

RE Curriculum Map

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Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
<p>Autumn Term</p> <p>The Christmas Story</p> <p>The Diwali Story</p> <p>Harvest</p>	<p>I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I know some of the things that make me unique.</p> <p>I can talk about some of the similarities and differences in relation to friends or family.</p> <p>I can talk about members of my family and community.</p>	<p><u>Who am I and where do I belong?</u></p> <ul style="list-style-type: none"> • I recognise what makes me special and unique and am beginning to recognise what makes other people special and unique • I can name different places I belong e.g. family, clubs, school etc • I can talk about how different people 'belong' to other communities (e.g. a church, synagogue or mosque community) • I am beginning to know some stories about important religious people and leaders <p><u>Why do we have celebrations?</u></p> <ul style="list-style-type: none"> • I know when my birthday is and why it is an important day. • I am beginning to recognise how and why some festivals are celebrated • I recognise that what I know about celebrations can help me to understand what's important to different people • I can talk about a time that is special to me • I can talk about a time that is special to others 	<p>Church, Jesus, Mary, Joseph, Bethlehem, God, Christmas, Christian, Angel, star, innkeeper, donkey</p> <p>Same, Different, Important Festival, Ceremony, Experiences Belief, Community</p> <p>Diwali, temple, diya, Hindu, Hindi, diva lamp, diya, gifts, Lakshmi, food, new year, festival, Festival of Lights, lights, fireworks, Rama, Sita, mehndi, rangolis, Holi, rangoli pattern, India, parade, bindi and Holi</p>
<p>Spring Term</p> <p>Lunar New Year</p> <p>The Easter Story</p>	<p>I can name and describe people who are familiar to me.</p>	<p><u>What makes a place special?</u></p> <ul style="list-style-type: none"> • I can talk about my home and my belonging • I can say why a place is special to me • I understand that some people go to special buildings to think and learn about God • I can talk about other places where people can talk to God • I can say why another place may be special for someone else <p><u>What makes something special?</u></p> <ul style="list-style-type: none"> • I can identify something that is special to me and say how I take care of it • I can identify a memory that is special to me • I can talk about why a religious artefact may be seen as special 	<p>festival, fireworks, firecrackers, Lunar New Year, lantern festival, phases of the moon, year, tradition, prosperous, calendar, family, fortune, golden, lights, longevity, symbols, reunion, lunar, spirits, success, emperor, wealth, yin and yang, fortune cookie, bamboo, blessings</p> <p>God, Easter, bible, April, bonnet, Easter basket, Easter egg, chocolate bunny, basket, parade, rabbit, hunt, celebration, chick, Jesus, miracle, prayer, Palm Sunday, Good Friday, Easter Service, resurrection, cross, holy, Lent</p>
<p>Summer Term</p> <p>Eid/Ramadan</p>		<p><u>What can we learn from stories?</u></p> <ul style="list-style-type: none"> • I can talk about my own favourite stories and say why they are special • I am beginning to be aware that stories teach us things • I am beginning to relate ideas from stories to my own life 	<p>Eid prayer, Zakat al-Fitr, al eid, gifts, Eid-al-Adha, calendar, religion, mosque, sweets, prayers, family,</p>

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		<ul style="list-style-type: none">• I know that some books are special to different faith groups e.g. the Bible, Torah and Qur'an• I can name the important people in some religious stories• What makes our world wonderful?• I can talk about and celebrate my own and others' strengths	food, celebration, drink, Muslim, fasting, Ramadan, Islamic, Shawwal, festivity, holy month, pilgrimage, Hajj, Mecca, spirituality, Greater Eid and Qur'an
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Year 1

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
<p>Autumn</p> <p>How did the world begin?</p> <p>(Hinduism, Christianity, Judaism)</p>	<ul style="list-style-type: none"> - Talking about their own experiences in relation to their learning. - Commenting on similarities and differences between religions and worldviews. - Enjoying seeing diversity in images and videos used. - Respectfully sharing opinions about what is important to them and what is important to others. - Listening to others' ideas and comparing them to their own. - Beginning to use correct vocabulary when talking about their learning. 	<p>To know that...</p> <ul style="list-style-type: none"> - to believe is when we accept something is true, especially when we do so without proof. - some people believe god exists as a powerful, non-human being. - in some religions, followers believe in one supreme being or god who is loving. - followers often read religious stories. - creation stories provide people with possible answers as to why we are here. 	<p>belief, Bible, Brahma, Shiva, create, Christian, creation, creator, God, Hindu, Jewish, love, man-made, natural, proof, respect, true, Torah, Vishnu</p>
<p>Spring</p> <p>What do some people believe God looks like?</p> <p>(Hinduism, Christianity, Islam)</p>	<ul style="list-style-type: none"> - Talking about simple ideas and things that puzzle them about belief in god. - Expressing their own ideas and opinions based on personal experience and the beliefs of family members. - Using various art forms to express their ideas. - Asking their own questions about the world around them. - Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at artefacts; looking at photographs and images. 	<p>To know that...</p> <ul style="list-style-type: none"> - there are different names for god. - people have different ways of understanding God on Earth (incarnation). - there are different names for God. There are different ways to refer to and represent God. - some religious people use art, objects and special times to represent and remember incarnation (God on Earth). 	<p>Allah, art, belief, Brahma, Brahman, characteristic, Christian, Christian Bible, deity, God, Hindu, incarnation, Jesus, Islamic art, Muslim, mosque, murti, respect, Shiva, symbol, unique, Vishnu</p>
<p>Summer</p> <p>Why should we care for others?</p>	<ul style="list-style-type: none"> -Asking questions about things that interest them. -Recognising lessons within stories and making links to their own lives. -Making links between religious and non-religious beliefs and practices. - Respectfully sharing opinions about what is important to them and what is important to others. -Listening to others' ideas and comparing them to their own. 	<p>To know that...</p> <ul style="list-style-type: none"> -some people believe that humans have a special relationship with God. -many people give money, time or donations to charity as a way of showing that caring for others is important. 	<p>Allah, charity, Christian, creation, donate, fair, God, Humanist, Jesus, Jewish, Muslim, religion, responsibility, scripture, service, Sewa, Sikh, The five</p>

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	<p>- Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p>	<ul style="list-style-type: none">-followers often read religious stories.-some stories may guide people to care for others.-religious (and non-religious) groups often provide support and care to their local and worldwide communities.- people with similar worldviews often work together to care for the world and for others.	<p>pillars of Islam, Tzedakah, Waheguru, Zakat</p>
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Year 2

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
<p><u>Autumn 1</u></p> <p>Why do we need to give thanks?</p> <p>(Christianity, Hinduism)</p>	<ul style="list-style-type: none"> - Exploring similarities and differences <i>between</i> and <i>within</i> religions and worldviews. - Making links between religious and non-religious beliefs, practices and symbols. - Commenting on links with prior learning when encountering new content. - Responding sensitively to people whose experiences are different to theirs. - Showing respect when looking at evidence about other people’s ideas and beliefs. - Using correct vocabulary when talking and beginning to use in written work. - Asking questions about what puzzles them about religious and non religious stories and texts they have read. 	<p>To know that...</p> <ul style="list-style-type: none"> - some people believe god performed miracles in the past. - pray means communicating with god. - there are some festivals which are celebrated by religious and non-religious people. - festivals usually celebrate a special or miraculous event from the past. - worship means to honour and adore. - there are some objects that are special to followers of religious traditions. - one reason religious followers worship is to show gratitude, say ‘thank you’, to god. - a festival is celebrated by many people and happens regularly. - people pray in different ways in different places. - objects, words and actions can represent an idea of belief. - when some people talk to god they might use their body to show respect. - religious stories can help us to understand religious beliefs. - stories from long ago can be applied to modern life. - many festivals are often celebrated as a community. - offerings used to express gratitude may be used to help a person’s local or national community. - There are some festivals which are celebrated by religious and non-religious people. - Festivals usually celebrate a special or miraculous event from the past. - Festivals often use light symbolically as part of celebrations. - There are some objects that are special to followers of religious traditions. - Practices associated with festivals have special meanings. - People from the same faith may celebrate a festival differently. 	<p>appreciate, autumn, Brahman, Christian, deity, disciple, diva, emotion, express, grateful, gratitude, harvest, Harvest, festival, Hindu, hymn, incense, Jesus, Krishna, kum kum, lyrics, mandir, miracle, praise, prashad, pray, provide, puja</p>
<p><u>Autumn 2</u></p> <p>What do candles mean to people?</p> <p>(Christianity, Hinduism, Judaism)</p>	<ul style="list-style-type: none"> - Explaining how they have expressed their ideas through art. - Asking thoughtful questions relating to their learning. - Finding out about religion and worldviews through looking at different sources, e.g. photographs and images, stories or scriptures, artefacts, music and using surveys. - Commenting respectfully on things that they notice which may be surprising or different. - Understanding that others may have different ideas from their own and responding respectfully. - Expressing their own ideas and opinions, including considering worldviews studied. - Finding out about religion and worldviews through: exploring stories or scriptures; looking at artefacts; debating and discussing; interpreting art; listening to music; using first-hand accounts; using video or audio footage. 	<ul style="list-style-type: none"> - Advent, calendar, candle, Christmas, culture, Diwali, festival, fire, gallery, hanukiah, Hanukkah, hanukiyot, light, Maccabees, miracle, prayer, Rama, Ramayana, sacred, Sita, Sunday, symbol, temple, wick, wreath 	

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		- Members of the same community may have similar or different ways of life.	
<p>Spring 1</p> <p>How do we know some people have a special connection to God?</p> <p>(Christianity, Sikhism, Hinduism or Islam)</p>	<ul style="list-style-type: none"> - Exploring similarities and differences between religions and worldviews. - Commenting on links with prior learning when encountering new content. - Commenting respectfully on things that they notice which may be surprising or different. - Showing respect when looking at evidence about other people’s ideas and beliefs. - Using correct vocabulary when talking and beginning to use it in written work. - Asking questions about what puzzles them about religious and non-religious stories and texts they have read. - Understanding that others may have different ideas from their own and responding respectfully. 	<p>To know that...</p> <ul style="list-style-type: none"> - some people believe God performed miracles in the past. - some people believe there are people who are chosen for a special purpose by God. - religious stories can help us to understand religious beliefs. - a prophet is someone who is believed to talk about God’s plan or will. - some people believe there is a God who has made a promise with people. - books and stories can have different meanings to different people. - stories from long ago can be applied to modern life. - a saviour is someone who is sent to save a group of people. 	<p>Christian Bible, chosen, Christian, Daniel, encounter, God, guru, Guru Nanak, Hindu, inspire, Krishna, Last Prophet, messenger, miracle, Muhammad, Old Testament, pbuh (peace be upon him), prophet, revelation, Sikh, special, Tenak</p>
<p>Spring 2</p> <p>What is a Prophet?</p> <p>(Christianity, Islam, Judaism, Sikhism)</p>	<ul style="list-style-type: none"> - Expressing their own ideas and opinions, including considering worldviews studied. - Responding sensitively to people whose experiences are different to theirs. - Making links between religious and non-religious beliefs, practices and symbols. - Expressing creatively their own ideas about the questions: <i>Who am I? Where do I belong?</i> - Explaining how they have expressed their ideas through art. - Asking thoughtful questions relating to their learning. Explaining why they feel something is right or wrong and comparing their ideas to others. - Finding out about Religions and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage, dramatising role-play or dancing and using first-hand accounts. 		<p>characteristic, chosen, doubt, messenger, special, Angel, Jibril, hesitant, Prophet Muhammad, reluctant, Abraham, Moses, Peace be upon him, Qur’an, Messiah, Yeshua, Jesus, Saviour, eternal, guru, Guru Nanak, Guru Granth, Sahib, wisdom</p>

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<p>Summer 1</p> <p>How do some people talk to God?</p>	<ul style="list-style-type: none"> -Understanding that others may have different ideas from their own and responding respectfully. -Expressing their own ideas and opinions, including considering worldviews studied. -Asking thoughtful questions relating to their learning. -Understanding that others may have different ideas from their own and responding respectfully. -Expressing their own ideas and opinions, including considering worldviews studied. -To know the links and comparisons between their own beliefs and those they are learning about. -To know that it is important to respond respectfully to different beliefs. -Expressing creatively their own ideas about the questions: Who am I? Where do I belong? 	<p>To know that...</p> <ul style="list-style-type: none"> -To know that prayer means communicating with God. -To know that one reason religious followers worship is to show gratitude, say 'thank you', to God. -To know that people pray in different ways in different places. -To know that objects, words and actions can represent an idea of belief. -To know that some people talk to God in different ways and for different reasons. -To know that values are what people see as important in life. -To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways. -To know that members of the same community may have similar or different ways of life. -To know that within a community people have different values, ideas and beliefs. -To know that many religious groups have special buildings which may have features linked to beliefs and practices. 	<p>Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda</p>
<p>Summer 2</p> <p>Where do some people talk to God?</p>			<p>Alevi, Bible, cem church, community, dome, equality, gurdwara, Guru Granth Sahib, Langar, mosque, Pagan, place of worship, statue, synagogue, Torah, the Trinity</p>