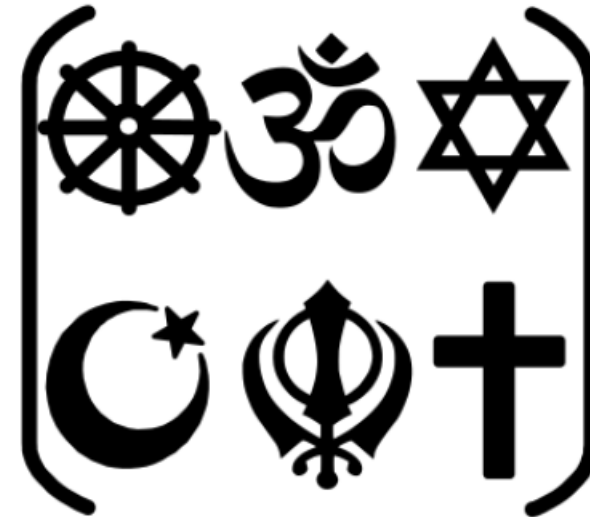




Curriculum RE - Whole School



Religious Education



Curriculum Subject Rationale

Intent:	At Wilbraham we want our children to know about and understand a range of religions and worldviews. Our aim is that all children are able to describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. We take great pride in celebrating the similarities and differences of the children and staff at our school. This is something that is also reinforced through the teaching of RE. We follow the Manchester agreed syllabus and teach RE, as well as other subjects alongside British values. We want our children to learn from each other by sharing their beliefs and practices in an environment which promotes respect, integrity and harmony.
Implementation:	We want pupils to develop rich knowledge of religions and worldviews and use this to increase their levels of religious literacy and conceptual understanding. We want learners to understand religion and worldviews in relation to commitments to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human. Promoting social and ethnic harmony is a moral imperative for schools and RE has a significant contribution to make to this. Through the exploration of multiple identities and local communities, through visits to places of worship and meeting people from diverse communities of religion and belief, and through a deepening understanding of beliefs and practices, our aim is for young people to come to informed and empathic understandings of different groups which will help promote cohesion and integration. Pupils will explore British values in relation to religion and worldviews.
Impact:	Children will be able to articulate, with confidence, their own positions and ideas about religion, beliefs and spirituality - and then to change their minds, if they choose to do so.



Curriculum Map Subject - EYFS

EYFS

	RE	Vocabulary
EYFS	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>RE makes particular contributions within the prime areas of communication and language and personal, social and emotional development (PSED), as well as specific areas including understanding the world and expressive arts and design. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>People Family/communities Same/different Religion/culture Place of worship Beliefs Caring Thankfulness</p> <p>Celebrations: Diwali, Ramadan, Chinese New Year, Christmas, Easter</p>



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Who is a Muslim and what do they believe?	Who is a Christian and what do they believe?	What makes some places sacred?	How and why do we celebrate special and sacred times?	What does it mean to belong to a faith community?	How should we care for others and the world, and why does it matter?
Y2	Who is Jewish and what do they believe?	What can we learn from sacred books? (Torah)	How and why do we celebrate special and sacred times? (Islam)	How and why do we celebrate special and sacred times? (Jewish- Shabbat)	What makes some places sacred?	What does it mean to belong in a faith community? (Weddings- compare all)
Y3	What does it mean to be a Hindu in Britain today?	What do different people believe about God? (Hinduism)	Why are festivals important to religious communities? (Diwali)	Why do people pray? (Christianity Islam)	Why do people pray? (Hinduism non religion)	Why is the Bible important for Christians today?



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>What can we learn from religions about deciding between right or wrong?</p> <p>Focus: Judaism, Christianity and Humanism.</p>	<p>Why are festivals important to religious communities?</p> <p>Focus: Judaism/Christianity</p>	<p>What does it mean to be a Christian in Britain today?</p>	<p>Why is Jesus important to some people?</p> <p>Focus: Christianity/ Judaism</p>	<p>Why do some people think that life is a Journey and what significant experiences mark this? Focus: Humanism, Judaism, Christianity</p>	<p>How do family life and festivals show what matters to Jewish people?</p> <p>Focus: Judaism</p>
Y5	<p>What does it mean to a Muslim in Britain today?</p>	<p>Why do some people believe God exists or not?</p>	<p>Why do some people believe God exists or not?</p>	<p>If God is everywhere, why go to places of worship? <i>Introduce Sikhism beliefs</i> Bridging back to Humanism, Judaism - Making links</p>	<p>Green religion? How and why should religious communities do more to care for the Earth?</p>	<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p>
Y6	<p>What do religions say to us when life gets hard?</p>	<p>What matters most to Christians and Humanists?</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>What can be done to reduce racism? Can religion help?</p>		<p>What difference does it make to believe in Ahimsa (harmlessness) Grace, and Ummah (community)?</p>



Curriculum Map

Subject - Endpoints KS1

By the end of Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). 	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1) • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1) 	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost • Ask questions and suggest answers about stories to do with Christian festivals • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3) • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) 	<ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).



Curriculum Map

Subject - Endpoints KS1

By the end of Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Torah and stories from the Quran; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories from the Torah such as Adam and Eve, Moses and the crying camel and the boy who threw stones at trees from the quran. (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<ul style="list-style-type: none"> • Identify some ways muslims celebrate Eid-ul-fitr and Eid al-adha • Re-tell stories connected with Eid-Ul-fitr, Ramadan and Eid al-adha • Ask questions and suggest answers about stories to do with Christian festivals and Eid al-adha (sacrificing the goat) festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<ul style="list-style-type: none"> • Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (<i>Genesis 1: God as creator</i>), Pesach (<i>Moses and the Exodus: freedom</i>), Chanukah (<i>hope and dedication</i>), Sukkot (<i>reliance on God</i>). • Explore the meaning and significance of Jewish rituals and practices during each festival. 	<ul style="list-style-type: none"> • Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy • Talk about why it is important to show respect for other people's precious or sacred belongings • Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o synagogue: ark, Torah scroll, , tefillin, tallit (prayer shawl) and kippah (skullcap) 	<ul style="list-style-type: none"> • Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, • Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols. • Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract). • what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.



Curriculum Map Subject - Overview Y1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who is a Muslim and what do they believe?	Who is a Christian and what do they believe?	What makes some places sacred? <i>Christianity and Islam</i>	How and why do we celebrate special and sacred times? <i>Christianity</i>	What does it mean to belong to a faith community? <i>Christianity</i>	How should we care for others and the world, and why does it matter? (Bible/Quran)
<p>What is a Muslim?</p> <p>What do Muslims believe about God?</p> <p>Why are the prophets important to a Muslim?</p> <p>What objects are significant to a Muslims and why are they important?</p>	<p>What is a Christian?</p> <p>What do Christians believe about God and Jesus?</p> <p>How do Christians follow the teachings from the Bible to help live their lives?</p> <p>Who was wrong Adam, Eve or the snake?</p> <p>If you were Joseph would you forgive your brothers?</p> <p>Who is Mary and Joseph?</p>	<p>What special objects and symbols are found in a church and how they are used?</p> <p>What special objects and symbols are found in a mosque and how they are used?</p> <p>How is art used in places of worship?</p> <p>How is music used in places of worship?</p> <p>School visit- What happens in a church and mosque?</p>	<p>Why do Christians celebrate Christmas?</p> <p>Why do people give and receive gifts on Christmas?</p> <p>What is the story of Easter and why do Christians celebrate it?</p> <p>Why do Christians colour eggs at Easter?</p> <p>Why do Christians say 'Thank you' to God when they celebrate Harvest?</p> <p>Why do Christians light candles in a church?</p>	<p>Where do we belong?</p> <p>Why is the cross important to the Christian faith?</p> <p>Why is the dove important to the Christian faith?</p> <p>What happens at a traditional Christian infant baptism and what do the actions and symbols mean?</p> <p>When do religious and non religious people work together?</p>	<p>Why is it important to be kind to others like the Bible says?</p> <p>What does the Qu'ran teach us about taking care of the Earth and animals?</p> <p>What is a good Samaritan?</p> <p>What is Zakat (almsgiving) and why is this important?</p> <p>Who is Mother Teresa and how did she help others?</p> <p>Does religion help people to be good?</p> <p>How do you think life would be like if everyone treated others they wanted to be treated?</p>
<p>Key Vocabulary:</p> <p>Muslims Allah (GOD) Prophet Muhammad (PBUH) Belief Qu'ran Prayer/Worship Prayer beads Prayer mat Head scarf Celebrations Ramadan</p>	<p>Key Vocabulary:</p> <p>Christians God Jesus Old Testament New Testament Belief Bible Stories Prayer/Worship Express Good Bad</p>	<p>Key Vocabulary:</p> <p>Worship Church, Mosque Important Special Objects Sacred stories Belief</p>	<p>Key Vocabulary:</p> <p>Celebrations Religious celebrations Festivals Christmas Easter Harvest <i>Penetcost</i> Belief</p>	<p>Key Vocabulary:</p> <p>Christians Faith Community Family Friends Belong Cross Dove Religious Important</p>	<p>Key Vocabulary:</p> <p>Bible Quran Friendship Kind Good Samaritan Zakat Mother Teresa Faith Golden rule Creation story</p>



Curriculum Map

Subject - Overview Y2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who is Jewish and what do they believe?	What can we learn from sacred books? (Torah)	How and why do we celebrate special and sacred times? (Islam)	How and why do we celebrate special and sacred times?(Jewish- Hanukkah)	What makes some places sacred?	What does it mean to belong in a faith community? (Weddings- compare all)
<p>What is a Jew?</p> <p>How do Jewish people remember God?</p> <p>What special items do Jewish people have in their homes?</p> <p>What special items do you have at home? - Why are they important to you?</p> <p>How do people remember a special time?</p>	<p>What is the Torah?</p> <p>What are some stories you can find in the Torah?</p> <p>Why do people read the Torah?</p> <p>What are some important rules or lessons in the Torah?</p> <p>How do you feel when you read a special book?</p> <p>Why is it important to listen and learn from special books?</p>	<p>What is Eid-ul-Fitr?</p> <p>Why do people celebrate Eid-ul-Fitr?</p> <p>What are some fun things people do on Eid-ul-Fitr?</p> <p>What is Eid al-Adha?</p> <p>Why do people celebrate Eid al-Adha?</p> <p>What do people do on Eid al -Adha to remember Prophet Ibrahim's story?</p> <p>Why are the Eid holidays important in Islam?</p>	<p>What is Hanukkah and why do Jewish families celebrate it?</p> <p>Why is lighting the menorah an important tradition during Hanukkah?</p> <p>What are some traditional Hanukkah foods and why are they significant?</p> <p>Why is the dreidel game played during Hanukkah and what do the letters on the dreidel mean?</p> <p>How does Hanukkah remind us of the importance of hope and miracles?</p>	<p>What does the word sacred mean?</p> <p>What is a synagogue and why is it important in the Jewish community?</p> <p>What makes the Torah special and where is it kept?</p> <p>What are some rituals and traditions that make a place sacred for Judaism?</p> <p>Why is it important to respect and care for sacred places in the Jewish community?</p> <p>Why is Jerusalem an important city for Jews?</p>	<p>Where do we belong?</p> <p>What is a Chuppah and what do people promise when they stand under it during a Jewish wedding?</p> <p>What symbols and traditions are used at an islamic wedding to show belonging in a muslim community?</p> <p>What symbols and traditions are used at an Christian wedding to show belonging in a Christian community?</p> <p>Can you think of ways people can show love and kindness in a wedding, no matter which religion they follow?</p> <p>How can people be good sons, daughters and siblings to their new family members in a wedding?</p>
<p>Key Vocabulary:</p> <p>Jewish God Mezuzah Shabbat Festival Sukkot Chanukah Pesach</p>	<p>Key Vocabulary:</p> <p>Jewish-Torah Muslims-Quran Respect Sacred Books Adam and Eve Moses Morals</p>	<p>Key Vocabulary:</p> <p>Muslim Eid-ul-fitr Eid-al-Adha Ramadan Christianity Religion Festivals Celebrations</p>	<p>Key Vocabulary:</p> <p>Jewish Shabbat Pesach Chanukah Sukkot Reliance Dedication Hope God Creator</p>	<p>Key Vocabulary:</p> <p>Sacred Synagogue Community Torah Special Rituals Traditions Respect</p>	<p>Key Vocabulary:</p> <p>Belonging Faith Community Symbols Traditions Weddings Religion Kindness Siblings</p>



Curriculum Map

Subject - Endpoints LKS2

By the end of Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). 	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	<ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).



Curriculum Map

Subject - Overview Y3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to be a Hindu in Britain today?	What do different people believe about God? (Hinduism)	Why are festivals important to religious communities? (Diwali)	Why do people pray? (Christianity and Islam)	Why do people pray or not? (Hinduism)	Why is the Bible important for Christians today?
<p>What is a Hindu?</p> <p>What objects might you find in a Hindu's home and why?</p> <p>What do some Hindus do to show their faith within their temple communities?</p> <p>What do Hindus do to show their faith in how they help their local community?</p> <p>How do Hindus make a difference in the worldwide community?</p>	<p>What is trust and faith?</p> <p>Can you believe in something you've never seen or experienced?</p> <p>What do people believe about God?</p> <p>What does art in religions tell us about god?</p> <p>How do Hindu texts describe the indescribable? (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8-9 and 10:21-41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo).</p> <p>What do I think about god? How do I show it?</p>	<p>What is a festival when have you ever celebrated a festival?</p> <p>What is the story of Diwali and who celebrates it?</p> <p>How do Hindus celebrate Diwali through sound, light, actions and rituals?</p> <p>Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</p> <p>What are the best ways to recall important past events and stories, and to bring communities together?</p>	<p>What is a prayer and who prays?</p> <p>Why is praying important to Christians?</p> <p>What rituals do Christians follow when they pray?</p> <p>Why is praying important to Muslims?</p> <p>What rituals to Muslims follow when they pray?</p> <p>What is the same and different about how Muslims and Christians pray?</p>	<p>Why is praying important to Hindus?</p> <p>What rituals to Hindus follow when they pray?</p> <p>Why do some people choose not to pray?</p> <p>What do non religious people do to show gratitude?</p> <p>What do you think the benefits of praying are?</p>	<p>Who or what helps you to decide how to live?</p> <p>How is the Bible organised?</p> <p>What does the bible teach Christians?</p> <p>Read Genesis 1 (use a lively children's version). Ask pupils to create artworks to reflect the narrative; focus on what the narrative shows God is like - powerful, creative, good. DO NOT ask children to draw images of god if they cannot.</p> <p>What can Christians learn from Genesis 3?(Adam and Eve)</p> <p>What is the meaning behind the lost coin story?</p>
<p><u>Key Vocabulary:</u> 'Hinduism' 'Sanatana Dharma' murtis, family shrine, Statues, deities, puja tray, incense, fruit, bells, flowers, candles, sacred texts, Bhagavad Gita, OM symbols.</p>	<p><u>Key Vocabulary:</u> Trust Faith experience Trimurti Brahma (creator), Vishnu (preserver), Shiva (destroyer). Bhagavad Gita 7:8-9 and 10:21-41;</p>	<p><u>Key Vocabulary:</u> Diwali symbols, sounds, actions, story and rituals. shared values, beliefs, hopes commitments. conquer ancient events communities</p>	<p><u>Key Vocabulary:</u> Pray, Bible, Jesus, God, Allah (PBUH) Mohammed (PBUH), Wudu Salat Similarities Differences Prayer mat Prayer book Qu'ran Prayer cushions</p>	<p><u>Key Vocabulary:</u> Mantra. 'spiritual religious non religious gratitude Calm hopeful inspired, close to God challenged</p>	<p><u>Key Vocabulary:</u> Temptation Genesis 3 Bible Genesis 1</p>



Curriculum Map

Subject - Overview Y4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What can we learn from religions about deciding between right or wrong?	Why are festivals important to religious communities?	What does it mean to be a Christian in Britain today?	Why is Jesus important to some people?	Why do some people think that life is a Journey and what significant experiences mark this?	How do family life and festivals show what matters to Jewish people?
<p>How is the golden rule important?</p> <p>What is Humanism?</p> <p>What are the ten commandments (Judaism) and what rules can we live by?</p> <p>Do you think it will always be easy for Jews and Christians to follow the ten commandments / Beatitudes?</p>	<p>What festivals do people celebrate and why?</p> <p>What is the story behind the passover ?</p> <p>How do Jewish people express the meaning of passover through symbols, sounds, actions, story and rituals?</p> <p>What is the story behind Christmas?</p> <p>How do Christians express the meaning of Christmas through symbols, sounds, actions, story and rituals?</p> <p>What are the best ways to recall important past events and stories, and to bring communities together?</p> <p>What are the similarities between Christmas and Passover?</p>	<p>What is a Christian?</p> <p>What objects might you find in a Christian's home and why?</p> <p>What do some Christians do to show their faith within their church communities?</p> <p>What do Christians do to show their faith in how they help their local community?</p> <p>How do Christians make a difference in the worldwide community?</p>	<p>What makes a person a good role model?</p> <p>Which stories about Jesus show him as inspiring?</p> <p>Do the events of Holy week show that Jesus is a good role model?</p> <p>Why do Christians call Good Friday 'good'?</p> <p>How does believing in Jesus impact a Christians life?</p>	<p>What does a journey mean to us?</p> <p>What is the significance of Baptism to Christians?</p> <p>How do Jewish people mark becoming an adult?</p> <p>Why do people choose to get married?</p> <p>Are all journeys similar?</p> <p>Can we compare the journeys of Christians and Jewish people?</p>	<p>What is Rosh Hashanah and what is the story of Yom Kippur?</p> <p>What do Jewish families do to celebrate Rosh Hashanah and Yom Kippur?</p> <p>What is the story behind pesach?</p> <p>How do Jewish families celebrate passover and pesach?</p> <p>How do Jewish people pray in daily life and during festivals?</p> <p>What festivals do you celebrate and what are the rituals your family follow?</p>
<p>Key Vocabulary:</p> <p>Ten commandments temptation decision golden rules humanism honesty generosity kindness</p>	<p>Key Vocabulary:</p> <p>Shabbat Sabbath Passover Moses Seder plate Symbols Christmas Jesus Symbols rituals</p>	<p>Key Vocabulary:</p> <p>Bible, cross/crucifix, palm cross Pentecostal pope community Christian aid holy trinity spirit</p>	<p>Key Vocabulary:</p> <p>Incarnation Crucify Salvation Gospel Holy week Good Friday Easter Sunday Disciples Holy spirit</p>	<p>Key Vocabulary:</p> <p>Baptism Bar/bat mitzvah Declaration of faith Initiation ceremony Journey Sacred thread ceremony</p>	<p>Key Vocabulary:</p> <p>Rosh Hashanah and Yom Kippur: shofar, tashlich. 'Day of Atonement': repentance, deliverance salvation; Pesach/Passover: gratitude</p>



Curriculum Map

Subject - Endpoints LKS2

By the end of Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide about right and wrong (C3) 	<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Shabbat, Christmas) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1). 	<ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (B1). 	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1) 	<ul style="list-style-type: none"> Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).



Curriculum Map

Subject - Overview Y5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to a Muslim in Britain today?	Why do some people believe God exists and others not?	Why do some people believe God exists and others not?	If God is everywhere, why go to places of worship?	Green religion. How and why should religious communities do more to care for the Earth?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
<p>What helps you through the journey of life?</p> <p>What helps Muslims through the journey of life?</p> <p>Who Is Prophet Muhammad (PBUH) and why is he important?</p> <p>What is the importance of the Quran and is the guidance easy to follow in Britain today?</p> <p>What are the pillars of islam?</p> <p>What happens at a mosque?</p> <p>Is it easy to fulfil the 5 pillars in Britain?</p>	<p>What are theist, atheists and agnostics?</p> <p>How many people in our area believe in god? (enquiry what do adults around school and at home believe about god)</p> <p>What do Sikhs believe about god?</p> <p>What do Hindus believe about god?</p> <p>What do buddhists believe about god?</p> <p>What do Christians believe about god?</p>	<p>What do Muslims believe about god?</p> <p>What do humanists believe about god and why?</p> <p>What do quakers believe about god and why?</p> <p>What are the possible benefits and challenges of believing or not believing in God in Britain today?</p>	<p>What do believers say about their places of worship?</p> <p>How do places of worship support believers in difficult times and why does this matter?</p> <p>What different ways of worshipping can you find within Christianity?</p> <p>What different ways of worshipping can you find within Judaism?</p> <p>What different ways of worshipping can you find within Hinduism?</p> <p>Is there a place where people might say or feel God is somehow more 'present'? What is special about these places?</p>	<p>What is green religion?</p> <p>How do religious stories highlight the idea that Earth is a precious gift?</p> <p>How does human activities go against religious principles of stewardship?</p> <p>What is the importance of reducing, reusing and recycling and how is this aligned with religious values?</p> <p>What religious communities or leaders have adopted eco-friendly practices?</p>	<p>What teachings did Jesus share that still have an impact on Christians life today?</p> <p>What values are important to you and how can you compare them to a Christians belief?</p> <p>What does the Good Samaritan and The Prodigal Son teach Christians?</p> <p>If someone was being bullied in school, what would Jesus do to help that person?</p>
<p>Key Vocabulary: Quran five pillar shahada significance guidance mosque compare journey Wudu</p>	<p>Key Vocabulary: agnostic atheist theist father son holy spirt fortress eternal shepherd</p>	<p>Key Vocabulary: agnostic baptist atheist theist father son holy spirt fortress eternal shepherd</p>	<p>Key Vocabulary: anglican baptist mandir deity shrine synagogue meditation simplicity</p>	<p>Key Vocabulary: climate justice Geta Thunburg world view pollute extinction khalifa stewardship Bhumi Tu B'Shevat Ecological Coalition, Eco</p>	<p>Key Vocabulary: mission forgiveness justice fairness generosity moral dilemma gospel</p>



Curriculum Map

Subject - Endpoints UKS2

By the end of Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1). 	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1). 	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1). 	<p>Describe some key environmental problems and some key religious teachings about the Earth (A1). • Respond sensitively to examples of green religious practice with ideas of their own (B2). • Find out about two examples of religious projects seeking to have an environmental impact (C3). Expected: • Make connections between beliefs about the earth and activist behaviour in different religions (A1). • Understand the challenges facing the planet and responses from different religions (B2). • Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). Expected: • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>



Curriculum Map

RE - Overview Y6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What do religions say to us when life gets hard?	What matters most to Christians and to Humanists?	Is it better to express your religion in Arts and Architecture or Charity and Generosity?	What can be done to reduce racism? Can religion help?	N/A	What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?
<p>What questions do you have about what happens when we die?</p> <p>What do some people think carries on after we have died?</p> <p>Do some people believe that you come back to life as a different thing?</p> <p>What is reincarnation?</p> <p>What do different religions think happens when we die?</p> <p>Do you get to heaven if you do things wrong?</p> <p>What do people who don't believe in God think happens when we die?</p> <p>What do I think happens?</p>	<p>How bad is bad? (discussion on bad behaviour what do they think is bad? Rank scenarios do we all think the same?)</p> <p>Are all humans a mixture of good and bad? (Read the fall genesis 3 and Genesis 1:28 humans being made in the image of god)</p> <p>Are rules really that important?</p> <p>What are the golden rules (humanism)?</p> <p>What codes for living do Christians try and follow (10 commandments)?</p> <p>Are peace and love more valuable than money?</p> <p>Can we create a code for living that would help the world?</p>	<p>What makes a place special? What makes a place sacred?</p> <p>What makes a fine place of worship ?(architecture state the cost of each place)</p> <p>How do Christians and Muslims use art in worship?</p> <p>What is the role of religious charities?</p>	<p>REsources for this unit: https://www.natre.org.uk/uploads/Pri%20Unit%20of%20Work%20-%20KS2%208-11s%20AntiRacist%20Prim%20RE%20FIN AL.pdf</p> <p>Who are Colston and Welsley and do you agree that they should have had statues dedicated to them?</p> <p>How have music, film, prayer, art and other forms of expression have been used in struggles against racism?</p> <p>How do religious texts encourage religious people to treat all humans with dignity, respect, equity or love?</p> <p>Does God care about racism?</p> <p>Why are religious people sometimes racist even though they preach love for all?</p> <p>Is it only religious people who fail to live up to their ideals?</p>		<p>How does ahimsa links to ideas of karma and reincarnation.?</p> <p>How did Gandhi practise ahimsa in the liberation of India?</p> <p>What does grace from god mean to Christians?</p> <p>What is ummah? How do Muslims express it?</p> <p>Discuss and consider the impact of ahimsa, grace and ummah: if we all followed these ideas, how would life change?</p>
Key Vocabulary: Suffering, believers, theist, after life, non religious, ceremonies, meditation, hymns	Key Vocabulary: Reflect, traditional, code for living, humanist, freedom, values, peace, valuable	Key Vocabulary: impressive architecture, sacred, poverty, calligraphy, geometrical, representational, charity, generosity	Key Vocabulary: societal issues, diversity, dignity, scriptures, equality, scriptures, unity, racial difference, preach		Key Vocabulary: Ahimsa (harmlessness), Grace, Ummah (community)



Curriculum Map

Subject - Endpoints UKS2

By the end of Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <ul style="list-style-type: none"> • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3) • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	<ul style="list-style-type: none"> • Identify the values found in stories and texts (A2). • Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 	<p>Respond with ideas of their own to the title question (B2).</p> <ul style="list-style-type: none"> • Find out about religious teachings, charities and ways of expressing generosity (C3). • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values from scriptures to the title question (C2). 	<p>Describe examples of connections between antiracism and religion (A1).</p> <ul style="list-style-type: none"> • Understand the challenges racism presents to human communities and consider different religious responses (B2). • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). 	<p>N/A Sats</p>	<p>Describe what ahimsa, grace or ummah mean to religious people (A1).</p> <ul style="list-style-type: none"> • Respond sensitively to examples of religious practice with ideas of their own (B2). • Make connections between beliefs and behaviour in different religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1). • Consider similarities and differences between beliefs and behaviour in different faiths (B3).