

RE Curriculum Map

This curriculum map outlines the objectives studied by each class across the year. The progression map then outlines the progression in skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	WHY ARE WE HAVING A JEWISH PARTY?	NOAH NATIVITY CHARACTERS	LORD'S PRAYER	SAINTS GOOD FRIDAY	JUDAISM – WHAT IS IT LIKE TO LIVE AS A JEW?	WHAT IS BUDDHISM?
Year 2	WHAT IS THE IMPORTANCE OF SYMBOLS, BELIEFS AND TEACHING IN HINDUISM?	10 COMMANDMENTS LIGHT OF CHRISTMAS	WHY DO CHRISTIANS MAKE AND KEEP PROMISES BEFORE GOD?	SAINTS DAY - ST GABRIEL ESTER SYMBOLS	PARABLES	WHAT RESPONSIBILITY HAS GOD GIVEN PEOPLE ABOUT TAKING CARE OF CREATION?
Year 3	WHAT DO SIKHS BELIEVE?	WHAT MAKES A CHRISTIAN? ADVENT & EPIPHANY – WHAT IS CHRISTMAS REALLY ABOUT?	THE MIRACLES OF JESUS	JESUS' NEW COMMANDMENTS EASTER PEOPLE	5 PILLARS OF ISLAM	PEOPLE FROM THE OLD TESTAMENT
Year 4	WHAT DOES IT MEAN TO BE A BUDDHIST?	THE BEATITUDES JESUS AND THE GIFT OF PEACE	WHO IS JESUS?	MONASTIC TRADITIONS HOLY COMMUNION	THE CONTEMPORARY ANGLICAN CHURCH	WHAT DOES IT MEAN TO BE A HINDU?
Year 5	WHAT DOES IT MEAN TO BE A JEW?	REMEMBRANCE CHRISTMAS – MUSIC & ART	WHAT DOES IT MEAN TO BE A MUSLIM?	WHAT IS THE BEST WAY FOR A MUSLIM TO SHOW COMMITMENT TO GOD? THE CHURCH AT LENT AND EASTER	THE JOURNEY OF LIFE & DEATH	CAN CHRISTIANITY AND FAME GO TOGETHER?
Year 6	WHAT DOES IT MEAN TO BE A SIKH?	REMEMBRANCE ADVERTISING CHRISTMAS	UNDERSTANDING FAITH	SHOULD EVERY CHRISTIAN GO ON A PILGRIMAGE? EASTER HOPE	LITURGY	RULES & RESPONSIBILITIES

KS2 Progression in Religious Education

	Key Question	Year 3			Year 4			Year 5			Year 6		
Area of Enquiry		Working Towards Expected	Expected	Greater Depth	Working Towards Expected	Expected	Greater Depth	Working Towards Expected	Expected	Greater Depth	Working Towards Expected	Expected	Greater Depth
Beliefs, Teachings, Sources of Wisdom & Authority	How do religions and philosophies understand and develop beliefs and teachings within their traditions?	Retell a religious story and suggest meaning to some religious and moral stories.	Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.	Make links between the beliefs (teachings, sources, etc) of different religious groups and begin to show how they are connected to believers' lives.	Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.	Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.	Begin to suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Make links between the beliefs (teachings, sources, etc) of different religions studied and show how they are connected to believers' lives.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Say what religions teach about some of the big questions of life, using different sources and arguments to begin to explain the reasons for diversity within and between them.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.	Present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence.
Ways of Living	How do people keep in touch with their faith/philosophy?	Ask and respond to questions about why communities do different things.		Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Describe and begin to make connections between some of the things that are the same and different for religious people.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.	Show understanding and explain how concepts/beliefs, e.g. forgiveness, resonate in their own life and be able to see that this might be different for other people because of their religious belief.	Can begin to explain, with reasons, the meaning and significance of religion/ faith to individuals and communities.	Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.	Show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion.

<p>Ways of Expressing Meaning</p>	<p>How do people communicate their beliefs and values to others?</p>	<p>Recognise that religious symbols, words and actions express a community's way of living.</p>	<p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p>	<p>Express religious beliefs (ideas, feelings, etc) using a range of media, and the correct religious vocabulary used by believers, and suggest what they mean.</p>	<p>Use religious vocabulary to describe some different ways of life and ways of expressing meaning.</p>	<p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p>	<p>Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.</p>	<p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p>	<p>Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.</p>	<p>Use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.</p>	<p>Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply the knowledge to their own understanding of religious and spiritual expression of belief and value.</p>	<p>Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.</p>	<p>Use a wide religious and philosophical vocabulary, as well as different forms of expression, in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways.</p>
<p>Questions of Identity, Diversity and Belonging</p>	<p>What do people say about human nature?</p>	<p>Notice and respond sensitively to some similarities between different religious beliefs and worldviews.</p>	<p>Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.</p>	<p>Begin to observe and suggest why belonging to a community, (religious or non-religious) may be valuable and bring a different dimension to how to live a life.</p>	<p>Compare some of the things that influence them with those that influence other people.</p>	<p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.</p>	<p>Give their own and others' views on questions about who they are and where they belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences them.</p>	<p>Verbalise their own understanding of the concept/belief e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.</p>	<p>Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.</p>	<p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.</p>	<p>Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.</p>	<p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.</p>	<p>Give a personal view with reasons and examples on what value religious and other views might have for understanding ourselves and others.</p>

<p>Questions of Meaning, Purpose and Truth</p>	<p>How do people tackle the big questions of life?</p>	<p>Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.</p>	<p>Ask important questions about life and compare their ideas with those of other people.</p>	<p>Discuss and represent their own views on challenging questions. Suggest reasons and respond thoughtfully.</p>	<p>Ask important questions about life and compare their ideas with those of other people.</p>	<p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p>	<p>Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives.</p>	<p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p>	<p>Represent the views of others about meaning, purpose and truth.</p>	<p>Use reasoning and examples to express insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.</p>	<p>Represent the views of others about meaning, purpose and truth.</p>	<p>Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.</p>	<p>Give a personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life.</p>
<p>Questions of Values and Commitments</p>	<p>What is the best possible use of life?</p>	<p>Begin to express their ideas and opinions.</p>	<p>Link things that are important to them and other people with the way they think and behave.</p>	<p>Begin to ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.</p>	<p>Link things that are important to us and other people with the way they think and behave.</p>	<p>Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.</p>	<p>Begin to apply and express their own ideas and others' ideas about ethical questions, including ideas about what is right and wrong and what is fair and just.</p>	<p>Confidently ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.</p>	<p>Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>	<p>Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them.</p>	<p>Apply and express their own and others' views about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>	<p>Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas.</p>	<p>Give a personal view with reasons and examples on what value religious and other views might have for understanding what is important to them and to other people.</p>