

**New RE Curriculum Map  
2022 - 2023 Cycle 1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer1</b>	<b>Summer 2</b>
<b>Reception</b>	<p><b>F1 Which stories are special and why?</b> <i>Christians and Muslims</i></p> <p>This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.</p>	<p><b>F4 Which times are special and why?</b> <i>Christians, Hindus and Jewish people</i></p> <p>This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth.</p>	<p><b>F2 Which people are special and why?</b> <i>Christians, Muslims and Jewish people</i></p> <p>The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship.</p>	<p><b>F3 Which places are special and why?</b> <i>Christians and Muslims</i></p> <p>This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and usually go on a visit to the local church.</p>	<p><b>F5: Where do we belong?</b> <i>Christians, Hindus, Muslims</i></p> <p>This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.</p>	<p><b>F6. What is special about our world?</b> <i>Christians, Muslims and Jewish people</i></p> <p>This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it. The creation story from Genesis is introduced alongside two stories from Islam focusing on care for Allah's creation.</p>
<b>Year 1 &amp; 2</b>	<p><b>1.7 What does it mean to belong to a faith community?</b> <i>Christians, Muslims, Jewish people</i></p> <p>This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.</p>	<p><b>1.6 How and why do we celebrate special and sacred times? (Part 2)</b> <i>Christians, Muslims</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christmas and Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored, focusing on story, symbol and particular celebrations.</p>	<p><b>1.2 Who is a Muslim and what do they believe? (part 1)</b> <i>Muslims</i></p> <p>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p>	<p><b>1.2 Who is a Muslim and what do they believe? (part 2)</b> <i>Muslims</i></p> <p>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p>	<p><b>1.5 What makes some places sacred?</b> <i>Christians, Muslims</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and Muslims. Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community.</p>	
<b>Year 3 &amp; 4</b>	<p><b>L2.1 What do different people believe about God?</b> <i>Hindus &amp; Christians</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</p>	<p><b>L2.8 What does it mean to be a Hindu in Britain today? (part 1)</b> <i>Hindu</i></p> <p>This investigation enables pupils to learn about key aspects of Hindu belief and worship. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.</p>	<p><b>L2.4 Why do people pray?</b> <i>Hindus, Christians, Muslims</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p>	<p><b>L2.5 Why are festivals important to religious communities?</b> <i>(Christians, Muslims)</i></p> <p>This investigation enables pupils to make connections between stories, symbols and beliefs with what happens in at least two festivals; Eid &amp; Easter.</p>	<p><b>L2.8 What does it mean to be a Hindu in Britain today? (part 2)</b> <i>Hindu</i></p> <p>This investigation enables pupils to learn about key aspects of Hindu belief and worship. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.</p>	<p><b>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</b> <i>Christians, Hindu</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Hindu sacred thread ceremonies and marriage pupils explore how and why people chose to mark significant moments in life.</p>
<b>Year 5 &amp; 6</b>	<p><b>U2.1 Why do some people think God exists? <i>Christians and non-religious (Humanists)</i></b> This investigation enables pupils to learn in depth from different religious and non-religious groups about the nature of belief in God. Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.</p>	<p><b>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</b> <i>Christians and Muslims</i></p> <p>This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non-religious people: this critique is examined too. Pupils will gain a rich knowledge of some examples of religious architecture and of examples of religious charities.</p>	<p><b>U2.6 What does it mean to be a Muslim in Britain today? (part 1)</b> <i>Muslims</i></p> <p>This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.</p>	<p><b>U2.6 What does it mean to be a Muslim in Britain today? (part 2)</b> <i>Muslims</i></p> <p>This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.</p>	<p><b>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</b> <i>Muslims, Christians &amp; Hindus</i></p> <p>This interfaith investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment. The pupils will develop a rich knowledge of three key concepts from particular religions and develop their ability to interpret religious ideas in relation to personal commitment.</p>	<p><b>U2.9 What can be done to reduce racism? Can religion help? <i>Christians, Muslims, non-religious ideas (other examples are referenced and can be selected and developed by the school)</i></b></p>

**New RE Curriculum Map  
2022 – 2023 Cycle 2**

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<b>Reception</b>	<p><b>F1 Which stories are special and why?</b> <i>Christians and Muslims</i></p> <p>This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.</p>	<p><b>F4 Which times are special and why?</b> <i>Christians, Hindus and Jewish people</i></p> <p>This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth.</p>	<p><b>F2 Which people are special and why?</b> <i>Christians, Muslims and Jewish people</i></p> <p>The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship.</p>	<p><b>F3 Which places are special and why?</b> <i>Christians and Muslims</i></p> <p>This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and usually go on a visit to the local church.</p>	<p><b>F5: Where do we belong?</b> <i>Christians, Hindus, Muslims</i></p> <p>This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.</p>	<p><b>F6. What is special about our world?</b> <i>Jewish Christians, Muslims and Jewish people</i></p> <p>This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it. The creation story from Genesis is introduced alongside two stories from Islam focusing on care for Allah's creation.</p>
<b>Year 1 &amp; 2</b>	<p><b>1.1 Who is a Christian and what do they believe? (part 1)</b> <i>Christians</i></p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. Teaching in this unit will help pupils to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.</p>	<p><b>1.1 Who is a Christian and what do they believe? (part 2)</b> <i>Christians</i></p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. Teaching in this unit will help pupils to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.</p>	<p><b>1.3 Who is Jewish and what do they believe?</b> <i>Jewish people</i></p> <p>This investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah.</p>	<p><b>1.6 How and why do we celebrate special and sacred times? (Part 1)</b> <i>Christians, Jewish people</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover). Through art, drama and music the significance of these celebrations to believers is explored, focusing on story, symbol and particular celebrations.</p>	<p><b>1.4 How can we learn from sacred books?</b> <i>Christians, Muslims and Jewish people</i></p> <p>This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?).</p>	<p><b>1.8 How should we care for others and the world, and why does it matter?</b> <i>Christians and Jewish people</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying Bible stories, the lives of believers such as Dr Barnardo and some Jewish celebrations; pupils learn about how beliefs turn into actions for many religious and non-religious people.</p>
<b>Year 3 &amp; 4</b>	<p><b>L2.7 What does it mean to be a Christian in Britain today? (part 1)</b> <i>Christians</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p>	<p><b>L2.5a How do people from religious and non-religious communities celebrate key festivals?</b> <i>Christians and non-religious people</i></p> <p>This unit offers a multidisciplinary focus using the lens of a sociologist and of a religious studies expert to examine Christmas traditions and beliefs for both religious and non-religious people.</p>	<p><b>L2.2 Why is the Bible so important for Christians today?</b> <i>Christians</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how it is used and valued in Christian communities today.</p>	<p><b>L2.7 What does it mean to be a Christian in Britain today? (Part 2)</b> <i>Christians</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p>	<p><b>L2.3 Why is Jesus inspiring to some people?</b> <i>Christians</i></p> <p>This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.</p>	<p><b>L2.9 What can we learn from religions about deciding what is right and wrong?</b> <i>Christians, Jewish people, non-religious people (Humanist)</i></p> <p>This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from different worldviews, examining how they might decide what is 'right'.</p>
<b>Year 5 &amp; 6</b>	<p><b>U2.4 If God is everywhere, why go to a place of worship?</b> <i>Christians, Hindus and Jewish people (Muslims)</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.</p>	<p><b>U2.7 What matters most to Christians and Humanists?</b> <i>Christians and non-religious (Humanists)</i></p> <p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. Pupils develop their understanding of what a non-religious way of life (Humanism) mean and how Humanism is both similar to and different from Christianity. The place of Humanism in RE as a very visible example of a non-religious worldview is taught at the start of this unit</p>	<p><b>U2.3 What do religions say to us when life gets hard?</b> <i>Christians, Hindus and non-religious responses</i></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force pupils to do so. The use of story acts as a distancing device within the unit.</p>		<p><b>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</b> <i>Christians</i></p> <p>This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings. It enables a clear sequence of learning and the development of a rich knowledge of Christian worldviews.</p>	<p><b>U2.10 Green religion? How and why should religious communities do more to care for the Earth?</b> <i>Hindus, Christians, Muslims and Jewish people</i></p> <p>This investigation enables pupils to learn about how different religious and spiritual ways of life can contribute to the urgent human need to stop spoiling the environment and the Earth.</p>

