



## Suggested Curriculum Map – Derby (2025)

This curriculum map can be used alongside our Jigsaw RE Mapping document to provide a starting point for subject leads who are developing their long-term curriculum plan using Jigsaw RE enquiries. If you have any further questions, please contact the Midlands regional advisor: [laura.gregory-white@jigsaweducationgroup.com](mailto:laura.gregory-white@jigsaweducationgroup.com)



The minimum requirement to be taught is (p.15):

- Reception: Children will encounter Christians and people of other faiths, as part of their growing sense of self, their community and their place within it.
- KS1: Christians, Muslims OR Jewish People, Sikhs OR Hindus (Santana Dharma)
- KS2: Christians, Muslims, Jewish People, two Dharmic faiths
- *Non-religious worldviews, including 'organised' examples such as Humanism, will also be the focus for study. This syllabus requires that, in addition to the religions required for study at each key stage, nonreligious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different worldviews.*

Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>F1</b> <b>Ages 3-4</b>	What makes people special to me and others?  Christianity and Judaism	What is Christmas to me and others?  Christianity concept: Incarnation	How do I and other people celebrate?  Sanatana Dharma	What is Easter to me and others?  Christianity concept: Salvation	What can I and other people learn from stories?  Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special to me and others?  Christianity, Islam, Judaism
<b>F2</b> <b>Ages 4-5</b>	What makes people special?  Christianity and Judaism	What is Christmas?  Christianity concept: Incarnation	Celebrations  Sanatana Dharma	What is Easter?  Christianity concept: Salvation	What can we learn from stories?  Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special?  Christianity, Islam, Judaism
<b>LAS Link</b>	F1, F2	F1, F3	F3	F1, F3	F1	F3, F5, F6 (1.5)

<p><b>Year 1</b> <b>Ages 5-6</b></p>	<p>What do Christians believe about God? 5-6 C Autumn 1</p>	<p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? 5-6 C Autumn 2</p>	<p>Who is God to Sikhs? 5-7 S Enquiry 1</p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? 5-6 C Spring 2</p>	<p>Does taking part in Baisakhi help Sikh children feel a sense of belonging? 5-7 S Enquiry 3</p>	<p>Why do Sikhs admire their Gurus? 5-7 S Enquiry 2</p>
<p><b>LAS Link</b></p>	<p>1.1, 1.8</p>	<p>1.4, 1.6</p>	<p>1.10</p>	<p>1.4, 1.6</p>	<p>1.6, 1.10</p>	<p>1.10</p>
<p><b>Year 2</b> <b>Ages 6-7</b></p>	<p>Is it possible to be kind to everyone all of the time? 6-7 C Autumn 1</p>	<p>Why do Christians believe God gave Jesus to the world? 6-7 C Autumn 2</p>	<p>Who is God to Muslims? 5-7 I Enquiry 1</p>	<p>How important is it to Christians that Jesus came back to life after his crucifixion? 6-7 C Spring 2</p>	<p>How important is the prophet Muhammad to Muslims? 5-7 I Enquiry 2</p>	<p>How important is the Qur'an to Muslims? 5-7 I Enquiry 3</p>
<p><b>LAS Link</b></p>	<p>1.1, 1.4, 1.8</p>	<p>1.4, 1.6</p>	<p>1.2</p>	<p>1.1, 1.4, 1.6, 1.7</p>	<p>1.2</p>	<p>1.4</p>
<p><b>Year 3</b> <b>Ages 7-8</b></p>	<p>What do some deities tell Sanatanis about God? (7-9 SD Enquiry 2)</p>	<p>Has Christmas lost its true meaning? (7-8 C Autumn 2) OR What is the most significant part of the nativity story for Christians today? (8-9 C Autumn 2)</p>	<p>Could Jesus heal people? Did He perform miracles or was there some other explanation? (7-8 C Spring 1)</p>	<p>What is 'good' about Good Friday? (7-8 C Spring 2)</p>	<p>What is the best way for a Sanatani to lead a good life? (7-9 SD Enquiry 3)</p>	<p>How can Brahman be everywhere and in everything? (9-12 SD Enquiry 2)</p>

<b>LAS Link</b>	L2.1	L2.1, L2.5	L2.2, L2.3	L2.1, L2.3, L2.5	L2.4, L2.8, L2.9	U2.4
<b>Year 4 Ages 8-9</b>	Does praying at regular intervals help Muslims in their everyday lives?  (7-9 I Enquiry 1)	Why are there four Gospels and how are they relevant for Christians?  (8-9 C Optional)	What is the best way for a Jew to lead a good life?  (7-9 J Enquiry 1)	Is forgiveness always possible for Christians?  (8-9 C Spring 2)	Do people need to go to church to show they are Christians?  (8-9 C Summer 2)	How does celebrating Shavuot help Jewish children feel closer to God?  (7-9 J Enquiry 3)
<b>LAS Link</b>	L2.1, L2.4	L2.1, L2.2	L2.6, L2.9	L2.1, L2.2, L2.3, L2.5, U2.8	L2.6, L2.7, U2.4	L2.5, L2.10
<b>Year 5 Ages 9-10</b>	Does joining the Khalsa make someone a better Sikh?  (7-9 S Enquiry 1)	Is the Christmas story true?  (9-10 C Autumn 2)	Do Sikh think it is important to share?  (7-9 S Enquiry 2)	How significant is it for Christians to believe that God intended Jesus to die?  (9-10 C Spring 2)	What motivates Humanists to lead good lives?  (7-9 H Enquiry 1)	What is the best way for a Christian to show commitment to God?  (9-10 C Summer 2)
<b>LAS Link</b>	L2.6, U2.11	U2.1	U2.11	U2.8	U2.1, U2.3, U2.7	U2.7

<p style="text-align: center;"><b>Year 6</b></p> <p style="text-align: center;"><b>Ages 10-11</b></p>	<p>What is the best way for a Muslim to show commitment to God? (9-12 I Enquiry 1)</p>	<p>Does belief in the Trinity help Christians make better sense of God as a whole? (9-10 C Optional)</p>	<p>Is anything ever eternal? (10-11 C Spring 1)</p>	<p>How did Jesus create a "New Covenant" and what does that mean to Christians today? (10-11 C Optional)</p>	<p>Does belief in Akirah (life after death) help Muslims lead a good life? (9-12 I Enquiry 3)</p>	<p>Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives? (9-12 SD Enquiry 3)</p>
<p><b>LAS Link</b></p>	<p>U2.6, U2.8</p>	<p>U2.1</p>	<p>L2.6, U2.2, U2.3, U2.7</p>	<p>U2.2</p>	<p>U2.3, U2.6</p>	<p>U2.8, U2.3</p>

## Notes on new Units:

L2.5a: How do people from religious and non-religious communities celebrate key festivals? (Multi-disciplinary approach)

- Has been mapped to most relevant enquiries above that focus more heavily on a 'human and social sciences' lens to celebrations and festivals.
- To further explore using different disciplinary lenses in RE, Jigsaw RE have additional training and resources for schools available on the portal:
  - [Getting Started > Disciplinary Lenses](#): all resources related to disciplinary lenses and how you could include this in curriculum planning and teaching.
  - [Community Area > Optimise and Training > Jigsaw RE Themes](#): holds a webinar on disciplinary lenses in RE. 0 - 4min30 gives an overview of lenses and reflection for you as a subject lead. 4 min 30 - 15 min 37 gives an explanation of the three different lenses which might be the most helpful section to use with staff in a staff meeting to introduce the lenses, after this point we show the resources available in Jigsaw RE which may be something you choose to watch as subject lead to help you think about how you are going to use these.

L2.10: How do family life and festivals show what matters to Jewish people?

- Has been mapped to relevant enquiries above.

U2.9: What can be done to reduce racism? Can religion help? (Optional Unit: can be used as an additional unit or in place of another 'Expressing' unit – U2.4 or U2.5)

- The following UKS2 enquiries have bridge concepts where this discussion could be introduced:
  - 9-12 Buddhism Enquiry 1: What is the best way for Buddhist to show commitment to their beliefs?  
Bridge Concept: Diversity in Belief. Piece 6 Objective: I can explain the characteristics of a safe space and consider how to make one in school.
  - 9-12 Buddhism Enquiry 3: How are Buddhist teaching interpreted by believers?  
Bridge Concept: Forming your opinion. Piece 6 Objective: I can consider how trying to improve my own thoughts, words and actions could benefit me and others.
- [Community Area > Optimise and Training > Jigsaw RE Themes](#): holds a webinar on 'Recognising and Addressing Unconscious Bias in RE' for staff CPD.

U2.10: Green religion? How and why should religious communities do more to care for the Earth? (Optional Unit: can be used as an additional unit or in place of another 'Living' unit – U2.6, U2.7, U2.8)

- The following enquiries have relevant bridge concepts that cover this discussion:
  - 5-6 Christianity Autumn 1: What do Christians believe about God? Bridge Concept: Creation.
  - 6-7 Christianity Autumn 2: Why do Christians believe God gave Jesus to the world? Bridge Concept: Looking after the world.
- Additional resources on the portal that could be used to explore this include:
  - Enquiries for Humanism and Ethical Veganism
  - Fairtrade Fortnight
  - Earth Day
- [Community Area > Optimise and Training > Jigsaw RE Themes](#): holds a webinar on 'Sustainability in RE' for staff CPD.

