

CURRICULUM MAPPING

RE

EYFS

RE in the Early Years links to the following Early Learning Goals and Development Matters Statements:

To understand that some places are special to members of their community.

To recognise that people have different beliefs.

To know some similarities and differences between different religious communities.

Unit	Learning Question <i>Links/activities</i>	Vocabulary	Suggested Artefacts /Resources
<p>Autumn: R.1</p> <p>Why is the word God important to Christians?</p>	<p>How do Christians show love and respect to God? <i>Circle time: who is important to you? Why do you love them? How do you show them your care?</i></p> <p>Can I investigate an important Christian festival <i>Weekly investigation: Harvest.</i></p> <p>How can we demonstrate Christian values of love, respect and kindness to others? <i>Circle time: how to be helpful at school and at home.</i></p>	<p>Respect, love, life, helpful, thankful, believe, God, Harvest, Christian</p>	<p>Scarecrows Seasonal fruit/veg Cornucopia</p>
<p>Autumn: R.2</p> <p>What is Diwali?</p>	<p>What is Diwali?</p> <p>Who celebrates Diwali?</p> <p>Why do Hindu's celebrate Diwali? <i>Story of Rama and Sita.</i></p> <p>How do Hindu's celebrate Diwali?</p>	<p>Light, dark, triumph, diyas, fireworks, Hindu</p>	<p>Diya lamps Rangoli patterns Models of Hindu Gods/Goddesses</p>
<p>Autumn: R.3</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Who is Jesus and why is he important to Christians? <i>Share the nativity story with the children.</i></p> <p>Can I sequence the events of the first Christmas? <i>Sequence the Nativity story and retell in their own words.</i></p> <p>What symbols do we see at Christmas? <i>Investigate: what do people do in Church at Christmas? How do Christians celebrate Christmas? Do the children celebrate Christmas at home? Advent – preparing for the arrival of Jesus.</i></p>	<p>Bible, celebration, Christmas, Christian, nativity, God, gift, Jesus, angel, Mary, Joseph, shepherd, inn</p>	<p>Bible Cross/crucifix Nativity set</p>
<p>Spring: R.4</p> <p>Why do Christians put a cross up in the garden?</p>	<p>How do Christians celebrate Easter? <i>Egg painting, egg hunt and colouring.</i></p> <p>How does Jesus' sacrifice guide Christians today? <i>How might we help people today?</i></p> <p>What does Easter represent? <i>Investigate how Easter symbolises new life, like Spring. Explore the signs of Spring they can see.</i></p>	<p>Jesus, Cross, God, Easter, sorry, forgiveness, love</p>	<p>Palm crosses Easter eggs</p>

Year 1

Children will be able to:

Theology: Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.

Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs.

Give an example of how Jews use beliefs to guide their daily lives.

Philosophy: Ask questions about the world around them and talk about these questions.

Begin to make connections between using their senses and what they know about the world around them.

Give a simple reason using the word 'because' when talking about religion and belief.

Using religious and belief stories to talk about how beliefs impact on how people behave.

Human & Social Science: Recognise that beliefs can have an impact on a believer's daily life, their family or local community.

Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.

Recognise that beliefs can have an impact on a believer's daily life, their family or local community.

Unit	Learning Question Links/activities	Vocabulary	Suggested Artefacts /Resources
Autumn: 1.1 Hinduism What do my senses tell me about the world of religion and belief?	Can I explore and compare items using my senses? <i>Hindu belief that using all our senses gives us the best experience when we worship God</i> What do artefacts mean? <i>Explore real artefacts</i> How are artefacts used in worship?	Sense, religion, worship, belief, mantra, shrine, Puja, Murti	Puja tray
Autumn: 1.2 Christianity & Islam How does a celebration bring a community together?	Can I describe the events of Christmas and Eid? How do Christians celebrate Christmas? <i>Children to discuss and compare.</i> How do Muslims celebrate Eid? Why do Christians go to church at Christmas? <i>Local Church visit</i> How do different celebrations bring communities together? <i>Cross curricular link to Art/ DT</i>	Artefact, celebration, Christian, Christmas, community, Easter, Eid-UI-Adha, Eid-UI-Fitr, festival, muslim, religion	Christianity: crucifixion, Christmas decorations, nativity set Islam: Eid decorations, prayer mat, prayer beads
Spring: 1.3 Judaism What do Jewish people remember on Shabbat?	What is the Jewish story of creation? <i>Make comparisons between Christianity and Judaism</i> Which artefacts are used to celebrate Shabbat? <i>Artefacts / picture prompts</i> What is Shabbat? Can I connect ideas of rest and Shabbat to the creation story? Why is Shabbat so important to Jewish people?	Jew/Jewish, Menorha, Challah bread, Shabbat, Judaism, Synagogue, creation, Kiddish cup, Zemirot	Torah scroll Kippah Sedar plate
Spring: 1.4 Christianity What does the cross mean to Christians?	Can I recall the events of the Easter story? <i>Drama – retelling the story.</i> Why do Christians have a cross? Why is Easter important for Christians?	Christian, Cross, Crucifixion, Jesus, resurrection, salvation	Crucifix Palm cross Easter eggs

	<p>Can I create a cross, which symbolises Christian's beliefs in Jesus? <i>Cross curricular link to Art/DT</i></p> <p>What does Easter mean to Christians?</p>		
<p>Summer: 1.5 Christianity & Hinduism How did the universe come to be?</p>	<p>What is the Hindu story of creation?</p> <p>Can I order the Christian story of creation?</p> <p>How are the Christian and Hindu creation stories the same or different?</p> <p>Can I compose a creation story inspired by scripture? (2 sessions)</p>	<p>Brahma, Christian, Hindu, Creation, Origin, Universe, Vishnu, God</p>	<p>Hinduism: God models, diya lamps</p> <p>Christianity: crosses, bible</p>

Year 2

Children will be able to:

Theology: Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.

Recognise different types of writing from within one text.

Recognise that some beliefs connect together and begin to talk about these connections

Give different examples of how beliefs influence daily life.

Philosophy: Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.

Talk about what people mean when they say they 'know' something.

Give a reason to say why someone might hold a particular belief using the word 'because'.

Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.

Human & Social Science: Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

Identify evidence of religion and belief especially in the local area.

Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

Unit	Learning Question Links/activities	Vocabulary	Suggested Artefacts /Resources
<p>Autumn: 2.1 Christianity, Hinduism, Judaism Why is light an important symbol for Christians, Jews and Hindus?</p>	<p>How does light affect me?</p> <p>What do different lights mean to Christians? (Christingle)</p> <p>How do different faiths use light?</p> <p>What are the Hindu beliefs about light? (Diwali)</p> <p>Can I assess the similarities and differences in beliefs?</p>	<p>Diwali, Menorah, worship, Hannukah, Shabbat, symbol</p>	<p>Diya lamps</p> <p>Rangoli patterns</p> <p>Hindu models of Gods</p>
<p>Autumn: 2.2 Christianity What does the Nativity story teach Christians about Jesus?</p>	<p>Can I compare Bible verses and identify similarities and differences?</p> <p>What makes Jesus special to Christians?</p> <p>Which Christian traditions are linked to the Nativity story?</p> <p>How can Christians be charitable towards others?</p>	<p>Christmas, Tradition, Jesus, Nativity, Thankfulness, Advent, Incarnation, Salvation</p>	<p>Nativity set</p> <p>Bible</p> <p>Christmas tree and decorations</p>

<p>Spring: 2.3 Christianity</p> <p>How do Christians belong to their faith families?</p>	<p>What does it feel like to belong?</p> <p>Which symbols are used in a Christian baptism?</p> <p>Can I create a symbol that represents belonging? <i>Cross curricular link to Art/DT</i></p> <p>Can I compose a piece of artwork to express how Christians belong to a faith family? <i>Paperchains</i></p>	<p>Christianity, Christening, baptism, belonging, faith, font, prayers, symbols</p>	<p>Christian cross/crucifix</p>
<p>Spring: 2.4 Judaism</p> <p>How do Jewish people celebrate Passover (Pesach)?</p>	<p>Can I ask questions about traditions, festivals and celebrations?</p> <p>What happens in the Jewish story of Passover?</p> <p>What is the Seder plate?</p> <p>What is Haggadah?</p> <p>Can I design an information leaflet about the festival of Passover?</p>	<p>Pesach, Passover, Seder plate, matzah bread, Exodus, celebration, festival, Haggadah</p>	<p>Torah scroll Kippah Sedar plate</p>
<p>Summer: 2.5 Multi</p> <p>Why do people have different views about the idea of God?</p>	<p>Can I describe God based on personal beliefs?</p> <p>What do different people think about God?</p> <p>How does God play a part in our lives?</p> <p>How does religion tell us to behave?</p> <p>What does God mean to me?</p>	<p>God, Atheist, Agnostic, Brahman, Allah, Theist</p>	<p>Selection of religious symbols</p>

Year 3

Children will be able to:

Theology: Show awareness of different sources of authority and how they link with beliefs.

Identify different types of writing and give an example of how a believer might interpret a source of authority.

Recognise that beliefs are influenced by events in the past and present.

Identify some links between beliefs being studied within a religion or worldview.

Show awareness of some of the similarities and differences between and within religions and worldviews.

Philosophy: Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.

Talk about the difference between knowing and believing.

Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly

Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

Recognise some of the similarities and differences between these ideas.

Human & Social Science: Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.

Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews.

Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.

Unit	Learning Question Links/activities	Vocabulary	Suggested Artefacts /Resources
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<p>Autumn: 3.1 Christianity How do people express a commitment to a religion or worldview in different ways?</p>	<p>Can I describe a rite of passage? What is a Christian baptism? What is a Bat/Bar Mitzvah? Why are the 5Ks important to Sikhs? What are the similarities and differences of religious rite of passage?</p>	<p>Belonging, Commitment, Faith, Rite of Passage, Sikhism, Amrit, Judaism, Bar Mitzvah, Bat Mitzvah</p>	<p>Baptism candle Kippah Images of 5Ks</p>
<p>Autumn: 3.2 Christianity What is the Trinity?</p>	<p>Can I describe the events of Jesus' baptism according to the Gospel? How is the Trinity symbolised in art and what does it represent? Can I design a piece of artwork that explains the Trinity? <i>Cross curricular link to Art/DT</i></p>	<p>Baptism, Gospel, Holy Spirit, Son, Father, Trinity</p>	<p>Cross Bible</p>
<p>Spring: 3.3 Christianity What is Philosophy? How do people make moral decisions?</p>	<p>What is the meaning of philosophy, knowledge and wisdom? What are facts, beliefs and opinions? How do we learn how to behave? How do my decisions affect others? Can I evaluate the impact of different beliefs of moral decision making?</p>	<p>Philosophy, Belief, Rules, Wisdom, Utilitarianism, Hedonism, Morality</p>	
<p>Spring: 3.4 Islam What do Muslims believe about God?</p>	<p>What do Muslims call their God? What is Tawhid? How is the Qur'an important? What did the Prophet Muhammad do? Can I design a piece of art inspired by Islamic belief and culture? <i>Cross curricular link to Art/DT</i></p>	<p>Allah, Islam, Muhammad (PBUH) Muslim, Prophet, Qur'an, Recitation, Revelation, Shahadah, Tawhid</p>	<p>Prayer mat Prayer beads Qur'an Topi</p>
<p>Summer: 3.5 Islam What different does being a Muslim make to daily life?</p>	<p>How does a person's beliefs affect how they live their life? <i>Cross curricular link Life Skills – School values.</i> How do the Five Pillars of Islam affect how Muslims live? What is the significance of the Mosque to Muslims? How does the Shahadah influence a Muslim? Can I explain the daily life of a Muslim and how it is impacted by their beliefs?</p>	<p>Muslim, Islam, Five Pillars of Islam, Shahadah, Salah, Zakat, Sawm, Hajj, Mosque</p>	<p>Prayer mat Prayer beads Qur'an Topi</p>

Year 4

Children will be able to:

Theology: Identify different sources of authority and how they link with beliefs.

Give examples of different writings and different ways in which believers interpret sources of authority.
Identify events in history and society which have influenced some religious and non-religious worldviews.

Make clear links between different beliefs being studied within a religion or worldview.

Identify some of the similarities and differences between and within religions and worldviews.

Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.

Philosophy: Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.

Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.

Give a simple reason using the word 'because' when talking about religion and belief.

Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.

Human & Social Science: Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.

Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews

Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.

Unit	Learning Question Links/activities	Vocabulary	Suggested Artefacts /Resources
Autumn: 4.1 Christianity Where do Christian religious beliefs come from?	Where does authority come from? How are parables important to Christians? What are the similarities and difference between the Old and New Testament? Why is the Crucifixion important to Christians? Can I compose and ask questions which inform understanding? Can I construct a reflective summary? <i>(Assessment)</i>	Bible, Messiah, Commandments, Incarnation, Testament, Sacrifice, Prophecy, Atonement	Bible Crucifix/cross
Autumn: 4.2 Multi (inc. Sikhism) What do we mean by truth? Is seeing believing?	What is truth and belief? What are the similarities between the beliefs of different religions? How are religious beliefs, practices and rituals different? (2 sessions) Can I compose an argument supported by 'evidence' to express a personal belief?	Axiom, Proof, Burden of Proof, Reality, Evidence, Truth, Logical Fallacy, Ultimate Reality	Images of 5Ks
Spring: 4.3 Hinduism & Christianity How do religious groups contribute to	What is concept of compassion in Christianity? How is Dharma connected to compassion within the Hindu faith? How do people show their faith? Can I compose a text that explains the contribution of different religions to society?	Christian, Compassion, Contribution, Society, Impact, Hindu, Dharma, Seva	Models of Hindu Gods

society and culture?			
Spring: 4.4 Christianity Why is there so much diversity of belief within Christianity?	What are the different Christian denominations? How do faith and beliefs affect Christians? How is there diversity within Christianity? How are practices different across denominations? Can I compose a text explaining the reasons for diversity within Christianity?	Society, Worship. Religion, Reformation, Practise, Denomination Christianity, Belief	Crucifix/cross Communion beads Chalice & paten Rosary beads
Summer: 4.5 Multi What does sacrifice mean?	What is sacrifice? What is the importance of sacrifice to Muslims and Jews? How do the beliefs about sacrifice impact Christians? What is the meaning of sacrifice in different faiths?	Altruism, Commitment, Sacrifice, Self-sacrifice, Ultimate-sacrifice Virtue, Purification	

Year 5

Children will be able to:

Theology: Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.

Describe how events in history and society have influenced some

Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews.

Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.

Philosophy: Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.

Give a reason to say why someone might hold a particular belief using the word 'because'.

Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.

Human & Social Science: Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two different religions/worldviews.

Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Unit	Learning Question Links/activities	Vocabulary	Suggested Artefacts /Resources
Autumn: 5.1 Christianity Is believing in God reasonable?	What are philosophical and non-philosophical questions? What do Theist, Agnostic and Atheist followers believe? Can I compare two theories of religious belief? Can I plan and compose a balanced argument which considers a range of viewpoints?	Reasonable, Christian, Atheist, Agnostic, faith, Theist, reason evidence, rational	
Autumn: 5.2	What are different types of artistic expression?	Hadith, Mosque, Expression,	Prayer mat

<p>Christianity & Islam</p> <p>How has belief in Christianity and Islam impacted on music and art throughout history?</p>	<p>Can I investigate the history and symbolism of Christian Art? <i>Cross curricular link with Art</i></p> <p>Can I compare and contrast Islamic art forms?</p> <p>Can I analyse the impact of different cultures on a significant architectural site? <i>Cross curricular link with History</i></p> <p>Can I compose and conduct a debate which encompasses conflicting viewpoints?</p>	<p>Aniconism, architecture, Iconoclasm, symbolic</p>	<p>Prayer beads Qur'an Topi</p>
<p>Spring: 5.3</p> <p>Hinduism, Buddhism, Western Philosophy, Christianity</p> <p>Why should we be good? What do the great philosophers teach about the meaning of life?</p>	<p>What was Plato's 'The Allegory of the Cave'?</p> <p>Can I compare Karmic and Christian beliefs and how they affect moral behaviour?</p> <p>How do Buddhist's live a good life?</p> <p>What is Kant's philosophical response to moral behaviour?</p> <p>Can I compose an argument which includes ideas from religious and philosophical concepts?</p>	<p>Allegory, Reincarnation, soul, Karma, Bhavacakra, deontological, utilitarian</p>	<p>Buddhist figure</p>
<p>Spring: 5.4</p> <p>Christianity</p> <p>What difference does resurrection make to Christians?</p>	<p>What is the purpose of religious and secular celebrations?</p> <p>Can I compare and contrast the Gospels of Christ's Resurrection?</p> <p>What is the importance of a religious festival to Christians?</p> <p>Can I debate the significance of the Easter festival to Christian beliefs?</p> <p>Can I create an infographic poster explaining the relevance of the Resurrection?</p>	<p>Sacrifice, atonement, salvation, resurrection, forgiveness, redemption, secular, Gospel</p>	
<p>Summer: 5.5</p> <p>Hinduism</p> <p>How do Hindus make sense of the world?</p>	<p>What do Hindus believe?</p> <p>What are Hindus beliefs about God?</p> <p>What is the significance of Diwali to Hindus?</p> <p>How did Hindu beliefs shape the life of Mohandas Gandhi?</p> <p>Can I design artwork which encompasses the four Yogic paths of freedom?</p>	<p>Dharma, Ahisma, Karma, Murti, Samsara, Atman, Moksha</p>	<p>Models of Hindu Gods Rangoli patterns Diya lamps</p>

Year 6

Children will be able to:

Theology: Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.

Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.

Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others and connect this to other religions. .

Philosophy: Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.

Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.

Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.

Human & Social Science: Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/ worldviews) with reference to at least two different religions/worldviews.

Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Unit	Learning Question Links/activities	Vocabulary	Suggested Artefacts /Resources
Autumn: 6.1 Christianity, Islam, Hinduism How and why does religion bring peace and conflict?	Can I research and review different religious beliefs of peace? What is the connection between religion and conflict? What are the motives, actions and impact of activists promoting peace? How do religious members express their desire for peace? Can I construct a balanced argument which examines both viewpoints and expresses a personal conclusion?	Pacifism, conflict, peace, self-defence, violence, justice, Jihad, Harb al Muqadis, Ahimsa	
Autumn: 6.2 Buddhism How do Buddhists explain the suffering in the world?	What are the beliefs of the Buddhist religion? What are the stages of the Eightfold Pathway? What are Karma and reincarnation in Buddhism? How do these impact behaviour? Can I design and create a Jakata Mandala which provides moral guidance?	Samsara, Nirvana, Reincarnation, Karma, Dukkha, Samudaya, Nirodha, Magga	
Spring: 6.3 Christianity What does it mean to be human? Is being happy the greatest purpose in life?	What are the different beliefs about what causes and affects happiness? Can I examine a philosophical ideology of happiness? What do Christians believe about the meaning and purpose of life? Can I assess contrasting beliefs and use evidence to support or counter an argument?	Purpose, happiness, soul, Christian, freedom	
Spring: 6.4 Christianity	Can I compose a poem which explores the awe and wonder of creation?	Theory, Big Bang, Creation Theory,	

<p>Creation or Science? Conflicting or complementary?</p>	<p>What is the Biblical Creation story?</p> <p>Can I research and compare theological and scientific theories of creation?</p> <p>Can I investigate the beliefs of acclaimed scientists regarding theology and science?</p> <p>Can I plan and present a cohesive argument that addresses a complex question?</p>	<p>Cosmology Theory, evolution, Genesis, conflicting, complementary</p>	
<p>Summer: 6.5 Islam How do beliefs shape identify for Muslims?</p>	<p>How has social history shaped Muslim beliefs today?</p> <p>How does the Islamic faith shape the views and actions of Muslims?</p> <p>What do Islamic scriptures mean?</p> <p>What is the role of the Mosque to Islamic identity?</p>	<p>Caliph, Hadith, Iman, Jummah, Mecca, Medina, Shia, Sunni</p>	