



St John's Primary School

RE CURRICULUM MAP



RE Curriculum Map - Autumn Term						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Christianity: Why do Christians call God Creator?</u> To understand that most Christians believe God created the world and that the Bible tells the overarching account of God's plan.	<u>Christianity: What is God like for Christians?</u> Explore how most Christians see and experience God as a guide and guardian, much like a shepherd is to sheep.	<u>Christianity: How can artists help us to understand what Christians believe and do?</u> Understand how Christian art expresses belief and enables worship.	<u>Sikhi: What do Sikhs value?</u> Explore the key beliefs of Sikhi, in particular, the importance of equality.	<u>Christianity: What do Christians believe about creation?</u> Understand what many Christians believe about creation: that the world and all of life are created by God.	<u>Christianity: How is God Three – and yet one?</u> Explore the Christian concept of the Trinity and to give pupils opportunity to investigate how some Christians express their ideas and beliefs, in words and in art.
	<u>Christianity: What is the nativity and why is it important to Christians?</u> To understand that for most Christians, Jesus was God's Son, who was born in a stable in Bethlehem, and grew up to teach people about God. Spiritual and Cultural Community	<u>Christianity: Why is giving important to Christians?</u> Explore the concept of giving: as an act of worship for most Christians, and a core idea behind the concept of 'incarnation' – God giving Jesus to the world Spiritual and Cultural Community	<u>Christianity: How did Jesus change lives – and how is it 'good news'?</u> Explore some of the miracles of Jesus through the eyes of Peter and others who were there, with a focus on how people were changed physically & emotionally by encountering Jesus. Spiritual and Cultural Community	<u>Christianity: What did God promise his people?</u> To gain an understanding of the promises made by God to his people in the Old and New Testaments. Spiritual and Cultural Community	<u>Islam: What helps Muslims to live a good life?</u> Explore the key beliefs and practices of Islam through investigating the five 'pillars'. Spiritual and Cultural Community	<u>Buddhism: What is the 'Buddhist way of life'?</u> Introduce pupils to the principal beliefs and practices of Buddhism. Spiritual and Cultural Community
RE Curriculum Map - Spring Term						
Spring	<u>Judaism: Why do Jewish families celebrate the gift of Shabbat?</u> Explore why rest might be important, and investigate the significance of Shabbat for most Jewish families as a time set apart from the rest of the week.	<u>Judaism: What is the Torah and why is it important to Jewish families?</u> Introduce the Torah as the special holy book for Jews, because it contains the words of God, especially Ten Commandments that help them to live good lives.	<u>Christianity: What's the Bible's 'big' story – and why is it like treasure for Christians?</u> Understand how the Bible is both a collection of many different stories & types of writing, and one 'big story' of God and his relationship with people.	<u>Christianity: What did Jesus say about God's kingdom & why is it good news?</u> Understand that Jesus taught that God's Kingdom is the rule of God on earth and that Christians are citizens of that Kingdom	<u>Judaism: What does it mean to be part of a synagogue community?</u> Explore the concept of a synagogue community being one where Jewish people are united and are part of a community house of worship that serves as a place not only for liturgical services but also for assembly and study	<u>Hindu (Sanatana) Dharma: What helps Hindus (Sanatanis) to worship?</u> Gain a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this.
	<u>Christianity: What do Christians learn from the stories of Jesus?</u> Explore how Jesus lived, highlighting that many of his experiences were the same as ours (human), whilst many others were exceptional (indicative of his holiness). Spiritual and Cultural Community	<u>Christianity: Why do Christians call Jesus saviour?</u> Explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. Spiritual and Cultural Community	<u>Judaism: What are the important times for Jewish people?</u> Investigate some of the major Jewish festivals, to explore their links with Jewish history, covenant and commandment, and reflect on how celebrating these events helps Jewish people to 'remember' and binds the Jewish community together. Spiritual and Cultural Community	<u>Christianity: For Christians, is communion a celebration, or an act of remembrance?</u> Explore the sacrament of communion, which is a pivotal practice for Christian communities all over the world, and focuses on remembering Jesus' sacrifice. Spiritual and Cultural Community	<u>Christianity: Why is the idea of 'rescue' so important to Christians?</u> Build on pupils' knowledge of the Christian 'metanarrative' ('big story') of God and his relationship with people, which most Christians believe spans all time, from Creation to the Second Coming. Spiritual and Cultural Community	<u>Christianity: What do Christians believe about the Messiah – and why is it good news?</u> Explore the connections, as most Christians see them, between prophecies in the Old Testament about the Messiah, and events from the life of Jesus. Spiritual and Cultural Community
RE Curriculum Map - Summer Term						
Summer	<u>What is important for Muslim families?</u> Explore key beliefs about Muhammad (PBUH - 'Peace Be Upon Him') and the Qur'an so that children can see what is important for most Muslim families and how this shapes their lives.	<u>Islam: Who is Allah and how do Muslims worship him?</u> Understand that Muslims believe in one God, who they call Allah, and that Allah's 99 beautiful names express who Allah is for Muslims.	<u>Islam: How does 'ibadah' (worship) show what's important to Muslims?</u> Focus on prayer being important for most Muslims as it's a time when time is taken out of the day to show a submission to Allah.	<u>Humanism: How do non-religious people celebrate new life?</u> Explore and understand how welcoming a new life is important for many people, but focusing specifically on Humanism as an example of non-religious worldviews.	<u>Christianity: How did the Church begin, and where is it now?</u> Understand that most Christians believe the Church is a vital part of God's Kingdom, called by God to continue God's work in the world.	<u>Thematic: is life a journey?</u> Understand that the journey of life is marked by milestones and choices and that their beliefs, actions, and important people in their lives will influence the direction that this journey will take. Spiritual and Cultural Community
	<u>Thematic: Why should we look after our world</u> Reflect on the natural world, what makes it precious and why and how we should care for it. As well as religious creation accounts know that non-religious people also show wonder at the natural world, concern about environmental issues and have beliefs about how the world came to be. Spiritual and Cultural Community	<u>Thematic: Why do people tell stories?</u> To explore how stories are important to people of different faiths and beliefs as a way of expressing meaning, ideas about the beginnings of the world, sharing morals and providing comfort in challenging times or answers to difficult questions. Spiritual and Cultural Community	<u>Thematic: What is the 'Golden Rule' and why do so many people live by it?</u> Consider why the teaching known as the 'golden rule' might be common to so many religions, and important to non-religious people as well. Spiritual and Cultural Community	<u>Thematic: Why do people use creative ways to express their beliefs?</u> Explore the many different ways in which people use their creativity to express the things that they believe Spiritual and Cultural Community	<u>Thematic: What does it mean to live a 'good life'?</u> Consider how different groups of people might answer this question, drawing on knowledge across different religions and beliefs and encounters with the lived experience of these different communities to help answer the question. Spiritual and Cultural Community	

Intent

Children develop a knowledge and curiosity of principal religions and are tolerant of other people's beliefs. They understand how religious beliefs and practices shape communities in Great Britain and around the world.

Although religious education must be taught in all maintained schools, any parent has the right to withdraw his or her child, wholly or partly from such religious education.