

CURRICULUM MAP

RELIGIOUS EDUCATION



Sub – RE	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	Special People (Christianity/Judaism)	What is Christmas? (Christianity)	How do people celebrate (Islam/Judaism)	Easter (Christianity)	What can we learn from stories (Christianity, Buddhism, Islam, Hinduism, Sikhism)	Special Places (Christianity, Islam, Buddhism)
Year 1	The Christian Creation Story (Christianity)	The Christian Christmas Story (Christianity)	Friendship, linked to stories from (Christianity)	Palm Sunday (Christianity)	Shabbat (Judaism)	Hannukah (Judaism)
Year 2	Kindness linked to stories from (Christianity)	Christmas – was Jesus a gift from God (Christianity)	Passover (Judaism)	Easter – specifically resurrection (Christianity)	The Covenant (Judaism)	Rites of Passage and Good Work (Judaism)
Year 3	Diwali (Hinduism)	Christmas – has it lost it's true meaning (Christianity)	Jesus' miracles (Christianity)	Easter with the theme of forgiveness (Christianity)	Hindu beliefs (Hinduism)	Pilgrimage to the River Ganges (Hinduism)
Year 4	Beliefs and Practices – the special relation Jews have with God	Christmas – the most significant part of the	Passover (Judaism)	Easter with the theme of forgiveness	Beliefs and Practises – best	Prayer and Worship – do

	(Judaism)	Nativity for Christians (Christianity)		(Christianity)	way to show commitment (Judaism)	Christians need to go to Church (Christianity)
Year 5	Belief into action – how far would a Sikh go for his religion (Sikhism)	Christmas – is the Christian Christmas story true (Christianity)	Beliefs and moral values – are Sikh stories important today (Sikhism)	Easter – did God intend for Jesus to be crucified (Christianity)	What is the best way for Sikhs to show commitment (Sikhism)	What is the best way for Christians to show commitment (Christianity)
Year 6	What is the best way for Muslims to show commitment? (Islam)	Christmas – how significant is Mary as Jesus' mother (Christianity)	Belief and meaning – is anything ever eternal (Christianity)	Belief and moral values – does belief in Akhirah help Muslims lead good life. (Islam)	The life of Buddha (Buddhism)	Buddhist festivals (Buddhism)



Subject Sequencing for Skills RELIGIOUS EDUCATION



	Milestone 1	Milestone 2	Milestone 3
<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.

Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

- Name some religious symbols.
- Explain the meaning of some religious symbols.

- Identify religious symbolism in literature and the arts.

- Explain some of the different ways that individuals show their beliefs.

Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

- Identify the things that are important in their own lives and compare these to religious beliefs.
- Relate emotions to some of the experiences of religious figures studied.
- Ask questions about puzzling aspects of life.

- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Give some reasons why religious figures may have acted as they did.
- Ask questions that have no universally agreed answers.

- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
- Explain their own ideas about the answers to ultimate questions.
- Explain why their own answers to ultimate questions may differ from those of others.

Understand values

This concept involves an appreciation of how many people place values as an important aspect of their lives.

- Identify how they have to make their own choices in life.
- Explain how actions affect others.
- Show an understanding of the term 'morals'.

- Explain how beliefs about right and wrong affect people's behaviour.

- Describe how some of the values held by communities or individuals affect behaviour and actions.

- Discuss and give opinions on stories involving moral dilemmas.

- Explain why different religious communities or individuals may have a different view of what is right and wrong.

- Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).

- Express their own values and remain respectful of those with different values.