

# Subject: RE Curriculum Map

	EYFS	KS1	
	YR	Y1	Y2
<b>Curriculum Purpose of study:</b>	<p>Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>They foster the characteristics of effective early learning:</p> <ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul>	<p>Religious education contributes dynamically to pupils’ and students’ education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about and from Christianity and other principal religions in local, national and global contexts, to discover, explore and consider different answers to these questions. They will also, at various points within this Agreed Syllabus, engage with and respond to non-religious worldviews such as Humanism.</p> <p>They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils and students with systematic knowledge and understanding of a range of beliefs and practices, enabling them to develop their ideas, values and identities.</p> <p>Religious education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.</p> <p>This Agreed Syllabus takes into account:</p> <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• local and national factors</li> <li>• the age, aptitude, ability and experience of pupils, whether they come from religious or secular backgrounds</li> <li>• the views of the local community, including parents</li> <li>• educational rigour and challenge</li> </ul>	
<b>Curriculum Aims:</b>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p>	<ul style="list-style-type: none"> <li>• demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual’s search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective</li> <li>• develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history</li> <li>• and their contemporary diverse expressions</li> <li>• develop interest in and enthusiasm for the study of religion &amp; beliefs and enhance their own spiritual, moral, social and cultural development</li> <li>• develop the ability to make reasoned, informed and creative responses to religious and moral issues</li> <li>• recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world</li> </ul>	

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<p><b>Curriculum Subject Content / Attainment:</b></p>	<p><b>ELG: People, Culture and Communities</b>            Children at the expected level of development will:            - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p><b>SACRE:</b>            Thematic – topics are based upon children’s own lives and experiences, and introduce pupils to Christianity, and other religions and beliefs represented within their own class and / or school.</p>	<p>At each key stage, teachers may draw from other religions and viewpoints, as appropriate, to recognise and celebrate the diversity of the school community, especially those views represented in their own classes. Whilst RE encourages the understanding of difference and diversity within and across religions it is important that mainstream views and practices predominate through the units studied. An over-emphasis on extremes is unhelpful.</p> <p>Introducing the study of <b>Christianity</b> and aspects of <b>Judaism</b> and <b>Islam</b> and incorporating, where appropriate, consideration of non-religious worldviews.</p> <p>Pupils should <b>know about and understand religion (and, where appropriate, non-religious worldviews)</b>, so that they can:</p> <ul style="list-style-type: none"> <li>• describe, explain and analyse beliefs, teachings and practices, recognising the diversity which exists within and between religious and non-religious communities and amongst individuals</li> <li>• identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews (including the key texts, the teachings of key leaders, and key thinkers from different traditions and communities)</li> <li>• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning</li> <li>• This area of learning deals specifically with religious content and issues of belief, as outlined in the breadth of study on the previous page.</li> </ul> <p>Pupils should <b>express ideas and insights about the nature, significance and impact of religion and beliefs</b>, so that they can:</p> <ul style="list-style-type: none"> <li>• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</li> <li>• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</li> <li>• appreciate and appraise varied dimensions of religion or belief</li> </ul> <p><b>By the end of Key Stage 1, pupils will be able to: Showing knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>• identify similarities in features of religions and beliefs</li> <li>• retell religious, spiritual and moral stories</li> <li>• identify possible meanings for stories, symbols and other forms of religious expression</li> <li>• identify how religion and belief is expressed in different ways</li> </ul> <p><b>Expressing ideas, beliefs &amp; insights</b></p> <ul style="list-style-type: none"> <li>• respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</li> <li>• ask questions about their own and others’ ideas, feelings and experiences</li> <li>• give a reason why something may be valued by themselves and others</li> <li>• recognise that some questions about life are difficult to answer</li> </ul>
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	EYFS	Y1	Y2
<b>Autumn 1</b>	<p><b>Topic: Journeys</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Discussing similarities and differences between us and our peers.</li> <li>• Celebrating who we are and our family/friends.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What do you celebrate?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Visitors - Talk about different family customs and celebrations.</li> <li>• Birthdays</li> <li>• Grandparent's day</li> </ul>	<p><b>Topic: Around the UK</b></p> <p>Curriculum:</p> <p>Christianity</p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Jesus and his friends, disciples</li> <li>• Miracles</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What makes a good friend?</li> <li>• Did people change when they met Jesus? Was Jesus a good friend?</li> <li>• What is a miracle?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Church visit for Harvest</li> <li>• Grandparent's day</li> </ul>	<p><b>Topic: Into the dark (Florence Nightingale and Great fire of London)</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Belonging, symbols, artefacts, dress</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you recognise these symbols?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Church visit for Harvest</li> <li>• Grandparent's day</li> </ul>
<b>Autumn 2</b>	<p><b>Topic: Journeys</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Christmas Nativity</li> <li>• Christmas stories</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Why do we have celebrations?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Christmas carol concert</li> </ul>	<p><b>Topic: Terrific Transport</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Christianity: Nativity story &amp; Advent</li> <li>• Christianity: Why is the bible important?</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Why is Christmas important to Christians?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Christmas play</li> <li>• Zilya's secret plan</li> <li>• Diwali Day/visitor</li> </ul>	<p><b>Topic: Into the Dark (Guy Fawkes &amp; Owl who was afraid of the dark)</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Christianity - images of God.</li> <li>• Christmas Nativity story</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What does the Christmas story tell Christians about Jesus?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Guy Fawkes</li> <li>• Re-enacting the Christmas story and recording each performance.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Role play-Nativity</li> <li>• Re-enacting the Christmas story and recording each performance.</li> </ul>
<b>Spring 1</b>	<p><b>Topic: Once Upon a Time</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Sharing and comparing traditional tales from different cultures.</li> <li>• Chinese New Year</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What do our friends celebrate/believe?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Parents in to read cultural stories and read in their home language.</li> </ul>	<p><b>Topic: Our wonderful world: Wintery Wonderlands</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Christianity - Creation story</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Why should we look after our world?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Visitors to say why they think the Bible is special and read their favourite story.</li> <li>• Chinese New Year</li> <li>• Reading The Great Race</li> </ul>	<p><b>Topic: Explorers</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Parables- Good Samaritan, Lost Sheep, Sower.</li> <li>• Review of parables</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Why did Jesus tell his followers parables?</li> </ul> <p><u>Onslow:</u></p> <ul style="list-style-type: none"> <li>• Re-enacting parables. Discussion about the messages they give.</li> </ul>
<b>Spring 2</b>	<p><b>Topic: Once Upon a Time</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Easter</li> <li>• Mothers Day</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What happens during Easter?</li> <li>• Do we all celebrate the same things?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Easter egg hunt in the Woodland</li> <li>• Listening to stories from around the world</li> </ul>	<p><b>Topic: Our wonderful world: Sizzling Equators</b></p> <p>Curriculum:</p> <p>Christianity</p> <ul style="list-style-type: none"> <li>• Stories from the old Testament- Good Samaritan</li> <li>• Churches</li> <li>• Easter - Y1 'Eggs'</li> <li>• Sort religious and non-religious Easter symbols</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What do eggs have to do with Easter?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Easter egg hunt in the Woodland</li> <li>• Easter week</li> </ul>	<p><b>Topic: Explorers</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Christianity: The Church</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Why is 'Church' important to Christians?</li> <li>• Why is Easter important to Christians?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Easter egg hunt in the Woodland</li> </ul>

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<p><b>Summer 1</b></p>	<p><b>Topic: Our World</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Discussing religions as they arise following the EYFS document.</li> <li>• Eid - celebrating with our Muslim families</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What do you know about different religions?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Link to parents/community events - Eid</li> </ul>	<p><b>Topic: Castles</b></p> <p>Curriculum:</p> <p>Judaism</p> <ul style="list-style-type: none"> <li>• Shabbat and Synagogue</li> <li>• What is the Torah and why is it important to Jews?</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Why do Jewish families celebrate Shabbat?</li> <li>• How do families prepare for Shabbat?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Artifacts shown which are used for Shabbat</li> <li>• Eid visitor/celebration</li> </ul>	<p><b>Topic: Tales from other cultures</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Islam – Allah and the Mosque</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Who is Allah and how do Muslims worship him?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Visit to the mosque in Woking to gain a greater understanding of the Muslim religion.</li> <li>• Chinese New Year-Willow making patterns</li> </ul>
<p><b>Summer 2</b></p>	<p><b>Topic: Our World</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Music from around the world/different cultures</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Why do people celebrate and how?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Developing an awareness of other cultures and beliefs.</li> <li>• Celebrating differences.</li> </ul>	<p><b>Topic: Oh I do like to be beside the seaside</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Judaism –Torah.</li> <li>• Comparing/contrasting synagogue and churches.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What is the Torah and why is it important?</li> <li>• What is Judaism? What is a synagogue?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Respectfully explore artefacts: Torah</li> <li>• Creating own Torah with own rules.</li> </ul>	<p><b>Topic: Tales from other cultures</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Islam - Prophet Muhammed Qu’ran</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What is important for Muslim families?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Mosque visit (or Summer 1)</li> </ul>

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<p>Additional e.g. clubs, wow weeks, visitors, whole school events etc</p>	<p>Parents coming into school to read traditional tales in their home languages.</p> <p><b>Harvest</b></p> <ul style="list-style-type: none"> <li>○ EYFS assembly for parents/carers.</li> <li>○ KS1 assembly in the church.</li> <li>○ Each class learns harvest songs to perform.</li> <li>○ Harvest donations for the local food bank.</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>○ Whole school celebration. Every class decorated with fairy lights. Co-ordinated activities with a parent governor to explain the culture and festivities at Diwali. Outdoor learning.</li> <li>○ Rangoli patterns made by parent governor. Children to imitate and make own designs from coloured powders.</li> <li>○ Cooking and tasting traditional sweets made during Diwali.</li> <li>○ WOW day dressing up and listening/dancing to music around Diwali.</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>○ Church visit</li> <li>○ Easter egg hunt for whole school in woodland area</li> <li>○ Easter bonnet parade</li> </ul> <p>Ramadan - Parent governor to discuss the meaning of Ramadan: Giving up something.</p> <p>Eid- Parent governor and RE co-ordinator liase with whole school to celebrate Eid. Food, clothes, music.</p> <p>KS1 assemblies – different religions, festivals and events taught in weekly assemblies alongside school values.</p>		