



R.E Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	F1 Which stories are special and why? (believing) To talk about religious stories and know some similarities and differences between religious communities in Britain.		F3 What places are special and why? (expressing) to be aware that some religious people have places that have special meaning for them. To identify some significant features of sacred places.		F5 Being special: where do we belong? (living) recall religious stories making connections with personal experiences and describing ceremonies that welcome new babies.	
Reception	F2 Which people are special and why? (Believing) to talk about people that are special to them. To recall stories about special people in religions and what we can learn from them.		F4 What times are special and why? (expressing) to give examples of special occasions and recall simple stories connected with Faith.		F6 What is special about our world? (living) talk about things that are interesting and wonderful about the world. To think about the wonders of the natural world and how we look after it. To explore the stories of creation.	
Year 1	1.1 Who is a Christian and what do they believe? Christianity (Autumn) Share stories and beliefs of Christians Explore art and symbols around God Big questions about life and God Christians' beliefs about Jesus How Christians follow the Bible and worship What the idea of God means for the children Christmas Why Christians give gifts at Christmas		1.7 What does it mean to belong to a faith community? Christianity and Islam (Spring) Talk about stories of people who belong to groups Find out about some symbols of belonging (Christianity and Islam) Explore the idea that everyone is valuable (refer to Baptism and dedication) Compare with welcoming ceremony for Islam (Aqiqah) Explore idea of belonging with another through marriage, symbols and promises used in a wedding ceremony Eid Ul Fitr 30th/31st March Easter The Easter Story		1.5 What makes some places sacred? Christianity and Islam (Summer) Explore the terms 'sacred' and 'holy' and importance of respect for important items. Explore places of worship in Christianity and Islam Explore similarities and differences and how they are used Explore the meanings of signs, symbols, artefacts and actions and how they help in worship.	
	1.6 How & why do we celebrate special and sacred times (Across Years 1 and 2 at appropriate times) Harvest /Eid/Pentecost					



<p>Year 2</p>	<p>1.4 What can we learn from sacred books? <i>Christianity and Islam</i> (Autumn) Explore what a story is and why we like them, introduce the idea of a 'special' or 'Holy' book Introduce the Bible Introduce the Holy Qur'an Consider how these are used and treated Explore stories Jesus told about what God is like Explore stories about Prophet Muhammad Share a story from more than one sacred text e.g. story of Noah</p> <p>Christmas The Christmas Story</p>	<p>1.2 Who is a Muslim and what do they believe? <i>Islam</i> (Spring) Share Muslim stories Look at calligraphy and listen to Nasheeds Share the words of the Shahadah Responding to their own big questions Share the story of the revelation of the Holy Qur'an Explore what Muslims believe about God Explore objects significant to Muslims Share experiences of Ramadan and Eid</p> <p>Eid al-Fitr 30th/31st March</p> <p>Easter The Easter Story/Pentecost</p>	<p>1.8 How should we care for others and the world, and why does it matter? <i>Generic</i> (Summer) Introduce the idea that each person is unique and important (Bible stories). Discuss benefits and responsibilities of friendship, how we care for one another. (share Bible stories) Consider importance of caring for others as a part of religious belief Consider religious inspiration of carers such as Mother Teresa/Dr Barnardo/local people. Discuss the 'Golden Rule' from different religious scriptures Explore creation account in Genesis 1 (what is God like) and 2</p>	
<p>1.6 How & why do we celebrate special and sacred times (Across Years 1 and 2 at appropriate times) Harvest /Eid/Pentecost</p>				
<p>Year 3</p>	<p>L2.1 What do different people believe about God? <i>Christianity Islam and Hinduism</i> (Autumn) Consider how we show trust and faith Consider 'What do people believe about God?' Explore ideas about God/Allah/Ulimate reality including the Trinity/99 names of Allah/Trimurti Explore the influence belief has on people's lives. Consider people who do not believe in a God. Reflect on children's own questions about God.</p> <p>Harvest: through assembly</p> <p>Diwali 31st October/1st November</p>	<p>L2.2: Why is the Bible important for Christians today? <i>Christianity</i> (Spring) Introduce the Bible as a source of guidance in some people's lives. Explore the different ways the Bible is a source of understanding and guidance for Christians from Creation to how they should live. Explore Genesis 1 (Creation) Think about good and bad things people sometimes do, explore the idea of temptation (Adam and Eve). Explore creatively the Lost Coin, Sheep and Son stories (Luke 15). Look at how Christians use the Bible.</p> <p>Eid al-Fitr 30th/31st March</p> <p>Easter Learn about the events of Palm Sunday and Good Friday</p>	<p>L2.7 What does it mean to be a Christian in Britain today? <i>Christianity</i></p> <p>Investigate what important traditions and objects you may find in a Christian person's home and why. Explore what Christians do to show their faith within their church communities. Find out what Christians do to show their faith in how they help their local community. Find out about some ways in which Christians make a difference in the worldwide community. E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid).</p>	<p>L2.8: What does it mean to be a Hindu in Britain today? <i>Hinduism</i> (Summer) Find out about how Hindus show their faith within their families. Learn that 'Hinduism' is incredibly diverse as a whole way of life. Find out about the objects involved in puja at home and at the mandir. Learn about an important sacred text; the Bhagavad Gita. Learn about Hindu religious ritual. Explore Hindu ideas about the four aims of life (punusharthas) dharma as well as karma. Explore what Hindus do to show their tradition within their faith Find out and explore about the deities and how they help Hindus achieve moral aims. See what Hindu moral teachings in action look like.</p>



	Mini Christmas topic To understand and explore the symbol of light in Christianity			Pesach – 12th/20th April	
	L2.5 Why are festivals important to religious communities (Across Years 3 and 4 at appropriate times) Diwali/Harvest/Pesach/Eid				
Year 4	L2.6: Why do some people think that life is a journey? (Autumn 1) <i>Christianity, Judaism, Hinduism and non-religious responses.</i> Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Rosh Hashanah/Yom Kippur 2nd-4th October	L2.4: Why do people pray? (Autumn 2) <i>Christianity, Islam and Hinduism</i> Discover and think about the meanings of the words of key prayers for Christians, Muslims and Hindus. Consider practices and traditions of prayer across these religions. Consider the value and impact of the ideas about prayer for themselves. Diwali 31st October/1st November Christmas explored through Christmas Production.	L2.9 What can we learn from religions about deciding what is right and wrong? (Spring 1) Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide what is right and wrong. Eid al-Fitr 30th/31st March	L2.3: Why is Jesus inspiring to some people? (Link to Easter) (Spring 2) Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. Easter The Last Supper Pentecost/Pesach – 12th/20th April	L2.10 How do family life and festivals show what matters to Jewish people? (SU 1/2) <i>Judaism</i> Exploring stories behind Jewish festivals identifying links with Jewish belief and faith at home and in the wider community. Exploring the value of festivals and the links about reflection, forgiveness and gratitude. Pesach part of lessons Rosh Hashanah/Yom Kippur part of lessons
	L2.5 Why are festivals important to religious communities (Across Years 3 and 4 at appropriate times) Rosh Hashanah/Yom Kippur/Eid/Pesach/Diwali/Harvest				



<p>Year 5</p>	<p>U2.1 Why do some people believe God exists? (Autumn 1)</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas.</p> <p>Rosh Hashanah/Yom Kippur 2nd-4th October</p>	<p>U2.2 What would Jesus do? (Autumn 2)</p> <p>Outline Jesus' teaching on how his followers should live. Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Diwali 31st October/1st November</p> <p>Christmas The Christmas story from the shepherds' point of view.</p>	<p>U2.4 If God is everywhere why go to a place of Worship? (Spring 1)</p> <p>Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>Eid al-Fitr 30th/31st March</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? (Spring 2)</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Easter Betrayal and Denial</p> <p>Pesach 12th/20th April</p>	<p>What does it mean to be Jewish in Britain today? (SU 1)</p> <p>Study History of Judaism and key Beliefs and traditions within the religion.</p> <p>The Synagogue, main features and functions Jewish worship in the Synagogue Synagogue visit</p> <p>(Su2) U2.10 Green Religion? How and why should religious communities do more to care for the Earth? <i>Christians, Hindus, Jewish and non-religious people.</i></p>
<p>Year 6</p>	<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? (Autumn 1)</p>	<p>U2.3 What do religions say to us when life gets hard? (Autumn 2)</p>	<p>U2.7 What matters most to Christians and to Humanists? (Spring 1)</p>	<p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah</p>	<p>Beliefs and Practices <i>Islam</i> (SU 1) The life and teachings of The prophet Muhammad (linked to history topic Islamic civilisation)</p>



	<p>Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Rosh Hashanah/Yom Kippur 2nd-4th October</p>	<p>Express ideas about how and why religion can help believers when times are hard. Outline Christian, Hindu and/or nonreligious beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife. Diwali 31st October/1st November Christmas including incarnation</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen'. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. Explore the idea of a moral code. Eid al-Fitr 30th/31st March</p>	<p>(community)? (Christian/Muslim/Hindu) (Spring 2) Make connections between beliefs and behaviour in different religions. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Pesach – 12th/20th April</p>	<p>(Su2) U2.9 what can be done to reduce racism? Can religion help? <i>Christians, Muslims, non-religious people</i></p>
--	---	--	--	--	---