



RE Curriculum Map Year A

Reception	Autumn	Spring	Summer
<p>1</p> <p>2</p>	<p>CELEBRATIONS Aims- Listen to and respond to a range of faith stories in a variety of ways and talk about celebrations of special occasions in their own lives, the lives of others and religious communities.</p> <p>INCARNATION-Why do Christians perform nativity plays at Christmas? How and why Christians share the celebration. Aims- to learn that Christians believe Jesus was God born as a baby who came to earth as the friend and rescuer of human beings</p>	<p>CREATION -Why is the word 'God 'so important to Christians? Aims- to learn about what God is like through creation story. Use imagination and curiosity to develop their wonder of the world and ask questions about it that are philosophically challenging and consider answers.</p> <p>SALVATION- Why do Christians put a cross in an Easter garden? Aims- To understand some of the main beliefs of Christianity. To explore what Christians believe about Jesus and that Jesus is their saviour.</p>	<p>SPECIAL PLACES- Our special places, religious special places. Aims- Listen to and respond to a range of faith stories, learn about key figures, explore local places which are important for people including a religious family and own special places.</p>
Year 1 and 2	Autumn	Spring	Summer
<p>1</p>	<p>CREATION-Who made the world? Reflect (Spiritual Development) on aspects of the world they find wonderful. Thanksgiving in religions: harvest, Sukkoth Aims- Awe and wonder. Learn about; How the creation narrative account reveals what God is like and the place of humans in the world, ways of celebrating and the meaning and importance of special occasions in faith communities. Recognise people's thanks for the earth's resources. Reflect on how spiritual and moral values influence their behaviour, choices and those of others</p>	<p>BELONGING-symbols and feelings of belonging. Belonging to religious groups Aims- to recognise some of the groups to which they belong in their home and school life and what makes these groups special. To understand that belonging to a faith community affects believer's lives.</p>	<p>SOURCES OF WISDOM- Holy books .Oral tradition. Books and stories from different religious traditions. Aims- Learn about; some of the beliefs people hold, including belief in God/gods; about special books, both personal and religious, and hear a range of stories from them and talk about their meanings. To reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p>

Foundation Stage

Key Stage 1

<p>2</p>	<p>INCARNATION- Why does Christmas matter to Christians? Aim To learn about ways Christians use the story to guide beliefs and actions at Christmas</p> <p>Religious stories of light-Rama and Sita, Hanukkah. Light as a religious symbol Aims- To reflect on how light makes you feel and how and why light is used in religious stories and celebrations</p>	<p>SALVATION Year 1- Why does Easter matter to Christians? New life, emotions of Easter. Aims- To understand that Christians believe Jesus rose again, giving people hope of a new life SALVATION Year 2- Why does Easter matter to Christians? Aims- To learn about Holy Week and make a link with the idea of Salvation (Jesus rescuing people)</p>	<p>GOSPEL- What is the good news Jesus brings? Aim- To tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news</p> <p>Pentecost .</p>
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Key Stage 2

<p>Year 3 and 4 Christianity and Judaism.</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>1</p>	<p>PEOPLE OF GOD - What is it like to follow God? Aim- To know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God, who try to live in the way God wants, following his commands and worshipping him. Founders of the religions and some key Christian and Jewish beliefs and practices. Aims- To reflect on ideas of right and wrong and responses to them. Learn about aspects of religions that influence beliefs and values and the effect of religious codes of conduct and rules for living on life.</p>	<p>INVESTIGATING THE EFFECT OF RULES ON ACTION belief, practices, celebrations (Rosh Hashanah, Yom Kippur, Purim, Candlemas, Bar mitzvah) Aims- to learn about how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities. To learn about the way drama can convey meaning, particularly in religious contexts. To reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p>	<p>CREATION/FALL-What do Christians learn from the creation story? Caring for creation. Aims- to make links between Genesis 1 and what Christians believe about God and creation and what they do because they believe God is Creator, respond to puzzling questions and express awe and wonder.</p>

<p>2</p>	<p>PEOPLE OF GOD- Moses continued - Ten Commandments, Exodus) Hanukkah. Christmas, religious symbolism of light. What can we learn from the festivals? Aims- To learn about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebrations and the importance for those</p>	<p>SALVATION-Why do Christians call the day Jesus died Good Friday? Holy week. <u>Aim</u> To learn about how Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>SOURCES OF WISDOM- Identity and belonging Synagogue visit. Aims- To reflect on the importance of spiritual places in their own lives and the lives of others. To think about; big questions through story, how sacred texts guide, how bible stories make you think about your own life, how different communities use their holy writings.</p>
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	<p>participating and how and why symbols express religious meaning.</p>		
<p>Year 5 and 6 Christianity and Islam</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>1</p>	<p>THE ORIGINS OF CHRISTIANITY AND ISLAM .The importance of Muhammad to Muslims and some key beliefs. Aims- To reflect on ideas of right and wrong and own and other's responses to them. Describe aspects of religions that influence beliefs and values. Learn about stories and the significance of the lives of key religious people.</p>	<p>INVESTIGATING THE EFFECT OF RULES ON ACTION- belief, practices, celebrations (Ramadan, Eid, Candlemas) Aims- to learn about religious codes of conduct and rules of living, considering the effect of these on daily life, how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities.</p>	<p>PEOPLE OF GOD -How can following God bring freedom and justice? Beliefs in action. Christian charities and Islamic Relief. Aims-to explain ways in which some Christians put their beliefs in to practice by trying to bring freedom to others and recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>

<p>2</p>	<p>KINGDOM OF GOD-What kind of king is Jesus? Aims- To learn that Jesus told many parables about the Kingdom of God and to make connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and service to the community.</p> <p>Angels in Christian and Muslim stories. Aims-To learn about individual beliefs, consider the ways in which members of faith communities describe their understanding of God and the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers.</p>	<p>SALVATION Year 5-What did Jesus do to save human beings? <u>Aims</u></p> <p>To make connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>SALVATION Year 6- What difference does the resurrection make to Christians? <u>Aims</u></p> <p>To make connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.</p> <p>To weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own</p>	<p>Year 5-SOURCES OF WISDOM- Sacred writings Aims-to interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as a way of seeing the world in different communities</p> <p>Journeys to special places, spiritual purpose of pilgrimage (examples from Christianity and other religions). Mosque visit. Aims-to learn about places of religious importance, how they are used and their meaning and significance. To learn about religious codes of conduct and rules of living, considering the effect of these on daily life.</p> <p>Year 6- CREATION/FALL- Creation and science: conflicting or complementary? Aims- to make connections between Genesis 1 and Christian belief about God as Creator and learn that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p>
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