At St Stephen's Primary School, we follow the LDBS Model Curriculum map. Below is further information from the LDBS regarding its guiding principles.

Guiding principles from LDBS:

Units are carefully sequenced within and across key stages to ensure coherence, progression and depth of learning. In the teaching of Christianity, core concepts are revisited throughout the primary years, enabling pupils to build securely on prior knowledge, deepen understanding and apply learning across a range of contexts. Judaism and Islam are introduced in Key Stage 1 and Judaism is revisited in Year 3, and Islam in Year 5, ensuring all pupils develop a secure foundational understanding of the Abrahamic faiths. Islam and Hindu Dharma are taught prior to Sikhi so that pupils have the necessary substantive knowledge to understand the historical development of Sikhi and to consider how Islam and Hindu Dharma are viewed through the lens of Sikh belief. Non-religious worldviews are explored primarily through universal units, framed by enquiry questions that engage pupils with shared human themes such as celebration, the golden rule, injustice, and what it means to live well together.

Across the curriculum, sequencing ensures that essential prior knowledge is established before new learning is introduced, while disciplinary knowledge and skills are systematically taught, developed and revisited to support pupils to engage confidently with increasingly complex concepts.

EYFS:

How RE is taught in the EYFS is the school's decision. However, what is important is that by the end of Reception, the curriculum content has been fully explored and taught so that children enter Key Stage 1 with a secure understanding of the subject content. It is essential that schools give enough 'time' to teach the subject well. It is vital that teachers and other adults working in the EYFS take account of the fact that every child is unique and that children enter school at varying starting points between the ages of three and five. Not all children therefore will have the same learning experiences in RE as others. Children also bring with them their own experiences from home, all of which should be celebrated and reflected in the setting.

Recommendations:

- To begin learning from the child's own experiences and from within the EYFS curriculum, leading children progressively to the subject content which focuses more on religious ideas and concepts.
- To create time every week for a whole class RE input.
- To create time every week for an adult focused activity to take place.
- To consider how RE can be incorporated into the continuous provision.
- To look for opportunities where the RE subject content links and connects with the wider curriculum.
- To look for opportunities where the RE subject content links and connects with the overarching theme/ topic being explored.
- To ensure resources used reflect the demographics of the class and draw from human experiences including the children's own experiences.
- To look for opportunities for children to meet and talk to people who practice a religion or hold a belief.
- To look for opportunities for children to visit places of worship and of interest that will enhance the learning experience.

We follow the **LDBS Model Curriculum Map** outlined below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Christianity Concept:** <u>Creation</u> Who made the wonderful world and why?	**Christianity Concept:** <u>Incarnation</u> Why is Christmas special for Christians?	**Christianity Concept:** <u>Incarnation</u> Why do Christians believe Jesus is special?	**Christianity Concept:** <u>Salvation</u> What is so special about Easter?	**Christianity/ Islam** What makes a place special?	**Christianity/ Islam /Judaism** What can we learn from stories?
Year 1	**Christianity Concept:** <u>Creation</u> Why should we take care of the world? Reference: CGWF resource	**Christianity Concept:** <u>Incarnation</u> Why is each person important in the Nativity story?	**Judaism** What is it like to live as a Jewish person?	**Christianity Concept:** <u>Salvation</u> Why might many Christians around the world say that Easter is the most important festival? Reference: CGWF resource	**Islam** What does it mean to be a Muslim?	**Christianity Concept:** <u>Gospel</u> Kingdom of God Why did Jesus tell stories?

Year 2	**Christianity Concept:** <u>Kingdom of God</u> What are some of the important events in a Christian's life?	**Christianity Concept:** <u>Incarnation</u> How does the symbol of light help Christians to understand Christmas, and how do different Nativity scenes around the world show this? Reference: CGWF resource	**Judaism** How are Jewish festivals celebrated and remembered?	**Christianity Concept:** <u>Salvation</u> How do the symbols of Easter help people to understand the meaning of Easter for Christians? Reference: CGWF resource	**Islam** How do Muslims show commitment to God - Allah?	**Universal** How do people in my community and around the world celebrate important events?
Year 3	**Christianity Concept:** <u>8 concepts of the Bible</u> What is the Bible's	**Christianity Concept:** <u>Incarnation Gospel</u> Who is Jesus? (I am statements)	**Judaism** What does it mean to be Jewish?	**Christianity Concept**: <u>Salvation</u> Who is the most important	**Buddhism** What did the Buddha teach his followers about life?	**Universal** How does following a golden rule make a difference to people's lives?

	Big Story?			person in the Easter story?		
Year 4	**Christianity Concept:** <u>People of God</u> How did belief in God affect the actions of people from the Old Testament?	**Christianity Concept:** <u>Incarnation</u> What kind of peace do Christians believe Jesus brings, and does it matter today?	**Hindu Dharma** How do Hindus worship?	**Christianity Concept:** <u>Salvation</u> Why might sharing Holy Communion help people feel they belong together? Global perspective	**Hindu Dharma** What does it mean to be a Hindu?	**Universal** What inspires people to make the world a more just place?
Year 5	**Christianity Concept** <u>Kingdom of God</u> How does prayer and pilgrimage draw many Christians closer to God?	**Christianity Concept:** <u>Incarnation</u> How do art and music convey Christmas? Global perspective	**Sikhi** How did the first five Sikh Gurus shape Sikhi?	**Christianity Concept:** <u>Incarnation</u> What might Jesus' miracles show about who he is?	**Sikhi** How did the final 5 gurus shape Sikhi	**Islam** How do Muslims live and embrace their faith in a diverse world? OR <u>Universal</u> Who lives in our community

						and how does faith and belief shape the way we live and who we are?
Year 6	**Christianity** What might the journey of life and death look like from a Christian perspective?	**Christianity Concept**: <u>Creation</u> Can science and religion work together? Reference: CGWF resource	**Buddhism** What does it mean to be a Buddhist?	**Christianity Concept:** <u>Salvation</u> How does the Christian festival of Easter offer hope?	**Christianity Concept:** <u>Incarnation</u> <u>Kingdom of God</u> How has the Christian message survived for over 2000 years? Reference: CGWF resource	**Universal** What does it mean to live well together? Reference: CGWF resource

CGWF resource : Christianity as a Global World Faith

- Please note; The new CGWF units are being gradually introduced this academic year. This will be fully implemented by 2027-2028 as per LDBS guidance.