



# RE Curriculum Map



Autumn

Spring

Summer

EYFS/Reception

Understanding the World: People, Culture and Communities

Nursery

Continue to develop positive attitudes about the differences between people

Reception

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways

Recognise some similarities and differences between life in this country and life in other countries

Know some similarities and differences between different religions and cultural communities in this country, drawing upon their experiences and what has been read in class

Talk about the lives of the people around them and their roles in society

Year 1

1.10 What does it mean to belong to a faith community? (Christians, Jews, Muslims and non-religious)

1.1 What do Christians believe God is like?

1.6 Part 1 Who is a Muslim and how do they live? (Double Unit) (God/Tawhid, Ibadah/worship, Imam/faith)

1.7-Part 1 Who is Jewish and how do they live? (Double Unit) (God/Torah/People)

1.2 Who do Christians say made the world? (Creation)

1.9 How should we care for others and for the world, and why does it matter? (Christians, Jews and non-religious views).

Year 2

1.6 Part 2 Who is a Muslim and how do they live? (Double Unit)

1.3 Why does Christmas matter to Christians?

1.7 Part 2 Who is Jewish and how do they live? (Double Unit) (God/Torah/People)

1.5 Why does Easter matter to Christians?

1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)

1.8 What makes some places sacred to believers?

Year 3

L2.1 What do Christians learn from the Creation story? (Creation/Fall)

L2.2 What do Christians learn from the Creation story?

L2.9 How do festivals and worship show what matters to Muslims? (Ibadah/worship)

L2.10 How do festivals and family life show what matters to Jewish people?

L2.4 What kind of world did Jesus want? (Gospel)

L2.12 How and why do people try to make the world a better place? (Christians, Muslims, non-religious)

Year 4

L2.3 What is the 'Trinity' and why is it important for Christians? (God/Incarnation)

L2.7 What do Hindus believe that God is like? [Brahman/atman]

L2.8 What does it mean to be Hindu in Britain today? (Dharma/social & moral duty)

L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)

L2.6 For Christians, what was the impact of Pentecost? (Kingdom of God)

L2.11 How and why do people mark the significant events of life? (Christians, Hindus, Muslims, non-religious)

Year 5

U2.1 What does it mean if Christians believe God is holy and loving? (God)

U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)

U2.9 Why is the Torah so important to Jewish people? (God, Torah)

U2.4 How do Christians decide how to live? 'What would Jesus do?' (Gospel)

U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studies

Year 6

U2.2 Creation and science: conflicting or complementary? (Creation)

U2.11 Why do some people believe in God and some people not? (Christians, non-religious.)

U2.7 Why do Hindus want to be good? (Karma, Dharma/social & moral duty, Samsara/reincarnation, moksha)

U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)

U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)

U2.12 How does faith help people when life gets hard? (Christians, Muslims and/or Jews and/or Hindus, non-religious)