



Religious Education Curriculum MapS

	Autumn Term		Spring Term		Summer Term	
Nursery	Which Stories are special and why?	Which Stories are special and why?	What times are special and why?	What times are special and why?	Where do we belong?	Where do we belong?
Reception	<p>Which people are special and why?</p> <p>I can talk about people who are special to me and begin to explain why someone is special. I can identify some qualities that make a good friend.</p>	<p>Which stories are special and why?</p> <p>I can talk about some religious stories. I can identify some of my own feelings in the stories I hear.</p>	<p>What places are special and why?</p> <p>I can talk about somewhere that is special to me, and begin to explain why it is special. I can recognise a place of worship.</p>	<p>What times are special and why?</p> <p>I can give example of special occasions and suggest what might happen during them. I can talk about the lives of other people using simple ideas about how celebrations are valued.</p>	<p>Being Special: where do we belong?</p> <p>I can retell a religious story and begin to make connections with my own personal experience. I can share and record occasions when things have happened in my own life that made me feel special.</p>	<p>What is special about our world?</p> <p>I can talk about things I find interesting, puzzling or wonderful; linking to my own experiences and feelings about the world. I can talk about what people do to mess up the world and what we can do to look after it.</p>
Year 1	<p>Who is Jewish and what do they believe?</p> <p>I can talk about how Shabbat is a special day of the week for Jewish people. I can retell the story that shows what Jewish people celebrate at the time of Hanukah. I can name some special Jewish artefacts and</p>	<p>How and why do we celebrate special and sacred times? (Christmas and Channukah)</p> <p>I can identify 3 different celebrations from Christianity or Judaism. I can retell a story from one the celebrations I know about.</p>	<p>What does it mean to belong to a faith community?</p> <p>I can recognise and name some symbols of belonging from my own experiences and from at least one other religion. I can identify two ways people show they belong to each other when they get married.</p>	<p>How and why do we celebrate special and sacred times? (Easter and Passover)</p> <p>I can identify 3 different celebrations from any religion. I can recall what Christians do to celebrate Easter and why they celebrate this time.</p>	<p>What does it mean to belong to a faith community?</p> <p>I can recognise and name symbols of belonging from 2 different religions I know about. I can recall what happens at a traditional Christian baptism.</p>	<p>What makes some places sacred?</p> <p>I can identify special objects and symbols found in a place of worship. I can name 2 places of worship and identify which religions use this place of worship. I can show an understanding that</p>

	explain what they are used for.	I can explain what Christians do to celebrate Christmas and why they celebrate it.	I can compare, giving a similarity and difference, two different wedding ceremonies.	I can identify similarities and differences between Easter and another celebration I know about.	I can give some example of ways in which believers express their identity and belonging within a faith community.	people regularly go to their places of worship to communicate with God and their community.
Prior learning	<i>know some similarities and differences between religious communities in Britain and people in our class</i>	<i>The Christmas Story – nativity, sharing celebrations that we celebrate with our families</i>	<i>Know some similarities and differences between religious communities in Britain and people in our class</i>	<i>Celebrating Easter – sharing how we celebrate at home.</i>	<i>know some similarities and differences between religious communities in Britain and people in our class</i>	<i>be aware that some religious people have places which have special meaning for them</i>
Key Vocabulary	Jewish, Synagogue, Shabbat, Channukah, mezuzah, Torah	God, Christian, Christmas, Jesus, church, bible, Channukah	Faith, belief, symbol, belonging, community, commitment	Easter, Christian, gospel, Jesus, symbol, sacred	Religion, worship, holiness, celebration, co-operation	Sacred, church, synagogue, holy, blessed
Year 2	<p>Who is a Christian and what do they believe?</p> <p>I can talk about some simple Christian beliefs including their beliefs about God and Jesus. I can retell a story from the Bible and explain what Christians might learn from the story. I can begin to make links between what Jesus teaches in stories and what Christians believe and do.</p>	<p>How and why do we celebrate special and sacred times?</p> <p>I can identify more than 3 celebrations from across religions and the year. I can retell more than 1 story related to a celebration. I can explain why a celebration is celebrated by a group of people and give 2 examples of what they do to celebrate.</p>	<p>Who is a Muslim and what do they believe?</p> <p>I can explain simple ideas about Muslim beliefs about God (Allah). I can retell a story about the life of the Prophet Muhammad. I can recognise some objects used by Muslims and suggest why they are important.</p>	<p>What can we learn from sacred books?</p> <p>I can name 2 sacred books and which religions they belong to. I can retell a story from the Bible or another sacred book and suggest the meaning from that story. I can explain that sacred books contain stories which are special to many people and should be treated with respect.</p>	<p>How and why do we celebrate special and sacred times? (Eid al-Fitr)</p> <p>I can identify more than 3 celebrations from across religions and the year. I can give similarities and difference between two different celebrations. I can explain why a celebration is celebrated by a group of people and give examples of what they do to celebrate</p>	<p>How should we care for others and the world?</p> <p>I can retell a faith story about caring for others and the world. I can identify some ways that people might care for others and the world. I can give examples of ways in which believers put their beliefs about others and the world into action.</p>
Prior learning	<i>How and why do we celebrate special and sacred times? (Christmas and Easter)</i>	<i>How and why do we celebrate special and sacred times? (Christmas, Channukah, passover, Easter)</i>	<i>What does it mean to belong to a faith community? What makes some places sacred?</i>	<i>Christmas and Easter stories from the bible. Torah</i>	<i>Who is a Muslim and what do they believe?</i>	<i>What does it mean to belong to a faith community? (School values)</i>

Key Vocabulary	Christian, Jesus, Bible, gospel, belief, altar, font, church	Channukah, Easter, Passover, Christmas, sacred	Islam, Allah, Qur'an, mosque, prophet	Bible, Torah, religion, Qur'an, rules for living	Eid, Ramadan, fast, Mecca, haj	Rules for living, co-operation, respect, consideration, thankful
Year 3	<p>How do family life and festivals show what matters to Jewish people?</p> <p>I can describe how Jewish people show their beliefs through worship in festivals and at home.</p> <p>I can retell some stories behind different Jewish festivals (such as Yom Kippur, Pesach)</p> <p>I can suggest how and why family life and festivals are valuable to Jewish people.</p>	<p>What do different people believe about God?</p> <p>I can identify and discuss beliefs about God that are held by multiple different religions (Christianity, Muslims, Judaism)</p> <p>I can compare some similarities and differences between ideas about God in different religions.</p> <p>I can suggest why having faith or beliefs in something can be hard for someone.</p>	<p>Why is the Bible so important for Christians today?</p> <p>I can give examples of how and suggest reasons why Christians use the Bible today.</p> <p>I can discuss my own and others' ideas about why humans do bad things and how people can try to put things right.</p> <p>I can explain how the Bible uses different kinds of stories to tell a big story.</p>	<p>Why are festivals important to religious communities? (Christianity - Easter)</p> <p>I can recognise and identify the difference between religious festivals and other types of celebrations.</p> <p>I can ask questions and give ideas about what matters most to believers at certain festivals.</p> <p>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>	<p>What does it mean to be Christian in Britain today?</p> <p>I can explain what Christians do to show their faith.</p> <p>I can describe some ways in which Christian's express their faith through hymns and modern worship songs.</p> <p>I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard.</p>	<p>Why do people pray?</p> <p>I can explain what Christians do to show their faith.</p> <p>I can describe some ways in which Christian's express their faith through hymns and modern worship songs.</p> <p>I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard.</p>
Prior learning	<i>Who is Jewish and what do they believe? (Y1)</i>	<i>Who is Jewish/Muslim/Christian and what do they believe? (Y1 and 2)</i>	<i>What can we learn from sacred books? (Y2)</i>	<i>How do we celebrate special and sacred times? (Y1 and 2)</i>	<i>Who is a Christian and what do they believe? (Y2)</i>	<i>What do different people believe about God? (Y3)</i>
Key Vocabulary	Judaism, Pesach, Yom Kippur, Torah, Star of David, Shabbat	Faith, religion, values, belief, devotion, commitment	Bible, Christianity, liturgy, Gospel, inspiration	Easter, Messiah, ritual, spiritual, Holy Spirit	Devotion, Commitment, worship, belief, role-model	Belief, values, prayer, ritual, soul, spiritual
Year 4	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p>	<p>How do people from religious and non-religious communities celebrate key festivals?</p> <p>I can identify some differences in the way festivals are celebrated within and between different religious and</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>I can identify and name examples of what Hindus have and do in their families and at mandir to show their faith.</p>	<p>Why are festivals important to religious communities?</p> <p>I can identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>I can explore and suggest ideas about</p>	<p>Why is Jesus inspiring to some people?</p> <p>I can describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>I can identify the most important parts of Easter for Christians and</p>	<p>Why do some people think life is a journey and what significant experiences mark this?</p> <p>I can suggest why some people see life as a journey and identify some of the key milestones on this journey.</p>

	I can make connections between stories of temptation and why people can find it difficult to be good. I can discuss their own and others' ideas about how people decide right and wrong	non-religious worldviews. I can suggest how and why religious festivals are valuable to many people. I can raise questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.	I can describe some ways in which Hindus express their faith thorough puja, aarti and bhajans. I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.	what is worth celebrating and remembering in religious communities and in their own lives. I can retell multiple stories behind festivals from 2 or more religions.	say why they are important. I can give definitions for Christians terms including; gospel, incarnation, salvation; and illustrate them with events from Holy Week and Easter.	I can describe what happens in Christian, Jewish or Hindu ceremonies of commitment and say what these rituals mean. I can explain similarities and differences between ceremonies of commitment.
Prior learning	<i>How do we care for others and the world (Y2)</i>	<i>Why are festivals important to religious communities? (Y3)</i> <i>How and why do we celebrate special and sacred times? (Y2)</i>	<i>Previous Diwali and Holi celebration days in school.</i>	<i>What does it mean to belong to a faith community? (Y1)</i> <i>Why are festivals important to religious communities? (Y3)</i>	<i>Why is the Bible so important to Christians today? (Y3)</i> <i>What does it mean to be a Christian in Britain today? (Y3)</i>	<i>What do different people believe about God? (Y3)</i> <i>Previous life event experiences.</i>
Key Vocabulary	Values, community, role-model, moral codes, compassion	Community, respect, belief, worship, symbol	Hindu, Hinduism, Gods, Goddesses, dharma	Community, devotion, religion, faith, belief, respect	Jesus, Christian, Holy week, Easter, incarnation, gospel, salvation, inspiration	Ritual, symbol, commitment, devotion, life after death
Year 5	If God is everywhere why go to a place of worship? I can select and describe the most important functions of a place of worship for the community. I can outline how and why places of worship fulfil special functions in the lives of believers. I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers.	Why do some people believe God exists? I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. I can outline clearly a Christian understanding of what God is like, using examples and evidence. I can present different views on why people believe in God or not, including their own ideas.	What would Jesus do? Can we live by the values of Jesus in the 21st Century? I can outline three or more examples of Jesus' teaching on how his followers should live. I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. I can investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and generosity,		What does it mean to be Muslim in Britain today? I can deploy a rich knowledge of the 5 pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. I can describe and reflect on the significance of the Holy Qur'an to Muslims. I can describe the forms of guidance a Muslim uses and compare them	Green religion? How and why should religious communities do more to care for the earth? I can describe some key environmental problems and some key religious teachings about the Earth. I can make connections between beliefs about the earth and activist behaviour in difference religions. I can discuss and describe my own and others' ideas about the kinds of collaboration,

			expressing my own ideas.		to forms of guidance experienced by the others.	activism and commitment needed to 'save the Earth'.
Prior Learning	<i>What makes some places sacred? (Y1) What does it mean to belong to a faith community? (Y1)</i>	<i>What do different people believe about God? (Y3) Why do people pray? (Y3)</i>	<i>What does it mean to be Christian in Britain today? (Y3) Why is Jesus so inspiring to some people? (Y4)</i>		<i>Who is a Muslim and what do they believe? (Y2) How and why do we celebrate special and sacred times? (Eid al-Fitr) (Y2)</i>	<i>What is special about our world? (Rec) How should we care for others and the world? (Y2) What can we learn from religions about deciding what is right and wrong? (Y4) Forest School Respecting Rights</i>
Key Vocabulary	Worship, holiness, place of worship, prayer, devotion, commitment	Spiritual, theist, atheist, agnostic, Humanist	Parable, interpretation, inspiration, moral codes, harmony, values		Five pillars, Prophet Muhammad, Iman, Allah	Moral codes, respect, harmony, community
Year 6	<p>What can be done to reduce racism? Can religion help?</p> <p>I can describe examples of what is unjust about racism, referring to teaching from different religions and worldviews.</p> <p>I can understand the challenges racism presents to human communities and consider different religious responses.</p> <p>I can discuss my own and other's ideas about reducing racism and prejudice, informed by knowledge of case studies.</p>	<p>What matters most to Christians and Humanists?</p> <p>I can describe what it means to be a Humanist.</p> <p>I can describe some Christian and Humanist values, and begin to compare them.</p> <p>I can express my own ideas about some big moral concepts; such as fairness and honesty and compare them with the ideas of others they have studied.</p>	<p>Is it better to express your beliefs in art and architecture or in charity and generosity?</p> <p>I can describe and make connections between examples of religious creativity; including buildings and artworks.</p> <p>I can show an understanding of the value of sacred buildings and artworks.</p> <p>I can suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>I can find out about religious teachings, charities and ways of expressing generosity</p>		<p>What do religions say to us when life gets hard?</p> <p>I can express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>I can outline some religions beliefs about life after death (Christian/Hindu or non-religious belief).</p> <p>I can raise thoughtful questions and suggest answers about life, death, suffering, and what matters most in life.</p>	<p>What difference does it make to believe in ahimsa grace, and Ummah community?</p> <p>I can describe what Ahimsa, Grace or Ummah mean to religious people.</p> <p>I can make connections between belief and behaviour in different religions.</p> <p>I can outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p>

<p>Prior Learning</p>	<p>Black History Month previous learning each school year (History) How do we care for others and the world? (Y2) What can we learn from religions about deciding what is right and wrong? (Y4) British Values and Respecting Rights</p>	<p>Who is a Christian and what do they believe? (Y2) What does it mean to be Christian in Britain today?(Y3) How do people from religious and non-religious communities celebrate key festivals? (Y4)</p>	<p>What makes some places sacred? (Y1) How should we care for others and the world? (Y2) What can we learn from religions about deciding what is right and wrong? (Y4)</p>		<p>Why do people pray? (Y3) Why do some people think life is a journey and what significant experiences mark this? (Y4)</p>	<p>What does it mean to belong to a faith community? (Y1) What do different people believe about God? (Y3) What does it mean to be Christian in Britain today? (Y3) What does it mean to be Hindu in Britain today? (Y4) What does it mean to be Muslim in Britain today? (Y5)</p>
<p>Key Vocabulary</p>	<p>Racism, community, tolerance, respect, moral codes, persecution, prejudice</p>	<p>Humanist, Humanism, spiritual, agnostic, atheist, rationalist, values</p>	<p>Generosity, charity, community, compassion, religious</p>		<p>Life after death, heaven, karma, dharma, incarnation, moral values, faith</p>	<p>Ahimsa Grace, Ummah, community,</p>