



Swanton Morley VC Primary School

*Building caring, curious, resilient children*

# **Religious Education**

## **CURRICULUM MAP**

*Learning is creative and thought-provoking. Our curriculum allows pupils to understand the beliefs and practices of the main religions and the impact on the lives of followers. Alongside this, pupils explore philosophical enquiries from a variety of viewpoints and are encouraged to question and debate. We aim to develop knowledgeable and inquisitive pupils who are able to have balanced, informed conversations about religious beliefs.*

# RE

# CORE

# QUESTIONS

## EYFS

### AUTUMN

What does the word 'God' mean?  
What puzzles you?

How do people celebrate? (Include Hinduism – Diwali, Judaism – Hanukkah)

Why do Christians perform Nativity plays at Christmas?

### SPRING

What might people use this artefact for? (Christianity and Hinduism)

Why do Christians put a cross in an Easter Garden?

What do these symbols mean?

### SUMMER

What objects are special to people?

How do people celebrate? (Islam – Eid al-Fitr)

What happens in a church? What happens in a Mandir?

## Year 1

### AUTUMN

Who made the world? (Christianity)  
  
Why does Christmas matter to Christians?

### SPRING

How do people decide what is right and wrong? (Multi – Christianity lead in)  
  
Why does Easter matter to Christians?

### SUMMER

What happens in the daily life of a Jew?  
  
What does it mean to belong to the Jewish community?

## Year 2

### AUTUMN

Why is light an important symbol for many religious believers? (Christianity, Hinduism, Judaism)

### SPRING

What is the Good News Jesus brings?

### SUMMER

What does the Bible tell Christians about God?  
  
Why do people have different views about the idea of God? (Multi-religion)

## Year 3

### AUTUMN

What do Christians learn from the Creation Story?  
  
What kind of world should we live in? (Multi/Sikhism)

### SPRING

What kind of world did Jesus want?  
  
Why do Christians call the day Jesus died 'Good Friday'?

### SUMMER

What do Muslims believe about God?  
  
What difference does being a Muslim make to everyday life?

## Year 4

### AUTUMN

Why do Christians believe people need to be saved?  
  
What is the Trinity?

### SPRING

Why is there so much diversity of belief within Christianity?  
  
How do people make moral decisions? (Abrahamic Religions focus)

### SUMMER

How do Hindu beliefs affect the way they live their lives?  
  
How do Hindus express beliefs about God?

## Year 5

### AUTUMN

Why is there suffering in the world? (Christianity then Buddhism)

### SPRING

What did Jesus do to save human beings?

### SUMMER

How do beliefs shape identity for Muslims?

## Year 6

### AUTUMN

Is it reasonable to believe in God? (Humanism)  
  
Are angels real? (Initial focus on Christianity and Islam)

### SPRING

What difference does the Resurrection make to Christians?

### SUMMER

Can people come back to life? (Multi religion)  
  
Does religion bring peace, conflict or both? (Comparing Abrahamic and Dharmic religions)

# RE

# SKILLS

## (From non-statutory Age-related Expectations)

### EYFS

#### THEOLOGY

Recognise simple religious beliefs. Talk about some aspects of a religious or belief story. Recreate stories through small world play. Start using key vocabulary like 'God.'

#### PHILOSOPHY

Raise puzzling and interesting questions about religious and belief stories and the world around them. Talk about what concerns them about different ways in which people behave. Say what matters to them or is of value. Use their senses to investigate religion and belief.

#### HUMAN & SOCIAL SCIENCES

Identify some features of religious life and practice in families. Recognise a number of religious words. Know where some religious world views originated. Name some religious symbols and artefacts. Talk about religious events they see and hear about. Talk about what people wear because of their beliefs.

### Year 1

#### THEOLOGY

Tell the story of the birth of Jesus using pictures.

Identify a belief that is contained in the story of Moses.

Give an example of what Christians believe about Jesus.

#### PHILOSOPHY

Ask questions about the world around them and the Christian Creation Story.

Talk about how beliefs impact on how people behave using religious and belief stories.

#### HUMAN & SOCIAL SCIENCES

Talk about what people believe and use the word 'religion.'

Recognise the cross as a Christian symbol.

Talk about what Jews remember at Shabbat and Passover. Say why people might go to a synagogue.

### Year 2

#### THEOLOGY

Retell the story of Jesus choosing Matthew as a disciple and the link with forgiveness.

Recognise Gospels and other types of writing within the Bible.

#### PHILOSOPHY

Ask questions raised by the story of Hanukkah such as, what is a miracle? What do we know about ourselves?

Explain why someone might believe in God.

Make links between the parables and how Christians live their daily lives.

#### HUMAN & SOCIAL SCIENCES

Use the word Christian when talking about people who go to church and Jew for people who go to a synagogue. (And other religions)

Identify ways that different religions use light to celebrate.

### Year 3

#### THEOLOGY

Talk about the Qur'an as the supreme source of authority for Muslims. Pick out writings and what these passages might mean to a Muslim. Identify differences between Christian and Islamic view of God.

What Christians today learn from the Creation Story and the events of Holy Week.

#### PHILOSOPHY

Recognise there are different views about the ideal type of world including difficulties in defining right/wrong.

Talk about the difference between knowing and believing.

Use reasons to support answers to 'What kind of world do we want?'

#### HUMAN & SOCIAL SCIENCES

Identify use of the terms 'religion' and 'belief' in films/books.

Identify similarities and differences between Sunni and other Muslims' practises.

Identify different ways in which Muslims keep the Five Pillars of Islam.

### Year 4

#### THEOLOGY

Make clear links between the Christian beliefs in Incarnation and Salvation.

Identify different ways in which Christians understand 'being saved.'

Identify difference sources of authority and how they link with beliefs.

#### PHILOSOPHY

Use the words truth, reality and knowledge in written work.

Give reasons for decisions people make using evidence to support those views.

#### HUMAN & SOCIAL SCIENCES

Describe the difference between the terms 'religion' and 'belief' when exploring Christianity.

Describe the differences between Anglican and Catholic practices.

Describe the impact of Ahimsa, Samsara and Karma on daily life and beyond.

### Year 5

#### THEOLOGY

Identify some key theological differences and similarities between Christian belief in Jesus' suffering and Buddhist views on the role of suffering.

Describe ways in which Buddhists' belief in the Four Noble Truths shapes the way they view suffering.

#### PHILOSOPHY

Explain some ways in which philosophers understand abstract concepts like happiness.

Explain, using a range of reasons, whether belief in Jesus as a saviour is coherent and logical.

Show awareness of diversity of opinion on the causes of suffering.

#### HUMAN & SOCIAL SCIENCES

Explain how the Christian Concept of Salvation impacts the lives of Christians and society.

Analyse the varying ways in which Muslims worship in UK compared to Turkey.

### Year 6

#### THEOLOGY

Begin to discuss the reliability and authenticity of texts on the existence of angels for Christians and Muslims.

Explain how events in history influenced Hinduism through the actions of Mahatma Gandhi.

#### PHILOSOPHY

Begin to analyse and evaluate a range of philosophical answers to whether angels exist.

Begin to analyse and evaluate whether arguments about the reasonableness of believing in God are coherent and logical.

#### HUMAN & SOCIAL SCIENCES

Begin to analyse the differences between practices of Humanists compared to another religion/s.

Recognise areas of controversy when interpreting a religion's role in conflict.

Begin to analyse and evaluate how beliefs can make a society peaceful or at war.

| <p style="text-align: center;"><b><u>RE</u></b></p> <h1 style="text-align: center;">KNOWLEDGE</h1> <p style="text-align: center;">(Taken from the Core Knowledge Summary in the Norfolk Agreed Syllabus 2019)</p>  |   |  | EYFS  |   |   |
|--|---|--|---|---|---|
|  |   |  | AUTUMN  | SPRING  | SUMMER  |
|  |   |  | <p>Hear and begin to understand the word 'God.'</p> <p>Begin to understand what religion is.</p> <p>Hear religious and belief stories.</p> <p>Learn about different festivals and celebrations.</p>           | <p>Know there are symbols in religions and what they mean.</p> <p>That some people are special in different religions and there are religious and belief stories about them.</p>  | <p>Know that some objects are special in different religions.</p> <p>Know there are special buildings used for worship.</p> <p>Understand why and how people celebrate including those with different religions or world beliefs.</p>   |
| Year 1   |   |  | Year 2  |   |   |
| AUTUMN   | SPRING  | SUMMER   | AUTUMN  | SPRING  | SUMMER  |
| <p>Understand the Christian Concept of Creation and Incarnation.</p> <p>Christian beliefs about the world shown in the Creation Story.</p> <p>The importance of worship gatherings and celebrations in Christianity.</p>   | <p>Key philosophical thinking.</p> <p>Ways of reasoning.</p> <p>Make links between belief and behaviour.</p> <p>Understand the Christian Concept of Salvation.</p> <p>The life and teachings of Jesus.</p>                          | <p>Understand Shabbat and the importance of the home/family life.</p> <p>The synagogue and the varying ceremonies that take place within it.</p> <p>That the Torah is the five books of Moses written in Hebrew.</p> <p>The concept of One God.</p>  | <p>Understand symbolism and artefacts as an expression of Christianity, Judaism. (and other faiths and world views)</p> <p>Understand the role of festivals which connect with Jewish history. (Hanukkah)</p> | <p>The life and teachings of Jesus.</p> <p>The Bible as a sacred text for Christians and its different genres.</p>  | <p>The Concept of God.</p> <p>The Bible as a sacred text for Christians and its different genres. (Recall of stories)</p> <p>That there are differences between Christian and Jewish views of God. Other religions have different views about God as well. (Islam and Hinduism)</p>       |
| Year 3   |   |  | Year 4  |   |   |
| AUTUMN   | SPRING  | SUMMER   | AUTUMN  | SPRING  | SUMMER  |
| <p>The Christian Concept of Creation.</p> <p>Christian perspectives on moral issues.</p> <p>Different views (from other faiths and world views including those who do not believe in God) about the nature of knowledge, meaning and existence.</p>  | <p>The life and teachings of Jesus.</p> <p>The impact of Christian teachings on daily life including Christian community in charity work.</p> <p>Sources of authority such as the Bible.</p> <p>Christian Concept of Salvation.</p> | <p>The Concept of One God (Tawhid) in Islam and the Concept of Prophethood.</p> <p>Five Pillars of Islam and what happens in a masjid. (Mosque)</p>  | <p>The Christian Concepts of the Fall and the Trinity.</p> <p>Ethical theory including the importance of forgiveness within Christian tradition.</p> <p>Understand the Christian belief in one God.</p>       | <p>Global diversity associated with the study of Christianity.</p> <p>How events in society have influenced Christian beliefs.</p> <p>Know why people make the decisions they do.</p> <p>Consider Descartes' work on body and mind.</p> | <p>Know the Concepts of Brahman, Atman, Ahimsa, Samsara and Karma.</p> <p>Impact of Dharma on daily life and beyond.</p> <p>Identify sources of authority such as the Baghavad Gita and the Vedas.</p> <p>Understand the oral tradition.</p>  |
| Year 5   |   |  | Year 6  |   |   |
| AUTUMN   | SPRING  | SUMMER   | AUTUMN  | SPRING  | SUMMER  |
| <p>Understand the key teachings from important Christian thinkers.</p> <p>The Concepts of the Buddha, Four Noble Truths and the cycle of birth, death and rebirth, and the Five Precepts.</p> <p>Links between suffering and the Four Noble Truths.</p> <p>Ethical theory – e.g. Utilitarianism.</p> | <p>The Christian Concept of Salvation.</p> <p>The life and teachings of Jesus.</p> <p>The impact of Christian teachings on daily life and wider society's views.</p>  | <p>The three main Muslim traditions. Diversity within Islam and impact on daily life. (Focus on importance of Ramadan, the two Eid festivals and Jumah prayers)</p> <p>Sources of authority in Islam (Qur'an and Hadith) and Judaism. (Torah and Talmud)</p> <p>Malaikah (an Article of Faith in Sunni Belief)</p> | <p>Know about Humanism and the Concepts of Atheism, agnosticism, rationalism.</p> <p>Different views about the nature of existence and reality.</p>   | <p>The life and teachings of Jesus.</p> <p>Different views about the meaning of existence.</p>  | <p>Concept of Samsara in Hinduism, Buddhism and Sikhism. Concept of Akirah in Islam. Humanism – One Life.</p> <p>Know the differences between the Abrahamic and Dharmic religions.</p> <p>Know what teachings and sacred texts say about peace and conflict. Hindu Concept of Ahimsa.</p> |