synagogue, Hindu, Muslim, Islam, Christian, worship, Church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values, Hindus, murtis, gods, goddesses, karma, dharma, Aum.



**Year 2**

Understand why it is important for Jewish people to do what God asks them to do

Know that the relationship between God and Jewish people is very special and give reasons why

Know what the best way for a Jewish person to show commitment to God is

Know that a Synagogue is a special place for Jewish people

**Year 1**

Know of some similarities between synagogues and churches

Recognise some important Jewish symbols and what they represent to Jewish people

Be able to say what is similar about Christian beliefs and Judaism

Know why Shabbat is important to Jewish children

Know if Rosh Hashanah and Yom Kippur are important to Jewish children

**Vocabulary:**

Jewish, Judaism, synagogue, Passover, Succoth, Hannukah, Pesach, Shabbat, religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God



**EYFS**

Know that some people are Christians and believe in God and that other people might believe different things.

Be able to join in world faith celebrations such as Chinese New Year, Diwali or Holi, etc

**Vocabulary:**

Jew, Jewish, Judaism

# RE: Worship, prayer and spirituality



UKS2



LKS2



KS1



EYFS

**Year 6**

Know how to ask challenging questions applying their own and others’ ideas about responsibility and what is right and wrong, consider possible effects of different moral choices.

Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.

Analyse how ‘good news’ is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin.

Explore how Christians believe that they should bring this good news to life in the world

Consider why Christians read the ‘big story’ of the Bible, including Gospels and the New Testament.

Discuss the different ways that Christians interpret Jesus’ death and explore how Christians remember Jesus’ sacrifice through the service of Holy Communion.

Consider why many Christians challenge unjust social structures in their locality and in the world.

**Vocabulary:**

Morals, heal, sin, salvation, sacrament, stillness, awe, wonder, ows, wows, incarnate, resurrection, sacrifice, sacrificial.

**Year 5**

Actively engage in periods of stillness; describe their reflective experiences

Give simple reasons why some people don’t want to follow Jesus' teaching today, including ideas about making my own choices about good and evil.

Know and describe how people with religious worldviews make choices about what is right and wrong.

Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.

Know that belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven).

Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, , for example, by following the teachings of the Jesus.

Explore the parables about the Kingdom of God and consider what they mean

**Year 4**

Know how people show their beliefs in worship and in the way they live.

Participate in periods of stillness and quiet and where appropriate express personal reflections.

Know, consider and discuss questions in matters that are important in the world including choices about what is right or wrong

Know that Holy Week is the culmination of Jesus’ earthly life, leading to his death and resurrection and know that the events of Holy week were important in showing the disciples what Jesus came to earth to do.

Know that Jesus’ life shows what it means to love God (his Father) and love your neighbour.

**Vocabulary:**

Ows, wows, right, wrong, big questions, neighbour, Holy Week, Maundy Thursday, Good Friday, Easter Sunday, resurrection, parable, trinity.

**Year 3**

Know moral stories and reflect on why individuals make choices about what is right and wrong, just and fair

Participate in periods of stillness and quiet and where appropriate express personal reflections

Know that Christians believe God is Trinity: Father, Son and Holy Spirit.

Know that Jesus the Son is seen by Christians as revealing what God the Father is like.

Know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. They remember and celebrate Jesus’ last week, death and resurrection.

Know that the People of God try to live in the way God wants, following his commands and worshipping him and that Christians believe that, through Jesus, all people can become the People of God.

**Year 2**

Participate in periods of stillness and reflection.

Know moral stories, considering right and wrong, just and fair

Know that Christians believe Jesus rose from the dead, giving people hope of a new life

Know that parables often try to teach Christians lessons about how to live their life.

**Vocabulary:**

still, right, wrong, ows, wows, nows, parables, Easter, Good Friday, Easter Sunday, Advent, forgive

**Year 1**

Respond to periods of stillness and reflection.

Know what it means to be right and wrong, just and fair.

Know that Easter is important in the ‘big story’ of the Bible.

Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans.

Know why Christmas matters to Christians

**EYFS**

**Take time to reflect and be still**

Know that the word God is a name

Know that Christians believe that God made our world and we should look after it

Know that Christians remember Jesus’ last week at Easter

Know why some Christians put a cross in an easter garden

Know that some places are special

Know that some people believe God is very special;

**Vocabulary:**

God, Creation, awe, ows, wows, nows, Easter, cross church, place of worship, special.