

R.E. CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<u>Understanding the world</u>	<u>Festivals</u> Diwali - Christmas	<u>Festivals</u> Chinese New Year	<u>Festivals</u> Easter Sunday 22 March Mothering Sunday 2020	<u>Festivals</u> Shavuot May 28th - May 30 th Jewish	<u>Festivals</u> Ratha-Yatra Jul 4 th Hindu
KS1 CYCLE A/C	<u>Islam</u> Community, worship and celebration: How do people express their religion and beliefs? What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Life journey, rites of passage: How do people mark important events in life? What do Muslims do to celebrate birth?		<u>Christians</u> God: What do people believe about God? What do Christians learn and understand about God through Old Testament Bible stories? What do stories in the New Testament tell Christians about Jesus?		<u>Creation / The Natural World</u> Creation/the natural world - Christianity and Hinduism At least two religions; at least one must be a religion/belief system other than Christianity and Islam. Religious/non-religious accounts of the origins of the universe; key religious beliefs about the natural world and human interaction with the natural world. Being human: How does faith and belief affect the way people live their lives? What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?	
KS1 CYCLE B	<u>Christianity</u> Community, worship and celebration: How do people express their religion and beliefs? What do Christians do to express their beliefs?		<u>Places of Worship</u> Places of worship <i>(At least two religions; at least one must be a religion/belief system other than</i>		<u>Islam</u> God: What do people believe about God? How is Allah described in the Qur'an?	

	<p>Which celebrations are important to Christians?</p>	<p><i>Christianity and Islam.)</i> Christianity and Hinduism Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Schools should utilise local places where possible. Life journey, rites of passage: How do people mark important events in life? What do Christians do to celebrate birth? What does it mean and why does it matter to belong? Community, worship and celebration: How do people express their religion and beliefs? What do Christians do to express their beliefs? Which celebrations are important to Christians?</p>	<p>What do Muslims learn about Allah and their faith through the Qur'an? Being human: How does faith and belief affect the way people live their lives? What does the Qur'an say about how Muslims should treat others and live their lives? How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p>
<p>YEAR 3 /4 CYCLE A</p>	<p><u>Christianity</u> <u>Story and Symbol</u> God: What do people believe about God?</p> <ul style="list-style-type: none"> • What visual symbols and symbolic acts can be seen in a Christian church? • How might language within worship express Christian belief? 	<p><u>Islam</u> <u>Story and symbol</u> God: What do people believe about God?</p> <ul style="list-style-type: none"> • What is the purpose of visual symbols in a mosque? <p><u>Community expression</u> Community, worship and celebration: How do people express their religion and beliefs?</p> <ul style="list-style-type: none"> • How is Hindu worship/belief expressed collectively? • How does Muslim worship and celebration build a sense of community? <p><u>Expressions of belonging</u></p>	<p><u>Expressing belief through the arts</u> <u>Christianity and Sikhism</u></p> <p>At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</p> <p>Exploring diverse ways in which religious and non-religious people express their beliefs through the arts: could include local case studies.</p>

		<p>Life journey, rites of passage: How do people mark important events in life?</p> <ul style="list-style-type: none"> • How do Muslims show they belong? 	
YEAR 3 /4 CYCLE B	<p><u>Christianity</u> <u>Story and Symbol</u> God: What do people believe about God?</p> <ul style="list-style-type: none"> • How do symbols in the Bible help a Christian to relate to God? • What do the symbols in the story of the baptism of Jesus reveal about the nature of God? <p><u>Expressions of belonging</u> Life journey, rites of passage: How do people mark important events in life?</p> <ul style="list-style-type: none"> • How do Christians show they belong? 	<p><u>Islam</u> <u>Story and symbol</u> God: What do people believe about God?</p> <ul style="list-style-type: none"> • What do the main concepts in Islam reveal about the nature of Allah? <p><u>Faith and belief in action</u> Being human: How does faith and belief affect the way people live their lives?</p> <ul style="list-style-type: none"> • What does the Qur’an teach Muslims about how they should treat others? • How do Muslim teachings guide the way Muslims act in the world? • How are Muslim beliefs expressed? 	<p><u>Pilgrimage</u> <u>Christianity and Judaism</u> At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</p> <p>Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey etc. Opportunity to include local places of pilgrimage.</p>
YEAR 5/6 CYCLE A	<p><u>Christianity</u> <u>Community expression</u> Community, worship and celebration: How do people express their religion and beliefs?</p> <ul style="list-style-type: none"> • How is Christian belief expressed collectively? • How does Christian worship and celebration build a sense of community? <p><u>Expressions of belonging</u> Life journey, rites of passage: How do people mark important events in life? How do Christians show they belong?</p>	<p><u>Hinduism</u> <u>Faith and belief in action</u> Being human: How does faith and belief affect the way people live their life?</p> <ul style="list-style-type: none"> • How do Hindus reflect their faith in the way they live? • What is Karma and how does it drive the cycle of samsara? • How might a Hindu seek to achieve moksha? <p><u>Community expression</u></p>	<p><u>Buddhism and Paganism</u> <u>Spirituality and New Religious Movements</u> At least two examples of spirituality/New Religious Movements.</p> <p>Exploring what is meant by the term ‘spirituality’ and how this relates to religion as a formal system of beliefs and practices; exploring examples of New Religious Movements and considering reasons for their rise in popularity in the twenty-first</p>

		<p>Community, worship and celebration: How do people express their religion and beliefs?</p> <ul style="list-style-type: none"> • How is Hindu worship/belief expressed personally and collectively? <p><u>Expressions of belonging</u> Life journey, rites of passage: How do people mark important events in life?</p> <ul style="list-style-type: none"> • How do Hindus show they belong? 	<p>century; opportunities to compare and contrast with other religions studied at KS2.</p>
<p>YEAR 5/6 CYCLE B</p>	<p><u>Christianity</u> <u>Faith and belief in action</u> Being human: How does faith and belief affect the way people live their lives?</p> <ul style="list-style-type: none"> • In what ways does the Bible teach Christians to treat others? • How is this expressed in practice? 	<p><u>Hinduism</u> <u>Story and symbol</u> God: What do people believe about God?</p> <ul style="list-style-type: none"> • How are deities and key figures described in Hindu sacred texts and stories? • What might Hindus understand about the Divine through these stories? • What is the purpose of visual symbols in the mandir? <p><u>Community expression</u> Community, worship and celebration: How do people express their religion and beliefs?</p> <ul style="list-style-type: none"> • How is Hindu belief expressed personally and collectively? <p>How does Hindu worship and celebration build a sense of community?</p>	<p><u>Sikhism</u> <u>In-depth study of another religion/belief system</u> At least one religion/belief system; must be a religion/belief system other than Christianity, Hinduism and Islam. Key beliefs, practices, festivals, symbols, etc. Opportunities to compare and contrast with compulsory units.</p>