

Religious Education Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?
Fundamental Knowledge	<p>Talk about special stories from a range of world religions.</p> <p>Identify a sacred text.</p>	<p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Identify some of the qualities of a good friend.</p> <p>Recall and talk about stories of Jesus as a friend to others.</p> <p>Recall stories about special people in other religions and talk about what we can learn from them.</p>	<p>Talk about somewhere that is special to them and explain why.</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship.</p>	<p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas/Easter and a festival from another faith.</p> <p>Say why Christmas/Easter and a festival from another faith is a special time for members of the faith.</p>	<p>Re-tell religious stories making connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Re-tell stories, talking about what they say about the world, God, and human beings.</p> <p>Think about the wonders of the natural world.</p> <p>Express ideas about how to look after animals and plants.</p>
Interleaved Links	<p>Children in EYFS encounter religions and worldviews through special people, books, times, places and objects. They listen to and talk about stories and are encouraged to ask questions and reflect on their own feelings and experiences. This is built upon in Key Stage 1 through the strands of 'Believing' (questions about meaning, purpose and truth), 'Expressing' (questions about identity and diversity) and 'Living' (questions about values and commitments).</p>					

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	Autumn 1 (1.1)	Autumn 2 (1.2)	Spring 1 (1.3)	Spring 2 (1.4)	Summer 1 (1.5)	Summer 2 (1.6)
Year 1	Who is a Christian and what do they believe?	Why do Christians celebrate Christmas?	What makes some places sacred? (Christianity and Islam)	Why do Christians celebrate Easter?	What does it mean to belong to a faith community? (Christianity and Islam)	
Fundamental Knowledge	<p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Re-tell a story that shows what Christians might think about God.</p> <p>Talk about issues of good and bad and right and wrong arising from Bible stories.</p> <p>Ask some questions about believing in God.</p> <p>Explore questions about belonging, meaning and truth.</p>	<p>Know the Christian nativity story.</p> <p>Explain the significance of the Christian nativity story.</p> <p>Compare how different people celebrate Christmas around the world, including Christians and non-Christians.</p>	<p>Recognise that there are special places where people go to worship and discuss what people do there.</p> <p>Identify special objects and symbols found in a place where people worship.</p> <p>Explore the ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>Describe some of the ways in which people use music in worship and talk about how different types of music make them feel.</p>	<p>Understand and link the Easter Story with the big story of the Bible.</p> <p>Understand the concept of Jesus bringing salvation (rescue).</p>	<p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Show an awareness that some people belong to different religions.</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and Muslims suggesting what they mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean.</p> <p>Understand how a person's faith may impact their day-to-day life, including adherence to food laws, religious dress and prayer.</p> <p>Consider how a Christian's beliefs may impact the decisions they make.</p>	

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	Autumn 1 (2.1)	Autumn 2 (2.2)	Spring 1 (2.3)	Spring 2 (2.4)	Summer 1 (2.5)	Summer 2 (2.6)
Year 2	What can we learn from sacred books?	How and why do we celebrate special and sacred times?	How should we care for others and why does it matter?	Who is Jewish and what do they believe?	Who is Muslim and what do they believe?	How should we care for our world and why does it matter?
Fundamental Knowledge	<p>Recognise that sacred texts contains stories which are special to many people and should be treated with respect.</p> <p>Think about why the Bible is important to Christians.</p> <p>Think about why the Qur'an is important to Muslims.</p> <p>Think about why the Torah is important for Jews.</p> <p>Discuss how Holy books are treated.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and</p>	<p>Identify a special time they celebrate and explain what celebration means.</p> <p>Discuss ways in which Jesus was a special person who Christians believe is the Son of God.</p> <p>Know the Christian nativity story and explain the significance of the story.</p> <p>Compare how different people celebrate Christmas around the world, including Christians and non-Christians.</p> <p>Recall and name different beliefs and practices, including</p>	<p>Explain how people can look after each other and themselves.</p> <p>Consider what religions teach us about caring for others.</p> <p>Make links with Bible stories about caring for others (The Good Samaritan).</p> <p>Understanding of the Jewish practice of Tzedekah.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Talk about the fact that Jewish people believe in God.</p> <p>Explore how the mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God.</p> <p>Ask some questions about believing in God.</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Explore questions about belonging, meaning and truth.</p>	<p>Explain how people can look after the world.</p> <p>Consider what religions teach us about caring for the world.</p> <p>Make links with religious stories about caring for the world.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making</p>



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	<p>discussing sacred writings.</p> <p>Talk about issues of good and bad and right and wrong arising from the stories.</p>	<p>festivals, in order to find out about the meanings behind them.</p>		<p>Explore questions about belonging, meaning and truth.</p>		<p>links with religious stories.</p>
<p>Interleaved Links</p>	<p>Children in EYFS encounter religions and worldviews through special people, books, times, places and objects. They listen to and talk about stories and are encouraged to ask questions and reflect on their own feelings and experiences. This is built upon in Key Stage 1 through the strands of 'Believing' (questions about meaning, purpose and truth), 'Expressing' (questions about identity and diversity) and 'Living' (questions about values and commitments).</p> <p>RE teaching and learning in Key Stage 1 enables pupils to:</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews • Express ideas and insights about the nature, significance and impact of religions and worldviews • Gain and deploy the skills needed to engage seriously with religions and worldviews 					

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	Autumn 1 (3.1)	Autumn 2 (3.2)	Spring 1 (3.3)	Spring 2 (3.4)	Summer 1 (3.5)	Summer 2 (3.6)
Year 3	What do different people believe about God?	Why is the Bible so important to Christians today?	Why do people pray?	Why are festivals important to religious communities? (Christians & Muslims)		What does it mean to be a Christian in Britain today?
Fundamental Knowledge	<p>Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>	<p>Make connections between stories in the Bible and what Christians believe about how the Bible uses different kinds of stories to tell a big story.</p> <p>Give examples of how Christians use the Bible today.</p> <p>Suggest reasons why Christians use the Bible today.</p> <p>Discuss their own, and others', ideas about why humans do bad things and how people try to put things right.</p>	<p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Describe the practice of prayer in the religions studied.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Retell some stories behind festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>		<p>Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p> <p>Suggest why being a Christian is a good thing in Britain today and why it might be hard sometimes.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs,</p>

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					including pupils themselves, help others.
<p>Interleaved Links</p>	<p>Children in EYFS encounter religions and worldviews through special people, books, times, places and objects. They listen to and talk about stories and are encouraged to ask questions and reflect on their own feelings and experiences. This is built upon in Key Stage 1 and Key Stage 2 through the strands of 'Believing' (questions about meaning, purpose and truth), 'Expressing' (questions about identity and diversity) and 'Living' (questions about values and commitments).</p> <p>RE teaching and learning in Key Stage 1 and Key Stage 2 enables pupils to:</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews • Express ideas and insights about the nature, significance and impact of religions and worldviews • Gain and deploy the skills needed to engage seriously with religions and worldviews <p>RE teaching and learning in Key Stage 2 enables pupils to develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views.</p>				

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	Autumn 1 (4.1)	Autumn 2 (4.2)	Spring 1 (4.3)	Spring 2 (4.4)	Summer 1 (4.5)	Summer 2 (4.6)
Year 4	Why is Jesus inspiring to some people?	Why do some people think that life is a journey?	Why are festivals important to religious communities? (Muslims & Jews)		What does it mean to be a Hindu today?	What can we learn from religions about deciding what is right and wrong?
Fundamental Knowledge	<p>Ask questions raised by the stories and life of Jesus and followers today and give examples of how Christians are inspired by Jesus.</p> <p>Suggest ideas about good ways to treat others.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Present their own ideas about the most</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones in the journey of life.</p> <p>Describe what happens in Christian, Jewish and Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Jewish and Hindu people.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Retell some stories behind festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Ramadan, Passover).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>		<p>Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest reasons why being a Hindu is a good thing in Britain today and why it might be hard sometimes.</p> <p>Discuss links between the actions of Hindus in helping others and ways in</p>	<p>Explain what morality is.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with making difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about</p>

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	important attitudes and values to have today, making links with Christian values.			which people of other faiths and beliefs, including pupils themselves, help others.	how people decide right and wrong.
Interleaved Links	<p>Children in EYFS encounter religions and worldviews through special people, books, times, places and objects. They listen to and talk about stories and are encouraged to ask questions and reflect on their own feelings and experiences. This is built upon in Key Stage 1 and Key Stage 2 through the strands of 'Believing' (questions about meaning, purpose and truth), 'Expressing' (questions about identity and diversity) and 'Living' (questions about values and commitments).</p> <p>RE teaching and learning in Key Stage 1 and Key Stage 2 enables pupils to:</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews • Express ideas and insights about the nature, significance and impact of religions and worldviews • Gain and deploy the skills needed to engage seriously with religions and worldviews <p>• RE teaching and learning in Key Stage 2 enables pupils to develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views.</p>				