



Curriculum

Religious Education - Whole School



Religious Education



Curriculum Religious Education Rationale

Intent:

Our aim at Springfields First School is to help prepare and equip all pupils for life and citizenship in today's increasingly diverse and plural Britain. Through Religious Education we aim to foster an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world views children will encounter. By exploring, engaging and reflecting, pupils will develop the knowledge, insights and skills necessary for them to be able to live empathetically and responsibly as adults in today's world. Educating pupils to live well in a culturally and religiously plural society means that they must learn how to navigate difference and diversity. Religious Education therefore not only enables pupils to build up a core basis of relevant knowledge and insights and supports them as they explore "big questions" about life and begin to build on, develop and express their own views and values. Religious Education also challenges pupils to recognise and confront negative attitudes towards diversity, both in society and within themselves. Our curriculum is based on the key principles within the Staffordshire Agreed Syllabus.

Implementation:

At Springfields, Religious Education must be taught in accordance with the locally agreed syllabus. Teaching must not be distinctive of any particular religious denomination. The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main, Christian, whilst taking account of the teaching practices of other principle religions presented in Great Britain. The Staffordshire Agreed Syllabus supports the implementation of a high quality and ambitious Religious Education curriculum. Throughout, children are encouraged to **explore, engage and reflect** which supports the implementation of this syllabus. These principles are supported by six broad dimensions woven throughout our curriculum: **Beliefs, teaching and sources, Practices and ways of life, Expressing meaning, Identity, diversity and belonging, Meaning, purpose and truth, Values and commitments.**

Our curriculum uses clearly sequenced and structured lessons from Oak Academy and the Staffordshire Agreed Syllabus to ensure the six broad dimensions are taught effectively and sequentially, reviewing and further developing children's knowledge and understanding of key religious as well as non-religious views. In line with the Staffordshire Agreed Syllabus our curriculum focuses primarily on Christianity and Islam but also makes children aware of the other major religions (Judaism, Hinduism, Sikhism, Christianity, Islam and Buddhism) as well as Humanist views. The above concepts are taught through both religious and non-religious world views and encourage children to reflect on their own beliefs and ideas.

EYFS: Pupils have the opportunity to develop a growing sense of awareness of self and their own community. They encounter the diversity of faiths and world views represented in Great Britain. The EYFS framework explicitly references 'religious communities' supporting opportunities for providing 'Religious Education'. Examples of this are in the Prime and Specific areas of learning. Children will learn about and experience a range of religious festivals throughout the year. Reception learn about Christianity and Islam through the use of texts and discussion around them. Statements from the 2020 Development Matters and the Early Learning Goals in the EYFS Statutory Framework enable, enrich and deepen the teaching and learning of Religious Education. (See pages 17 - 19 of The Staffordshire Agreed Syllabus).

Key Stage 1: In Key Stage 1 we focus our study on Christianity and Islam, determined by local context. Reference to Judaism is also made where it better illustrates a theme being explored. Additionally, Humanist views are also explored as it is important children encounter the diversity of faiths and world views represented in their community.

Key Stage 2: In Key Stage 2, we focus our study on Christianity, Islam and Hinduism. However, we seek to ensure children have an breadth of knowledge so Sikhism is also explored where it better illustrates a concept being explored. Secular views and philosophies are also discussed and explored to further support the breadth of world views represented in Great Britain. (See pages 20-22 of the The Staffordshire Agreed Syllabus and Curriculum Map).

- The curriculum builds towards defined end points (EYFS Early Learning Goals and Yearly End Points set out by the Staffordshire Agreed Syllabus). It is clear what pupils' knowledge and skills will be at those end points.
- The curriculum will build on pupils' prior knowledge.
- There is a clear sequence to the curriculum which enables pupils to build their knowledge and skills towards the agreed end points.
- Children from year 1 upwards have RE floor books where they will record their work in RE.
- Prior knowledge will be recalled and any misconceptions addressed before any new learning occurs. This will be scaffolded to support children to recall previous learning and make connections. Staff will share and model subject-specific vocabulary.
- Assessment for learning is ongoing and the school follows Rosenshein's principles for learning by focusing on questioning to deepen the children's understanding.
- Children are guided to 'Explore and Engage' throughout the learning- a variety of strategies are used to model and explore new concepts along with opportunities to explain, discuss and present their own opinions.
- Pupils are encouraged to reflect upon the key questions explored within the broad learning for the half term. A range of techniques are used to encourage children to think about and discuss their own viewpoint, understanding and learning.



Curriculum Religious Education Rationale

Impact

The approach to assessment is less formal than in core subjects. Formative assessment is essential in the delivery of the RE curriculum to ensure that all children are developing the core knowledge and skills and for any misconceptions to be addressed. It is a continuous process based on multiple evidence sources including written and verbal feedback in floorbooks, responses to key questions and discussions and explorations around key themes as well as expressing personal beliefs. The assessment framework taken from the Staffordshire Agreed Syllabus provides a clear statement of age-related expectations which is used by teacher as a tool to determine the extent to which pupils have met the expectations based around the themes of 'Explore', 'Engage' and 'Reflect'. We assess at the end of the Foundation Stage against the Early Learning Goals.



Curriculum Map

Religious Education- Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School (Two year rolling programme)	My Bear and Me/ Super me Relevant Festivals Diwali	My Bear and Me/Super Me Relevant Festivals Christmas Hanukkah	Transport/Winter Wonderland and SS Relevant Festivals: Lunar New Year	Transport/Winter Wonderland and SS Relevant Festivals: Holi (Hinduism) Eid-el Fitr- (Islam)	Animal Magic/Splish Splash Splosh Relevant festivals	Animal Magic/Splish Splash Splosh Relevant festivals
Reception	A Wet and Windy Harvest For Puddles (Christianity)	Puddles and the Christmas Play (Christianity)	A Wedding Day Wish for Puddles (Christianity)	Puddles and the Happy Easter Day (Christianity)	The Tiny Ants (Islam)	Puddles Lends a Paw (Christianity)
Year 1	New Life: how is a new child welcomed? Christianity and humanist	Jesus: why is he so important to Christians? Lead into the Christmas story. Christianity	Communities: What does it mean to belong? Christianity, Judaism and Humanism	Caring- how do stories inspire action? Christianity and Islam	Stories: How do different people find deeper meanings? Christianity, Islam and Humanist	Places of Worship: What makes them sacred? Christianity and Islam.
Year 2	The Bible: what does it say about God's promises? Christianity (Christian worldviews)	Festivals: How do they celebrate the natural world? Christianity, Judaism	Entrust: What meanings do stories from sacred writings have for believers? Christianity Islam	Choices: Do we need rules to live by? Christianity, Judaism and Humanism	The World: How do different people explain how it started? Christianity, Islam	Prayer: Is it possible to speak to God? Christianity, Humanism Islam
Year 3	Muslims, how does prayer and fasting help Muslims find Harmony? Islam - Five Pillars	How do ancient stories influence modern celebrations? Hinduism, Christianity	Pesach- How do Jews remember God's Covenant? Judaism, Christianity	Holy Week: What do the stories say and what is their meaning? Christianity.	Rites of Passage: How do communities mark growing up? Christianity	Spirituality: How do music and dance express beliefs?
Year 4	Sikhs: how does Guru Nanak inspire Sikh's today? Sikhism	Natural world: what does dharma teach about attitudes to the planet? Hinduism/Sikhism	Jesus: How does his treatment of outcasts speak to Christians today? Christianity	Prophet Muhammad how does he inspire Muslims today? Islam	Why might some people visit Jerusalem or Makkah? Christianity/ Islam	Spirituality: how is art used in religions and belief? Christianity and Islam



Curriculum Map

Religious Education

Pre-School

Explore	Engage	Reflect	Vocabulary
Begin to understand the need to respect and care the natural environment and all living things, Develop their sense of responsibility and membership of a community.	Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. Use a wider range of vocabulary.	UTW: Begin to make sense of their own life-story and family's history Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as action. Understand gradually how others might be feeling.	Special Friend Family Celebrate Celebration Belong Festival



PRE-SCHOOL LONG TERM PLAN CYCLE A

		AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES		MY BEAR AND ME!				ARE WE NEARLY THERE YET?				ANIMAL MAGIC			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.		Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.											
		Explore classroom and outdoor space, plant bulbs Teddy Bears Picnic activity morning Operating simple equipment – microwave, kettle and telephone in role play, computers, interactive white board, ipads, dark tent and equipment Environmental walk through mud, swishy grass etc Making porridge, bear biscuits				○ Help children to find out where they live and mark on a map. ○ Talk about their journey to and from school. ○ Use ICT to make vehicle pictures using Colour Magic. ○ Use programmable toys moving vehicles. ○ Look outside for trails/tracks made by people, animals or vehicles. ○ Make tracks in the sand eg with diggers, cars, trucks. ○ Watch birds in flight. ○ Make simple planes, kites. ○ Explore floating and sinking, different boats. Test scooters/bikes on different surfaces.				• Show care and concern for living things, learn about looking after animals, observing changes in EY garden, growing plants from seeds – eg sunflowers • Explore lifecycles – chicks, frogs, farm animals, trees, plants • Explore our 5 senses through practical activities • Learn about different types of animals – Humans, Pre-Historic, Jungle, Domestic Pets, Farm, Sea Creatures and Minibeasts (continuing after half term) • Possible visit from vet/Animal Man/visit to Amerton Farm • Using telephones, computer, binoculars, torches • Celebrate Father’s Day talk about why our Dads and Grandads are special			
		Harvest		Diwali Hannukah Christmas St Andrew’s Day (30/11)		‘Epiphany Ash Wednesday / Shrove Tuesday St David’s Day (1 st March) Chinese New Year		‘Palm Sunday St Patrick’s Day (17 th March) Passover Easter Start of Ramadan (Ramadan Moon book)		Being special: where do we belong? Eid Shavouot Eid (The Best Eid ever book) St George’s Day (23/4)		Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It’s ok to be different, Happy within- just the way he is.	



PRE-SCHOOL LONG TERM PLAN CYCLE B

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	SUPER ME!				WINTER WONDERLAND AND SPRING SUNSHINE				SPLISH! SPLASH! SPLOSH!			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. - Explore classroom and outdoor space - Talk about themselves – likes/dislikes, family and home, creative role play - Look at past and present in relation to themselves - Enjoy small world play, find out about different jobs - Operating simple equipment – microwave, kettle and telephone in role play, computer, mouse, keyboard, ipads - Plant bulbs and care for the growing plants. Tidy the garden using rakes, brooms, exploring and discussing the natural world around them using all their senses				- Frosty/snowy walk. What is winter like? - Signs of winter, observing different types of weather – snow, ice, sleet, hail, slush, observing trees. Talk about what they see using a wide range of vocabulary - Exploring ice – How is ice made? Why does ice melt? Making ice. - Using jets of warm water and salt to melt ice - Exploring polar animals, how do they keep warm? Talk about the different countries in the world and the differences they have experienced or see in photos – E.g. compare polar regions with desert - Making bird cake and feeders, identifying different types of birds using binoculars - Plant seeds and care for them, understand the key features of the life cycle of a plant - Observing changes in bulbs planted, flowering plants - Growing grass, making grass heads - Exploring woodland animals and woodland habitat - Skill in making toys/play equipment work eg torches, buttons, flaps on toys, cameras, voice recorders, making shadows – explore how things work - Complete short programmes on the computer to improve mouse control				- Celebrate Father’s Day and make cards – make sense of their own life story and family history - Use magnets and discuss the terms magnetic and non magnetic – exploration of forces and properties of objects - Floating and sinking experiments – moving water in different ways from one container to another – hands on exploration, properties of objects - Explore how water travels along ramps, channels, in water trays, raindrops on window etc.- exploration and experimentation practically - Exploring puddles and shadows – why do shadows move? Use torches to make shadows.			
	Harvest		Diwali Hannukah Christmas St Andrew’s Day (30/11)		‘Epiphany Ash Wednesday / Shrove Tuesday St David’s Day (1 st March) Chinese New Year		‘Palm Sunday St Patrick’s Day (17 th March) Passover Easter Start of Ramadan (Ramadan Moon book)		Being special: where do we belong? Eid Shavouot Eid (The Best Eid ever book) St George’s Day (23/4)		Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It’s ok to be different, Happy within- just the way he is.	



Curriculum Map

Reception

Autumn 1 – A Wet and Windy Harvest for Puddles

- I know the season is autumn.
- I know Christians believe in God.
- I know that Harvest is a Christian celebration.
- I know Harvest services can take place in churches.
- I know churches are Christians' special buildings.
- I can name and describe some of the parts of the church .
- Diwali: I know Diwali is a festival. I can talk about what happens at Diwali.

Autumn 2- Puddles and the Christmas Play

- I can talk about some of the characteristics of autumn and winter
- I know when some celebrations take place e.g. Harvest, my birthday, Diwali, Christmas, Halloween take place in autumn and winter
- I know Christians are celebrating the birth of Jesus at Christmas
- I know that the Christmas story is written about in the Bible.

Spring 1- A Wedding Day Wish for Puddles

- I can talk about different types of friendship
- I know that there can be different types of family e.g. mum and dad, dad and dad, mum and mum, single parents etc.
- I understand that not all people choose to get married.
- I know Christians often choose to get married in church.
- I know the special promises Christians make are called vows.
- I can describe some of special clothes (vestments) the vicar wears for the ceremony (white alb with stole).
- I know that the special book Christians use is called a 'Bible'.
- I know the vicar reads from the Bible at the wedding.



Curriculum Map

Reception

Spring 2 - Puddles and the Happy Easter Day	Summer 1-The Tiny Ants	Summer 2-Puddles Lends a Paw
• I can talk about the features of spring- plants, blossom, animals, new life, parent and baby animals • I Know Jesus was a special teacher • I Know that Jesus died. • I know Christians believe Jesus came back to life. • I Know that Christians have a special celebration on Easter Sunday. • I can talk about some of the things Christians do to celebrate Easter and remember Jesus; go to church, send cards, have Easter eggs. • I can describe what I do to celebrate. • I know the Bible is a special book for Christians. • I know that Reverend Freddie Fisher reads the Bible in church to help people know more about God and Jesus. • I know the Easter story is written about in children and adults' Bibles. • I know that the vicar wears special vestments for the Easter service (white stole and chasuble).	• I can name some of the animals in the story. • I can talk about which animals can be found in the school environment. • I know that Allah' is the name Muslims use for their God, • I understand Muslims believe Muhammad (pbuh) is a messenger who teaches Islam to everyone. • I can demonstrate how to care for creatures • I am beginning to understand all creatures need different care but are equally important. • I know 'Muslims' are people who believe in Islam. • .	• I can name some people who help us. • I know how people help others through the work they do e.g. fire fighters, nurses, dentists, vets, teachers etc. • I can use the story to find out about the roles of people in the church: bell ringer, vicar, gardener, florist, cleaner, organ player • I know a reverend helps people know more about how God wants them to live through the Bible. • I can name some of the parts of the church: lectern, pulpit, organ, hymn board, pews



Curriculum Map

Religious Education

Reception End Points

Explore	Engage	Reflect	Vocabulary
- I can talk about past and present events in my own life and in the lives of my family members. - I can talk about similarities and differences in relation to myself, places, objects, materials and living things including faith buildings e.g. the church.	- I can talk about the features of my own immediate environment. - I can talk about how environments might vary from one another and what makes them special and unique.	- I can talk about how other children do not always enjoy the same things and am sensitive to this. - I can talk about similarities and differences between my self and others, and among families, communities, and traditions. - I can show how important it is to be part of a community.	Christian Christianity Easter Christmas Harvest Jesus Marriage Vow Church God Bible Reverend Islam Muslim Allah Lectern Pulpit Organ Pews



RECEPTION LONG TERM CYCLE A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC	
UNDERSTANDING THE WORLD RE / FESTIVALS	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Computers – parts of a computer, logging on/off, using the drawing program to create a picture of a teddy – E-Safety Learning about Harvest festival (RE) and Christmas People and communities – how teddies/toys have changed through time. What are toys made of? Gummy Bears experiment Bears around the world – where are they found? Locate on maps. Autumn – changing seasons – what do we see? Making porridge for Goldilocks and tasting it – adding liquids Baking Bear biscuits – link to Children in Need Toys in the past and present – Grandparents visit or Zoom? Christmas presents in the past. Night time routines – do you cuddle your bear? Christmas, Remembrance Sunday, Diwali, Harvest, Hannukah Create a map of the Three Bear’s wood		Location scouts – talk about features of their own environments. Recommend places for bridges, houses or hideouts, mapwork Locate Yarnfield and London on a map Create a group map of the Naughty Bus’ journey Small world- London play Traffic survey Vehicles from the past Transport around the world moving toys Famous people from history – Amelia Earheart; Mae Johnson Sequence a journey in a plane First woman in space – Mae Jemison Looking at how things move, forces — push and pull – ramps science experiment, floating and sinking Cameras, Beebots Chinese New Year celebrations RE- Entrust scheme- Relationships, church celebrations RE- ENTRUST scheme- Celebrations- Easter		Children use ICT to take videos/photos and save/view them for a purpose. RE – creation and the natural world Ourselves – our bodies; senses, body parts, bones Our families; who’s who, other families, how we change (NF writing) Growing our cress/vegetables Butterfly life cycle observations 5 senses – food tasting, healthy lifestyles People who help us My baby – picture cards of parent and baby animals to match up Looking after pets Digital art – ‘paint’ an animal Mini beast hunts Owl Baby bags Animals in different habitats – sea, desert, polar regions etc Learn how animals adapt to environments. Small world play – ocean, habitats comparison, dinosaurs Jane Goodall and work with chimpanzees Alexander Von Humboldt – botanist and adventurer	
	Identify and ask questions about customs associated with particular religious communities Harvest	Explore stories about the lives and teachings of key religious figures Diwali Hannukah Christmas	‘Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies’ Epiphany Ash Wednesday / Shrove Tuesday St David’s Day	‘Find out about ways in which sacred texts are regarded, read and handled by believers Palm Sunday Passover Easter Start of Ramadan	Ask and respond imaginatively to questions about things that are interesting or puzzling in the world’ Eid Shavuot	Helping others: Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.



RECEPTION LONG TERM CYCLE B

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	SUPER ME!				WINTER WONDERLAND AND SPRING SUNSHINE				SPLISH! SPLASH! SPLOSH!			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.											
	- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family - Computers – how to use the mouse, choose a program, using the drawing program to create a face picture – E-Safety - How we change as we grow - Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. - Exploring our own interests - Keeping ourselves healthy – germs, brushing teeth, bathing etc - Who are superheroes? Real and fictional. - What makes a hero a hero? - People who help us - Super senses - Christmas trip to see Santa - Celebrating Halloween, Bonfire night and Christmas - Can talk about what they have done with their families during Christmas’ in the past.				- Listening to stories and placing events in chronological order. . - Nocturnal Animals Making sense of different environments and habitats - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. - After close observation, draw pictures of the natural world, including animals and plants - Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. - Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. - Can children make comments on the weather, culture, clothing, housing. - Change in living things – Changes in the leaves, weather, seasons, - Explore the world around us and see how it changes as we move from winter to Summer. Provide opportunities for children to note and record the weather. - Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. - Look for children incorporating their understanding of the seasons and weather in their play. - ICT – i pads; technology around us, programming - Animals in cold climates and animals that hibernate, animal groups - Sorting animals into hot and cold places and groups - Freezing and melting - Look at the local environment and comparing to a cold place; how does the environment change over 4 seasons - Mini beast hunt - Life cycles – frogs - Weddings				- ICT- Internet, - Technology in the home, programming - Building Bricks Rainbow stem activity - Flowers in coloured water activity – recording results - Shadows investigation and play in the dark tent - Floating and sinking – talks about why things happen and how they work - Create a boat model that will float - Observing and growing beans, cress, tomatoes, potatoes etc - Comparing land and water – world maps and continents - Make edible food colouring and create rainbow toast - Milk, food colouring, dish soap experiment. - How are rainbows formed? - Read Bringing the rain to Kapiti Plain – look at Geography and landscape in Africa. Compare to UK.			
	Identify and ask questions about customs associated with particular religious communities Harvest		Explore stories about the lives and teachings of key religious figures Diwali Hannukah Christmas		‘Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies’ Epiphany Ash Wednesday / Shrove Tuesday St David’s Day		‘Find out about ways in which sacred texts are regarded, read and handled by believers Palm Sunday Passover Easter Start of Ramadan		Ask and respond imaginatively to questions about things that are interesting or puzzling in the world’ Eid Shavuot		Helping others: Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.	



Curriculum Map

Year 1

Autumn 1 – New life: How is a new child welcomed?	Autumn 2 – Jesus: Why is he so important to Christians?	Spring 1– Communities: What does it mean to belong?
• I know it is important to celebrate new life with a welcome. • I know there are different ways of welcoming new life. • I know people have special ceremonies to welcome new family members. • I can describe how a baby is welcomed into a humanist family. • I can talk about how people's beliefs may mean they foster a child. • I can explain that families might welcome children in many different ways.	• I can explain why Jesus' birth stories are special to Christians. • I can explain deeper meanings of the Christmas story for Christians. • I can understand how art is used to tell the nativity story. • I can understand what a Christingle is and its meaning for different Christians. • I can explain how different Christians celebrate Christmas in the UK. • I can explain how different Christians around the world celebrate Christmas.	• I can talk about the groups I belong to. • I can explain how people can belong to a range of groups. • I can explain how a symbol represents belonging. • I can explain how different Christians might belong to their faith family. • I can describe how Jews celebrate Shabbat with their family and community. • I can describe what humanism is and how humanists might show they belong. • I can explain how people from different beliefs show they belong.



Curriculum Map

Year 1

Spring 2- Caring: How do stories inspire actions?	Summer 1-Stories: how do different people find deeper meanings?	Summer 2-Places of Worship: What makes them sacred?
• I can explain that caring is looking after others and that religion or beliefs may inspire people to care. • I can retell the parable of the Good Samaritan and explain that Jesus taught that everyone is our neighbour. • I can describe how Christians might care for their neighbours today by offering help to those in need. • I can re-tell the story of the Hungry Stranger and explain its message. • I can show how Muslims might care for people in need today. • I can describe how people of different religions and beliefs can work together to care for others.	• I can retell and explain stories with a hidden meaning, like the story The Boy Who Cried Wolf. • I can retell the Parable of the Lost Son. • I can explain the deeper meanings of the Parable of the Lost Son. • I can retell the story of the Crying Camel and explain its deeper meaning. • I can tell the Story of the Prophet and the Ants and explain its meaning. • I can retell the story of the Starfish Thrower and explain some of its deeper meanings.	• I can describe how some Christians might belong to a church. • I can describe how Christian churches might look similar and different. • I can describe how different Muslims might belong to a mosque. • I can describe what I might find inside and outside a mosque.



Curriculum Map

Historical Skills

Year 1 End Points

Explore	Engage	Reflect	Vocabulary	
- I can use words and phrases to recognise and name features of religious life and practice valued by believers. - I can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.	- I can talk about the experiences of the world around me, stating what is of value and concern to myself and others. - I can use stories to identify ways in which people are special and unique.	- I can demonstrate awareness that there are many religious traditions/faith communities - I know that some people do not follow a recognised faith or believe system or identify as being religious.	Celebration Worship Ceremony Tradition Baptism Fable Parable Hadith Humanism Humanist Nativity Jesus Bethlehem Icon Symbol Christingle Incarnation Advent Traditions Belonging Community Jewish Faith	Shabbat Caring Responsibility Mosque Salah Prayer Pray



Curriculum Map

Year 2

Autumn 1 – The Bible: What does it say about God's promises?	Autumn 2 – Festivals: How do they celebrate the natural world?	Spring 1- What meanings do stories from sacred writings have for believers?
• I can explain that the Bible is a special book containing important stories. • I can retell the story of Noah and explain its meaning. • I can explain what different Christians might learn from the story of Abraham. • I can explain why the covenant with Abraham is still important to Christians today. • I can explain what Christians learn from the story of Joseph. • I can explain how Christians believe Jesus fulfils God's promises.	• I can explain how some Christians in the UK celebrate harvest festival. • I can explain how Christians around the world Celebrate harvest. • I can explain how the Jewish festival of Sukkot celebrates the natural world. • I can explain how Jews celebrate the festival of trees. • I can retell the story of Holi and recognise some deeper meanings. • I can explain how and why Hindus celebrate Holi.	• I can ask a Christian questions about why the Bible is special to them. • I can explain how Christians believe a Bible should be treated. • I understand the Qur'an is Muslims special book. • I can demonstrate how Muslims treat the Qur'an . • I can talk about Psalms and what they say about God. • I can demonstrate my understanding of a Bible story- the Lost Sheep.



Curriculum Map

Year 2

Spring 2- Choices: Do we need rules to live by?	Summer 1- The world: how do different people explain how it started?	Summer 2-Prayer: Is it possible to speak to God?
• I can explain why we have rules. • I can explain how the Ten Commandments help Jews make good choices. • I can explain Jesus' teachings on the Ten Commandments and how they can help Christians make good choices. • I can explain why Hindus act with compassion to all living things. • I can explain how humanists make good choices based on empathy. • I can explain how different people use rules to make good choices and reflect on my own worldview.	• I can re-tell a story about beginnings told by Jews and Christians. • I can explore the deeper meanings of the creation story for Jews and Christians. • I can explain some Muslim beliefs about creation. • I can explain some different beliefs about the origins of the world. • I can explain how and why people care for the world.	• I can explain how and why some people pray. • I can explain what the Lord's Prayer is and why it is important today. • I can explain that there are different types of prayer used by different Christians, • I can describe different ways Muslims pray. • I can explain how non religious people use reflection and meditation. • I can explain how both religious and non religious people value time to reflect or pray.



Curriculum Map

Year 2 End Points

Explore	Engage	Reflect	Vocabulary	
- I can use words and phrases to identify some features of religious life and practices valued by believers. - I can retell religious stories and suggest meanings for religious actions and symbols. - I can identify how religion is expressed in different ways.	- I can recognise that some questions cause people to wonder and are difficult to answer (creation). - I can share ideas about right and wrong.	- I can name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community. - I know that some people do not identify as being religious	Torah Jew Judaism Bible New/Old Testament Covenant Faith Messiah Advent Harvest Thanksgiving Steward Jew Sukkot Seder Holi Hinduism Sacred Qur'an Muslim Islam Parable	Rules Philosophy Synagogue Commandments Christians Hindu Dharma Humanist Empathy Creation Shabbat Allah Origin Big Bang Religious Non-religious Worldview Psalm



Curriculum Map

Year 3

Autumn 1 – Muslims: How does prayer and fasting help Muslims find harmony?

- I can understand that the Five Pillars of Islam can help many Muslims find harmony with Allah (God).
- I can explain the meaning of the Shahadah and why it is important for different Muslims.
- I can describe how and why many Muslims pray five times a day.
- I can explain how attending Jumma prayers on Fridays brings harmony to many Muslims.
- I can explain the importance of fasting during Ramadan
- I can describe the diverse ways Muslims mark Rammadan.

Autumn 2 – Festivals: How do ancient stories influence modern celebrations?

- I can re-tell the story of Rama and Sita from the Ramayana.
- I can explain the deeper meanings of the Ramayana.
- I can explain what Diwali is and how Hindu communities celebrate in different ways.
- I can understand how data can help us learn about how Christmas is celebrated in the UK today.
- I can explain how celebrating Christmas in the UK has changed over time.
- I can explain how some people mark the Winter Solstice and make some connections with Christmas.

Spring 1 – Pesach: How do Jews remember God's covenant?

- I can explain why the covenant with Abraham is important to most Jews.
- I can retell and explain the story of Moses and the exodus from Egypt.
- I can explain why the story of the Exodus is important to most Jews.
- I can explain how and why different Jews prepare for Pesach.
- I can explain what a Pesach Seder is and what each food on the Seder plate represents.
- I can explain how and why some Jews have adapted the Seder meal.



Curriculum Map

Year 3

Spring 2 - Holy Week: what do the stories say and what is their meaning?

- I can describe the main events of Holy Week and how these are remembered by some Christians.
- I can describe how different Christians might interpret the meaning of the Last Supper.
- I can explain what events take place on Maundy Thursday.
- I can explain why Jesus' Crucifixion is so important for Christians and how this is commemorated on Good Friday.
- I can explain why the resurrection is important to different Christians.

Summer 1 - Rites of Passage: How do communities mark growing up?

- I can explain how people celebrate important times in life with ceremonies, such as baptism and dedication in Christianity.
- I can explain why rites of passage are important to different Christians.
- I can explain some different ways that Hindu families celebrate important moments in life.
- I can identify some similarities and differences between rites of passage in different religions.

Summer 2- Spirituality: How do music and silence express beliefs?

- I can explain how music might be used in a church.
- I can explain how Christians might use music in their worship.
- I can explain how human voices are used in Islam
- I can explain some Muslim beliefs about music.
- I can explain how silence is used by different religious communities.



Curriculum Map

Year 3 End Points

Explore	Engage	Reflect	Vocabulary	
- I am developing vocabulary to describe some key features of religions, recognising similarities and differences. - I make links between beliefs, practices and sources, including religious stories and sacred texts. - I am beginning to identify the impact religion has on believers' lives. - I can describe some forms of religious expression.	I can ask important questions about values, commitments, and beliefs, making links between my own and others' responses, attitudes and behaviour.	- I can identify and distinguish between the faiths and world views being explored and can express some awareness of their identity within or outside these faiths. - I understand the importance and reality of existing in a plural context. - I know that some people do not identify as being religious.	Allah God Muslim Islam The Five Pillars Shahadah Prophet Salat Makkah Mosque Sermon Ramadan Eid-ul-Fitr Spiritual Rama Sita Diwali Ramayana Dharmai Traditions Worldview Baptism Hymn	Nativity Covenant Jews Judaism Torah Exodus Pesach Seder Symbol Holy Week Palm Sunday Last Supper Good Friday Easter Sunday Holy Communion Passover Maundy Thursday Service Sacrifice Resurrection gospels Rites of passage



Curriculum Map

Year 4

Autumn 1 – Sikhs: How does Guru Nanak inspire Sikh's today?	Autumn 2- Natural World: What does dharma teach about attitudes to the planet?	Spring 1- Jesus: How does his treatment of outcasts speak to Christians today?
• I can explain who Guru Nanak was and describe his journeys as a guru • I can understand Guru Nanak's teachings on treating everyone equally and with respect. • I can understand Guru Nanak's teaching on serving others and not focusing on money. • I can understand Guru Nanak's teachings on being honest and living a good life. • I can understand Guru Nanak's teachings on being honest and living a good life. • I can explain how Guru Nanak's teachings continue to inspire Sikhs today.	• I can explain how some Hindus answer the ultimate question of how the universe appeared. • I can explain how many Hindus see the world as divine and as a mother. • I can explain why Hindus act with compassion towards all living things. • I can explain how Hindus put dharma into action. • I can explain why Hindus show reverence and gratitude towards the earth. • I can explain how some Hindus are taking action to help save the planet.	• I can explain how some Hindus are taking action to help save the planet. • I can explain how some Christians interpret the calling of Zacchaeus today. • I can explain how Jesus treated outcasts. • I can explain how Christians might interpret the story of Jesus and the lepers. • I can explain what happened when Jesus met the Samaritan woman at the well. • I can explain how Christians might interpret the story of Jesus and the Samaritan woman at the well.



Curriculum Map

Year 4

Spring 2- Prophet Muhammad: how does he inspire Muslims today?	Summer 1-Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?	Summer 2-Spirituality: how is art used in religions and beliefs?
• I can describe the childhood of Prophet Muhammad and how Muslims interpret it today. • I can understand Prophet Muhammad's journey towards prophethood, and how he received revelations from Allah (God). • I can understand the challenges faced by the Prophet Muhammad during his life and prophethood. • I can describe how many Muslims are inspired by the actions of Prophet Muhammad as a leader. • I can explain how the Qur'an and Hadith influence Muslims today. • I can understand how Prophet Muhammad cared for the world and how this influences Muslims to live better.	• I can understand that pilgrimage is a journey to a sacred place. • I can explain what happens on Hajj and how it reminds Muslims of important events and stories. • I can explain how Hajj has an impact on believers' lives before, during and after Hajj. • I can describe the importance of a pilgrimage to Karbala for Shi'a Muslims. • I can understand how Jerusalem is a sacred place for Jews. • I can understand why Jerusalem is a sacred place for many Christians.	• I can describe different ways people may express beliefs in ways other than words. • I can explain why and how some Muslims use calligraphy. • I can give examples of how poetry is important in different religions. • I can give examples of how different Christian traditions use art to retell stories. • I can describe different examples of how Christians use art to express belief. • I can produce a piece of art that shows my beliefs and values.



Curriculum Map

Year 4 End Points

Explore	Engage	Reflect	Vocabulary	
- I can use a developing vocabulary to describe and show understanding of religious sources, practices, beliefs, ideas, and experiences. - I can make links between and describe some similarities and differences both within and between religions. - I can describe the impact of religion on people's lives. - I can explore and explain meanings for a range of forms of religious expression and non-religious expression.	I can raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments, recognising the implications and consequences of making moral choices.	- I can apply my ideas about identity and commitment in a diverse world to my own and other people's lives. - I can describe what inspires and influences myself and others, especially their commitments, values, and choices. - I can recognise in myself and others some reactions to living alongside others who have a different faith or stance. - I can explain why some people do not identify as being religious.	Guru Sikh Guru Nanak Equality Serve Honest Mool Mantar Seva Gurdwara Langar Creation Deity Aum Dharma Compassion Gratitude Krishna Bhagavad Gita Gospel Interpretation chaplain Outcast Psalm	Samaratain Rabbi Messiah Compassion Prophet Hijrah Companion Worldview Unity Qur'an Hadith Pilgrimage Pilgrim Sacred Hajj Makkah Ka'bah Eid ul-Adha Karbala Arba'een Symbol Haram Hymn