

# RE Curriculum Map

## Early Years – Understanding the World

Nursery	Reception
<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Have access to fiction and non-fiction books about different festivals and celebrations.</li> <li>• Invite family members in to talk about different celebrations.</li> <li>• Celebrations display which changes throughout the year to highlight specific festivals and give children a chance to share magic moments.</li> </ul>	<p><b>Beliefs and Practises:</b> Festivals, people and communities.</p> <ul style="list-style-type: none"> <li>• How and why do we prepare for and celebrate a joyous occasion?</li> <li>• What are the similarities and differences between peoples’ joyous times?</li> <li>• What are some of these festivals all about?</li> <li>• What is the best gift we can give?</li> </ul> <p><b>Symbols and Actions:</b> Exploring places, dress food and music.</p> <ul style="list-style-type: none"> <li>• Which place do you know that is important to you?</li> <li>• Why is it important?</li> <li>• Which religious symbols can you see in the local place of worship?</li> </ul> <p><b>Identity and belonging:</b> Exploring wedding ceremonies.</p> <ul style="list-style-type: none"> <li>• Pupils explore what happens at a wedding and what is important about the ceremony.</li> </ul> <p><b>Prayer, worship and reflection:</b> Special places.</p> <ul style="list-style-type: none"> <li>• Create a special place with the pupils and use it to experience moments of reflection and create sounds, music and simple word-based reflections.</li> <li>• Share a stilling exercise in which pupils can experience quiet reflection and silence.</li> <li>• Which places are important to the children, people in the community and a religious family?</li> </ul>

Year 1				
Autumn	Spring		Summer	
Hertfordshire Agreed Syllabus	Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity
<p><b>Autumn 1- Beliefs and Practises:</b> Give examples (at least three) of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meaning behind them.</p> <p>Pupils will explore how people with different religions and world views celebrate the fruitfulness of the earth e.g. Harvest traditions.</p> <p>Pupils will examine how some religious communities express their thankfulness for our world i.e. What is Sukkot and how is it celebrated?</p> <p><b>Autumn 2- Symbols and Actions: Festivals of light.</b></p> <p>Pupils will explore symbols of 2 different religious traditions, looking for similarities such as light (e.g. Hanukkah and Christmas or Diwali and Christmas.)</p> <p>Pupils compare their own feelings when in light or darkness, using a lit candle as a focus.</p> <p>Pupils the story of Christmas and learn about why Christmas matters to Christians</p>	<p><b>Identity and belonging:</b> Belonging to a family and community What things are important to your family and to you? Naming ceremonies: (Include a visit to a place of worship) How? Why do people have special ways of welcoming babies?</p> <p>Pupils role play a baptism through drama and song. Invite local Christian minister or lay people to talk about what it means to belong to a church (or a representative from another faith.)</p> <p><b>Prayer, Worship and reflection:</b> Using artefacts to explore prayer and worship. Pupils explore examples of religious artefacts, asking questions, finding out their meaning and use in the context of prayer and worship</p>	<p><b>Salvation 1.5</b> <b>Why does Easter matter to Christians?</b></p>	<p><b>Sources of Wisdom- Sacred texts: who reads them, when and why?</b></p> <p>Pupils will explore why the Bible is holy and sacred for Christians. Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book?</p> <p><b>Faith stories:</b> What do faith stories tell us about the way people should look after each other and the world?</p> <p>Pupils will think about whether everyone shares the same belief about how the world began. Explore and tell some parables through drama.</p>	<p><b>God 1.1</b> <b>What do Christians believe God is like?</b></p>

Year 2					
Autumn		Spring		Summer	
Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity
<p><b>Symbols and actions:</b> Use photos or religious artefacts to identify the religious group to which followers belong to. Explore symbols of two different religious traditions, looking for similarities such as light, water, trees and explain why they are important religious symbols.</p> <p>Pupils use photos/religious artefacts identifying the group to which these belong. Why is light/water/a tree such an important religious symbol? Explore symbols of 2 religious traditions, looking for similarities such as light, water trees.</p> <p>Visit a place of worship to identify and find out about the meanings of symbols for god.</p>	<p><b>Incarnation 1.3</b> <b>Why does Christmas matter to Christians?</b></p>	<p><b>Prayer, worship and reflection:</b> Muslim prayer and action Why do some people pray to Allah for help? How do some Muslims wash and pray in a daily pattern? Why does a prayer mat become holy when a Muslim prays on it? What makes a place holy?</p> <p>Invite a faith visitor to school or visit a place of worship to explore prayer, worship and reflection with pupils.</p> <p>How do different religions say 'Thank you' to God? In what ways do different religious people share actions when praying</p>	<p><b>Gospel 1.4</b> <b>What is the good news that Jesus brings?</b></p>	<p><b>Justice and fairness:</b> Pupils will explain the influence of rules. They will explore moral stories and consider what is right and wrong, just and fair.</p> <p>Pupils will explain what makes human beings unique and how we can live together when we are all so different.</p> <p>Share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things.</p> <p>Pupils whether everyone in the world should take responsibility for looking after each other and why.</p>	<p><b>Creation 1.2</b> <b>Who made the world?</b></p>

## Year 3- Christianity & Islam

Autumn		Spring		Summer	
Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity
<p><b>Identity and belonging. Ultimate questions. Prayer, worship, and reflection.</b></p> <p>Looking at the challenge of individual commitment, pupils will explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not.</p> <p>Pupils will learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</p>	<p><b>People of God 2a.2</b></p> <p><b>What is it like to follow God?</b></p>	<p><b>Different ideas about God and gods, creation, and ultimate questions. Sources of Wisdom.</b></p> <p>Discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?)</p> <p>Pupils will learn some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity).</p> <p>Pupils will explore different stories about how the world began (Christianity and Islam), expressing creatively theirs and other ideas on creation, God and heaven through creative media.</p>	<p><b>Creation 2a.1</b></p> <p><b>What do Christians learn from the Creation Story?</b></p>	<p><b>Taking responsibility for living together, values and respect. Justice and Fairness.</b></p> <p>Pupils will consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?).</p> <p>Pupils will learn about what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter</p> <p>Pupils will learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important.</p> <p>Pupils will explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite). They will reflect on who decides what is right and what is wrong.</p>	<p><b>Gospel 2a. 4</b></p> <p><b>What kind of world did Jesus want?</b></p>

## Year 4 Christianity, Hinduism & Sikhism.

Autumn		Spring		Summer	
Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity
<p><b>Communicating through sacred spaces and prayer.</b> <b>Beliefs and Practices.</b></p> <p>Pupils will investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja).</p> <p>They will examine ways in which architecture expresses how a community communicates through prayer, worship, and reflection.</p>	<p><b>Incarnation 2a.3</b></p> <p>What is the Trinity?</p>	<p><b>Belonging to a community, individual commitment and religious leadership.</b></p> <p>Pupils will explore where we may belong, they will discover how some people identify and define themselves, what belonging might mean and how it shapes their lives.</p> <p>Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment.</p> <p>Pupils will learn about the importance of belonging in Sikhism.</p> <p>Pupils will compare the importance of naming ceremonies in Christianity and Sikhism.</p> <p>Look at the sharing of food in Christianity and Sikhism.</p> <p>When is it important to share food in our lives.</p> <p>Pupils will learn how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to express its shared commitment.</p>	<p><b>Salvation 2a.5</b></p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><b>Human responsibility and values; Justice and fairness: Sacred texts and stories, their guidance and impact.</b> <b>Sources of wisdom.</b></p> <p>Pupils will learn about what is wisdom, where does it come from and who decides what is wise.</p> <p>They will explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives.</p> <p>Pupils will investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways.</p> <p>Pupils will consider their responsibility for the world and for each other and some religious and worldview responses.</p> <p>Pupils will consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmless) and express their own ideas on the treatment of animals.</p> <p>Pupils will compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good.</p>	<p><b>Kingdom of God 2a.6</b></p> <p>When Jesus left, what was the impact of Pentecost?</p>

## Year 5 Christianity & Judaism.

Autumn		Spring		Summer	
Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity
<p><b>Beliefs and practices; Symbols and actions; Identity and belonging Celebrations, key events in life and pilgrimage.</b></p> <p>Pupils will explore what it means to live as a Christian/Jew in Britain today, considering internal diversity.</p> <p>They will reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas). Pupils will learn how light is a symbol.</p> <p>Pupils will learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions.</p> <p>Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p>	<p><b>God 2b.1</b></p> <p><b>What does it mean if God is holy and loving?</b></p>	<p><b>Identity and belonging; Prayer, worship and reflection; Symbols and actions.</b></p> <p>Expressing what belonging and faith means in Christianity and Judaism.</p> <p>Pupils will explore and compare the lives of key leaders from contemporary life.</p> <p>Pupils will ask what it means to be a religious leader and how leadership impacts the lives of followers.</p> <p>They will express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher).</p> <p>Through the stories of Moses and Jesus, pupils will explore key events from history.</p> <p>Pupils will learn about the common themes and symbolism of Passover and Easter and how these are connected.</p> <p>Pupils will raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</p>	<p><b>Salvation 2b.6</b></p> <p><b>What did Jesus do to save human beings?</b></p>	<p><b>Sources of wisdom; Human responsibility and values; Justice and Fairness.</b></p> <p>Pupils will explore: What makes a source of wisdom? Pupils will investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities. Texts might include The Lord’s Prayer, the Gospels, the Torah, and worldview responses. Pupils will interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. They explore key religious figures in different traditions and their actions.</p> <p><b>Reflecting on ethics, what is right and wrong, just and fair.</b></p> <p>Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning.</p> <p>In Judaism pupils will explore fairness through the commandment of giving charity (Tzedekah) and the importance of supporting communal projects. Pupils will persuasively argue about reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities).</p>	<p><b>Creation 2b.3</b></p> <p><b>How can following God bring freedom and justice?</b></p>

## Year 6 Christianity & Buddhism.

Autumn		Spring		Summer	
Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity	Hertfordshire Agreed Syllabus	Understanding Christianity
<p><b>Beliefs and practices; Symbols and actions Identity and belonging Celebrations and key events in life.</b></p> <p>Pupils will investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity.</p> <p><b>Sacred texts and stories, their guidance and impact.</b></p> <p>Pupils will interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. They will consider how they guide and what they communicate to followers.</p> <p>Pupils will develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities.</p> <p>Pupils will explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). Pupils will investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower</p>	<p><b>Incarnation 2b.4</b></p> <p><b>Was Jesus the messiah?</b></p>	<p><b>Identity and belonging Prayer, worship, and reflection; Religious leadership.</b></p> <p>Expressing what belonging and faith means in two different traditions pupils will explore and compare the life of contemporary key leaders and the qualities of leadership. They will examine challenges, commitments and guidance identifying the impact of faith on how followers live considering the Eightfold Path.</p> <p>They will express insights into modern day challenges of faith and the internal diversity of responses.</p> <p>Pupils will learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels).</p> <p>They will explore how Buddhist mantra enhance worship and is meditation the same as praying.</p> <p>Pupils will experience meditation/stillness/ silence and mindfulness as a form of worship.</p>	<p><b>Salvation 2b.7</b></p> <p><b>What difference does the resurrection make for Christians?</b></p>	<p><b>Sources of wisdom; Human responsibility and values; Ultimate questions.</b></p> <p>Explore ideas about God from a range of different religions, including a non-religious viewpoint.</p> <p>Pupils will consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science.</p> <p>Pupils develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions.</p> <p>When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers. This will be introduced through participation in a practical, expressive project such as NATRE Spirited Arts (<a href="http://www.natre.org.uk">www.natre.org.uk</a>)</p>	<p><b>Creation/Science 2b.2</b></p> <p><b>Creation and Science: Conflicting or Complimentary?</b></p>