Religious Education Whole-school curriculum map

Knowledge

Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Christianity Harvest	Christianity –	Chinese New Year	Christianity -	What can we learn	Special Places
	Family and friends/	Christmas (Festival	(2, 3)	Easter (1, 2)	from stories?	Home (1,2)
	Special People	of Light) (1, 2, 6)	Communication	Signs of spring	<mark>Islam</mark> – Bilal and	Communication
	<mark>(1/2)</mark>	What is Christmas?	and Language:	Baby animals	the beautiful	and Language:
	Enjoy listening to	Communication	Enjoy listening to	Communication	butterfly (3)	Enjoy listening to
	longer stories and	and Language:	longer stories and	and Language:	Communication	longer stories and
	can remember	Enjoy listening to	can remember	Enjoy listening to	and Language:	can remember
	much of what	longer stories and	much of what	longer stories and	Enjoy listening to	much of what
	happens.	can remember	happens.	can remember	longer stories and	happens.
	Understand 'why'	much of what	Understand 'why'	much of what	can remember	Understand 'why'
	questions.	happens.	questions.	happens.	much of what	questions.
	Understanding the	Understand 'why'	Understanding the	Understand 'why'	happens.	Understanding the
	World:	questions.	World:	questions.	Understand 'why'	World:
	Continue to	Understanding the	Continue to	Understanding the	questions.	Continue to
	develop positive	World:	develop positive	World:	Understanding the	develop positive
	attitudes about the	Continue to	attitudes about the	Continue to	World:	attitudes about the
	differences	develop positive	differences	develop positive	Continue to	differences
	between people.	attitudes about the	between people.	attitudes about the	develop positive	between people.
		differences	<mark>Hinduism</mark> -	differences	attitudes about the	
		between people.	Holi <mark>(6)</mark>	between people.	differences	
			(festival of colour)		between people.	Christianity -
						What happens in a
			Communication		An Indian story –	church?(<mark>3)</mark>
			and Language:		The Gold Giving	
			Enjoy listening to		Serpent (4)	Communication
			longer stories and			and Language:
			can remember			

much of what happens. Understand 'why' questions. Understanding the World: Continue to develop positive attitudes about the differences between	Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions. Understanding the World: Continue to develop positive attitudes about the differences	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions. Understanding the World: Continue to develop positive attitudes about the differences between people.
	between people.	

Families (1) Role models (3) Jesus (4) Communication and Language: Understand how to listen carefully and why listening is important. Describe events in some detail. Understanding the World: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. ELG: People, Culture and Communities: Know some similarities and differences

Christianity

Special People

between different

Reception

Christianity –
Christmas/Nativity
Giving (1)
The Christmas
Story (3)
The Shepherds (4)
The Wise men (5)

Communication and Language: Understand how to listen carefully and why listening is important. Describe events in some detail. Understanding the World: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.

in class.

Hinduism -Christianity -Holi (6) Easter (3, 4, 5, 6) (festival of colour) Communication Communication and Language: and Language: Understand how to Understand how to listen carefully and listen carefully and why listening is why listening is important. important. Describe events in Describe events in some detail. some detail. Recognise that Recognise that people have different beliefs people have different beliefs and celebrate and celebrate special times in special times in different ways. different ways. ELG: People, ELG: People, Culture and Culture and Communities: Communities: Know some Know some similarities and similarities and differences differences between different between different religious and religious and cultural cultural communities in this communities in this country, drawing country, drawing on their experiences and on their experiences and what has been read what has been read in class.

What can we learn from stories? The boy who cried wolf (1) Sikhism -The crocodile and the priest (2) Best friends – a story from Asia (5) Communication and Language: Understand how to listen carefully and why listening is important. Describe events in some detail. Recognise that people have different beliefs and celebrate special times in different ways. ELG: People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this

Special Places Our World (3) Christianity -What happens in a church? (4) Islam – Mosques Judaism – Synagogues (6) Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions. Understanding the World: Continue to develop positive attitudes about the differences between people. Hinduism -What happens in a Temple/Mandir? Communication and Language: Understand how to

listen carefully and

religious and why listening is **Chinese New Year** country, drawing (2, 3)cultural on their important. communities in this Communication experiences and Describe events in what has been read some detail. country, drawing and Language: Understand how to Recognise that on their in class. experiences and listen carefully and people have what has been read different beliefs why listening is in class. important. and celebrate Describe events in special times in some detail. different ways. Recognise that ELG: People, people have Culture and different beliefs Communities: and celebrate Know some similarities and special times in different ways. differences between different ELG: People, Culture and religious and cultural Communities: Know some communities in this similarities and country, drawing differences on their between different experiences and religious and what has been read cultural in class. communities in this country, drawing on their experiences and what has been read in class.

Year 1 **Christianity** Christianity: Christianity – Jesus Christianity -<mark>Judaism</mark> <mark>Judaism</mark> Creation story (2, 3, Christmas (2, 3) as a friend (1-4) Easter - Palm Shabbat (1-4) Rosh Hashanah Sunday (2, 3) A1-Recall and A3-Recognise some A2-Retell and and Yom Kippur A2-Retell and different symbols A2-Retell and name different suggest meanings (1, 2, 4)suggest meanings beliefs and and actions which suggest meanings to some religious A3-Recognise some to some religious practices, including express a to some religious and moral stories, different symbols community's way and moral stories, festivals, worship, and moral stories, exploring and and actions which exploring and rituals, and ways of of life, appreciating exploring and discussing sacred express a discussing sacred discussing sacred life, in order to find some similarities writings and community's way writings and out about the between writings and sources of wisdom of life, appreciating sources of wisdom meaning behind communities. sources of wisdom and recognising the some similarities and recognising the and recognising the them. B2-Observe and traditions from between traditions from B1- Ask and recount different traditions from which they come. communities. which they come. ways of expressing which they come. respond to **B3-Notice** and B1- Ask and identity and B2-Observe and questions about respond sensitively B1- Ask and respond to what individuals belonging, recount different to some similarities respond to ways of expressing questions about responding and communities between different questions about what individuals do, and why, so sensitively for identity and religions and what individuals and communities that pupils can themselves. belonging, worldviews. and communities identify what do, and why, so responding do, and why, so that pupils can sensitively for difference that pupils can identify what belonging to a themselves. identify what difference community might difference belonging to a make. belonging to a community might community might make make.

Year 2 Christianity-Christianity-Islam – Christianity -<u>Islam</u> <u>Islam</u> Community and What did Jesus Incarnation – Why Prayer at home, Hajj Easter (2, 3)teach us? praying at regular do Christians Crucifix, belonging (1 - 4)(2 - 4)believe God gave intervals Resurrection Jesus to the World? (1-4)(2 - 4)A3-Recognise some A3-Recognise some different symbols (2 - 4)A3-Recognise some A3-Recognise some different symbols different symbols different symbols and actions which A1-Recall and express a and actions which name different and actions which and actions which community's way beliefs and express a express a express a of life, appreciating community's way community's way community's way practices, including of life, appreciating some similarities festivals, worship, of life, appreciating of life, appreciating rituals, and ways of between some similarities some similarities some similarities life, in order to find between communities. between between C2-Find out about out about the communities. communities. communities. meaning behind B2-Observe and C3-Find out about **B3-Notice** and and respond with ideas to examples them. recount different questions of right respond sensitively of co-operation A2-Retell and ways of expressing and wrong and to some similarities between people suggest meanings identity and begin to express between different who are different. to some religious belonging, their ideas and religions and and moral stories. responding opinions in worldviews. exploring and sensitively for C2-Find out about response. discussing sacred and respond with themselves. writings and ideas to examples sources of wisdom of co-operation and recognising the between people traditions from who are different. which they come. A3-Recognise some different symbols and actions which express a community's way of life, appreciating

	some similarities	
	between	
	communities.	
	B1- Ask and	
	respond to	
	questions about	
	what individuals	
	and communities	
	do, and why, so	
	that pupils can	
	identify what	
	difference	
	belonging to a	
	community might	
	make.	
	C2-Find out about	
	and respond with	
	ideas to examples	
	of co-operation	
	between people	
	who are different.	
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