

The Three Schools – RE Curriculum Map (2023)

	Year group	Autumn		Spring		Summer	
Discovery	EYFS	Diwali (Hindu Celebration)	Hanukkah (Jewish Celebration) Synagogue visit INCARNATION: Why do Christians perform Nativity plays at Christmas? (UC) - Key stories of Jesus as an adult - The birth of Jesus and the nativity story - Making the link between Jesus the baby and Jesus the adult (why do Christians remember and celebrate his birth every year?)	Lunar New Year Festivals	SALVATION: Why do Christians put a cross in a Easter garden? (UC) - Palm Sunday - Easter symbols and how the link to the Easter story	Wesak (Buddhist Festival celebrated in May) Temple visit	GOD / CREATION: Why is the word 'God' so important to Christians? (UC) - God the creator (creation story) - Ten commandments (references to God) - The Lord's prayer

Exploring	Year 1 / 2	YEAR A CREATION: Who made the world? (UC) What can they recall about the Creation Story from EYFS? • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. YEAR B Does Creation help people understand God? (ODBE) What can they recall about the Creation Story from EYFS? • Retell the Creation story from Genesis 1. • Explore how Christians believe that this teaches them that God is Creator; they will know that many of the other attributes of God – power, might, love, kindness e.g. are also shown by the story of creation.	INCARNATION: YEAR A Should we celebrate Christmas? (ODBE) What can they recall about Christmas from EYFS? • Understand that Harvest is a fairly new Christian festival, focused on thanksgiving for the food that we have and showing concern for the wider world where there is not enough food. • They will learn that giving thanks for things is a shared human experience; they will learn the basic stories of Cain and Abel and Noah; they will learn the basic story of the Exodus. • They will be able to describe the key features of Sukkot and the key features of Christmas as understood by Christians. • They will know that the 4 spices are symbolic but may not remember all the details. They will know that Christmas is a Christian festival and that Sukkot is a Jewish festival. They will know that Jewish people do not celebrate Christmas. YEAR B Why does Christmas matter to Christians? (UC) What can they recall about Christmas from EYFS?	JUDAISM (introduction to Judaism) YEAR A Is it important to celebrate the New Year? (ODBE) What can they recall about New Year celebrations from EYFS? • Pupils will be able to identify the key features of the festivals explored and know the differences and similarities. • They will know the story of the creation of Adam and Eve and the sacrifice of Isaac. Pupils will know the foods eaten by Jews at Rosh Hashanah and their significance. • They will know the significance of the Shofar. They will know that the New Year celebrated in the UK is not a religious festival and they will be able to talk about how it is celebrated. • They will be able to talk about why the New year is celebrated. YEAR B Are some stories more important than others? (ODBE) Pupils will be introduced to a variety of Old Testament stories: Noah, Joseph, Moses, Jonah • Pupils will recognise which of the stories they have heard have a religious significance	YEAR A SALVATION: Why does Easter matter to Christians? (UC) What can they recall about Easter from EYFS? • Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. YEAR B GOSPEL: What is the Good News that Jesus brings? (UC) • Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax	JUDAISM YEAR A How should you spend the weekend? (ODBE) YEAR B Do we need shared special places? (ODBE) What special places of worship have you already visited in EYFS?	GOD: YEAR A What do Christians believe God is like? (UC) What can they recall about the Creation Story from EYFS? • Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring. YEAR B Should everyone follow Jesus? (ODBE) (Christianity / Jesus / Leaders / Rabbi / Vicars) (building on knowledge and understanding of Judaism,
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		• They will understand that Christians believe that the created world reflects the glory of God and they will know one or two phrases from the Psalms that show that. • They will be able to comment on the beauty of the world and begin to make a connection between that and Christian views of God. • They will know that Christians and Jews believe that God made humankind and that he made them able to create as well and has a special relationship with them.	• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time.	and will be able to say one thing that they or others learn from the story. • They will be able to identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.	collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.		key beliefs and special places)
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Connecting	Year 3	PEOPLE OF GOD: What is it like to follow God? (UC) (Looking back at key figures from the Old Testament: Noah, Moses and Abraham – making connections) • What can they recall from the Old Testament stories introduced in KS1? (Mind map) What makes us trust someone? How far would we be willing to go / obey someone we trust? • Recap story of Noah What qualities did he show? (Considering what he had been asked to do, the enormity of the task and how others around him were reacting) Covenant made with God (rainbow) • Other stories which could be revisited from KS1 and explored in more detail, considering the qualities the people showed in following / trusting God and what we can learn from them: - Moses - Jonah (he chose to ignore God first of all) • Ten commandments • How do Christians show they follow God these days? (referring back to rainbow, Ten Commandments)	Is light a good symbol for celebration? (ODBE) (Including Jewish festival – Hanukkah; Hindu festival – Diwali; Christian festival - Advent) • Discuss light and dark – how it makes us feel. What each one symbolises Mind map • Explore festival Chanukah (Hanukkah) and the way light is used – What can they recall Judaism unit and other Jewish festivals (Rosh Hashanah) from KS1? • Explore festival of Diwali and the way light is used (introduction to Hinduism – this will be expanded on next term) • Advent – why do we light a candle? Do non-believers prepare for Christmas in the same way? • Jesus being referred to as ‘the Light of the World’ – why? Why do they consider to be their guiding light? Are they a guiding light to anyone else? • Compare significance of light to believers and non-believers • Mind map / assessment	SALVATION: Why do Christians call the day Jesus died ‘Good Friday’? (UC) • What can they recall about Easter and the even of Holy Week from KS1? (mind map) • Explore three key aspects of Holy Week: Palm Sunday, Good Friday, Easter Sunday • Compare different events and what Christians do to mark each one. • Explore where the name ‘Good Friday’ has come from – why is it considered ‘Good’? • Add to mind map Assessment	HINDUISM: Is a Hindu child free to choose how to live?(ODBE) • Mind map Their own personal rules / duties Refer back to Ten Commandments Aut 1 What can they recall about Jewish duties involving the Sabbath (from KS1?) Why do these rules and duties exist? What would happen if they didn’t? • Introduce core Hindu beliefs • Five daily duties of Hindus • Read some Hindu stories that explore the key concepts of actions and consequences such as Sadhu’s Blessings (a Vedic story) or Again become a mouse, or the story of Shravan, or King Shibi • Evaluate impact on children in Hindu family Compare Hindu duties to non-Hindu rules and duties? Are there rules that the class want to change? Are there things they can learn from the Hindu rules? Would they like to live in a family that followed the beliefs of Dharma and Karma? Imagine a family with no rules – compare it to a Hindu family. Which do they think is better? Adding to mind map Assessment	INCARNATION: What is the Trinity? (UC) • What can they recall about Christians’ beliefs about what God is like (from EYFS and KS1, e.g. Father, Creator, Provider) Mind map Introduce Trinity (can use examples e.g. egg, Twix bar – one thing split into three different aspects) Refer back to significance of ‘three’ in Hinduism – Trimurti / Trivedi from Spring 1 • Jesus (Son – God in human form, incarnation) so that people can better understand God the Father (Christmas Geese story – helps illustrate why God came down to Earth in human form; to help people better understand him and follow him – often referred to as a shepherd) – also refer back to him being considered the ‘Light of the World’ for believers from Aut. 2 • Holy Spirit - Pentecost Symbols for the Holy Spirit: dove (refer back to story of Noah); fire; water (important for symbolising the washing away of sins – refer back to Noah)
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		What do they do to show God's love (e.g. outreach, Christian organisations and charities, Salvation Army) • Adding to mind map (different colour) Assessment				and the purpose of the flood – used in baptism) • Artwork representing Trinity Mind map / Assessment
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Connectin g	Year 4	HINDUISM: Do Murtis help Hindus understand God? - What words / symbols could we use to represent God? (What can they recall from the Trinity unit from Year 3?) – Mind map - Symbols Hindus use for God - Blind men and the elephant - Aum symbol and sound - Explore various deities, looking at the Murtis and reading the appropriate stories – Krishna, Durga, Shiva, Ganesha (What can they recall about the core beliefs of Hinduism from Year 3? Trimurti?) - How Murtis are used in worship (visitor?) - Why are they important and how do avatars help them learn about God? - Discuss / evaluate use of Murtis - Different people's views of God - Design their own Murti - Mind map / assessment	Does the Christmas narrative need Mary? (ODBE) - Mind map Christmas story and key figures (What can the recall from KS1?) - Images of Mary and symbols associated with her (What can they recall about the use of symbols from last unit?) - Compare use of images and symbols linked o Mary to Hindu murtis - Mary's role in the Christmas story - Catholic celebration and reverence of Mary - Compare to how women and mothers are viewed in other religions - Compare to how mothers of other famous people are viewed - Explore whether all Christians feel the same and place the same level of importance on Mary - How do they picture Mary? How important do they think she is and why? - Mind map / assessment	Should believers give things up? (ODBE) (Following God) - Mind map Lent – what might people choose to give up and why do people give up things during Lent? - Events surrounding Lent (Shrove Tuesday, Ash Wednesday, Easter Sunday) What can they recall from Year 3 about the significance of Good Friday (Jesus giving His life) and Easter Sunday? - Stories linked to people being tempted - Jesus in the wilderness - Compare sort of things Christians might consider to be wrong to non-believers - Eric Liddell - Explore reasons why Christians might choose to give up things during Lent - Compare to children's personal experiences linked to giving things up and resisting temptation - Mind map / assessment	Is a holy journey necessary for believers? (ODBE) (Building on special places / pilgrimages for Christianity and Judaism as well as Hinduism) - Mind map special places, destinations, journeys they are familiar with (What can they recall about Jewish special places from KS1?) - Magi – who were they and what special journey were they on? (What can they recall from last unit?) - Discuss what makes places special - Christian places of pilgrimage - Hindu places of pilgrimage (link back last unit and the core beliefs introduced in Year 3) - Compare significance of pilgrimage in both religions - Do believers need to go on a special journey? Building on from KS1 – do we need special places / journeys? - Advert / leaflet / poster for either staying at home to get close to God, or going on a pilgrimage	Did Jesus really do miracles? (ODBE) - Mind map – children's understanding of miracles. Can they give any examples? - Can some miracles be explained logically? (e.g. how things consider miracles in the past are viewed today) - Miracles performed by Jesus: - Feeding of the 5000 - Calming the storm - Healing paralysed men - Explore impact miracles have of people of witness / experience them - Children's beliefs linked to miracles - Miracles the world might want to see today and the impact it would have of them (including their belief in God) - Prayers for miracles - Mind map / assessment
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Connecting and applying	Year 5	ISLAM: Do Muslims need the Qur'an? (ODBE) (Building on from Christian and Jewish sacred texts Hindu sacred texts – Vedas) • Mind map what children already know about Islam from own personal knowledge, understanding and experiences Introduce core beliefs of Islam • What makes a text sacred? • Qur'an (revelation of Muhammed) • Hadith (compare Qur'an and Hadith) • Compare to sacred texts used in Judaism and Christianity (What can they recall?) • Impact of sacred texts – why people use them and do we need them? Are some more significant than others?	KINGDOM OF GOD What kind of king is Jesus? (UC) • Mind map ideas linked to the Kingdom of God Lord's Prayer (What can they recall from Year 4?) • Parables describing the Kingdom of Heaven - The Feast • Songs some Christians use to express the kind of Kingdom Jesus wanted to set up: - Lord of the Dance - Down to Earth • How Christians try to bring the Kingdom of God on Earth (What does the local church do to serve the needs of those left out?) Oasis churches Salvation Army (What can they recall from Year 3?) Church Action on Poverty Prison Fellowship Traidcraft • Come up with own ideas to make the world a better place and the 'Kingdom of God' stronger. These projects are NOT just for Christians! They should make a difference to the world for everyone. • What kind of King is Jesus? How does this compare to what they think a king or queen should be like? • Mind map / assessment	SALVATION: What did Jesus do to save human beings? (UC) • Mind map what they can recall about the Easter story (What can they recall from Year 4?) Stations of the Cross • Who was responsible for Jesus' death? Why did He die? • Exploring reasons for Jesus' death in more depth • Holy Communion and Eucharist • How do Christians remember Jesus' sacrifice? (What can they recall from Year 4 and the idea of giving things up?) What would they be prepared to sacrifice and what impact would it have? • Mind map / assessment	ISLAM: Does the community of the Mosque help Muslims lead better lives? (ODBE) (Building on from Christian and Jewish places of worship (Hindu places of worship)) • Mind map what children already know about the Mosque (What can they recall from Aut 1?) Mind map children's ideas of the ideal community • Features of a Mosque • Call to prayer (How does this compare to Christian prayer – what can they recall from Year 4?) Worship in a Mosque • Compare to synagogue, church and mandir (What can they recall from KS1 and Year 3?) Which one promotes community more effectively? • Communities they are involved in and how it affects their lives. What can they learn from the community of the Mosque to make the school community even stronger? Mind map / assessment	What is best for our world? Does religion help people decide? (ODBE) (Islam and Christianity) (Opportunity to revisit Hindu core beliefs as well) (Introduce Humanism as well) • What does it mean to be helpful? (Refer back to idea of sacrifice from Spring) Helpful things Jesus' disciples did. Acts of the Apostles • Bible passages encouraging giving and service Christian Aid • Five Pillars of Islam – Zakat (What can they recall from Aut 1?) Muslim charity like Red Crescent • Non-religious organisations, e.g. Medicins Sans Frontiers, Band Aid What is the inspiration behind these charities? What's important for our world? Who makes the most difference – religious or non-religious? Does it matter? Do you need to be religious to be willing to sacrifice? Impact of charities. Which ones make the most difference? Do they need to have religious background?
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Connective, applying and interpreting	Year 6	CREATION: Creation and science: conflicting or complementary? (UC) (Incorporating Christian-Judeo, Muslim and Hindu creation stories as well as further exploring Humanism) • Mind map – What can they recall about creation? What are their personal beliefs linked to creation? • Judeo-Christian creation story Different interpretations • Islamic creation story Hindu creation story (What can they recall from Year 3?) How do these creations stories compare? • Humanist / scientific ideas linked to the beginning of the universe and life on Earth How does this compare to the creation stories studied before? • Experiences and views linked to creation and science Are they conflicting or can they be	INCARNATION: Was Jesus the Messiah? (UC) (Comparing Jewish and Christian beliefs) • Mind map – What can they recall about the birth of Jesus? What makes Jesus important? (What can they recall from previous years about His sacrifice?) Introduce concept of ‘Messiah’ – what it means and what the Jews were expecting and why • Passages taken from the Old Testament prophesising the coming of the Messiah – compare Jesus with what the Jews were expecting • Visit from a Jewish person – giving their perspective • Look at how people might have reacted at the time – Jews and those who later went on to become the early Christians • How do Christians show their beliefs at Christmas time? • Jews still waiting for their Messiah / second coming If God were to send a messenger today, what would they be like and what would say? • Mind map / assessment	Do clothes express beliefs? (ODBE) (Incorporating core beliefs from Judaism, Hinduism and Islam, as well as introducing Sikhism) • Class survey – when you might wear particular clothing and why; how we might react to people based on the way they dress Explore some of the preconceptions / prejudices people might have and why • Explore different dress codes / important items of clothing for different faiths: - Sikhs (linked to 5Ks) - Muslims (What can they recall from Year 5? Refer back to the fact they all wear white when they go on the Hajj – why is that?) - Jews - Hindus (What can they recall from Year 3/4?) • Do Christians have a dress code? How would you spot a Christian from a crowd? What items / symbols could they have? (Refer back to work on the Trinity from Year 3 – significance of the dove, water, fire / light; as well as the significance of the cross from previous years) • Do you need special clothing / items? Why people might choose	SALVATION: What difference does the resurrection make to Christians? (UC) • Mind map – why is Easter so important to Christians? (What can they recall from Year 5 about Jesus’ sacrifice and what He did to save human beings?) Reinforce this idea of sacrifice and taking someone else’s place: video clip of Aslan – The Lion, the Witch and the Wardrobe • Explore why Christians believe Jesus was resurrected – look at Luke’s Gospel Refer back to Trinity from Year 3 – Christians believe Jesus is God incarnate (‘in the flesh’ / in human form) – He came to help us better understand God and lead us back to Him Refer back to Aut 2 – Christians believe He was the Messiah – came to save them from their sins Compare Luke and Matthew’s gospels • Reinforce differences between Good Friday and Easter Sunday (What can they recall from Year 3 about Good Friday is called ‘Good’?) • How does a belief in the resurrection affect how	Do Saints make encouraging role models? (Opportunity to consolidate learning from prior units) • Mind map – which Saints are they familiar with? What makes a good role model? Look at personal examples of role models Explore what makes someone ‘saintly’ • Research some saints • Look at how saints are depicted • Take some scenarios of people in difficult situations – what advice would you give them? Which bits of advice could have come from / been influenced by a saint? Explore concept of persecution. What advice would you give someone who was being persecuted? Which bits of advice could have come from / been influenced by a saint? • Explore how not all Christians place the same level of importance on saints What about Jesus? How does He compare to the saints? (What can they recall from His sacrifice and what Christians believe • Martin Luther King – how does he compare (link to history – civil rights) • Do you have to be religious to be considered saintly? Do you need to be religious to be a good role model? What makes an encouraging role model? Mind map / assessment
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		complementary? Does it depend on the religion? • Who is most likely to care for the world (believers or non-believers, or does it not matter)? • Mind map / assessment		to wear them Back to class survey from the start / assessment	Christians choose to live their lives? • Mind map / assessment	
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