

Religious Education Curriculum Map

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to belong?	What can be special about living with family and friends? Educational visit/Experience: Jewish family talking about Shabbat, a Hindu person sharing their rakhi and Raksha Bandhan celebration Building on: Reception Leading to: Year 1, Year2 and Year 3 Rationale: To understand the importance of their individual identity and the benefits of having a good family and friendships.	How do Christians celebrate Christmas? Educational visit/Experience: Church Visit Building on: Reception Leading to: Year 2, Year 3, Year 5 Rationale: To understand what Christians do to celebrate the birth of Jesus	What does it mean to belong to Sikhi? Educational visit/Experience: Visit to a Gurdwara. Interview a Sikh person (visitor, parent or a staff member). Building on: Reception Leading to: Year 2 and Year 3 Rationale: To draw on their understanding of belonging and then relate it to how children are given a sense of belonging in a Sikhi, (most younger Sikh people prefer this term to Sikhism).	What does it mean to belong to Christianity? Educational visit/Experience: Visit a church and observe a mock Christening or a dedication, alternatively a guest could be invited in to carry out the mock ceremony in class. Building on: Reception Leading to: Year 2 and Year 3 Rationale: To draw on their understanding of belonging, and then relate this to Christians from different types of churches understanding about belonging.	How do Hindu people belong? Educational visit/Experience: Visit Hindu temple or record a local Hindu leader describing how Puja helps them lead a good life and the importance of Krishna to them. Building on: Reception Leading to: Year 2 and Year 3 Rationale: To investigate the concept of belonging and then relate it to how the key beliefs and practices in Hindu Dharmic religion help Hindu people to feel like they belong to their religion.	What does it mean to belong to Islam? Educational visit/Experience: Visit a Mosque, Interview a Muslim person (visitor (Muslim Leader) parent or staff member Building on: Reception Leading to: Year 2 and Year 3 Rationale: To look at the historical and living aspects of Islam and learn about current beliefs, practices and lifestyles by studying holy days, artefacts, festivals and leaders.

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What can we learn from special stories?	Why did Jesus tell stories? Educational visit/Experience: A Christian visitor to share experiences Building on: Reception and Year 1 Leading to: Year 3 & Year 4 Rationale: To learn about stories from the New Testament gospels that Jesus told	Why are different books special for different people? Educational visit/Experience: Visit to a Gurdwara Building on: Reception & Year 1 Leading to: Year 3 & Year 4 Rationale: To learn about the important place of books in religious traditions – Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism – and how people’s attitudes to these books are shown in how they treat them.	What can stories teach us about forgiveness? Building on: Reception, Year 1 & Year 3 Leading to: Year 3 & Year 4 Rationale: To explore the meaning of forgiveness	Why is Easter important to Christians? Building on: Reception, Year 1 & Year 2 Leading to: Year 3 & Year 4 Rationale: To learn about the various events leading up to Easter understand why it is important to Christians	How does special food and fasting help people in their faith (all religions)? Building on: Reception, Year1 & Year 2 Leading to: Year 3 & Year 4 Rationale: To to find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in a religion	Where did the world come from and how should we look after it? Trip/Experience: Christian visitors or Hindu visitors Building on: Reception, Year 1 & Year 2 Leading to: Year 3, Year 4, and Year 5 Rationale: To learn about creation stories and beliefs in different religions and world views

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How are symbols and sayings important in religion?	How did Jesus and Buddha make people stop and think? Trip/Experience: A trip to Vihara and Church to compare similarities and differences Leading to: Year 4 & Year 5 Rationale: to understand different beliefs about God	What is the significance of light? Building on: Year 1 & Year 2 Leading to: Year 4 & Year 5 Rationale: To explore the symbolic meaning of light through learning about different religious festivals, artefacts and stories.	How do Jews celebrate their beliefs at home and in the synagogue? Trip/Experience: Visit to a Synagogue Building on: Year 1 & Year 2 Leading to: Year 4 & Year 5 Rationale: To develop an understanding of Jewish festivals and special days	How and why do Hindus celebrate Holi? Trip/Experience: Visit to Hindu temple, or invite a Hindu person into your class to speak about the importance of this festival for them Building on: Year 1 & Year 2 Leading to: Year 4 Rationale: To investigate the stories surrounding the Hindu festival of Holi, a battle around good and evil and the importance of faithfulness and colour in our lives.	What can we learn about special symbols and signs used in special religions? Building on: Year 1 & Year 2 Leading to: Year 3 & Year 4 Rationale: To consider how art is used to express important beliefs in two religions - Christianity and Islam	What do Sikh sayings tell us about Sikh beliefs? Trip/Experience: Visit to a Gurdwara or a Sikh visitor into the school Building on: Year 1, Year 2 & Year 3 Leading to: Year 4 Rationale: To find out about 6 main Sikh symbols and their meaning to Sikh people as well as the Sikh holy book – the Guru Granth Sahib, and how sayings from this impact the lives of Sikh people today.

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is important to people in my local community?	How and why do Hindus worship in the home and in the Mandir? Trip/Experience: Hindu temple Building on: Year 1, Year 2 and Year 3 Leading to: Year 4, Year 5, year 6 Rationale: To explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life.	Why is the Bible special for Christians? Trip/Experience: Christian Visitor or Church visit Building on: Year 1 & Year 2 Leading to: Year 5 & Year 6 Rationale: : To reflect on the deeper meanings of the stories, exploring the ways these stories speak today about relationships, safety and danger, vulnerability and the ‘hand of God’ in human life.	What religions are represented in our neighbourhood? Trip/Experience: Out of the school into the local community to look for religious buildings but maybe also signs of religious devotion (cars, windows etc.) Building on: Year 1, Year 2, and Year 3 Leading to: Year 4, Year 5, and Year 6 Rationale: To develop their understanding of the ways individuals and communities express their identity	Why is Easter important to Christian people? Trip/Experience: Christian Visitor, visitor to a Church Building on: Year 1, Year 2, and Year 3 Leading to: Year 5 and Year 5 Rationale: To explore the events leading up to the death and resurrection of Jesus and the meaning of those events for Christian people today.	What makes me the person I am? Building on: Year 1, Year 2, and Year 3 Leading to: Year 5 and Year 6 Rationale: To reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them	What happens when someone gets married? Trip/Experience: Visits to places of worship Muslim and Hindu or Hindu or Muslim Visitor Building on: Year1, Year2, and Year 3 Leading to: Year 5 and Year 6 Rationale: Explore wedding ceremonies

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What impact do beliefs have on actions?	What inner forces affect how we think and behave? Trip/Experience: Invite in a local Christian or Jewish visitor to talk about the story of Adam and Eve Building on: Year 2, Year 3, and Year 4 Leading to: Year 5 and year 6 Rationale: Explore stories from a range of religious traditions and how it teaches them to overcome temptation	How is Christmas celebrated around the world? Trip/Experience: Christian visitor or visit to local Church Building on: Year 2, Year 3, and Year 4 Leading to: Year 5 and Year 6 Rationale: To understand there are different versions of the christmas story	Why is Muhammad and the Qur’an important to Muslims? Trip/Experience: Visit to a mosque Building on: Year 2, Year 3 and year 4 Leading to: Year 5 and Year 6 Rationale: learn about the life and teachings of Muhammad, develop an understanding of why he is significant for Muslim people and explore the idea of role models and how Muhammad provides a role model for Muslim people.	How do Christians try to follow Jesus’s example? Building on: Year2, Year3, and Year 4 Leading to: Year 5 and Year6 Rationale: Explore how Christians and Christian groups have tried to follow Jesus of Nazareth.	Should all creatures be treated equally? Building on: Year2, Year3, Year 4, and Year 5 Leading to: Year 6 Rationale: Consider whether there is any difference between animals and humans and how animals should be treated. To discover what different religions teach about how animals should be treated	What do religions believe about God? Trip/Experience: Guest speakers from any religion and Humanism Building on: Year 2, Year 3, and Year 4 Leading to: Year 6 Rationale: Explore a range of different ideas about God, whether he exists or not

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How important are similarities and differences between and within religions and worldviews?	How do people express their faith through the arts in Christianity? Trip/Experience: Art Galleries Tate Britain, National Gallery Building on: Year 3 and Year 4 Leading to: Year 6 Rationale: Learn some of the ways in which music, art and drama are used to express aspects of faith	What qualities are important to present day religious leaders? Trip/Experience: Buddhist temple local religious leader Building on: Year 3, Year4, and Year 5 Leading to: year 6 Rationale: Explore the role of at least three different religious leaders in the local community	What do people believe about life after death? Building on: Year 3 and Year 5 Leading to: Year 6 and KS3 Rationale: Learn about and from what different religions and worldviews believe about the purpose and end of life.	What happened on the first Easter Sunday? Building on: Year 3, Year 4 , and Year 5 Leading to: Year 6 Rationale: To look at different accounts of the resurrection stories found in the gospels in the New Testament, and explore what took place.	What similarities and differences do religions share? Building on: Year 3, Year 4, and Year 5 Leading to: Year 6 Rationale: Explore the differences and similarities within Christianity, Islam and 2 other religions or world views	How could we design a celebration that involved everyone, whether religious or not? Trip/Experience: Muslim or Christian faith visitor Building on: Year 3, Year 4, and year 5 Leading to: Rationale: To think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so.