Swanton Morley
V.C. Primary School

Love Your Neighbour as Yourself

RELIGIOUS EDUCATION

CURRICULUM MAP

2026-2027

EYFS and KS1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS - Acorns Class						
Core Question	**What does the word 'God' mean? What puzzles you?**	**Why do Christians perform Nativity plays at Christmas?**	**What happens in different places of worship?**	**Why do Christians put a cross in an Easter Garden? (What do these symbols mean?)**	**How do people decide what is right and what is wrong?**	
	How do people celebrate? is an ongoing question explored through different religions throughout the year (Include Hinduism – Diwali, Judaism – Hanukkah, Islam – Eid festivals) What are these artefacts/special objects? is explored in the same way.					
Core Knowledge	• Hear and begin to understand the word 'God.' • Begin to understand what religion is. • Hear religious and belief stories. • Learn about different festivals and celebrations. Understand why and how people celebrate including those with different religions or world beliefs.		• Know that some objects are special in different religions. • Know there are special buildings used for worship.	• Know there are symbols in religions and what they mean. • That some people are special in different religions and there are religious and belief stories about them.	What is right and what is wrong? in my opinion. How do Christians know this? And how to behave? What about other faiths? (Hinduism focus) Talk about what concerns them about different ways in which people behave. Say what matters to them or is of value.	
YEAR 1 Oak Class						
Core Question	**How did the Universe come to be?**	**Why does Christmas matter to Christians?**	**What does the cross mean to Christians?**	**Why does Easter matter to Christians?**	**What happens in the daily life of a Jew?**	**What does it mean to belong to the Jewish community?**
Core Knowledge (for all, see unit plans)	The creation stories within Christian and Hindu traditions. Non-religious ideas about how the origin of the universe. Reasons why people look after the world and examples of how people look after the world. The Christian belief that God became human in Jesus. How incarnation and salvation relate to one another for Christians. Jesus is an important and historical figure to Christians.		The Easter narrative in the Bible. Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). Christians believe Jesus came back to life (resurrection). Christians believe Easter gives people hope of a new life, now and in the future.		Understand Shabbat and the importance of the home/family life. The synagogue and the varying ceremonies that take place within it. That the Torah is the five books of Moses written in Hebrew. The concept of One God.	
YEAR 2 – Maple Class						
Core Question	**How do Christians belong to their Faith Family?**	**Why is light an important symbol in religions?**	**What is the Good News Jesus brings?**		**What does the Bible tell Christians about God?**	**Why do people have different views about the idea of God?**
Core Knowledge	The importance of worshiping together on Sunday. How First Communion, Christenings and Baptisms show Christians belong to their faith family. The church as a group of people/faith family not only a building.	Understand symbolism and artefacts as an expression of faith. (Use of light and water in baptism/christening) Understand the role of festivals which connect with Jewish history. (Hanukkah)	The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres. Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. The meanings of Bible stories to Christians.		The Concept of God. The Bible as a sacred text for Christians and its different genres. (Recall of stories) That the Bible is organised into Old and New Testament – we are focusing on OT. That the stories show different ideas about God – God as forgiving father, God as loving, God as Lord being fair. Know that the OT is about God and his relationship with man. That there are differences between Christian and Jewish views of God. Other religions have different views about God as well. (Islam and Hinduism)	

KS2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3 – Birch Class						
Core Question	**What do Christians learn from the Creation Story?**	**Is seeing believing?**	**What kind of world did Jesus want?**	**Why do Christians call the day Jesus died 'Good' Friday?**	**What do Muslims believe about God?**	**What difference does being a Muslim make to everyday life?**
Core Knowledge	**The Concept of Creation which means God the Creator cares for the creation.** **As human beings are part of God's creation, they do best when they listen to God.** **That the Bible shows that God wants to help people be close to him.** **Christians believe God made our wonderful world and so we should look after it.**	**At least three the views about the nature and existence of God.** **The difference between knowledge, belief and opinion.** **The complex nature of concepts such as truth and reality.** **Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things.**	**The life and teachings of Jesus – that he challenges everyone about how to live.** **The impact of Christian teachings on daily life including Christian community in charity work – that Christians try to be like Jesus.** **Sources of authority(Bible) making links between Bible texts and the concept of 'Gospel.' (Good news)** **That Jesus shows love and forgiveness to unlikely people.**	**Christian Concept of Salvation and its place in the 'Big Story' of the Bible and be able to place it alongside Creation and Fall, Incarnation and Gospel on a timeline.** **The key events of Holy Week and that they were important in showing the disciples what Jesus came to earth to do.** **Suggest what the story of Holy Week might mean.** **That Christians believe Jesus' death was necessary and paved the way for the Kingdom of God.**	**The concept of Tawhid.** **The impact of Tawhid on Muslims.** **The impact of The Qur'an containing the actual words of God.** **How the existence of God is explained in Muslim teachings.** **How the Muslim view of deity differs from that of other religions.**	**Awareness of the diverse nature of Islam locally, nationally and globally.** **Masjid or mosque as a place of prayer.** **Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these.** **Awareness of diversity of expression, particularly in relation to the pictorial presentations.** **Knowledge of The Five Pillars of Islam.**
YEAR 4/5 – Willow Class						
Core Question	**Where do Christian religious beliefs come from?**	**Is it reasonable to believe in God?**	**What difference does the Resurrection make to Christians?**		**What does sacrifice mean?**	**What can we learn from expressions of the Sikh tradition?**
Core Knowledge	**God: Christian belief in one God.** **• Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.** **• Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians** **• Jesus: As God incarnate, also known as**	**Explain the different philosophical answers to questions relating to meaning and existence.** **Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God.** **Link a range of different pieces of evidence together to form a coherent**	**Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.** **• Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).** **• Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus.** **• Practices and expression: worship: different expressions of Christian worship.** **• Festivals: the diverse ways in which people celebrate festivals such as Easter.**		**At least one interpretation of the term 'sacrifice'** **The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam** **Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.** **Religious teachings about self-sacrifice**	**The emergence of the Sikh faith in the context of Hindu and Muslim traditions.** **• The impact of belonging to the Khalsa: wearing the 5Ks, not using tobacco, harmful drugs or alcohol etc.** **• The importance of Sewa and the impact of service on the server and the community/society.**

	the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. **• Christian belief that humans are made in God's image but became sinful and need saving.** **• Textual theology: consideration of genre, author, context and audience in relation to the Bible.**	**argument to support or oppose the existence of God**		**Humanist views on altruism and charity, considering the reasoned approach to these.**	
YEAR 5/6 – Alder Class					
Core Question	**What can we learn about the world/ knowledge/meaning of life from the Great Philosophers?**	**How do Hindus make sense of the world?**	**What kind of King is Jesus?**	**How do Buddhists explain suffering in the world?**	**Does religion bring peace, conflict or both?**
Core Knowledge	**The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.** **• The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.** **• The work of one or two key philosophers such as Socrates/Plato and Descartes.** **• Consideration of consequences of action in relation to karma.**	**The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma.** **• The different genres and interpretations of oral traditions and the Vedas.** **• The impact of events and experiences on Hindu beliefs.** **• Different views about the nature of knowledge, meaning and existence. Introducing ethical theory.** **• The impact of Ahimsa, Dharma and Karma on daily life and beyond.**	**Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.** **• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.** **• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.**	**The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.** **• The use of Jakata Tales as a source of moral guidance.** **• The different views about the nature of knowledge, meaning and existence.** **• Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.**	**Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/ Muslim /Hindu individual whose faith impacted on their actions. (Mahatma Gandhi and Malala Yousafzai)** **Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.** **The impact of ahimsa on daily life, including many Hindus being vegetarian.** **The role of the Muslim community in charity work as an expression of their faith.**

Skills Progression Map – using the Non-Statutory Age-Related Expectations from Norfolk Agreed Syllabus 2019.

	THEOLOGY	PHILOSOPHY	SOCIAL SCIENCES	Teacher Assessment Notes
Acorns – EYFS	• 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.'	• 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.	• 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 some different religions celebrations.	
Oak – Year 1	• Tell the Christian Creation Story from the Bible. • Tell the Hindu Creation Story. • Tell the story of the birth of Jesus using pictures. • Give an example of what Christians believe about Jesus. • Identify a belief that is contained in the story of Moses. • Know that the Torah contains the important stories for Jews.	• Ask questions about the world around them and the Christian Creation Story. • Ask questions about different faiths, including Hinduism (Creation Story) and Judaism. • Think about some of the differences between those religions. • Talk about how beliefs impact on how people behave using religious and belief stories.	• 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.	
Maple – Year 2	• Retell the story of Jesus choosing Matthew as a disciple and the link with forgiveness. • Know that the Bible is the source of authority (special book) for Christians. • Recognise Gospels and other types of writing within the Bible. • Be able to tell/explain what a Christian is. (some beliefs) • Tell stories about Jesus, other than the Nativity and Easter stories.	• Ask questions raised by the story of Hanukkah and the stories of Jesus, such as, what is a miracle? • What do we know about ourselves? • Explain why someone might believe in God. • Ask questions about different faiths' views of God/Gods. • Understand what symbolism is and ask questions about meaning and interpretation. e.g. light v darkness	• 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. • Make links between the parables and how Christians live their daily lives.	

Birch – Year 3	• Make clear links between the Christian beliefs in Incarnation and Salvation. • Identify difference sources of authority and how they link with beliefs.	• Use the words truth, reality and knowledge in written work. • Give reasons for decisions people make using evidence to support those views.	• Describe the difference between the terms 'religion' and 'belief' when exploring Christianity. • Identify a range of ways in which beliefs can have an impact on a believers' daily life, their family, community and society.	
Willow – Year 4/5	• Identify the Bible as a source of authority for Christians including the Laws of Moses and the teachings of the New Testament as sources of authority, and how • these link with Christian beliefs. • Identify the crucifixion of Jesus as an event which has shaped Christian belief. • Describe how individuals, communities, society and experiences can shape beliefs.	• Begin to analyse and evaluate whether arguments about the reasonableness of believing in God are coherent and logical. • Explain, using a range of reasons, whether belief in Jesus as a saviour is coherent and logical. • Describe different philosophical and theological answers to questions about sacrifice • Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.	• Begin to analyse the differences between practices of Humanists compared to another religion/s. • Explain how beliefs and practices impact on and influence the lives of Sikhs and how they impact their community. • Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world • Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims.	
Alder – Year 5/6	• Explain connections different beliefs being studied and link them to sources of authority using theological terms • Explain the key theological similarities and differences between and within religions and worldviews • Explain and discuss how beliefs shape the way Buddhists and Hindus view the world in which they live and how they view others • Describe a range of different interpretations of sources of	• In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept • Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not. • Explain a range of answers to the question 'is it possible for something to always be right?'	• Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. • Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. • Begin to analyse and evaluate how beliefs impact on, influence and change	

	authority and consider the reliability of these sources for a group of believers. • **Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.**	**showing that there are many different opinions about this.**	**individual lives, communities and society, and how individuals, communities and society can also shape beliefs.**	