



Religious Education

Curriculum design and rationale

Achieving our dreams together

The Intent of our Religious Education

At Abbey Hill, we teach RE to ensure that our pupils know and understand a range of religions including their beliefs and practices. This begins locally and broadens globally. Pupils are taught and encouraged to develop and then express their own ideas about religion, faith and spirituality and school makes space and time in the curriculum for pupils to express and share their own beliefs. It is an absolute priority that all Abbeyhillians are taught and learn to engage with religious and non-religious ideas inclusively, respectfully and thoughtfully.

The Design of our Curriculum

As a school in the region of Nottinghamshire County Council, school follows 'The Agreed Syllabus for RE in Nottingham City and Nottinghamshire.' The 2021 'Agreed Syllabus for RE in Nottingham City and Nottinghamshire' follows the structure of the DfE's National Curriculum (2013), so that RE has subject documentation which parallels the subject to the National Curriculum.

As a school, the agreed syllabus has been adapted and organised through the use of a third-party scheme/unit plan which was written in conjunction with the school and an RE advisor.

Units of work have been arranged in a deliberately-structured order so that prior learning can be revisited and key themes, stories and faith-knowledge is built upon.

Teachers are provided with unit plans and resources. There is no expectation to use all of the resources, nor to entirely follow the suggested activities. However, all objectives must be covered by staff whether they elect to use the skeleton unit plans or to make their own adaptations for their class. Professional judgement is advocated.

Teaching and Learning in RE

Based upon the law and DfE guidance, a minimum of 5% curriculum time is allocated to the teaching of RE. Abbey Hill places greater emphasis and value on the teaching of Religious Education and so RE is time-budgeted for as follows:

- Reception: A minimum of 36 hours per year including weekly lessons of 50 minutes and/or some short input through continuous provision.
- Key Stage 1: A minimum of 36 hours per year including weekly lessons of 50 minutes and some theme days.
- Key Stage 2: A minimum of 45 hours per year including weekly lessons of 1 hour and/or RE themed days.

All lessons should be evidenced in an RE floorbook or pupils' individual RE books. This means that every lesson mapped out on the school's long-term plan can be evidenced in either a floorbook or individual pupil books. Activities may include: drama, music, art, written tasks, recording of verbal contributions and photographs of enrichment experiences.



Features of effective teaching in RE

The following features are considered good practice in the teaching and learning of RE at Abbey Hill. Not *every* feature is expected in every lesson. Teachers use professional judgement to determine the most effective manner to deliver the curriculum to support engagement, retention and achievement in all lessons.

Application of RE skills/objectives appropriate for age group.

Opportunities for personal development: spiritual, social, moral and cultural development.

Understanding/ teaching/ review of religious concepts across different religions and worldviews.

Discussion using religious vocabulary, challenging misconceptions and controversial views.

The lesson relates to children's own lives and gives them chance to reflect on their own beliefs and ideas.

Pupils are encouraged and empowered to respectfully ask questions

Links with Values (including school/British Values)

Use of religious artefacts/ resources to consolidate teaching.



Religions Studied

The Agreed Syllabus for RE in Nottingham City and Nottinghamshire' requires that all pupils learn from Christianity in each Key Stage. In addition, pupils will learn from the principal religions represented in line with the law. These are Judaism, Hinduism, Islam and Sikhism. Our RE Curriculum is inclusive and every pupil has a legal entitlement to RE. It is a necessary part of a broad and balanced curriculum.

Reception: 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.

Key Stage 1: A minimum of two religions are to be studied. At Abbey Hill, these are Christianity and Judaism. Eid (Islam) and Diwali (Hinduism) also feature in our Key Stage One curriculum as part of broader units of work.

Key Stage 2: A minimum of three religions are to be studied. At Abbey Hill, these are Christianity, Hinduism and Islam. Learning about Judaism, from Key Stage One, is also revisited in prior learning and recalled in linked units.

Key Stage One	Key Stage Two
49% Christianity 44% Judaism 7% Other	51% Christianity 20% Islam 19% Hinduism 5% Judaism 5% Other

Right to Withdraw

The NAHT states: "This was first granted in 1944 when curricular RE was called 'Religious Instruction' and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews. In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility.⁶ This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE, and can do so without giving any explanation."

At Abbey Hill, we request that any parent/family considering a withdrawal first makes contact with the headteacher. We ask to review withdrawals annually where any child has been withdrawn. It is only possible to request to withdraw from the RE curriculum.



Our RE Long Term Plan

Year 1	Autumn 1	Spring 1	Summer 1
	Belonging <ul style="list-style-type: none"> • Belonging in families • Caring in Families • Belonging in schools • Belonging in the community, intro Christianity/ other faiths • Belonging to a Christian Family • Intro Infant baptism – A Christening Experience and Jesus’ baptism • Reflection on belonging 	From Creation to Shabbat <ul style="list-style-type: none"> • What’s important to the children? And What’s important to Jews? Children’s own ideas about God. • What can we learn from looking at the world & Jewish beliefs about Creation? • Investigate further Jewish People beliefs about creation and the world • Reflections on our Beautiful world and How can we care for our Beautiful World? Other ideas for other curriculum areas. • How do people talk to others?to God? Who listened – Abraham and Abraham’s Story • How do Jews show their beliefs through Shabbat? And Why is rest important to Jewish People/ everyone? • How can Shabbat rest be taken into the week? 	Jesus and his Miracles <ul style="list-style-type: none"> • Jesus the Miracle Worker - feeding of the 5000, calming the sea • Jesus – the Healer – paralysed man lowered through the roof • Jesus the Healer – healing the blind man • Being thankful for healing; asking for help and Recalling Jesus’ Miracles and Healings
	Autumn 2	Spring 2	Summer 2
	Diwali and Christmas <ul style="list-style-type: none"> • Respecting others and introducing Hinduism. • Hindu Celebration of Light – Diwali • Diwali afternoon • Intro Christmas – gifts, Jesus’ birth • Wise Men’s story and gifts • How is Jesus’ Birthday Celebrated In Church? • Can I Investigate Jesus’ Birth Further? • Jesus’ Gifts and Children’s Special Gifts. 	Jewish Stories <ul style="list-style-type: none"> • Noah and His ark • Moses’ Birth • Moses and Burning Bush and What is Moses’ (and your) decision? • Moses and the Plagues and Escape • Jonah and the Big Fish Easter (1 focus week) <ul style="list-style-type: none"> • Palm Sunday • The Story of Jesus’ last days • Easter in Church • What is important at Easter 	Visiting a Church – local to Kirkby <ul style="list-style-type: none"> • Do you have a special place? • What are Christians’ Special places like? • Going Inside – What happens at churches? /Wedding Experience • Looking Inside Churches – What’s Inside? • Preparation / Visit to a Church • Follow up to the church visit • Artwork time for display in response to Church visit



Year 2	Autumn 1	Spring 1	Summer 1
	Jewish Celebrations and Stories <ul style="list-style-type: none"> • Introducing David • David and Goliath • Investigating the story of David and Goliath • Daniel in the Lion's den • Hanukkah • Respecting others and introducing Muslims 	Jesus and His Stories <ul style="list-style-type: none"> • Lost Sheep • Lost coin • Prodigal Son • Good Samaritan • The Two Houses • Artwork time for display 	The Torah and Jewish Stories continued <ul style="list-style-type: none"> • Joseph – prison and becoming 2nd to Pharaoh and Joseph's Reunion with His Family • What did we learn about the Torah and its Stories? <p><i>Visiting a Synagogue – Nottingham*</i></p> <ul style="list-style-type: none"> • What is a special place for Jewish people? • What are Jewish Synagogues like? • What do Jewish People wear in a Synagogue? • Preparing for a Visit to a Synagogue. • Follow up to the Synagogue visit <p><i>*Content to condensed and covered before, during and after visit.</i></p>
	Autumn 2	Spring 2	Summer 2
	Eid and Christmas <ul style="list-style-type: none"> • Revisit of Respecting others and introducing Muslims and Eid • Muslim Festival of Eid • The Big Eid Day • Advent – Christmas Coming • Mary and Joseph's Journey and Arrival at Bethlehem • Jesus' Birth – What did/do People Think? And Other Visitors to Bethlehem • Jesus, Giving and Thankfulness 	The Torah and Jewish Stories <ul style="list-style-type: none"> • Things that are special to us and Introducing the Torah Scrolls and Jewish people • Learning from the Torah. Which rules do you use? • Which stories are in the Torah? <p>Easter (2-3 focus weeks)</p> <ul style="list-style-type: none"> • Easter events and feelings • Forgiveness • The Disciples' Reactions • Saying Goodbye 	Jesus' friends and followers <ul style="list-style-type: none"> • Friendships & Jesus' Teaching on Friendships • Jesus' friends & followers- The fishermen, Mary & Martha • Introducing more friends and followers – valuing children • Jesus' Respect for all – Zacchaeus – became a follower • Zacchaeus & Jesus – Friendship to All • Followers of Jesus – after he died • Followers of Jesus – why did they change? Mystery Game. • Peter – what happened to him- why did he change? And How does Jesus Influence Christians today?



Year 3 (Year 3/4 in 24/25)	Autumn 1	Spring 1	Summer 1
	Signs, Symbols and Parables <ul style="list-style-type: none"> • Introduction of signs, symbols; Christian symbols • Introduction of non-literal language- idioms; parables • Jesus' parables - general & The Persistent Widow • Jesus' parables - Hidden treasure & Pearl of Great Price • Jesus' parables -The Banquet/ 5 Wise and Foolish bridesmaids • Jesus' parables - The Sower • Jesus' parables - all 	Hindu Worship <ul style="list-style-type: none"> • Introduction to Hinduism and Hindu Beliefs about God • Beliefs about Brahman, through investigating Ganesh • Investigating what's important to Hindus & the Children • Exploring How Hindus Worship - Puja • Exploring Where Hindus do Puja (at home) & Use of senses • Where do Hindus Worship? Puja at the (temples) mandirs 	Amazing rollercoaster rides in The Bible <ul style="list-style-type: none"> • Introducing Bible Heroes and the Bible and Investigating Heroes further & Jonah's Journey • Joseph and His Multicoloured Coat • Joseph and Pharaoh's Dreams and Joseph and Family Reunited, summary • Esther • Response through artwork
	Autumn 2	Spring 2	Summer 2
	Light and Dark <ul style="list-style-type: none"> • Light - Introduction & as a Christian symbol • Light - Pentecost - Holy Spirit Comes and What Happened After Pentecost? • Saul to Paul - the influence of light • Festival of Diwali and Story and Exploring the Story behind the Festival of Diwali. • Exploring the development of good qualities Christmas <ul style="list-style-type: none"> • Light at Christmas • The Gifts of the Maji 	<i>Visiting and reviewing a local church (at Easter) - local to Kirkby</i> <ul style="list-style-type: none"> • Investigating Outside Churches and Denominations and inside a church • What Happens on Sundays in a Church? And Which Sunday Activities would attract Each Family? • How Does Church Help the Community and Why do people in the Church help the Community? • Evaluate the evidence from the Investigation • Preparation, visit and follow up to a local church visit, completing the review. Easter (1 focus week) <ul style="list-style-type: none"> • Holy Week events • meaning of crosses linked to disciples' feelings • Last Supper and washing of the feet 	Brave People in the Bible Favourite sayings <ul style="list-style-type: none"> • Introducing the Bible (Noah) • Amazing Abraham • Happy Hannah (intro Samuel and David's anointing) • Special Samuel (his call and David's anointing) • Daring David and Goliath



Year 4 (to be covered in 25/26)	Autumn 1	Spring 1	Summer 1
	Hindu Family Celebrations <ul style="list-style-type: none"> Introducing Hindu Family Celebrations and Holi Introducing Festival of Holi and celebrations Raksha Bandhan-sister/brother festival Hindu Festival – Janmashtami – Krishna’s Birthday An important time in a Hindu’s Life & family – Weddings Hindu family celebrations – Weddings Hindu weddings and promises 	Miraculous Escapes <ul style="list-style-type: none"> Daniel ... in the Lion’s Den and Daniel’s friends In the Fiery Furnace. Moses’ Childhood Moses. Burning Bush, Plagues & Red Sea Moses and the 10 commandments Moses Changes Passover – Jewish ‘Pesach’, celebrating Exodus 	Jewish Celebrations and Family Life <ul style="list-style-type: none"> Introduction of Judaism and Jewish artefacts and More Artefacts and Shabbat introduced The Shabbat Experience Other Jewish Ceremonies and Celebrations Jewish Traditions
	Autumn 2	Spring 2	Summer 2
	Detectives – Investigating Jesus <ul style="list-style-type: none"> Detectives – introduce investigation/ recap Jesus’ childhood and Detectives – Recap Jesus’ teaching, death Investigate Jesus’ appearance Jesus’ Character – Jesus with a Close Friends (not a disciple) – was he good /trustworthy? And Was Jesus good/ trustworthy to his disciples? Jesus with People who had few friends Jesus with the Despised Romans and Jesus and the Religious Leaders Other ways that Jesus behaved? – Investigate Miracles Jesus about Himself; What do You think? – Children’s ideas Christmas <ul style="list-style-type: none"> Hopes and Dreams 	Caring and Praying <ul style="list-style-type: none"> Introducing Caring and Praying – Answered and Unanswered prayers Jesus and Prayer More from Jesus – the Lord’s Prayer Jesus – Earth like Heaven Easter (2 focus weeks) <ul style="list-style-type: none"> The last days of Jesus’ life The Last supper Peter’s Denial 	Muhammad, pbuh, Mosques and Prayers <ul style="list-style-type: none"> Introducing Muslim People and Islam Muslim people worship Allah (Arabic for God) Muslim Prayer (to Allah) Muhammad pbuh and the Revelation of the Qur’an Stories told about Muhammad pbuh Mosques – exterior and interior



Year 5	Autumn 1	Spring 1	Summer 1
	Muslim Families and Celebrations – Mosque visit <ul style="list-style-type: none"> Muslim Families and Food – Halal Muslim Clothes Introducing the Qur'an Going to The Mosque Muslim Prayer and Wudu – cleansing Muslim Weddings Muslim Baby Welcoming and Naming Ceremony Display artwork 	Exploring The Old Testament <ul style="list-style-type: none"> Starting to Explore the Bible and Exploring the Question – who is in the Bible? Who are these People Following? Exploring aspects of God Exploring –What is in the Bible? Where did events take place? Wisdom, Guidance, Inspiration. How and when was it written? – Translations, Dead Sea Scrolls How does Ruth inspire others? – Friendship/ Loyalty How does Joshua inspire others? – Trust in God; Courage Summarising the Old Testament 	Pilgrimages <ul style="list-style-type: none"> Children's Special Places : Special Places of Worship for People with a Faith Introducing Pilgrimages Pilgrimages places including Jerusalem Christian Pilgrimages and Reasons for them Main Muslim Pilgrimage Place – Hajj Sikh and Hindu Pilgrimages
	Autumn 2	Spring 2	Summer 2
	What's Important and Celebrations? <ul style="list-style-type: none"> Exploring good/bad actions and behaviour Introducing and exploring Behaviour Guidelines for Living Exploring choices of actions and moral dilemmas What helps Children make a decision from the Choices? Exploration of Guidelines in 3 Religions Exploring Children's Ideas and exploring Choices of Action in the Community Extending Exploration of Religions to 5 Faiths and Exploring the Importance of Values Christmas <ul style="list-style-type: none"> Missions, Courage and Bravery 	Easter including Easter Service <ul style="list-style-type: none"> Judas' betrayal Sacrifice and forgiveness Preparation of Easter service 	Investigating religions and harmony, near and far <ul style="list-style-type: none"> Investigating religions in children's villages/towns. Diversity of religions in City eg Nottingham Introduction to Hinduism in Nottingham and UK Investigate Religions in UK and World / Non-Violence, Harmony Expressing Faith through the Arts <ul style="list-style-type: none"> Introduction – Different arts used by different faith groups, Music – as a way of expressing faith and Music in the Bible – Psalms Drama – other ways of expressing faith (Christian) Expressing faith through the Arts in Hinduism Expressing faith through the Arts in Islam



Year 6	Autumn 1	Spring 1	Summer 1
	Making a difference – Holocaust Centre <ul style="list-style-type: none"> Introducing poverty and injustices in the world What's it like to be poor? What practical things help poor children? Who are helping? Why are people helping the poor? Why do Christians help? Who helps? How can we make a difference in the world? - Display Artwork 	Exploring Muslim Beliefs <ul style="list-style-type: none"> Muslims/The Qur'an and its revelations The First Mosque Allah Five Pillars of Islam Following rules and values Ramadan and Eid 	
	Autumn 2	Spring 2	Summer 2
	Exploring The New Testament <ul style="list-style-type: none"> Overview of the New Testament Peter and Paul Jesus' Commandments Jesus' Teachings Summarising Christmas – including writing focus <ul style="list-style-type: none"> The Real meaning of Christmas Christmas around the world 	Investigating Religions and Respect further <ul style="list-style-type: none"> Religions in the locality Introducing diversity of religions Sikhism: in the UK, Origins and Worship Hindu Beliefs Inspiring People in the World Respect for others and the Golden Rule Easter (1 focus week) <ul style="list-style-type: none"> Good Friday The Disciple's Emotions The Resurrection and Jesus the Rescuer 	Beautiful World, Wonderful God? <ul style="list-style-type: none"> Big Questions in the world Exploring theories about Creation Exploring the scientific view Use of the arts Who is responsible? Journey Through Life <ul style="list-style-type: none"> Journeys through life Christian and Jewish journeys through life Stages in life's journey

