

# Religious Education Curriculum Map

++

2023-2024						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>EYFS</b>	<b>Key Question: F1</b> Why is the word 'God' special to Christians? (The story of Creation and Harvest)	<b>Key Question: F2</b> Why is Christmas special for Christians? (Birthdays and Christmas)	<b>Key Question: F4</b> Being special: where do we belong? Welcoming a new baby (Muslim and Christian customs)	<b>Key Question: F3</b> Why is Easter special for Christians? (Easter)	<b>Key Question: F5</b> Which places are specifically valued and why? Places of Worship and special items (Churches and Mosques)	<b>Key Question: F6</b> Which stories are specifically valued and why? (Caring)
	<b>Religion:</b> Christianity	<b>Religion:</b> Christianity	<b>Religion:</b> Christianity, Islam	<b>Religion:</b> Christianity	<b>Religion:</b> Christianity, Islam	<b>Religion:</b> Islam
	<b>Core texts:</b> The Creation Story Noah's Ark	<b>Core text:</b> The Christmas Story	<b>Core text:</b> The little children and Jesus (Mark 10:13-16)	<b>Core texts:</b> The Easter story Palm Sunday		<b>Core texts:</b> Muhammad and the Cat Muhammad and the Crying Camel Muhammad and the boy who threw stones at trees
	<b>Outcomes:</b> <b>Make sense of belief</b> Children will know that Christians believe that God is the creator of the world. <b>Understand the impact</b> Children will know that Harvest celebrations are a way for Christians to thank God for his creations. <b>Make connections</b> Children will know that God's creations should be cared for and looked after.	<b>Outcomes:</b> <b>Make sense of belief</b> Children know that Christmas is the day that Jesus was born <b>Understand the impact</b> Children know what happens at a traditional Christian Christmas <b>Make connections</b> Children know that birthdays are important as they are a way for family units and friendship groups to celebrate a special person being born and that gifts are given.	<b>Outcomes:</b> <b>Make sense of belief</b> Children know that the belief that God loves children is shown in Christianity through infant baptism. <b>Understand the impact</b> Children know what happens at a traditional Christian infant baptism and the significant objects and symbols used. They know the Muslim birth rites when they welcome a new baby at an Islamic Aqiqah ceremony.	<b>Outcomes:</b> <b>Make sense of belief</b> Children know that Easter celebrates Jesus coming back to life (resurrection). <b>Understand the impact</b> Children know the symbols used in Holy week and their meanings. <b>Make connections</b> Children make connections to how Christians celebrate Easter today.	<b>Outcomes:</b> <b>Make sense of belief</b> Children know that a church building is a special place for Christians and a mosque is a special place for Muslims to worship Allah. <b>Understand the impact</b> Children know that the places of worship have special meaning to religious people and know the features and significant objects in a church and mosque and their importance. <b>Make connections</b>	<b>Outcomes:</b> <b>Make sense of belief</b> Children know that these Islamic stories hold a meaning about caring for Allah's creations. <b>Understand the impact</b> Children know that the meaning of the story of the cat and crying camel is that animals should be cared for. The meaning of the story about the boy is to look after nature. <b>Make connections</b> Children make connections about

# Religious Education Curriculum Map

			<b>Make connections</b> Children make connections with personal experiences of baptisms and welcoming babies into the world		Children share somewhere that is special to them and why.	how we care for animals.
<b>Year 1</b>	Key Question: <b>1.1</b> <b>What do Christians believe God is like? (Christians)</b>	Key Question: <b>1.2</b> <b>Why does Christmas matter to Christians? How and why do we celebrate special times?</b>	Key Question: <b>1.6</b> <b>What makes some places significant? What makes some places sacred to believers? Places of worship, objects and symbols (Churches and Mosques)</b>	Key Question: <b>1.5</b> <b>Why does Easter matter to Christians? (Holy week)</b>	Key Question: <b>1.4 (double unit)</b> <b>Who is a Muslim? What do they believe and how do they live? (Five Pillars and Prayer Beads)</b>	
	<b>Religion:</b> Christianity	<b>Religion:</b> Christianity	<b>Religion:</b> Christianity, Islam	<b>Religion:</b> Christianity	<b>Religion:</b> Islam	
	<b>Core text:</b> The Lost Son	<b>Core texts:</b> The Christmas Story Gospel of Luke chapters 1 and 2		<b>Core text:</b> The Easter Story	<b>Core text:</b> The revelation of the Holy Qur'an (Night of Power)	
	<b>Outcomes:</b> <b>Make sense of belief</b> The children know that a parable is a story with moral meaning. <b>Understand the impact</b> Children know the meaning of the Lost Son is that the father in the story represents God and the Son represents the people on Earth who have lived in a way that ignores wishes. <b>Make connections</b>	<b>Outcomes:</b> <b>Make sense of belief</b> Children know that Christmas is important to Christians because it celebrates the birth of Jesus. <b>Understand the impact</b> Children know that advent traditions are used as Christians prepare for the day of Jesus' arrival. <b>Make connections</b> Children share what they are thankful for and why.	<b>Outcomes:</b> <b>Make sense of belief</b> Children can identify the objects used in worship, how they are used and what they mean. <b>Understand the impact</b> Children know examples of objects, symbols and actions used in churches and mosques to show beliefs. <b>Make connections</b> Children make connections about	<b>Outcomes:</b> <b>Make sense of belief</b> Children know what happens throughout Holy Week and Easter. <b>Understand the impact</b> Children know that Christians believe that the resurrection of Jesus has opened up a new way of life after they die – a life with God in heaven. Children know how Christians celebrate	<b>Outcomes:</b> <b>Make sense of belief</b> Children know that the Qur'an is a sacred text for Muslims and that the Night of Power revealed Allah's messages to Muhammad to guide people to worship him. <b>Understand the impact</b> Children know that the Five Pillars of Islam guide Muslims. They know that Eid al-Fitr celebrates 'The Feast of Breaking the Fast' and marks the end of Ramadan. Children know that Muslims use prayer beads. <b>Make connections</b> Children make connections about how to set a good example to others and what is precious and matters to them.	

# Religious Education Curriculum Map

	Children can identify that this is a story of forgiveness.		places that are special to them.	different parts of Holy Week. <b>Make connections</b> Children share ideas about what it might feel like when something good happens after something sad and their own experiences of this.		
<b>Year 2</b>	Key Questions: <b>1.12</b> <b>What is the 'good news' Christians believe Jesus brings?</b> Harvest	Key Questions: <b>1.11</b> <b>Who is an inspiring person? What stories inspire Christians?</b> St Nicholas	Key Questions: <b>1.9</b> <b>How do we show we care for others? Why does it matter?</b> Caring community	Key Questions: <b>1.7</b> <b>How and why do we celebrate significant times? What makes some celebrations sacred to believers?</b> Ramadan Eid-UI-Fitr	Key Questions: <b>1.8</b> <b>What can we learn from sacred books and stories?</b> The Bible and the Qur'an	Key Questions: KS1.10 <b>How do we show we care for the Earth? Why does it matter?</b> Creation Caring for the Earth
	<b>Religion:</b> Christianity	<b>Religion:</b> Christianity	<b>Religion:</b> Christianity	<b>Religion:</b> Islam	<b>Religion:</b> Christianity, Islam	<b>Religion:</b> Christianity, Islam
	<b>Core texts:</b> Matthew the tax collector (Matthew 9:9-13) Zacchaeus (Luke 19:1-10) Forgiveness Luke 6:37-38 Peace: John 14:27	<b>Core texts:</b> The Good Samaritan (Luke 10:25-37)	<b>Core texts:</b> Jesus' special friends (Luke 5.1-11)	<b>Core texts:</b> A long time to go by - Nadya Smith	<b>Core texts:</b> The Lost Sheep/ Lost coin (Christianity) Hagar and Ismail and the Well of ZamZam (Islam)	<b>Core texts:</b> The Creation Stories (Christianity and Islam)
	<b>Outcomes:</b> <b>Making sense</b> The children will know that Christians believe that Jesus taught his followers about forgiveness and peace and helping people in need.	<b>Outcomes:</b> <b>Making sense</b> The children know that Christians believe that God loves everyone. They know 'The Good Samaritan' story teaches Christians about being kind to	<b>Outcomes:</b> <b>Making sense</b> Children identify a story that says something about each person being unique. Give examples of how others show they care for others.	<b>Outcomes:</b> <b>Making sense</b> Children know that Muslims fast during Ramadan to thank Allah and to help them to think of people that are less fortunate. They know that	<b>Outcomes:</b> <b>Making sense</b> Children know that the meaning of the Lost Sheep and the Lost Coin is that every repentant sinner is forgiven. Children know that the story of the Well of	<b>Outcomes:</b> <b>Making sense</b> Children know the creation stories in Christianity in Islam. <b>Understanding impact</b> Children understand that Christians and

# Religious Education Curriculum Map

	<p><b>Understanding impact</b> Children know that some Christians say confessions to a priest or vicar and they are forgiven by God. Children know that Christians help people in need through charitable acts.</p> <p><b>Making connections</b> Children will discuss how Jesus' good news can be applied in their lives and the children's own experiences of forgiveness and helping people in need.</p>	<p>others. Children know that St. Nicholas provided for the poor and sick.</p> <p><b>Understanding impact</b> Children know why some people inspire others. Children can identify the characteristics of an inspiring person.</p> <p><b>Making connections</b> Children to be able to answer the question - Who inspires me? Children to find out about the different ways leaders are admired in different religions.</p>	<p><b>Understanding impact:</b> give examples of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.</p> <p><b>Making connections</b> Give reasons why everyone (religious and non - religious) should care for others. Children identify people in the school that make it a kind and caring place and what they do.</p>	<p>Muslims celebrate the breaking of the fast (Eid-ul-Fitr).</p> <p><b>Understanding impact</b> Children know examples of Muslim traditions during Ramadan and Eid-ul-Fitr and their meanings.</p> <p><b>Making connections</b> Children know how festival features of stories, food, prayers, special clothes, lights and symbols link to celebrations in their lives.</p>	<p>ZamZam represents Allah's mercy.</p> <p><b>Understanding impact</b> Children know that in Christianity, God instructs his people to forgive as he forgave them and in Islam, if Muslims realise their mistake and promise not to do it again, they will be forgiven.</p> <p><b>Making connections</b> Children identify times when they have made a mistake and been forgiven or forgiven someone else.</p>	<p>Muslims look after the world for Allah and give examples of how they do this.</p> <p><b>Making connections</b> Children explain why and how everyone should look after the natural world.</p>
Year 3	<p>Key Questions: <b>LC2.2</b> <b>Why do some people think life is like a journey? How and why do people mark the significant events of life?</b> Ceremonies that mark milestones in life (Baptism, sacred thread ceremony, Bar/Bat Mitzvah)</p>	<p>Key Questions: <b>LC2.6</b> <b>How do festivals and family life show matters of Jewish people?</b> Hanukkah Rosh Hashanah and Yom Kippur Pesach/ Passover</p>	<p>Key Questions: <b>LC2.1</b> <b>Where, how and why do people worship?</b> Worship in the home, the place of worship and other settings (Pilgrimage: Hajj)</p>	<p>Key Questions: <b>LC2.5</b> <b>Why do Christians call the day Jesus died 'Good Friday'?</b> Good Friday</p>	<p>Key Questions: <b>LC2.9</b> <b>How do festivals and worship show what matters to Muslims?</b> Lailat al-Miraj, (April) Shab e Barat (or Lailat al Bara'a)- (April) Ramadan – (May to June) Laylat al-Qadr – (May) Chaand Raat – (June) Eid ul-Fitr – (June) The Five Pillars</p>	<p>Key Questions: <b>LC2.4</b> <b>What kind of world did Jesus want?</b> Love</p>
	<p><b>Religion:</b> Christianity, Hinduism, Judaism</p>	<p><b>Religion:</b> Judaism</p>	<p><b>Religion:</b> Christianity, Judaism, Islam</p>	<p><b>Religion:</b> Christianity</p>	<p><b>Religion:</b> Islam</p>	<p><b>Religion:</b> Christianity</p>
		<p><b>Core texts:</b> The Jewish story of Hanukkah Exodus</p>		<p><b>Core texts:</b> Palm Sunday: Matthew 21:7–11</p>		<p><b>Core texts:</b> Jesus calling his first disciples (Matthew 4:18-22)</p>

# Religious Education Curriculum Map

				Good Friday Luke 23:13–25, 32–48 Easter Sunday Luke 24:1–12		The story of the healing of the leper in Mark 1:40–44
	<p><b>Outcomes:</b> <b>Making sense</b> Children will know that commitment ceremonies mark milestones in life, growing up and taking responsibility within a faith community.</p> <p><b>Understanding impact</b> Children will know the symbols and rituals used, the promises made and the meaning of these ceremonies. Children will know the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people.</p> <p><b>Making connections</b> Children reflect on their ideas about the importance of love, commitment, community, belonging and belief in their own journey.</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children understand the meaning of the story of Hanukkah and the story of the Exodus as gaining freedom to practice their religion freely.</p> <p><b>Understanding impact</b> Children know how Jewish people celebrate Hanukkah and the traditions that are involved. Children know the celebrations of Rosh Hashanah and Yom Kippur and Pesach and how Jewish people celebrate these.</p> <p><b>Making connections</b> Children understand the importance of freedom in the world and their own lives.</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children know that people worship to seek peace, think deeply, be part of a community and to seek the presence of God.</p> <p><b>Understanding impact</b> Children know how Christians, Jewish people and Muslims worship and that Muslims have the Hajj pilgrimage.</p> <p><b>Making connections</b> Children understand how actions in everyday life can express inner feelings and beliefs.</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children know that Christians believe that Jesus came to ‘save’ or ‘rescue’ people by showing them how to live. Children know that Good Friday is the day that Jesus died which lead to his resurrection.</p> <p><b>Understanding impact</b> Children will know the gospel accounts and how Christians mark the Easter events in their communities.</p> <p><b>Making connections</b> Children understand why it is called Good Friday. Children share ideas about what brings them hope, sadness and joy.</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children will know the significance of each Muslim festival.</p> <p><b>Understanding impact</b> Children will know how these festivals are celebrated and how they worship Allah. Children know the importance of prayer to Muslims.</p> <p><b>Making connections</b> Children share ideas about the steps that their community could take to live in harmony.</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children know that Jesus called for his first disciples to show them how to bring people back to God and that Jesus used his love to heal people as shown in the story of the healing of the leper.</p> <p><b>Understanding impact</b> Children know that Jesus wanted a world where love is shown to all people and know examples of the ways that Christians follow this teaching.</p> <p><b>Making connections</b> Children explain what kind of world they would like to see and why, and what they would do to bring it about.</p>

# Religious Education Curriculum Map

Year 4	<p><b>Key Questions:</b> <b>LC2.3</b> <b>What is the 'Trinity' and why is it important for Christians?</b> Holy Trinity</p>	<p><b>Key Questions:</b> <b>LC2.7</b> <b>How is faith expressed in Hindu communities and traditions?</b> Diwali Hindu traditions</p>	<p><b>Key Questions: (Double unit)</b> <b>LC2.11</b> <b>What are the deeper meanings of the festivals?</b> Religious festivals: Diwali, Easter, Pesach, Ramadan and Eid-ul-Fitr Contemporary festivals: New Years' Day, Valentine's Day and Remembrance Day</p>	<p><b>Key Questions:</b> <b>LC2.10</b> <b>For Christians, what is the impact of Pentecost?</b></p>	<p><b>Key Questions:</b> <b>LC2.12</b> <b>How and why do people try to make the world a better place?</b> Making the world a better place Desmond Tutu, Martin Luther King Jr, Mother Teresa.</p>
	<p><b>Religion:</b> Christianity</p>	<p><b>Religion:</b> Hinduism</p>	<p><b>Religion:</b> Islam, Judaism, Hinduism</p>	<p><b>Religion:</b> Christianity</p>	<p><b>Religion:</b> Christianity, Islam</p>
	<p><b>Core text:</b> The Baptism of Jesus (Matthew 3:13–17)</p>	<p><b>Core text:</b> Rama and Sita</p>		<p><b>Core text:</b> Pentecost</p>	<p><b>Core texts:</b> The Ten Commandments (Exodus 20:1-21, Deuteronomy 5:1-22), The Two Commandments of Jesus (Mark 12:28-34) and the Golden Rule (Matthew 7:12)</p>
	<p><b>Outcomes:</b> <b>Making sense</b> Children know that the Holy Trinity is the Father, Son and the Holy Spirit and that Jesus is not just a good man, but God who has come to Earth to rescue humanity. <b>Understanding impact</b> Children know the symbols in Christianity of water at baptisms representing life-giving and doves</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children know that 'Dharma' means eternal way as Hindus follow a complete way of life. <b>Understanding impact</b> Children know how Hindus express their faith in their daily life and how they celebrate Diwali. They understand that light represents good overcoming bad and overcoming temptation. They know</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children know that goodness overcoming evil is a key theme throughout these religious festivals. <b>Understanding impact</b> Children know that contemporary celebrations take place in the UK and the why they are celebrated. <b>Making connections</b> Children identify similarities and differences between religious festivals and discuss the importance of contemporary festivals.</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children know that Pentecost celebrates the arrival of the Holy Spirit as Jesus ascends into heaven. <b>Understanding impact</b> Children know that the Holy Spirit represents God's presence and the world is God's kingdom. <b>Making connections</b> Children suggest what the world should be like. The children</p>	<p><b>Outcomes:</b> <b>Making sense</b> Children know the commandments in Christianity and that we should treat others how we wish to be treated. Children know the Muslim belief in charity (zakah: one of the Five Pillars). <b>Understanding impact</b> Children know what makes a person inspirational to others and know examples of the teachings of inspirational people. <b>Making connections</b></p>

## Religious Education Curriculum Map

	<p>representing the Holy Spirit.</p> <p><b>Making connections</b> Children discuss whether they have experienced Christenings or baptisms. Children discuss how they may have more than one role.</p>	<p>that Lakshmi is the goddess of prosperity and good fortune.</p> <p><b>Making connections</b> Children understand why family and community rituals are important to individuals and society.</p>		<p>identify who guides and comforts them.</p>	<p>Children explain who their role models are, why they admire them and how they may influence their own lives.</p>
--	---	--	--	---	---

The main religions explored in foundation stage are Christianity and Islam. The Muslim faith is a focus because it is the closest other major religion to Leighton Buzzard, i.e. Luton.

Staggered start – Clearly, for most children, entry to school will be staggered. This means that there needs to be flexibility about when units are done. For example, a unit supports around six hours of RE and can be fitted in to suit the needs of the children, rather than timetabled rigidly into each half term. Each unit will be blocked into a group of lessons.