

RE Curriculum Road Map Year EYFS



Nursery 2-3 Year olds- RE Building Blocks

Children in Nursery 2-3 will begin to name who is special in their lives and begin to make connections between the features of their families and others. Through this children will notice the differences between people and begin to champion what makes us special.

Children will also begin to learn about religious festivals and will focus on the Christmas story.

Why do we follow on with this unit?

To build upon their knowledge of their own lives and practices and apply it to other ways of living.

What skills will we continue to build upon?

To recognise similarities and differences.

Nursery 3-4 Year Olds - RE Building Blocks

Children will begin to make sense of their own life-story and family's history through lessons providing the children with the opportunity to share what their homelife and routines look like. Children will build upon developing positive attitudes about the differences between people that was stated in Nursery 2-3. Children will begin to learn about the local community through trips, workshops and discrete lessons. Children will begin to name different occupations that people have within the local community.

Year R-RE Building Blocks

In Reception children will further develop investigating and learning about their local community. Children will move on from naming people who help us, to describing in more detail how they help us. When looking at the local community children will be taught that some places are special to members of their community and begin to recognise that people have different beliefs and celebrate special times in different ways. We will teach this through our festivals topic where we learn about a different festival a week as well as trips to the local mosque and church. Children will also begin to describe people who are familiar to them.

Why do we follow on with this unit?

To allow them to use their skills in recognising similarities and differences and apply to characters in their past.

What skills will we continue to build upon?

To recognize similarities and differences.

RE

Curriculum Road Map Year 1

Autumn 1.

**Does God want Christians to look after the world?
(Christianity)**

In this unit, children will learn the to talk about the Creation story and where it is from. They will begin to talk about caring for the world and whether or not they believe it to be important. They will also begin to offer their own opinion about creation.

Autumn 2

**What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?
(Christianity)**

In this unit, the children will learn about Mary, Jesus and Angel Gabriel. They will be introduced to the Christian concept of incarnation. They will also begin to talk about the symbolism in the story such as the gifts and the star. They will relate this to their sense of the world by identifying types of presents people would give now but still meaning the same thing. They will begin to respectfully offer their opinions about the gifts given.

Why do we follow on with this unit?

To develop children's understanding and knowledge of Christianity and begin to recall some practices.

What skills will we continue to build upon?

To begin to express their own ideas and opinions.

Spring 1

**Was it always easy for Jesus to show friendship?
(Christianity)**

In this unit, children will further develop their understanding of the Christian concept of incarnation. They will begin to develop their understanding that because Jesus was fully human but also fully God, this influenced how he was able to develop friendships with people who may have been considered an outcast. They will begin to relate this to situations they may have been in where they may have found it difficult and consider why it was difficult.

Spring 2

**Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
(Christianity)**

In this unit, the children will be introduced to the Christian concept of Salvation. They are first introduced to the Trinity and what it is as well as learning the story behind Palm Sunday. They will relate this to someone they think is special and how they may greet them if they meet them.

Why do we follow on with this unit?

To allow children to develop their understanding of another religion so they can begin to offer comparisons.

What skills will we continue to build upon?

To recognise similarities and differences between communities.

Summer 1

**Is Shabbat important to Jewish Children?
(Judaism)**

In this unit, the children are introduced to the Jewish day of rest, Shabbat. They will be introduced to the Holy Books (Tanakh), which includes the story of Creation where God made the world in 6 days and rested on the seventh. They talk about Moses and the 10 commandments and talk about the different ways Jews celebrate Shabbat. The children will begin to talk about why it is important to have rest and what they may be thankful for too.

Summer 2

(Judaism)

Are Rosh Hashanah and Yom Kippur important to Jewish children?

In this unit, children will learn what both festivals are and their meanings. They will relate this to their own lives by identifying how they would resolve issues in their own lives. They will talk about the impact it may have should they decide to dedicate one day to solving problems.

RE

Curriculum Road Map Year 2

Autumn 1

**Is it possible to be kind to everyone all the time?
(Christianity)**

In this unit, they will be learning to see if it is possible to be kind all the time. Also to know and retell a story where Jesus has showed kindness and be able to recall a time they have been kind but it was difficult

They will use the Parables to show examples of this.

Autumn 2

**Why do Christians believe God gave Jesus to the world?
(Christianity)**

In this unit, they will continue to develop their understanding of the relationship in the Trinity. They will also continue to develop their understanding of incarnation and reflect on Salvation. They will be introduced to the idea of Agape. They will explore the idea of a non materialistic gift such as love and talk about whether or not they could foster Agape in their lives.

Why do we follow on with this unit?

To allow children opportunities to learn about ways different faiths show identity and belonging, responding sensitively for themselves

What skills will we continue to build upon?

To be able to ask and respond to questions about what communities do, and why, so that they can identify what different belonging to a community might make

Spring 1

**Does praying at regular intervals help a Muslim in his/her life?
(Islam)**

In this unit, children are introduced to the 5 pillars of Islam but focusing mainly on the aspect of Prayer. They are introduced to 2 sectors of Islam – Sunni and Shi'a and how they differ in prayer. They will begin to understand the role prayer plays in the lives of Muslims. They will relate this idea to their routines and why it might be important to have a routine. They will talk about how and why it might be important for them to check in with someone important.

Spring 2

**How important is it to Christians that Jesus came back to life after his crucifixion?
(Christianity)**

In this unit, children will learn about Good Friday and the events after Jesus died. They will be introduced to the Gospels in the New testament. They will begin to offer their views about what they think happened.

Summer 1

**Does going to a Mosque give Muslims a sense of belonging?
(Islam)**

In this unit, children learn about the Mosque and how it is used by Muslims. They will identify the features and their uses of a mosque and what makes it different to other buildings. They will identify special places to them and talk about how to be respectful in special places. They will express how they can ensure people are treated equally and why it is important.

Summer 2 (Judaism)

What is the best way for a Jew to show commitment to God?

This unit focuses on the Bar/Bat Mitzvah ceremonies performed at the Synagogue.

Why do we follow on with this unit?
Revisit and deepen their understanding of the different practices within a faith

What skills will we continue to build upon?
To describe some of the main teachings of a religion.

Curriculum Road Map Year 3

Autumn 1

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

(Hinduism)

In this unit children will learn about the Diwali. They will learn about the story of Rama and Sita (Ramayana) and Goddess Lakshmi. They will learn about Rangoli Patterns and why they are used.

Autumn 2

(Christmas)

Has Christmas lost its true meaning?

In this unit, children will dive deeper into the Christmas story and talk about the significance of the people and places within it. They will talk about the differences between a commercial and traditional Christmas.

Why do we follow on with this unit?

To allow children to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

What skills will we continue to build upon?

To observe and consider different dimensions of a religion

Spring 1

Could Jesus heal people? Were these miracles or is there some other explanation?

(Christianity)

In this unit, children will continue to explore the concept of incarnation and the miracles performed by Jesus; focusing on healing miracles. Children will explore their ideas of miracles and what modern day miracles may be and look like.

Spring 2

(Christianity)

What is 'good' about Good Friday?

In this unit, children will dive deeper into the idea of Salvation and what Jesus's death meant for the World. They will explore all 4 Gospels and tell the story of Holy Week. They will learn about communion.

Why do we follow on with this unit?

To allow children to explore and show understanding of similarities and differences between different religions and worldviews

What skills will we continue to build upon?

To observe and consider different dimensions of a religion

Summer 1

Do Sikhs think it is important to share?

(Sikhism)

In this unit, the children will learn that sharing is important to Sikhs. They will learn about the festivals such as Vaisaki and Diwali. They will also learn about the Gurdwara. They will relate this to their ideas of sharing and why it is important to stand up against the wrong actions.

Summer 2

(Hinduism)

Would visiting the River Ganges feel special to a non-Hindu?

In this unit, children will look at the importance of the River Ganges to Hindus. They will learn about some key practices and beliefs that happen there.

RE Curriculum Road Map Year 4

Autumn 1

How special is the relationship Jews have with God? (Judaism)

In this unit, children will take a deeper look at the story of Abraham and covenant with God. They will explore the ten commandments and Moses and look further into the importance of the Synagogue. They will explore their understanding of rules and the roles they play in their lives.

Autumn 2

What is the most significant part of the nativity story for Christians today? (Christianity)

In this unit children will explore the significance of Christingle. They will explore the symbolism and significances behind it. They will explore different symbols and their meanings to themselves.

Why do we follow on with this unit?

To allow for a more in depth look into the practices of the chosen religion

What skills will we continue to build upon?

To apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Spring 1

Could the Buddha's teachings make the world a better place? (Buddhism)

This unit focuses on some of the teachings but namely on The Three Marks of Existence and the Noble Eightfold Path. Children will also explore how they could apply some of the teachings in their own lives.

Spring 2

Is forgiveness always possible for Christians?

In this unit, children explore how Jesus' life, death and resurrection impacts a Christians understanding of forgiveness. They will talk about how they feel about forgiving people and how they find it.

Summer 1

What is the best way for Buddhist to lead a good life? (Buddhism)

In this unit, children will explore in depth the Noble Eightfold Path. They will talk about how Buddhists try to lead a good life according to the Buddha's teachings. They reflect on how this may impact on their own lives if they chose to follow these teachings themselves.

Summer 2

Do people need to go to church to show they are Christians?

This unit looks at some of the rites (or Sacraments) that are performed in churches (the Christian place of worship) and investigates how and why Christians might choose to worship in a church (rather than e.g. just pray at home).

Why do we follow on with this unit?

For children to make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas

What skills will we continue to build upon?

To apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

RE
Curriculum Road Map Year 5



Autumn 1

**How far would a Sikh go for his/her faith?
(Sikhism)**

In this unit, children will talk about how Sikhs live their lives in accordance to their beliefs. This includes things they do locally or travelling for pilgrimage.

Autumn 2

**Is the Christmas story true?
(Christianity)**

This enquiry asks the children to investigate whether a sacred text has to be "true" to help a believer understand their religion.

Why do we follow on with this unit?

To allow children to continue to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

What skills will we continue to build upon?

To be able to refer to religious figures and holy books to explain answers.

Spring 1

**Are Sikh stories important today?
(Sikhism)**

In this unit, the children talk about some important Sikh stories and consider what message Sikhs can get from these today.

Spring 2

**How significant is for Christians to believe God intended for Jesus to die?
(Christianity)**

In this unit, children look at the events of Holy Week (the week leading up to the death and resurrection of Jesus) to investigate the cause and effects of these events. They will explore their ideas of sacrifice.

Summer 1

**Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
(Hinduism)**

In this unit, the children look at the key beliefs concerning the cycle of life, death and rebirth. They consider the importance of doing good deeds.

Summer 2

**What is the best way for a Christian to show commitment to God?
(Christianity)**

This unit looks at ways in which Christians are committed to their faith by evaluating some key areas already studied plus the 10 commandments and Jesus' 2 commandments.

Why do we follow on with this unit?
So they can explore and describe a range of beliefs, symbols and actions

What skills will we continue to build upon?
To be able to understand different ways of life and ways of expressing meaning.

RE
Curriculum Road Map Year 6



Autumn 1
What is the best way for a Muslim to show commitment to God?
(Islam)

In this unit, the children look at the importance of the five pillars to most Muslims. They learn the beliefs behind the practices and understand how Muslims show commitment each day, highlighting the importance of Allah to Muslims.

Autumn 2
How significant is it that Mary was Jesus' mother?
(Christianity)

This unit investigates the reasons behind the choice of Mary as Jesus' mother and how her conception of Jesus was due to the Holy Spirit.

Why do we follow on with this unit?
To deepen their understanding of the practices of a religion

What skills will we continue to build upon?
To apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Spring 1
Is anything ever eternal?
(Christianity)

This unit focuses on the Christian understanding of eternity and the Christian belief that God's love for humankind is eternal in that God will never stop loving humanity.

Spring 2
Is Christianity still a strong religion 2000 years after Jesus was on Earth?
(Christianity)

This unit draws on all previous learning about the concepts of Christianity that have been studied in earlier enquiries and reflects on their meaning and impact in the world today.

Summer Term
Does belief Akhirah help Muslim lead good lives?
(Islam)

In this unit, the children look at how belief in life after death has different interpretations for Muslims. They will look at the different ways that Muslims live their view of a good life. The enquiry includes some controversial content and it is important that the children get the opportunity to explore this aspect fully.

Why do we follow on with this unit?
To observe and consider different dimensions of religion

What skills will we continue to build upon?
To apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.