

RE curriculum map

Our aim for RE is to promote respect and open-mindedness towards others with different faiths and beliefs. We explore what people believe and the difference this makes to how they live. Diversity and individuality are celebrated; children are encouraged to express their beliefs, cultural practices and give good reasons for the views so that they have the knowledge, understanding and skills needed to handle questions raised.

	Autumn	Spring	Summer	Key Vocabulary	Festivals/ Celebrations
Nursery	<p>Talk about own-self and personality traits and emotions.</p> <p>Understand the importance of family/friends and what we do together.</p> <p>Act out scenes from stories, celebrations or festivals</p> <p>Listen to cultural and religious music from around the world linked to festivals eg Harvest, Diwali, Christmas</p> <p>Listen to stories from different cultures and themes.</p> <p>Inspire curiosity through the use of 'Wonder Cubes'</p>	<p>Introduce that people worship in different ways in different places.</p> <p>Dance to music from around the world linked to festivals eg Easter, Chinese New Year</p> <p>Introduce religious vocabulary i.e. pray, worship, God, celebration, festival.</p> <p>Discuss personal celebrations or events ie celebrations, festivals, the birth of a new baby, weddings or the death of a pet</p> <p>Observe nature, growing and life cycles.</p> <p>Discuss objects linked to religious and cultural festivals through the use of 'Wonder Cubes'</p>	<p>Make and eat festival food</p> <p>Explore authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books-</p> <p>Identify objects linked to religious and cultural festivals through the use of 'Wonder Cubes'</p>	<p><i>Friends</i></p> <p><i>Easter</i></p> <p><i>Christmas</i></p> <p><i>Harvest</i></p> <p><i>Special Caring</i></p> <p><i>Nativity</i></p> <p><i>Christmas</i></p> <p><i>Church</i></p> <p><i>Celebration</i></p>	<p>Autumn 1 & 2</p> <p>Late Sept/beg Oct- Harvest Festival</p> <p>October- Black History Month</p> <p>October 14th- Dussehra (Hindu Festival)</p> <p>October 19th- Mawlid al Navi-Prophet Muhammad's birthday (Islamic)</p> <p>October 31- Halloween</p> <p>November 4th- Diwali (Hindu)</p> <p>November 11th- Remembrance Day</p> <p>December 25th- Christmas</p> <p>February 12th- Chinese New Year</p> <p>Spring 1 & 2</p> <p>March 29th- Holi</p> <p>March 14- Mothers Day</p> <p>March 17th- St Patrick's Day</p> <p>April- Easter</p>

Reception	BIG QUESTIONS: Being special, where do we belong? Why is Christmas special to Christians?	BIG QUESTIONS: Why is Easter special to Christians? What stories are special and why?	BIG QUESTIONS: Which places are special and why? Why is the word 'God' important to Christians?		April 12th- Ramadan Starts (Islamic) April 23rd- St Georges Day May 26th- Vesak (Buddhist)
	Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus	Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.	Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world.	Church Baptism Palm leaves Cross Eggs Same Different Important Festival Ceremony Experiences Belief Christian Community Jesus God	Summer 1 & 2 June 21st- Fathers Day July 19th-23rd- Eid Adha
Year 1	BIG QUESTIONS: What does it mean to belong to a faith community? What do Christians believe God is like? (God)	BIG QUESTIONS: Who do Christians say made the world? (creation) Why does Easter matter to Christians? (Salvation)	BIG QUESTIONS: Who is Muslim and how do they live?(God)	Parable Sacred Bible Genesis Creation Resurrection Identity Belonging Faith Charity Respect Religious/non religious Incarnation Salvation	
	Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians	Retell the story of creation from Genesis 1:1-2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible and explain how it tells Christians about God, Creation and the world Give at least one example of what Christians do to say 'thank you' to God for Creation	Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean		

	<p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving</p> <p>Give an example of how Christians put their beliefs into practice in worship</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make</p> <p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Think, talk and ask questions about living in an amazing world</p> <p>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Recognise that Jesus gives instructions about how to behave</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p><i>Muslim</i> <i>Shahadah</i> <i>Allah</i> <i>Prophet Muhammad</i> <i>Tawid</i> <i>Iman (belief)</i> <i>Ibadah (Five Pillars)</i> <i>-Salah</i> <i>-Shahadah</i> <i>-Zakat</i> <i>-Sawm</i> <i>-Hajj</i> <i>Rub el hizb (Islamic symbol)</i> <i>Quran</i> <i>Ramadan</i> <i>Prayer</i> <i>Mosque</i> <i>Worship</i></p>	
Year 2	<p>BIG QUESTIONS:</p> <p>What is the 'good news' Christians believe Jesus brings? (Gospel)</p> <p>Why does Christmas matter to Christians? (Incarnation)</p>	<p>BIG QUESTIONS:</p> <p>Who is Jewish and how do they live?(God)</p>	<p>BIG QUESTIONS:</p> <p>What makes some places sacred to believers?</p> <p>How should we care for others and the world, why does it matter?</p>	<p><i>Jewish</i></p> <p><i>Shema (Jewish Prayer)</i></p> <p><i>Rabbi</i></p> <p><i>Torah</i></p>	
	<p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p>		

	<p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p><i>Star of David (Jewish symbol) Synagogue Hanukkah Menorah Artefacts Compare Mezuzah Shabbat</i></p>	
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