



RE Curriculum Map

EYFS

When they leave the Early Years, we expect children to be able to:

- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Able to follow a story without pictures or props.
- Listen and respond to ideas expressed by others in conversation or discussion.
- Use language to imagine and recreate roles and experiences in play situations.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.
- Develop own narratives and explanations by connecting ideas or events.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Can describe self in positive terms and talk about abilities.
- Understands how own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g., finding compromise.
- Knows that information can be retrieved from books and computers.
- Attempts to write short sentences in meaningful contexts.
- Enjoys joining in with family customs and routines.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Comments and asks questions about aspects of their familiar world.
- Can talk about some of the things they observe.
- Shows care and concern for living things and the environment.

Nursery Focus: Harvest; Diwali; Christmas; The bible; Stories About Jesus; Easter Story; Baptism; Raksha Banhan,

Reception Focus: Harvest; Shabbat; Christmas; Churches; Holy Books; Bible Stories; Easter; Special Buildings of Worship.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Recall features of religious, spiritual, and moral stories and other forms of religious expression. <u>Reflection:</u> Reflecting on feelings. <u>Empathy:</u> Considering the thoughts and feelings of others.		Recognise and name features of religions and beliefs. Recognise symbols and other forms of religious expression. <u>Interpretation:</u> Drawing meaning from artefacts.		Identify what they find interesting and puzzling in life. <u>Investigation</u> Asking relevant questions. <u>Expression:</u> Explaining concepts, rituals, and practices.	
	Focus: Christian Churches	Focus: Christmas Gifts	Focus: Jesus	Focus: The Easter Story	Focus: Buddha	Focus: Diversity in our School.
Year 2	Retell religious, spiritual, and moral stories. Identify how religion and belief is expressed in different ways. <u>Reflection:</u> Reflecting on feelings and relationships. <u>Empathy:</u> Considering the thoughts, feelings, experiences, and attitudes of others.		Identify similarities and differences in features of religions and beliefs. Recognise that some questions about life are difficult to answer. <u>Interpretation:</u> Drawing meaning from artefacts, works of art and music.		Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression. <u>Investigation:</u> Asking relevant questions, beginning to know how to gather information from a variety of sources. <u>Expression:</u> Explaining concepts, rituals, and practices.	
	Focus: The Bible and St Cuthbert	Focus: Light at Christmas	Focus: Being a Christian	Focus: Easter Celebrations	Focus: Buddhist Beliefs	Focus: Diversity in our Local Community

Year 3	<p>Make links between beliefs, stories, and practices. Identify the impacts of beliefs and practices on people's lives.</p> <p><u>Reflection:</u> Reflecting on feelings, relationships, experiences, and beliefs. <u>Empathy:</u> Considering the thoughts, feelings, experiences, attitudes, beliefs, and values of others.</p>		<p>Investigate and connect features of religions and beliefs. Identify similarities and differences between religions and beliefs.</p> <p><u>Interpretation:</u> Drawing meaning from artefacts, works of art, music, and poetry. <u>Investigation:</u> Asking relevant questions and Knowing how to gather information from a variety of sources.</p>		<p>Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression.</p> <p><u>Expression:</u> Explaining concepts, rituals, and practices. <u>Analysis:</u> Beginning to distinguish between opinion and fact.</p>	
	Focus: Hindu Worship	Focus: Advent	Focus: Christian Churches	Focus: Palm Sunday	Focus: Hindu Beliefs	Focus: Diversity Across the UK
Year 4	<p>Comment on connections between questions, beliefs, values, and practices. Describe the impact of beliefs and practices on individuals, groups, and communities.</p> <p><u>Reflection:</u> Reflecting on feelings, relationships, experience, beliefs, and practices. <u>Empathy:</u> Developing the ability to identify feelings such as love, wonder, forgiveness, and sorrow.</p>		<p>Gather, select, and organise ideas about religion and beliefs. Describe similarities and differences within and between religions and beliefs.</p> <p><u>Interpretation:</u> Drawing meaning from artefacts, works of art, music, poetry, and symbolism. <u>Investigation:</u> Knowing what may constitute evidence for justifying beliefs in religion.</p>		<p>Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p> <p><u>Expression:</u> Expressing religious views and responding to religious questions through a variety of media. <u>Analysis:</u> Distinguishing between the features of different religions.</p>	
	Focus: The Bible	Focus: Jesus, The Light of the World	Focus: Christian Beliefs About Jesus	Focus: Lent	Focus: Global Diversity	

Year 5	<p>Explain connections between questions, beliefs, values, and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p><u>Reflection:</u> Reflecting on feelings, relationships, experience, ultimate questions, beliefs, and practices.</p> <p><u>Empathy:</u> Developing the ability to identify feelings such as love, wonder, forgiveness, and sorrow, seeing the world through the eyes of others, and seeing issues from their point of view.</p>		<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Explain how and why differences in belief are expressed.</p> <p><u>Interpretation:</u> Suggesting meanings of religious texts.</p> <p><u>Investigation:</u> Knowing what may constitute evidence for justifying beliefs in religion.</p> <p><u>Evaluation:</u> Debating issues of religious significance.</p>		<p>Recognise and explain diversity within religious expression, using appropriate concepts. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p><u>Synthesis:</u> Linking significant features of religion together in a coherent pattern.</p> <p><u>Application:</u> Beginning to make the association between religion and individual linked to local community.</p>	
	Focus: Jewish People; Moses and the Synagogue.	Focus: Christmas Themes	Focus: Christianity and God	Focus: The Last Supper	Focus: Jewish beliefs in the home. Rituals.	Focus: Media portrayal of religion.
Year 6	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs, and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p><u>Empathy:</u> Seeing the world through the eyes of others and seeing issues from their point of view.</p> <p><u>Reflection:</u> Continuous reflection on ultimate questions.</p>		<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs, and cultures.</p> <p><u>Interpretation:</u> Interpreting religious language, Suggesting meanings of religious texts.</p> <p><u>Application:</u> Making the association between religion and individual, community, national and international life.</p>		<p>Interpret religions and beliefs from different perspectives</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p> <p><u>Evaluation:</u> Debating issues of religious significance with reference to evidence and argument.</p> <p><u>Synthesis:</u> Connecting different aspects of life into a meaningful whole.</p>	

	Focus: A local Muslim Community	Focus: The Birth of Jesus as Told Through The Gospels	Focus: Religious Extremism	Focus: Good Friday and Easter Day	Focus: Religious Prejudice	Focus: An Exploration of Christianity
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