



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.

Year 1

When they leave Year 1, we expect children to be able to:

- Recall features of religious, spiritual, and moral stories and other forms of religious expression.
- Recognise and name features of religions and beliefs.
- Recognise symbols and other forms of religious expression.
- Identify what they find interesting and puzzling in life
- Reflect on feelings.
- Consider the thoughts and feelings of others.
- Draw meaning from artefacts.
- Ask relevant questions.
- Explain concepts, rituals, and practices.

Autumn 1 Focus:

Christian Churches

Why is the church a special place?

- Our special places
- Inside a church
- Stained glass windows
- Patron Saints
- Sunday in a church

Autumn 2 Focus:

Christmas Gifts

Why do people give gifts on Christmas Day?

- The birth of Jesus
- The first gifts for Jesus
- Experience of giving and receiving
- Gifts for a baby
- Gifts that you can't see

Spring 1 Focus:

Jesus

Who is Jesus?

- Special people
- Jesus - special to Christians
- Son of God
- The twelve friends of Jesus
- The miracles

Spring 2 Focus:

The Easter Story

Why is the Easter story important to Christians?

- Easter Story sequence
- Good Friday and Easter Sunday
- Easter symbols - The Cross
- Signs of new life

Opportunities for Food Technology

Visit to a local church.

Summer 1 Focus:

Buddha

Who was Buddha?

- The story of Buddha
- Buddhist symbols
- A Buddhist parable - The Monkey King
- A Buddhist festival - Wesak

Summer 2 Focus:

Diversity in our School

Who belongs to our school?

- I am special
- My friends are special
- We are all different
- Special jobs in our school

Year 2

When they leave Year 2, we expect children to be able to:

- Retell religious, spiritual, and moral stories.
- Identify how religion and belief is expressed in different ways.
- Reflect on feelings and relationships.
- Consider 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.
- Draw 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.
- Ask relevant questions, beginning to know how to gather information from a variety of sources.
- Explain concepts, rituals, and practices

Autumn 1 Focus:

The Bible

What can we find out about the bible?

- Our special books
- Sacred texts inside the bible
- Stories from the bible - Parables
- St Cuthbert

Autumn 2 Focus:

Light at Christmas

Why is light important at Christmas time?

- The Advent candles
- The Christmas Star
- Lights we see at Christmas
- What light represents to Christians
- The Christingle

Spring 1 Focus:

Being a Christian

What is it like to be a Christian?

- Christian beliefs
- The Christian creation story
- The Good Samaritan
- Signs and Symbols of Christianity
- Christenings and Weddings
- The Lord's Prayer

Spring 2 Focus:

Easter Celebrations

How do people celebrate Easter?

- The Easter Story
- Easter traditions
- Going to church on Easter Sunday
- Easter around the world

Opportunities for Food Technology

Summer 1 Focus:

Buddhist Beliefs

What do Buddhists believe?

- The Buddhist creation story
- A Buddhist temple
- The Wheel of Life
- Asala - Dharma Day
- A Buddhist at home
- Meditation

Summer 2 Focus:

Diversity in our Local Community

What is it like to live in our local community?

- Belonging to a community
- Jobs in our community
- Beliefs in our community
- Traditions in our community

Visit to a Sikh temple.

Year 3

When they leave Year 3, we expect children to be able to:

- Make links between beliefs, stories, and practices.
- Identify the impacts of beliefs and practices on people's lives.
- Reflecting on feelings, relationships, experiences, and beliefs.
- Considering the thoughts of others.
- Investigate and connect features of religions and beliefs.
- Identify similarities and differences between religions and beliefs.
- Draw meaning from artefacts, works of art, music, and poetry.
- Ask relevant questions and know how to gather information from a variety of sources.
- Ask significant questions about religions and beliefs.
- Describe and suggest meanings for symbols and other forms of religious expression.
- Explain concepts, rituals, and practices.
- Begin to distinguish between opinion and fact.

Autumn 1 Focus:

Hindu Worship

How do Hindu's worship?

- The mandir
- Hindu Gods and deities
- Worship at home
- The Holy Book
- Symbols and meanings

Autumn 2 Focus:

Advent

What is Advent?

- The symbol of the Advent ring
- The prophecy
- The season of Advent
- Advent in other countries

Spring 1 Focus:

Christian Churches

How do Christians make a difference in their community?

- Showing belief at home
- Showing belief in the Church
- Roles in the Church
- The importance of music
- Holy Communion
- Charity

Spring 2 Focus:

Palm Sunday

What is Palm Sunday?

- The story of Palm Sunday
- Symbols of Palm Sunday in Church
- Holy Week

Summer 1 Focus:

Hindu Beliefs

What do Hindu's believe?

- Creation story
- Main beliefs - Truth, Dharma, Reincarnation, Moksha
- The Holi festival
- The Diwali festival

Opportunities for Food Technology

Visit to a Hindu temple

Summer 2 Focus:

Diversity Across the UK

What is it like to live in the UK?

- British people - belonging
- British pride
- Religions in Britain
- Democracy

Year 4

When they leave Year 4, we expect children to be able to:

- Comment on connections between questions, beliefs, values, and practices.
- Describe the impact of beliefs and practices on individuals, groups, and communities.
- Reflect on feelings, relationships, experience, beliefs, and practices.
- Develop the ability to identify feelings such as love, wonder, forgiveness, and sorrow.
- Gather, select, and organise ideas about religion and beliefs.
- Describe similarities and differences within and between religions and beliefs.
- Draw meaning from artefacts, works of art, music, poetry, and symbolism.
- Know what may constitute evidence for justifying beliefs in religion.
- 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
- Express religious views and responding to religious questions through a variety of media.
- Distinguish between the features of different religions.

Autumn 1 Focus:

The Bible

How is the bible important to Christians?

- Sacred items
- Looking at the bible
- Old and New Testament stories
- How the bible teaches lessons
- How Christians use the bible

Autumn 2 Focus:

Jesus, The Light of the World

Why do Christians call Jesus the light of the world?

- Consider the symbolism of the Christingle to Christians
- Think about what the symbol of light means to them
- Respond to the passage from the bible (John 3:16-21).

Spring 1 Focus:

Lent

Why do we eat pancakes before Lent?

- Shrove Tuesday and Ash Wednesday
- Jesus' temptation in the desert
- Fasting, giving, praying
- Relate Lent to own life

Opportunities for Food Technology

Spring 2 Focus:

Sikhism

What can we learn from the Sikh religion?

- The founder of Sikhism-Guru Nanak
- What Sikhs believe - compare to other religions
- The importance of the Gurdwara
- The Holy Book and The Ten Gurus - compare to the Bible
- Sikh Diwali - compare to Hindu Diwali

Summer 1 Focus

Islam

What do Muslims believe?

- Allah and the Five Pillars of Islam
- Inside the Mosque
- Celebrating Ramadan and Eid-ul-Fitr
- The Qur'an
- Comparison of Islam and Christianity

Opportunities for Food Technology

Visit to a local mosque.

Summer 2 Focus:

Global Diversity

How and why do believers show care for others?

Key Focus: Hinduism and Christianity

- Compare creation stories - sharing a message
- The Sower and the Seed (Parable)
- Charities - Christian Aid
- Caring in our community
- Caring for the environment

Year 5

When they leave Year 5, we expect children to be able to:

- Explain connections between questions, beliefs, values, and practices in different belief systems.
- Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.
- Reflect on feelings, relationships, experience, ultimate questions, beliefs, and practices.
- Develop 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.
- Suggest lines of enquiry to address questions raised by the study of religions and beliefs.
- Explain how and why differences in belief are expressed.
- Suggest meanings of religious texts.
- Know what may constitute evidence for justifying beliefs in religion.
- Debate issues of religious significance.
- 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.
- Link significant features of religion together in a coherent pattern.
- Beginning to make the association between religion and individual linked to local community.

Autumn 1 Focus: Jewish leaders in the Bible

Which leaders are important in the Jewish religion?

- Describe a good leader
- Moses and the Ten Plagues
- Abraham and the Covenant
- The Jewish festival of Passover
- The Synagogue and the Rabbi

Autumn 2 Focus: Christmas Themes

What is the true meaning of Christmas to Christians?

- What Christmas means to me
- The themes in the birth of Jesus story
- Love, peace, goodwill, joy and giving-compare Christian and Secular Christmas cards
- The importance of the themes today

Spring 1 Focus: Christianity and God

What does the bible say about God?

- What God looks like to me
- What God means to Christians
- The portrayal of God in the bible
- God the creator
- The Ten Commandments
- Jesus the Messiah

Spring 2 Focus: The Last Supper

Why is the Last Supper important for Christians?

- Palm Sunday and Holy Thursday
- Describe the events of Jesus' arrest
- The Last Supper comprehension using Bible extracts
- Important messages from the Last Supper

Opportunities for Food Technology

Summer 1 Focus: Jewish beliefs in the home. Rituals.

How are Jewish beliefs expressed in their home?

- Main Jewish beliefs
- A day in the life of a Jewish person
- Jewish rituals
- The festival of Sukkah
- The Mezuzah

Opportunities for Food Technology

Visit to a local synagogue.

Summer 2 Focus: Media portrayal of religion.

- Look at a range of newspaper articles that feature religious festivals and celebrations (Islam, Hinduism, Christianity, Judaism)
- Watch clips from films that portray religion e.g. The Prince of Egypt (Film)

Year 6

When they leave Year 6, we expect children to be able to:

- 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.
- See the world through the eyes of others and seeing issues from their point of view.
- Continuously reflect on ultimate questions.
- Identify the influences on, and distinguish between, different viewpoints within religions and beliefs
- Explain the reasons for, and effects of, diversity within and between religions, beliefs, and cultures.
- Interpret religious language, suggesting meanings of religious texts.
- Make the association between religion and individual, community, national and international life.
- Interpret religions and beliefs from different perspectives.
- Interpret the significance and impact of different forms of religious and spiritual expression.
- Debate issues of religious significance with reference to evidence and argument.
- Connect different aspects of life into a meaningful whole.

Autumn 1 Focus:

Religious Diversity

Which religions are found in our local community?

- Religious buildings in our area - belonging and commitment
- Compare our community with one of broader diversity
- Compare worship in different religions
- How worship adds to a sense of belonging

Autumn 2 Focus:

The Birth of Jesus as Told Through the Gospels

Why are there different versions of the Nativity story?

- Recall the Christmas story
- Comparison of Matthew and Luke's version of the Nativity story
- The key truth in both stories
- The meaning of advent and how Christians prepare

Spring 1 Focus:

Religion, Freedom and Justice

Which is more important - freedom or justice?

- The concept of freedom in different religions
- Compare justice through a Buddhist and Christian story
- The Judgement of King Solomon
- The universal declaration of human rights
- Non- violent protest movement - Gandhi and Mandela

Spring 2 Focus:

The Crucifixion

Why did Jesus die?

- The key events in Holy Week
- Free will and determinism
- Jesus' life - a grand plan
- Analyse the events in Holy Week
- Sacrifice

Summer 1 Focus:

Religious Prejudice

- Challenging stereotypes
- Types of prejudice
- Racism
- Bias or prejudice?

Summer 2 Focus:

An Exploration of Christianity: Bridging Unit

So what do we now know about Christianity?

- The impact of local Christian places of significance (e.g. Tynemouth Priory, Newcastle / Durham Cathedral, Lindisfarne, Jarrow) Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister
- Prayer and its importance for Christians, including different types of prayer,

	<ul style="list-style-type: none"> How to live in harmony <p>Opportunities for Food Technology</p>	<ul style="list-style-type: none"> Christmas celebrations around the world <p>Opportunities for Food Technology</p>	<ul style="list-style-type: none"> Religious extremism Freedom or justice debate 			<p>The Lord's Prayer, individual prayer, aids to prayer.</p> <ul style="list-style-type: none"> Jesus as miracle worker - healing miracles, nature miracles Jesus having power to change lives e.g. disciples <p>Visit to St Nicholas' Cathedral in Newcastle.</p>
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