



Maulden Lower School RE Curriculum Map

Knowledge, skills and understanding - progression across the school

1. Key Knowledge and Skills

EYFS Key knowledge	Year 1 Key Knowledge	Year 2 Key Knowledge	Year 3 Key Knowledge	Year 4 Key Knowledge	Years 5 and 6 at Alameda Middle School Key Knowledge
<p>According to the Agreed Syllabus for the Teaching of RE in Central Bedfordshire (SACRE 2018), the principal aim of teaching RE is <i>to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</i></p> <p>This aim can be broken into three main strands that should underpin all our teaching and learning at Maulden Lower School:</p> <p>1 Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> • identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation <p>2 Understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> • examine and explain how and why people express their beliefs in diverse ways • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world • appreciate and appraise the significance of different ways of life and ways of expressing meaning <p>3 Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <ul style="list-style-type: none"> • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses • challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding. <p>At Maulden Lower School, our emphasis should be on quality teaching and learning, using the new units of work (published July 2021) to support the teaching of the Agreed Syllabus and from each lesson, pupils should be able to demonstrate their understanding in relation to the three aims described above.</p>					

2. Key Vocabulary

EYFS Key Vocabulary	Year 1 Key Vocabulary	Year 2 Key Vocabulary	Year 3 Key Vocabulary	Year 4 Key Vocabulary	Year 5 and 6 (Alameda Middle) Key Vocabulary
Me, myself, I Feelings – like, love, dislike Belonging Special Favourite Family, friends Jesus Christian Celebration Nativity Christmas Welcome Kindness Helpful, helping Lunar New year Easter Eggs Spring To be alive or not alive Festival Village Community Holy Bible Nature Worship Pray Prayer Hymns Rules and respect Temple God	God Christian Loving Kind Peaceful Fair Welcoming Forgiving Prodigal / lost Apologising Christmas Nativity Angel Star Shepherd Kings, Wise Men, Magi Birth Judaism Christianity Jewish secular Church Synagogue Seder Passover Moses Israelites Egypt Red Sea Parting Commandments tablet Holy Easter Cross Crucify Spare Betray Deny Disciple	Review of Year 1 vocabulary plus: Nature, natural, God, divine Harvest Christianity / Christian Buddhism / Buddhist Judaism / Jewish Sikhism / Sikh secular Siddartha Shelter Sukka Sukkot Reflect Represent Miracle Inspiring Generous Prayer Holy writing Mohammed Makkah Qu’ran Torah Revisiting easter vocabulary from year 1. Caring for others Raksha Bandhan – Hinduism The Good Samaritan – Christianity Langar – Sikhism The Monkey King – Buddhism Sacred Ceremony	Review of Year 2 vocabulary plus: Trinity Jesus Father Son Holy Spirit Ascension Resurrection	Review of all vocabulary covered so far and deeper discussion to embed understanding.	

EYFS Key Vocabulary	Year 1 Key Vocabulary	Year 2 Key Vocabulary	Year 3 Key Vocabulary	Year 4 Key Vocabulary	Year 5 and 6 (Alameda Middle) Key Vocabulary
	Romans. Allah Prophet Muhammad The Five Pillars of Islam Prayer beads: Subhah and Subhanallah Muslim Mosque Worship Temple Pray Hymn Respect Faith	Aqiqah-Islam Bar Mitzvah Dastar Bandi,Sikhism Hindu Weddings			

3. Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Myself My life My senses My special things People special to me Christmas Diwali		People who help us Friendship Welcome Belonging Special places Easter Chinese New Year		Special times Our community Special books Stories The natural world Religious stories Special places	
	EYFS Curriculum: People Culture and Communities - Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
Year 1	What do Christians believe God is like? The Prodigal son Being sorry	Why does Christmas matter to Christians? How and why do we celebrate special times? What is Christmas? How is Christmas Celebrated? Christmas Presents	Who is Jewish? What do they believe and how do they live? Seder plate Shema and the Mezzuza Shabbat Sukkot Hannukah The Story of Moses	Why does Easter matter to Christians? New life Palm Sunday Maundy Thursday Good Friday Surprises	Who is a Muslim? What do they believe and how do they live? Allah Prophet Muhammad The Five Pillars of Islam Prayer beads: Subhah and Subhanallah	What makes some places significant? What makes some places sacred to believers? Synagogue Church Mosque Why Places of Worship are Important.
Year 2	How do we show we care for the Earth & environment? Why does it matter? Nature & God (inc. Creation & Harvest – Christianity, Sukkot – Judaism + lessons from Islam & Buddhism).	Who is an inspiring person? What stories inspire Christians? Is a miracle inspiring? Is it inspiring to be generous? Inspiration through prayer.	What can we learn through sacred books & stories? How Muslims respect their holy writing. The story of Muhammad at the Gates of Makkah. The importance of the Qu’ran to Muslims. How Jewish people treat the Torah scroll with great respect, what it says and how it is used.	What is the ‘good news’ Christians believe Jesus brings? Who helped to share the good news? The gathering of his 12 disciples. Revisiting the Easter story and how that was ‘good news’ for Christians.	How do we show we care for others and why does it matter? Caring for others (Raksha Bandhan – Hinduism, The Good Samaritan – Christianity, Langar – Sikhism, The Monkey King – Buddhism).	How and why do we celebrate significant times? What makes some celebrations sacred to believers? Ceremonies (Aqiqah-Islam, Bar Mitzvah – Judaism, Dastar Bandi – Sikhism, Hindu Weddings).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.4: What kind of world did Jesus want?	L2.9: How do festivals and worship show what matters to Muslims?	L2.3: What is the 'Trinity' and why is it important for Christians? L2.5: Why do Christians call the day Jesus died 'Good Friday'? The Easter story – Discussing the days from Monday to Friday of Easter and what each of them replicates.		L2.8: How is faith expressed in Sikh communities and traditions? L2.12: How and why do people try to make the world a better place? (Christians, Muslims, Sikhs, non-religious people).	
Year 4	Jewish Faith (L2.6)	Hindu Faith (L2.7)	Places of Worship and Festivals (L2.1 and L2.2)		Deeper Meanings of festivals (L2.11)	