



# Religious Education



# curriculum map



Year Group	Autumn Term	Spring Term	Summer Term	
<b>Foundation</b>	<p><b>Christianity and religious beliefs</b> represented in the class, school, and local community.</p> <p><b>Myself</b>            “Why am I precious?”            To explore different religious stories.</p> <p>Be able to explain what makes them special. Allow children the opportunity present objects that are precious to them.</p> <p>Baptism- trip to Cambourne church</p>	<p><b>Christianity and religious beliefs</b> represented in the class, school, and local community.</p> <p><b>World</b>            “What makes our world so wonderful?”            Children to explore their local environment. Children to take photos of their favourite things around them.</p> <p>Children to be able to create a piece of art work to celebrate the world around them and what makes it wonderful. (Local community).</p>	<p><b>Christianity and religious beliefs</b> represented in the class, school, and local community.</p> <p><b>Growing</b>            “How and why do things grow?”            Children to explore change in the natural world.</p> <p>Children to be able to describe how it feels for me to grow?            Children to be able to demonstrate through art or verbally seasonal changes.</p>	
<b>Year One</b>	<p><b>What is it like to be a part of a Christian Family?</b>            Children to develop an understanding of what it looks like to be part of a Christian family today – practices and special times.</p>	<p><b>Why is Christmas celebrated?</b> Children will know stories about Jesus connected with Christmas. Children will know the Christmas story and investigate how Christmas is celebrated by Christians.</p>	<p><b>What books are special to me?</b>            Children to explore stories from across, Christian, Islam and Hindu faiths. Children to be able to contribute their own opinions of what books are special to them (this can include non-faith texts.) Children to understand the moral or message from the story.</p>	<p><b>How does being a Muslim make a difference to a family life?</b>            Children to develop an understanding of what it looks like to be part of a Muslim family today – practices and special times.</p> <p><b>What Questions do I have about God?</b>            Children to begin to develop and understanding of believing in or “seeing” something that is not there. Children to know that not everyone shares the same beliefs. Children to consider what Christians think about God and why the Prophet Mohammed</p>

						(PBUH) is important to Muslims.
<b>Year Two</b>	<p><b>What are we thankful for?</b></p> <p>Children to investigate festivals across faiths and non-faith communities that show thanks and gratitude. Introduce other religions: Christian (harvest) Jewish (Sukkot) Hindu (Diwali)</p>	<p><b>Why are presents given at Christmas time?</b></p> <p>Children will develop an understanding that for Christians, Advent is the lead up to Christmas. Children will know that for Christians, Jesus is believed to be God's gift to mankind and make connections between this and modern present giving traditions.</p>	<p><b>What stories and books do people of the Jewish and Islamic faiths share?</b></p> <p>Children will know that the Islamic Holy books is called the Qur'an and the Torah scrolls are the holy texts for people of the Jewish faith. Children will hear stories from both faiths including the story of Abraham and Isaac as well as the story of Moses receiving the Torah from God.</p>	<p><b>Why is Jesus important to Christians?</b></p> <p>(link to y4 and y5 units on the Easter Story.) Children to know that Jesus was a Jew and that Christianity is named after him and his followers. Children to know how and why Christians celebrate Easter.</p>	<p><b>What are the differences between different religions places of worship?</b></p> <p>Children to investigate the similarities and differences between, Christian, Muslim and Buddhist places of worship. Children should be able to identify key features, faith leaders and practices.</p>	<p><b>What special times are celebrated by people of faith?</b></p> <p>Children are to develop an understanding of special times celebrated by people of the Muslim faith, including welcoming new babies and Ramadan.</p>
<b>Year Three</b>	<p><b>What is it like to be a part of the Hindu community?</b></p> <p>To develop an understanding of the fundamental beliefs of Hindu's e.g. Brahma being the supreme spirit and karma and how these impact on daily life, as well as</p>	<p><b>How is Christmas celebrated around the world?</b></p> <p>Children will explore how Christmas is celebrated around the world and the different events and festivals that occur during the festive period. Children will also find out about the</p>	<p><b>What is family life like for Jewish people?</b></p> <p>Children to develop an understanding of what it looks like to be part of a Jewish family today – practices and special times.</p>	<p><b>How do people pray?</b></p> <p>Children to develop and understanding of what prayer looks like across Christianity and Islam. Children to know that prayer can take place in the holy buildings as well as at home. Children to know that not all prayer is led by a</p>	<p><b>How can we make a difference in our world today?</b></p> <p>Children to understand that people do not have to be religious to make a difference e.g., children in need. Children know of faith charities such as Red Crescent (Islam), Red Cross, Christian Aid, 5</p>	<p><b>What texts are important to people of faith?</b></p> <p>Children will investigate the Christian Bible. Children will understand that the Bible is a group of books and the purpose is to teach Christians about God. Children</p>

	<p>knowing about key practices.</p>	<p>origins of the tradition of having Christmas trees at home and discuss their symbolism. Children will reflect on what they, and others, most enjoy about Christmas and consider why it is a special time for many non-Christians. Include not all celebrate Christmas e.g. Jews ~</p>		<p>faith leader, provide examples from Quaker worship.</p>	<p>pillars and the work they do. Children to investigate faiths that suggest that followers should give to charities.</p>	<p>will investigate the Jewish Torah, they will know that it consists of the 5 books of Moses. Children will develop an understanding that Christians and Jews share many of the books of the Bible.</p>
<p><b>Year Four</b></p>	<p><b>What is it like to be a part of the Sikh community in Britain?</b> Children to understand the origins of Sikhism before investigating practices within Modern Britain. Children consider how the teachings of the religion impact on how people choose to live their lives.</p>	<p><b>Do all Christians worship in the same way?</b> Children will develop an understanding that there is variety within Christianity. Children will investigate what worship looks like and be able to identify and recall key features of Christian places of worship.</p>	<p><b>How do people of different faiths show their commitment and belonging to their faith?</b> During this unit, children will explore the concept of belonging in general and what impact this has on people's mental health. Children will explain what it feels like to commit to something and how actions can show this. Children will be able to explain how people of different faiths express their</p>	<p><b>Why is Easter the most important festival to Christians?</b> Children to know the Christian Easter story and explore the stories told during Easter Week. Children to understand the 40 day period before Easter is called Lent and understand its significance to people of the Christian faith.</p>	<p><b>What makes a good deed?</b> Look at what different faiths consider as examples of good deeds – Look the story of the Good Samaritan in Christianity. Look Islam and in particular the festival of Ramadan – the practice of giving up bad habits and doing good deeds within the holy month.</p>	<p><b>What are the similarities and differences of the concept of peace across religions?</b> Consider the teaching of the Prophet Mohammed (PBUH) in Islam as well as looking at the meaning of "shabbat, shalom," for Judaism. Look at what inner peace means across faiths and practices used to find this. Children will consider what non-faith groups do for Peace.</p>

			belonging to their faith and how they demonstrate commitment.			
<b>Year Five</b>	<b>What words from faith leaders guide how people live?</b> Children will develop an understanding of the teachings given by faith leaders from the holy books/ scriptures from Christianity, Islam and Sikhism. Children will investigate Sikh views on money, Islamic views on nature and what Christians believe the meaning of love is and how these guide lives today.	<b>How was the world created and why should I care about it today?</b> Children will develop an understanding of the similarities and differences between the Christian, Jewish and Islamic creation stories – Children will also understand a non-religious viewpoint on how the world was created. Children will use this knowledge to support them in considering their on viewpoint on why they should care about the world we live in.	<b>How do people of different faiths celebrate their faith through art and music?</b> Children to understand that art and music is important in many faiths. Children to investigate examples of Christian and Islamic art and develop an understanding of the stories that they depict.	<b>Is Easter the festival of new life or sacrifice?</b> Children to explore Jesus's teachings as a foundation for Christian Life. Children to discuss the acts of betrayal and sacrifice portrayed within the Easter story.	<b>What does it mean to be a person of faith today?</b> (Link with YR 4 commitment and belonging.)	<b>What is Islam?</b> Children to investigate some of the core Muslim beliefs. Children to investigate some of the Prophet Mohammed's (PBUH) teachings on kindness, compassion and truth.
<b>Year Six</b>	<b>What can we learn from stories of faith?</b> Children are to investigate miracle stories from Christianity as well as exploring and	<b>What does it mean to be a Christian?</b> Children will revisit their knowledge from Year 4 – considering there are different denominations of Christianity. Children	<b>What do Buddhists believe?</b> Children will know the religious symbol for Buddhism as well as developing and understanding of what	<b>What is Humanism?</b> To develop an understanding of the key concepts of Humanism, comparing, as appropriate with Christian beliefs and values.	<b>What happens when we die?</b> Look at what different beliefs and religions say, compare and contrast. Children in investigate Hindu beliefs on reincarnation.	<b>Who in the world today, shows courage, faith and commitment?</b> Children to develop an understanding of how people of faith can have their commitment challenges. Children to

	<p>investigating stories from Hinduism and Buddhism. Children to then create links between this and the story of the Prophet (PBUH) and the woman who threw rubbish. Children to consider how these stories influence the way in which people live today.</p>	<p>will develop an understanding of how some Christians in Britain use Jesus' teaching on moral decision and public life to guide their choices today.</p>	<p>Buddhists believe are the 4 noble truths.</p>		<p>Buddhist beliefs on rebirth Look at stories linked to it. Children should also understand Christian beliefs on death.</p>	<p>investigate examples of this, e.g. The challenges that Jewish people faced during WW2, Dali Lama. Children to investigate current examples of commitment, faith and courage, e.g. NHS heroes, Greta Thunberg.</p>
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### Themes across Religious Education at Jeavons Wood

Bullet points – NC statements

Religious Life

Festivals

Places of worship

Sacred writing

Knowledge and belief

Meaning and purpose