



## Roundswell Community Primary Academy



## RE Curriculum





# RE Curriculum

## INTENT

The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society

Through the **enquiry**-based approach of our RE curriculum, children not only learn knowledge but crucially develop an **understanding of the world** of religion and how beliefs impact on daily lives. At RCPA, we plan and deliver **challenging** RE that helps children develop into empathic, confident students who can **discuss, debate, ask questions** and seek answers in a compassionate way. This will enable them to make a **difference in the world** they inherit. This will fulfil the aim stated in the REC introduction for 'a curriculum that promotes high quality learning and teaching' which will 'give all young people the opportunity to gain an informed understanding of religious beliefs and worldviews

Our RE curriculum is in line with the curriculum framework for RE and breaks down the aims of RE into 3 strands

**Know about and understand a range of religions and worldviews**, so that they can:

- describe, explain and analyse beliefs and practices, **recognising the diversity** which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.



## RE Curriculum Map Overview

### INTENT

**Express ideas and insights about the nature, significance and impact of religions and worldviews**, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and **communities**;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, **diversity**, meaning and value, including **ethical** issues;
- appreciate and appraise varied dimensions of religion or a worldview

**Gain and deploy the skills needed to engage seriously with religions and worldviews**, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and **communities to live together respectfully** for the wellbeing of all;
- **articulate** beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These 3 strands are designed to ensure that RE contributes to education by 'provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human' so that they can 'learn to **articulate clearly and coherently** their personal beliefs, ideas, values and experiences while **respecting the right of others** to differ'. and ultimately '**participate positively** in our society with its **diverse religions and worldviews**'.

Our curriculum at RCPA meets all these aims and shares the belief that RE makes a strong contribution to the education of each child by encouraging them to **develop skills of critical thinking and analysis**, as well as developing attitudes like empathy, sensitivity, humanity and understanding whilst being able to stand up for their own beliefs and challenge injustices around them.

Children at RCPA will experience and learn to appreciate **diversity and difference**, developing an outward-looking attitude to their **21st Century world**, ensuring that they are ready for their **next steps in education and life beyond**.



## IMPLEMENTATION

### Our Enquiry-based Approach

At RCPA, we teach RE using the 4-step enquiry approach.

The key question for the enquiry is an impersonal question, needing an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Children focus their learning on critical thinking skills, personal reflection into their own thoughts and feelings.

### Step 1 (usually 1 lesson) Engagement:

The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not. If they can relate to the human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).

### Step 2 (usually the equivalent of 3 lessons) Investigation:

The teacher guides the children through the enquiry, studying and learning about subject knowledge (the factual base about the religion), carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers are selective and not try to cover too much. Depth is more important.

### Step 3 (usually 1 lesson) Evaluation:



### IMPLEMENTATION

#### Step 3 (usually 1 lesson) Evaluation:

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task which the teacher assesses at the end of each enquiry using the 'I can' level descriptors.

#### Step 4 (usually 1 lesson) Expression:

Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting point/beliefs, etc.

In addition, our children are taught mindfulness meaning that they cultivate a sense of awareness on purpose, in a non-judgemental way in the present moment. Teachers use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

Discovery RE is used to support our planning and throughout, concepts, skills and knowledge are revisited, embedded and progressively built upon, ensuring that children know more and remember more.



### IMPACT

Using this enquiry-based model to teach RE ensures that children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

Our approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. Our curriculum for RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Through the discrete teaching of RE and opportunities across the wider curriculum, RCPA children develop a growing sense of humanity. They experience and appreciate diversity and difference, developing an outward-looking attitude to their 21st Century world.

Our children develop their voices to express opinions, value difference and challenge viewpoints. RCPA children are able to see and understand the complexities of religion and appreciate how individuals can interpret the same beliefs differently. They also understand how religions are constantly evolving in our ever-changing world.



# Knowledge and skills progression statements

At RCPA we value :





# RE Curriculum Map Overview



<b>RE</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<b>Christianity/Judaism</b> What makes people special?	<b>Christianity</b> What is Christmas?	<b>Islam/Judaism</b> How do people celebrate?  Celebrations e.g. Chinese New Year	<b>Christianity</b> What is Easter?	<b>Class Religions</b> What can we learn from stories?	<b>Class Religions</b> What makes places special?
<b>Year 1</b>	<b>Christianity</b> Creation Story Does God want Christians to look after the world?	<b>Christianity</b> What gifts might Christian in my town have given Jesus if he had been born here rather than Bethlehem?	<b>Christianity</b> Jesus as a friend Was it always easy for Jesus to show friendship?	<b>Christianity</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Judaism</b> Shabbat Is Shabbat important to Jewish children?	<b>Judaism</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?
<b>Year 2</b>	<b>Christianity</b> What did Jesus teach? Is it possible to be kind to everyone all of the time?	<b>Christianity</b> Why do Christians believe God gave Jesus to the world?	<b>Islam</b> Does praying at regular intervals help a Muslim in his/her everyday life?	<b>Christianity</b> How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Islam</b> Does going to a Mosque give Muslims a sense of belonging?	<b>Islam</b> Does completing Hajj make a person a better muslim?
<b>Year 3</b>	<b>Hinduism</b> <i>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</i>	<b>Christianity</b> Has Christmas lost it's true meaning?	<b>Christianity</b> Could Jesus heal people? Were these miracles or is there another explanation?	<b>Christianity</b> What is 'good' about Good Friday?	<b>Hinduism</b> <i>How can Brahman be everywhere and in everything?</i>	<b>Hinduism</b> <i>Would visiting the river Ganges feel special to a non-Hindu?</i>





# RE Curriculum Map Overview

RE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<b>Buddhism</b> Buddhist Teachings	<b>Humanism</b> How could Humanists lead good lives?	<b>Buddhism</b> The 8 fold path Can the Buddhist teachings make the world a better place?	<b>Christianity</b> Is forgiveness always possible for Christians?	<b>Buddhism</b> The 8 fold path - What is the best way for a Buddhist to lead a good life?	<b>Christianity</b> Do people need to go to church to show they are christians?
Year 5	<b>Sikhism</b> How far would a sikh go for his/her religion?	<b>Christianity</b> Is the Christmas story true?	<b>Sikhism</b> Are sikh stories important today?	<b>Christianity</b> How significant is it for Christians to believe God intended Jesus to die?	<b>Sikhism</b> What is the best way for a Sikh to show commitment to God?	<b>Sikhism</b> What is the best way for a Christeed to show commitment to God?
Year 6	<b>Islam</b> What is the best way for a muslim to show commitment to God?	<b>Christianity</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	<b>Christianity</b> Is anything ever eternal?	<b>Christianity</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Islam</b> Does belief in Akhirah (life after death) help Muslims leave good lives?	



# RE Curriculum Map Overview

EYFS					
Reception					
	Theme	Progression Statements	Theme	Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Development
Autumn Term	SPECIAL PEOPLE Christianity	<ul style="list-style-type: none"> <li>To talk about members of their immediate family and community.</li> <li>To name and describe people who are familiar to them</li> <li>To recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>To build constructive and respectful relationships.</li> <li>To express their feelings and consider the feelings of others.</li> <li>To think about the perspectives of other</li> </ul>	CHRISTMAS  Christianity	<ul style="list-style-type: none"> <li>To talk about members of their immediate family and community.</li> <li>To name and describe people who are familiar to them</li> <li>To compare and contrast characters from stories, including figures from the past.</li> <li>To recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>To build constructive and respectful relationships.</li> <li>To express their feelings and consider the feelings of others.</li> <li>To identify and moderate their own feelings socially and emotionally.</li> <li>To think about the perspectives of other</li> </ul>	<p>Talk about how they and others show feelings and be able to identify some.</p> <p>Think and talk about issues of right and wrong.</p> <p>Talk about their own and others behaviour</p>
Spring Term	CELEBRATIONS  Islam Judaism	<ul style="list-style-type: none"> <li>To talk about members of their immediate family and community.</li> <li>To name and describe people who are familiar to them</li> <li>To compare and contrast characters from stories, including figures from the past.</li> </ul>	EASTER  Christianity	<ul style="list-style-type: none"> <li>To talk about members of their immediate family and community.</li> <li>To name and describe people who are familiar to them</li> <li>To recognise that people have different beliefs and celebrate special times in different ways.</li> <li>To recognise some similarities and differences</li> </ul>	



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		<ul style="list-style-type: none"> <li>• To recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• To recognise some similarities and differences</li> <li>• To understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• To build constructive and respectful relationships.</li> <li>• To express their feelings and consider the feelings of others.</li> <li>• To identify and moderate their own feelings socially and emotionally.</li> <li>• To think about the perspectives of other</li> </ul>		<ul style="list-style-type: none"> <li>• To understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• To build constructive and respectful relationships.</li> <li>• To express their feelings and consider the feelings of others.</li> <li>• To identify and moderate their own feelings socially and emotionally.</li> <li>• To think about the perspectives of other</li> </ul>	
<p><b>Summer Term</b></p>	<p><b>STORY TIME</b></p> <p>Buddhism Christianity Islam Hinduism Sikhism</p>	<ul style="list-style-type: none"> <li>• To talk about members of their immediate family and community.</li> <li>• To name and describe people who are familiar to them</li> <li>• To compare and contrast characters from stories, including figures from the past.</li> <li>• To recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• To recognise some similarities and differences</li> <li>• To comment on images of familiar situations in the past.</li> <li>• To understand that some places are special to members of their community</li> </ul>	<p><b>SPECIAL PLACES</b></p> <p>Christianity Islam Judaism</p>	<ul style="list-style-type: none"> <li>• To talk about members of their immediate family and community.</li> <li>• To name and describe people who are familiar to them</li> <li>• To understand that some places are special to members of their community</li> <li>• To recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• To recognise some similarities and differences</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• To build constructive and respectful relationships.</li> <li>• To express their feelings and consider the feelings of others.</li> </ul>	



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		<p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• To build constructive and respectful relationships.</li><li>• To express their feelings and consider the feelings of others.</li><li>• To identify and moderate their own feelings socially and emotionally.</li><li>• To think about the perspectives of other</li></ul>	<ul style="list-style-type: none"><li>• To identify and moderate their own feelings socially and emotionally.</li><li>• To think about the perspectives of other</li></ul>	
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# RE Curriculum Map Overview



## KEY STAGE 1

### YEAR 1

	Theme	Progression Statements		Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Developments
Autumn Term 1 <sup>st</sup> Half	<p><b>CREATION STORY</b></p> <p>Christianity</p> <p><b>Does God want Christians to look after the world?</b></p>	<p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>To recall the creation story</li> <li>To understand God is the creator of the world according to the Bible and this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations</li> <li>To understand that, within the Bible, God gives the first humans the responsibility to look after the world He has created:</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>To know why it is important to look after the world.</li> <li>To recognise what would happen if we didn't care about it.</li> <li>To consider their own beliefs about creation.</li> </ul>	<p>Autumn Term 2<sup>nd</sup> Half</p> <p>Christianity</p> <p><b>What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?</b></p>	<p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her.</li> <li>To understand that Mary agreed (this is called her "Fiat") and Jesus was born in Bethlehem.</li> <li>To know that the Christian concept of <b>incarnation</b>: is God becoming man or literally being "made flesh".</li> <li>To understand that the star in the sky symbolises Jesus' importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>What do I feel about the gifts Jesus was given? Are they the sorts of gifts I would give a baby today?</li> </ul>	<p>To begin to show empathy to others.</p> <p>To listen to each other and value the opinions of others.</p> <p>Begin to develop a social conscience.</p> <p>Begin to develop feelings of forgiveness.</p> <p>To foster an attitude of caring for others.</p>



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				<ul style="list-style-type: none"> <li>What gifts can I consider which may have a deeper symbolism or meaning which is relevant to life today?</li> </ul>	
Spring Term	<b>Christianity</b>  <b>Was it always easy for Jesus to show friendship?</b>	<p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand Christian concept of <b>incarnation</b>: God becoming man or literally being “made flesh”.</li> <li>To understand Christians believe Jesus was fully human and fully God, therefore sinless (unable to do wrong) so this would impact on how he would be in relation with people around him who were perhaps not liked, outcasts, or law-breakers.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>To explain how they feel about the types of people Jesus befriended.</li> <li>To think of a situation where they might find it difficult to be a friend and how they might overcome this.</li> <li>To explain what they think about Jesus’ example to Christians?</li> </ul>	<b>Islam</b>  <b>Does praying at regular intervals help a Muslim in his/her everyday life?</b>	<p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the Christian concept of <b>Salvation</b>: the saving of mankind from permanent separation from God by the death and resurrection of Jesus</li> <li>To understand Trinity as the ‘complete relationship’ between God (the Father), Jesus (his son) and the Holy Spirit</li> <li>To know that Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the “king” came.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>To explain how they feel about the way Jesus was treated..</li> <li>To identify anybody special that they would be really excited to see.</li> </ul>	
Summer Term	Judaism	<b>Core Knowledge</b>	Judaism	<b>Core Knowledge</b>	



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	<b>Is Shabbat important to Jewish children?</b>	<p>This enquiry is focussed on Shabbat – the day of rest in the Jewish religion.</p> <ul style="list-style-type: none"><li>• To know that the Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat.</li><li>• To understand the law books attributed to Moses include the 10 commandments – one of these is to ‘Honour the Sabbath’.</li><li>• To know that Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday.</li><li>• To know the start of Shabbat is marked with a special meal and ceremony in the home.</li><li>• To understand that when worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.</li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• To recognise why might it be a good idea to have a day away from work.</li></ul>	<b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b>	<ul style="list-style-type: none"><li>• <u>To know that Rosh Hashanah</u> is also known as the Head of the Year; it is celebrated on the first and second days of the seventh month, Tishri, and is the Jewish New Year festival.</li><li>• To understand that Rosh Hashanah, itself, has several meanings including:<ul style="list-style-type: none"><li>• commemorating the anniversary of the creation is otherwise known as the birthday of the universe.</li><li>• being called the day of judgement and the day of remembrance by rabbis (Jewish teachers)</li><li>• it is day of prayer, a time to ask for help in the year ahead and a time to remember the power of God whom they believe created the universe</li></ul></li><li>• To know that Yom Kippur known as the Day of Atonement, follows 10 days after Rosh Hashanah. These ten days from Rosh Hashanah to Yom Kippur are known as the High Holy Days and are days of repentance. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins</li><li>• To understand that on Yom Kippur, the holiest day of the year, God assesses a person’s behaviour over the last year and this is sealed in the Book of Life.</li></ul>	
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## RE Curriculum Map Overview

		<ul style="list-style-type: none"> <li>To know what other things think about on this day.</li> <li>To recognise what they have to be thankful for.</li> </ul>		<p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>To understand why is it a good idea to sort any arguments out.</li> <li>To know what they would like to put right.</li> <li>To consider what impact would this have on my life if I acted in this way.</li> </ul>	
<b>YEAR 2</b>					
	<b>Theme</b>	<b>Progression Statements</b>	<b>Theme</b>	<b>Progression Statements</b>	<b>Progression Statements Spiritual, Moral, Social and Cultural Development</b>
<b>Autumn Term</b>	<p>Is it possible to be kind to everyone all of the time?</p> <p style="text-align: center;">Christianity</p>	<p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that Jesus summed up the 10 commandments from the Old Testament into two commandments. <i>“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”</i> Mark 12:30-31</li> <li>To know that Jesus then gave examples of parables and miracles to help people around him understand this.</li> </ul> <p><b>Personal Connection</b> Children will recognise that there some people that they find it easier to be kind to than others.</p>	<p>Why do Christians believe that God gave Jesus to the world?</p> <p style="text-align: center;">Christianity</p>	<p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that Trinity is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one</li> <li>To understand that Christians believe God became incarnate at Christmas and bought God’s love for the world to earth in human form.</li> </ul> <p>To recognise that Christians believe God gave the gift of his son to humanity in order to save them from sin and open up a pathway back to God through the death and resurrection of Jesus</p> <p>To know that Agape is universal love, such as the love for strangers, nature, or God. It is also called charity</p>	<p>To begin to show respect for beliefs of other people.</p> <p>To behave appropriately in a place of worship and show respect.</p> <p>To begin to show awareness that everyone has a valid point of view.</p> <p>Begin to recognise the meaning of forgiveness.</p> <p>Show awareness of the importance of saying thank you.</p> <p>To treat other people and their things with respect.</p>





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		<p>Children know how they can increase how kind they are to people they either don't know very well or don't like very much. Children will recognise what impact might this have on their life and community.</p>		<p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will understand how a person can be or bring a "gift" into their life that is not material (e.g. love)?</li> <li>• Children will understand the concept of agape and if it something they want to foster in my own life.</li> </ul>	
<p>Spring Term</p>	<p><b>Does praying at regular intervals help a Muslim in his/her everyday life?</b></p> <p>Islam</p>	<p>This enquiry focuses on Muslim worship, particularly prayer</p> <ul style="list-style-type: none"> <li>• To understand that there are different groups within Islam and practices concerning prayer differ- Sunni Muslims often pray 5 times a day whereas Shi'a Muslims can pray 3 times.</li> <li>• To know that many Muslims pray regularly ranging from early morning to last thing at night.</li> <li>• To know that prayer is saying thanks to God. Muslims want to thank God for life and everything.</li> <li>• To know that Muslim life is built around worship of Allah (their name for God) through prayer.</li> <li>• To know the daily prayers (Salah) mean that Muslims pray as a community. It is a great symbol of equality as all pray side by side in</li> </ul>	<p><b>EASTER</b> How important is it to Christians that Jesus came back to life after his crucifixion</p> <p>Christianity</p>	<ul style="list-style-type: none"> <li>• To know that Christians believe that Jesus was put to death on a cross and remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). On Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead.</li> <li>• To understand that the disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament</li> </ul> <p style="color: #27ae60;"><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider what they think about this belief and</li> </ul>	



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		<p>rows, focused towards the holy city of Makkah together.</p> <ul style="list-style-type: none"> <li>• To understand that prayer helps develop self-discipline; this is key to Muslims.</li> <li>• To know that praying regularly helps Muslims put Allah at the centre of their lives</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• To know why it might be important to have some routines each day.</li> <li>• To consider how to remember important things.</li> <li>• To understand why it is important to remember important people and check in with them regularly.</li> </ul>		<p>understand why it is important to Christians.</p> <ul style="list-style-type: none"> <li>• Children will consider how it would feel to be loved by somebody so much that they would do anything to save them.</li> </ul>	
<p><b>Summer Term</b></p>	<p>Does going to a Mosque give Muslims a sense of belonging?</p> <p>Islam</p>	<ul style="list-style-type: none"> <li>• To know that the Mosque is the Islamic place of worship and is the centre of the Muslim community.</li> <li>• To understand that going to the Mosque helps give a sense of belonging as Muslims gather there to give thanks to Allah.</li> <li>• To know that they wash before prayer with others and join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah.</li> </ul>	<p>Does completing Hajj make a person a better Muslim?</p> <p>Islam</p>	<ul style="list-style-type: none"> <li>• The Mosque is the Islamic place of worship and is the centre of the Muslim community. Going to the Mosque helps give a sense of belonging as Muslims gather there to give thanks to Allah. They wash before prayer with others and join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah. Purpose built mosques are very recognisable from the outside with a             <ul style="list-style-type: none"> <li>• large domed roof covering the main prayer hall</li> </ul> </li> </ul>	



## RE Curriculum Map Overview

	<ul style="list-style-type: none"><li>• To know that purpose built mosques are very recognisable from the outside with a large domed roof covering the main prayer hall and tower called a minaret from which the Call to Prayer is made.</li><li>• To know that Inside the Mosques there is usually a<ul style="list-style-type: none"><li>• Minbar (platform at the top of some stairs) for the Imam (prayer leader) to stand on when he gives his sermon.</li><li>• Mihrab, an indentation in the Qiblah wall. This wall signifies the direction of Makkah to which Muslims pray</li></ul></li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will identify places that are special to them</li><li>• Children will understand how people should behave in holy buildings.</li><li>• Children will know why it is important to be respectful in holy buildings.</li><li>• Children will understand why it is important for people to be treated equally.</li><li>• Children will recognise ways they can show people that we are equal.</li></ul>		<ul style="list-style-type: none"><li>• tower called a minaret from which the Call to Prayer is made.</li></ul> <p>Inside the Mosques there is usually a</p> <ul style="list-style-type: none"><li>• Minbar (platform at the top of some stairs) for the Imam (prayer leader) to stand on when he gives his sermon.</li><li>• Mihrab, an indentation in the Qiblah wall. This wall signifies the direction of Makkah to which Muslims pray</li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will recognise that it is important to be prepared for a special journey.</li><li>• Children will understand how they could show respect to someone or something important.</li><li>• Children will know why it is important that everyone looks the same and how it is like wearing school uniform.</li></ul>	
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## RE Curriculum Map Overview

### KEY STAGE 2

#### YEAR 3

	Theme	Progression Statements	Theme	Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Development
Autumn Term	DIWALI  Hinduism	<ul style="list-style-type: none"> <li>To know that Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism.</li> <li>To recall the story of Rama and Sita.</li> <li>To know how Divali is celebrated</li> <li>To know that Divali is an extremely popular Hindu festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a classic story of good defeating evil.</li> <li>To know the festival is celebrated on many levels. It is symbolically that the lighting of small lamps signals moving from</li> </ul>	CHRISTMAS  Christianity	<ul style="list-style-type: none"> <li>To know that God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son.</li> <li>To understand that he sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem.</li> <li>To know this is the Christian concept of “<b>incarnation</b>”: God becoming man or literally being “made flesh”.</li> <li>To know that Jesus was born in a stable and was visited by a variety of people from very different social classes.</li> <li>To understand the significance of the people and places which appear in the Christmas story.</li> </ul> <p><b>Personal Connection</b></p>	<p>To understand the importance of responsibility.</p> <p>To show understanding of how to show love for their neighbour.</p> <p>To give examples of forgiveness.</p> <p>Reflect on concepts relating to moral and social issues eg. Justice, fairness, poverty, wealth etc</p>



## RE Curriculum Map Overview

		<p>darkness to light or from ignorance to knowledge</p> <ul style="list-style-type: none"> <li>• To understand a ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. Money is given to charity; gifts are exchanged, and a family feast is held.</li> </ul> <p><u>Rangoli patterns</u></p> <ul style="list-style-type: none"> <li>• To know that Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider why it is important to remember the old stories.</li> <li>• Children will understand why it is a good thing to have a family celebration?</li> <li>• Children will consider what special foods are present at special occasions.</li> </ul>		<ul style="list-style-type: none"> <li>• Children will talk about what they like about Christmas celebrations (and if they celebrate it)</li> <li>• Children will recognise the difference between what Christmas might mean to a Christian and what the more commercial messages are.</li> <li>• Children will consider what is important to them at this time of year?</li> </ul>	
Spring Term	MIRACLES  Christianity	<ul style="list-style-type: none"> <li>• To know the concept of Incarnation is that Jesus became man and lived among men and women. As part of his</li> </ul>	FORGIVENESS  Christianity	<ul style="list-style-type: none"> <li>• <b>To understand Salvation:</b> the belief that Jesus' death and resurrection saved humans and opened the way back to God for eternity.</li> </ul>	



## RE Curriculum Map Overview

		<p>ministry, narrated in the New Testament of the Bible, Jesus performed many miracles.</p> <ul style="list-style-type: none"> <li>To understand the two included in this enquiry are based on healing (rather than some others which create e.g. food and drink).</li> <li>To know that Jesus uses saliva to heal the man born blind and builds on the faith of the friends to heal a paralysed man.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>Children will consider how they feel about miracles both then and now.</li> <li>Children will consider any modern-day occurrences which could be described as, or which they believe to be, miraculous.</li> </ul>		<ul style="list-style-type: none"> <li>To understand that all 4 of the Gospels (the accounts of Jesus' life on earth attributed to his closest friends) tell the story of Holy Week.</li> <li>To know the day before Good Friday is called "Maundy Thursday" and is the day he ate a "Last Supper" with his friends.</li> <li>To understand that the passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of <b>communion</b>.</li> <li>To know that Good Friday is the day when Christians commemorate the death of Jesus on the cross.</li> <li>To understand that Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>Children will consider the belief where somebody comes back to life from the dead and which therefore makes their death a "good" thing and how they feel about this.</li> </ul>	
<p>Summer Term</p>	<p>HINDU BELIEFS Hinduism</p>	<ul style="list-style-type: none"> <li>To know that Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus</li> </ul>	<p>PILGRIMAGE TO THE RIVER GANGES  Hinduism</p>	<ul style="list-style-type: none"> <li>To know some beliefs about the River Ganges and some of the practices which occur there.</li> </ul>	



## RE Curriculum Map Overview

		<p>worship as deities in their own right. Brahman, the supreme spirit, basically underpins and permeates everything.</p> <ul style="list-style-type: none"><li>• To understand that Hindus believe that there is a part of Brahman in everyone and this is called the Atman.</li><li>• To know that Hindus are comfortable with using images and objects (often called murtis) to portray God.</li><li>• To know that Hindus do not <i>worship</i> these but worship Brahman <i>through</i> them.</li><li>• To understand that Hindus are free to worship God in a variety of colourful forms.</li><li>• To know that <b>Trimurti</b>, is a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva</li><li>• To know that <b>Ganesha</b> is one of the most easily identifiable Hindu deities due to his large elephant head. He is known as the remover of obstacles and is very popular</li><li>• To know that <b>Lakshmi</b> is one of the most popular deities and is</li></ul>		<ul style="list-style-type: none"><li>• To understand the River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any <a href="#">rituals</a> performed on the banks of the Ganges or in its water will wash away impurity.</li><li>• <i>To know that The Puranas</i> (ancient Hindu scriptures) says that taking a dip in the sacred river 'bestows heavenly blessings'.</li><li>• To recognise that many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe that this will help them in their next life</li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will consider if there is a special place that I would like to visit one day.</li><li>• Children will think about how they would pack for a special journey to a faraway place.</li><li>• Children will think about how it would feel if they went there.</li></ul>	
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## RE Curriculum Map Overview

		<p>known as the goddess of wealth and purity.</p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider their thoughts on the existence of God.</li> <li>• Children will consider which obstacles they would like removed.</li> <li>• Children will identify symbols there are in school or home</li> <li>• Children will consider why are symbols useful?</li> </ul>			
<b>YEAR 4</b>					
	<b>Theme</b>	<b>Progression Statements</b>	<b>Theme</b>	<b>Progression Statements</b>	<b>Progression Statements Spiritual, Moral, Social and Cultural Development</b>
<b>Autumn Term</b>	<b>BUDDHIST TEACHINGS</b>  Buddhism	<ul style="list-style-type: none"> <li>• To know the Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world.</li> <li>• To know the Story of the Buddha (provided) leading to his teachings which include                             <ul style="list-style-type: none"> <li>• The Three marks of existence/ universal truths</li> <li>• The Four Noble Truths</li> <li>• The Noble Eightfold Path</li> </ul> </li> </ul>	Humanism	<ul style="list-style-type: none"> <li>• To know that Humanists have a Golden Rule: Treat others as you would like them to treat you.</li> <li>• To understand that each Humanist has individual beliefs but there are some beliefs that many of them share – these include                             <ul style="list-style-type: none"> <li>• Humanism is not a religion – it is an approach to life</li> <li>• There is no evidence to believe in a God or a life after death</li> </ul> </li> </ul>	<p>To explain what forgiveness is and are able to relate this to everyday life.</p> <p>To show empathy.</p> <p>To show gratitude.</p> <p>To give examples of seeking freedom and justice in the world today.</p>





## RE Curriculum Map Overview

		<ul style="list-style-type: none"><li>• The Five Precepts</li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will consider what does the story of the Buddha tells them.</li><li>• Children will consider why the rich prince wasn't happy.</li><li>• Children will think about what sort of things can't be bought.</li><li>• Children will think about who is precious to them.</li><li>• Children will consider what they think the meaning of life is to them.</li></ul>		<ul style="list-style-type: none"><li>• Science gives many answers about life and will provide more in future.</li><li>• Human life is precious, and we should make the best of it</li><li>• We should be good to each other as this is the only life we have</li><li>• We are responsible for our actions</li><li>• We should develop and act using empathy (thinking about others)</li><li>• To know that Humanists celebrate human achievements and believe that we all have talents which we should use to benefit others.</li><li>• To understand that Humanists now have non-religious ceremonies; many countries legally recognise these (although not in all areas of the UK to date - 2020)</li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will consider what they believe.</li><li>• Children will think about how they think they should live their life.</li><li>• Children will consider how they can be happy.</li><li>• Children will think about how they can help others be happy.</li></ul>	<p>To give examples of how people and the world can live in harmony.</p> <p>To express their views to evermore challenging and controversial issues.</p>
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## RE Curriculum Map Overview

				<ul style="list-style-type: none"> <li>• Children will consider whether we should live by the Golden Rule.</li> <li>• Children will consider what they think about life after death (if deemed appropriate).</li> </ul>	
Spring Term	BUDDHA'S TEACHINGS Buddhism	<ul style="list-style-type: none"> <li>• To know some of the Buddha's teachings namely the Three Marks of Existence and the Noble Eightfold Path.</li> <li>• To know the Three Marks of Existence/universal truths</li> <li>• To know that Dukkha (suffering) is everywhere all the time</li> <li>• To know that Anicca – the belief that nothing lasts, everything changes</li> <li>• To understand that Anatta is the belief that there is no 'self'.</li> <li>• <b>To understand the Noble Eightfold Path including</b>  <b>Right Viewpoint</b> – You should look at life in the right way (i.e. being positive)  <b>Right Thought</b> - You should think about others, not just yourself  <b>Right Speech</b> – You should talk to people properly, with respect  <b>Right Action</b> – You should act in a way that does not hurt people e.g. no stealing</li> </ul>	FORGIVENESS  Christianity	<ul style="list-style-type: none"> <li>• To know Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.</li> <li>• To understand that Jesus forgave many people in his lifetime as an example to his followers. He was "without sin" as the incarnate Son of God so could not do something wrong. He is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this.</li> <li>• To know that Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider how they feel about forgiving people. Is it</li> </ul>	



## RE Curriculum Map Overview

		<p><b>Right Living</b> – Your job must help, not harm other people or animals</p> <p><b>Right Effort</b> - You should do the best that you can</p> <p><b>Right Awareness</b> - You should be sensitive to the needs of others</p> <p><b>Right Concentration</b> - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation</p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will consider What they think would make the world a better place.</li><li>• Children will consider how they could use Right Speech.</li><li>• Children will think about what Right Actions they could do.</li><li>• Children will consider how they feel about changes in life.</li></ul>		<p>something they find easy to do or do they find it difficult.</p> <ul style="list-style-type: none"><li>• Children will think about if it is easier to forgive some actions more than others.</li><li>• Children will consider if they think some people deserve forgiveness and some don't.</li><li>• Children will think about what they might need to be forgiven for.</li></ul>	
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## RE Curriculum Map Overview

<p><b>Summer Term</b></p>	<p><b>BUDDHIST LIFE</b></p> <p>Buddhism</p>	<p><i>The focus of this enquiry is an in-depth look at the Noble Eightfold Path, revisiting it from Spring Term.</i></p> <ul style="list-style-type: none"> <li>To know about the <b>Noble Eightfold Path</b> in depth including:           <ul style="list-style-type: none"> <li><b>Right Viewpoint</b> – You should look at life in the right way (i.e. being positive)</li> <li><b>Right Thought</b> - You should think about others, not just yourself</li> <li><b>Right Speech</b> – You should talk to people properly, with respect</li> <li><b>Right Action</b> – You should act in a way that does not hurt people e.g. no stealing</li> <li><b>Right Living</b> – Your job must help, not harm other people or animals</li> <li><b>Right Effort</b> - You should do the best that you can</li> <li><b>Right Awareness</b> - You should be sensitive to the needs of others</li> <li><b>Right Concentration</b> - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation</li> </ul> </li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>Children will consider if they lead a good life.</li> </ul>	<p><b>PRAYER AND WORSHIP</b></p> <p>Christianity</p>	<p>Jesus taught about worship in the Bible and praying .</p> <p>Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God’s family.</p> <p>Many Christians would choose to get married in church to confer God’s blessing on the marriage.</p> <p>Churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions.</p> <p>Consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to church.</p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>Children will consider if they have a special place.</li> <li>Children will think about if there are actions or events that can only happen in their special place, why and what is special about them.</li> </ul>	
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## RE Curriculum Map Overview

		<ul style="list-style-type: none"> <li>• Children will think about if any of these teachings can help them improve as a person.</li> <li>• Children will consider which of these teachings they would need help with.</li> <li>• Children will think about how they could get help to improve.</li> </ul>		<ul style="list-style-type: none"> <li>• Children will consider if it feels better to celebrate something or to do something special with other people who feel the same way as they do, or do they prefer to have special moments in private.</li> </ul>	
<b>YEAR 5</b>					
	<b>Theme</b>	<b>Progression Statements</b>	<b>Theme</b>	<b>Progression Statements</b>	<b>Progression Statements Spiritual, Moral, Social and Cultural Development</b>
<b>Autumn Term</b>	<b>Sikhism</b>	<ul style="list-style-type: none"> <li>• To know about the 5 Key Sikh beliefs below               <ul style="list-style-type: none"> <li>• God is in everything (Sikhs see God as an energy source rather than as a physical entity)</li> <li>• It is a Sikh's duty to serve others (sewa)</li> <li>• All people should be treated as equals</li> <li>• Sikhs should share what they can with others</li> <li>• Sikhs should earn their living honestly</li> </ul> </li> <li>• To know about <u>Langar</u> and that <u>the Langar</u> is an important concept</li> </ul>	<b>CHRISTMAS Christianity</b>	<p>The Bible records the important events in the life of Jesus in the Gospels.</p> <p>The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant)</p> <p>The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement).</p>	<p>To begin to show tolerance and understanding of others' beliefs.</p> <p>To understand the value and priorities of others and how they differ to their own.</p> <p>To look after things which are precious.</p> <p>Be willing to learn and gain new understanding.</p> <p>To be open to point of view that may differ from their own.</p>



## RE Curriculum Map Overview

		<p>in Sikhism as it was started by Guru Nanak, founder of Sikhism. Everyone, regardless of rank or wealth, sits and eats freely provided and freshly produced vegetarian food and non-alcoholic drink together as equals</p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider how Sikhs might feel if they visit the Golden Temple.</li> <li>• Children will consider how they might feel when they take place in the daily langar.</li> <li>• Children will consider if there is anywhere in the world that would be special for them to visit.</li> </ul>		<p>The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.</p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• What do I believe about Christmas? Do I need to believe the story is true to celebrate at Christmas time if I want to?</li> <li>• Are there other stories I have learnt about that may or may not be true? Does it matter or is it more important that I understand the message in the story?</li> </ul>	
Spring Term	<p><b>BELIFS AND MORAL VALUES</b></p> <p>Sikhism</p>	<ul style="list-style-type: none"> <li>• To know that Sikhs still respect and learn from traditional stories like those below               <ol style="list-style-type: none"> <li>1) <i>Guru Nanak and the Jasmine Flower</i></li> <li>2) <i>Bhai Lalo and Malik Bhago - equality and honesty.</i></li> <li>3) <i>Vaisakhi - Birth of the Khalsa</i></li> <li>4) <i>Guru Nanak and the Cobra</i></li> </ol> </li> <li>• To know about <u>The Guru Granth Sahib</u> <i>The tenth Guru, Guru Gobind Singh, said that there would be no other living Gurus after him so Sikhs</i></li> </ul>	EASTER	<ul style="list-style-type: none"> <li>• To know that Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.</li> <li>• To know that the Bible cites many examples where Jesus says he knows he will be going to his death. It says he warned his disciples that "He will be handed over to the Gentiles. They will mock him, insult him, spit on him, flog</li> </ul>	



## RE Curriculum Map Overview

		<p><i>should look to their holy scriptures for guidance instead. The Guru Granth Sahib is treated as the living Guru of the Sikhs.</i></p> <p><i>It contains poems and hymns about the nature of God. It stresses the importance of meditation as well as laying down guidance on ethics and morality. Uniquely it contains writings from people of other faiths too as it recognises that wisdom can come from many different places.</i></p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider what they can learn from these stories.</li> <li>• Children will consider If they are not a Sikh can they use these messages in their own life.</li> <li>• Children will think about how these stories are relevant today to Sikhs.</li> </ul>		<p>him and kill him” (Luke 18:32). Later he told the Roman governor, Pilate, “For this reason I was born, and for this I came into the world” (John 18:37).</p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider what sacrifices they would be prepared to make for something they felt was right or necessary.</li> <li>• Children to think of anything that they would wish to make a sacrifice for.</li> </ul>	
<p><b>Summer Term</b></p>	<p><b>PRAYER AND WORSHIP</b></p> <p>Sikhism</p>	<ul style="list-style-type: none"> <li>• To know about that Sikh core beliefs include the need to treat people as equals and share with others.</li> <li>• To understand that Sewa is the belief in selfless service to the community and is an important part of worship. Examples of Sewa include helping in the Langar or</li> </ul>	<p><b>BELIEFS AND MORAL PRACTICES</b></p> <p>Christianity</p>	<ul style="list-style-type: none"> <li>• To know about the 10 Commandments.</li> <li>• To know about Jesus’ commandments to love God and love your neighbour. (Golden Rule)</li> <li>• To know that Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in</li> </ul>	



## RE Curriculum Map Overview

	<p>looking after the gurdwara (the Sikh place of worship) and giving money or other kinds of help to people in need.</p> <ul style="list-style-type: none"><li>• To know that Amrit ceremony involves the drinking of Amrit in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib. Promises are made including You shall never remove any hair from any part of thy body You shall not use tobacco, alcohol or any other intoxicants You shall not eat the meat of an animal slaughtered the Muslim way You shall not commit adultery. The novice is required to wear the physical symbols of a Khalsa at all times (the 5K's)</li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will consider if they are committed to anything in the same way that Sikhs are.</li><li>• Children will think about how they might benefit from putting in more effort.</li><li>• Children will consider how they might show commitment now and in the future.</li></ul>		<p>essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour</p> <ul style="list-style-type: none"><li>• To know that many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them.</li></ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"><li>• Children will consider what they are committed to and what acts do they make to show this.</li><li>• Childre will consider if they have ever been committed to something in the past that they now feel less committed to and whether it matters.</li><li>• Children will consider the impact of making a commitment publicly rather than privately.</li></ul>	
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## RE Curriculum Map Overview

YEAR 6					
	Theme	Progression Statements	Theme	Progression Statements	Progression Statements
Autumn Term	<b>BELIEFS AND PRACTICES</b>  Islam	<ul style="list-style-type: none"> <li>• To know about the 5 pillars which are central to Muslim life and Worship.</li> </ul> The five pillars are <ol style="list-style-type: none"> <li>1. The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet'</li> <li>2. Salat - prayer, 5 times a day</li> <li>3. Zakat - Giving 2.5% annual savings to charity</li> <li>4. Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours.</li> <li>5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime</li> </ol> <p style="color: green; margin-top: 10px;"><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider what 5 things are the most important in their life.</li> <li>• Children will think about how they show commitment at home, at school and to their friends.</li> </ul>	<b>Christianity</b>	<ul style="list-style-type: none"> <li>• To know that Christians celebrate the arrival of Jesus as God's Son.</li> <li>• To know that they are grateful because they believe Jesus brought to earth a message from God about how to live a good life.</li> <li>• To understand that Christians believe he performed miracles, helped people and offered forgiveness of sins.</li> <li>• To know that Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate" (God made man).</li> <li>• To know that the "incarnation" is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity.</li> </ul> <p style="color: green; margin-top: 10px;"><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider if they understand the significance of some symbols to Christians.</li> <li>• Children will think about if there are symbols about special events which are meaningful to them.</li> </ul>	<p>To show tolerance and understanding of others' beliefs.</p> <p>To understand people have choices about their behaviour.</p> <p>To understand that there are consequences to people's behaviour (positive and negative).</p> <p>To build the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.</p>



## RE Curriculum Map Overview

Spring Term	<b>BELIEFS AND MEANING</b>  Christianity	<ul style="list-style-type: none"> <li>• Children will consider why it is important to put effort into important things.</li> </ul>	<b>EASTER</b>  Christianity	<ul style="list-style-type: none"> <li>• Children will consider why it is important to put effort into important things.</li> </ul>	
		<ul style="list-style-type: none"> <li>• To know that Christians believe that God’s love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them.</li> <li>• To understand that Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word ‘topos’, which is translated as “place.” For example, he says, <i>“I go to prepare a place for you.”</i></li> <li>• To know that Christians believe it is Jesus’ sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider if they believe in eternity?</li> <li>• Children will consider what they think or believe might be eternal.</li> </ul>		<ul style="list-style-type: none"> <li>• To understand Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus’ time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years’ Palm Sunday are placed on believers’ foreheads) are all aspect of Christian preparation for Easter. Advent is the preparation time for Christmas.</li> <li>• To know that Christian charities can demonstrate Jesus’ teaching to love your neighbour.</li> <li>• To know there are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.</li> </ul> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>• Children will consider what rules they would choose to live by.</li> <li>• Children will think about whose example would they like to emulate in their life. (Can be a variety of people, not just one)</li> <li>• Children will consider how behaving like that person could have a positive</li> </ul>	



# RE Curriculum Map Overview

				<p>impact on their community or the world.</p>	
<p>Summer Term</p>	<p><b>BELIEFS AND MORAL VALUES</b></p> <p>Islam</p>	<p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>To know about Akhirah - Life after death</li> </ul> <p><i>Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life</i></p> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>To know about Jihad is defined as a personal struggle against evil.</li> </ul> <p><i>Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.</i></p> <ul style="list-style-type: none"> <li>To know about <u>Just War</u></li> </ul> <p><i>A Just war is one that might be acceptable to fight</i></p> <ul style="list-style-type: none"> <li>To know about <u>Holy War</u></li> </ul> <p><i>A Holy war has religion as the driving force – usually to defend it from attackers</i></p> <p><b>Personal Connection</b></p> <ul style="list-style-type: none"> <li>Children will consider what they think is important in life.</li> <li>Children will consider what they struggle with.</li> <li>Children will think about why it is important to show commitment to things you believe in.</li> <li>Children will consider what issues they think are important.</li> <li>Children will think about why people protest.</li> <li>Children will consider if every way of protesting acceptable and explain their views.</li> </ul>			