



Religious Education – Curriculum Map (Year 1 to Year 6)

Year 1

| Unit of work | Intended learning (knowledge) |
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| Friendship | <ul style="list-style-type: none">• compare some of the characters from different religious stories of friendship;• retell some religious stories of friendship;• Start to make links between religions.• understand and explain what friendship is;• understand ways in which they can be a good friend;• understand why it is important to have good friendships. |
| Gifts and giving | <ul style="list-style-type: none">• Understand that many Christians give gifts at Christmas;• understand that many Muslims give gifts at Eid al-Fitr;• understand that Eid al-Fitr follows Ramadan.• explain how it feels to give and receive a gift;• explain why Christmas can be important to many Christians;• explain why Eid al-Fitr can be important to many Muslims. |
| Caring for Others | <ul style="list-style-type: none">• suggest ways in which they can look after other people;• suggest ways in which they can be kind to other people;• listen to faith stories;• understand that different religions have different ways of showing they care for other people. |
| Easter and Surprises | <ul style="list-style-type: none">• Understand that Easter is an important time for Christians;• understand that Easter Sunday follows Holy Week;• understand that Easter is when Christians think about Jesus's death;• understand what a surprise is; |

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| | <ul style="list-style-type: none"> • share a surprise they have had. |
| Religion and Rituals | <ul style="list-style-type: none"> • identify how a ritual is different from a routine; • know that many Muslims pray five times a day and that they move in a special way when praying; • understand that Muslim art does not include drawings of people or animals; • know that puja is a worship ritual for Hindus; • talk about what the bread and wine represent during Holy Communion; • compare rituals from more than one religion; • work with the support of others to design a ritual. |
| Places of Worship | <ul style="list-style-type: none"> • talk about a place that is special to them; • understand what worship is; • name some places of worship; • know that a place of worship is a special place for religious believers; • know at least one important thing that Jews believe; • name some important parts of, and objects in, a Jewish synagogue; • know at least one important thing Hindus believe; • name some important parts of a Hindu mandir; • talk about examples of Hindu art; • create their own artwork inspired by Hindu art; • know at least one important thing that Christians believe; • name some important parts of a Christian church; • place objects within a church plan and know that the shape of a church is like a cross; • begin to think about what happens in a church; • name some events that happen in places of worship; • talk about at least one way a place of worship might make a religious believer feel; • think about why a place of worship might be important to different people; • design a building and justify their design choices; • present their building design to an audience. |

Year 2

| Unit of work | Intended learning (knowledge) |
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| Nature and God | <ul style="list-style-type: none">• Explain how some Christians believe God created the world and everything in it;• explain why Sukkot can be important to some Jews;• explain why it is important to look after animals;• explain why it is important to protect nature. |
| Light and dark | <ul style="list-style-type: none">• explain what light can represent for many Christians;• explain what light can represent for many Hindus;• explain what light can represent for many Jews;• compare what light can symbolise in each religion;• make links between religions. |
| Rules and routine | <ul style="list-style-type: none">• understand why it is important to have rules;• understand that different religions have different rules and routines;• understand that it is important to respect everyone's ideas and beliefs.• understand the difference between a rule and a routine;• explain why Shabbat is important to Jews;• explain why the Ten Commandments are important to Christians and Jews;• explain why the Five Pillars of Islam are important to Muslims;• explain why the 5Ks are important to Sikhs;• explain how humanists make decisions. |
| Beginnings and Endings | <ul style="list-style-type: none">• recognise key words associated with beginnings and endings;• talk about why and how people celebrate a beginning or an ending;• talk about a beginning or ending they have celebrated;• begin to think about how endings can also be beginnings, and vice versa;• understand and recall some key facts about Sikhism; |

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| | <ul style="list-style-type: none"> • talk about at least one way Sikhs celebrate Vaisakhi; • name and briefly describe at least one of the Panj Pyare; • talk about their own experiences of welcoming or naming a new baby; • describe what happens at a Naam Karan ceremony; • talk about the meanings of different names; • identify the main events in the Bible story of Jesus’ baptism; • explain what happens at a baptism; • identify and briefly explain the main events in the Christian story of Easter; • choose colour and shape to create art that represents new life; • plan a ceremony for a beginning or ending. |
| Ceremonies | <ul style="list-style-type: none"> • explain what a ceremony is and name some religious and non-religious ceremonies; • talk about their experiences of attending ceremonies; • know that an Aqiqah is an important ceremony held for Muslim babies; • explain what a Bar Mitzvah or Bat Mitzvah is; • give an opinion on when a child should become responsible for their own actions; • know what happens at a Dastar Bandi ceremony; • share their own experiences of attending a wedding and relate this to what they have learnt about Hindu weddings; • understand most of the vocabulary used to describe objects or rituals used at the ceremonies they have learnt about; • work with support from others to plan and act out their own ceremony. |
| Places of Worship | <ul style="list-style-type: none"> • give an example of a place that is special to them; • explain what a place of worship is and name some places of worship; • name something that happens in places of worship; • know that a mosque is a place of worship for Muslims and name some things a visitor might see there; • know that visitors to a mosque should remove their shoes; • know that a gurdwara is a place of worship for Sikhs and name some things a visitor might see there; • know that visitors to a gurdwara should take off their shoes, cover their heads and wash their hands when visiting a gurdwara; • know that some Buddhist temple designs are based on the five elements; |

- know that a Buddhist temple is a place of worship for Buddhists and name some things a visitor might see there;
- find some similarities between the places of worship they have studied;
- design and label their ideas for a special place for a community;
- work with the support of others to present their ideas for a special place to an audience.

Year 3

| Unit of work | Intended learning (knowledge) |
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| Hinduism | <ul style="list-style-type: none"> • Name the main Hindu deities and symbols; • Identify where Hindus worship; • Retell one of the stories celebrated during a special Hindu festival; • Explain how Hinduism was founded; • Distinguish the similarities and differences between worshipping at a Mandir and at home; • Name the main Hindu Festivals; • Start to demonstrate understanding of the different holy books. • Locate where Hinduism was founded. • Explain the main beliefs that Hindus share. • Know that Hindus have more than one holy book. • Explain what the main Hindu symbols mean or represent. |
| The Nativity Story | <ul style="list-style-type: none"> • Show where Nazareth is on a map; • explain who Mary and Joseph were; • make an angel; • use a route planner to answer simple questions based on Mary and Joseph's route from Nazareth to Bethlehem; • create a stable scene; • use a storyboard to make an animation about the shepherds; • write about the wise men by filling in some simple missing words on an information sheet; • explain who King Herod wanted to find. |
| Islam | <ul style="list-style-type: none"> • Create a map to show where Islam was founded. • Explain who the key prophet was. |

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| | <ul style="list-style-type: none"> • Use calligraphy to list the main Muslim beliefs. • Know that many Muslims can worship in a mosque. • Use a script to create a documentary about Muslim festivals. • Use information to create a presentation about the Muslim holy book. |
| Good Friday | <ul style="list-style-type: none"> • Sequence images of the Easter story. • Reflect on positive things they could do for a friend. • Write a prayer which says sorry. • Complete a fact sheet about Maximilian Kolbe. • Create a tissue paper cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection. • Design an Easter egg which shows new life. |
| Sikhism | <ul style="list-style-type: none"> • name the founder of Sikhism and identify where Sikh's worship; • retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru. • explain how Sikhism was founded; • name features of a Gurdwara independently; • describe the main Sikh festivals and why they are celebrated; • explain what the main Sikh symbols mean or represent. • locate where Sikhism was founded and explain the main beliefs that Sikhs share; • demonstrate an understanding of how different Gurus contributed to the Sikh faith; • identify and name the main Sikh symbols. |
| Judaism | <ul style="list-style-type: none"> • Know that Abraham founded Judaism. • Understand that Jews believe there is only one god. • Understand that Jews live by ten key rules. • Match the key objects of a synagogue to their picture. • Name the key Jewish festivals. • Understand the holy book for Jews and recreate their own holy book. • Name and explain the meanings of Jewish symbols. |

Year 4

| Unit of work | Intended learning (knowledge) |
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| People of Faith | <ul style="list-style-type: none">• identify what beliefs are and name some of their own;• link their own beliefs to their and other people's actions;• identify challenges that others have faced;• explain the impact of beliefs on their capacity to overcome challenges;• compare and contrast beliefs that help or hinder people when attempting to overcome challenges. |
| Buddhism | <ul style="list-style-type: none">• Identify where India is on a map.• Know that Siddhartha Gautama was the Buddha.• Know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours.• Identify and paint how a Buddhist temple looks from the outside.• Make a Wesak lantern.• Use images and descriptions to explain the Tipitaka.• Recognise key Buddhist symbols from a fact sheet. |
| Christianity | <ul style="list-style-type: none">• represent Jesus in an image;• create a freeze frame of one of the ten commandments;• match a picture of a Christian special place to its name;• explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure;• locate Bible verses after being given the book name and chapter to find them in;• design a Christian symbol, paint this symbol on a stone and then complete basic information. |
| Food and fasting | <ul style="list-style-type: none">• give examples of how food is used in their own life;• talk about food used for different purposes, such as celebration or remembrance;• begin to discuss the role of food in different religions and communities;• identify food used for different reasons; |

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| | <ul style="list-style-type: none"> • identify foods that would be kosher or not kosher; • explain what kosher means; • talk about why Jewish believers follow the laws of kosher; • know that following food rules can be a spiritual act for a religious believer; • recall the laws of kosher; • talk about when they gave something up for a special reason; • know what Lent is; • understand what it means to 'abstain' from something; • explain what sacrifice is; • find an alternative to writing or speaking to demonstrate an idea; • discuss at least one reason why religious believers might abstain from food; • share at least one key fact about Islam; • know what Ramadan is and what Muslims do during it; • give at least one example of food eaten at an iftar meal; • discuss a least one reason why people fast; • share with others an example of a food that helps them celebrate; • explain at least one key fact about Diwali; • name at least one special food for Diwali; • talk about at least one reason why and how food is used for celebrations; • use key ingredients and vocabulary to create a celebratory food recipe; • recall at least one key fact about the use of food in religions; • explain the meaning of abstaining and fasting; • give examples of how food is used in religions; • apply the features of religious food rules and uses to plan an event. |
| Pilgrimages | <ul style="list-style-type: none"> • Explain what a pilgrimage it; • Name places of pilgrimage and describe, with support, the significance of these pilgrimages; • Explore the thoughts, feelings and experiences of those who undertake a pilgrimage. |
| The Bible | <ul style="list-style-type: none"> • Define what 'sacred' means; • ask questions about whether an item is sacred or not; • know that the Bible is sacred to Christians; • know that the Old Testament is different to the New Testament and begin to explain why; • name at least one Bible author and share some facts about them; • discuss the different text types in the Bible; • know what a Psalm and Proverb is in the Bible; |

- explain what a parable is and why Jesus told them;
- retell a Bible story using drama or pictures;
- consider how Christians study the Bible and why;
- think about something that is sacred to them and how to be respectful of things that are sacred to others.

Year 5

| Unit of work | Intended learning (knowledge) |
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| Forgiveness | <ul style="list-style-type: none"> • Define what is meant by 'forgiveness' and discuss ideas linked to the concept of forgiveness; • understand the feelings that are involved when people forgive and are forgiven; • know that Jews follow the Ten Commandments and be able to describe the nature of the covenant agreement Jews believe they have with God; • understand the process of 'teshuvah', whereby Jews seek to repent and mend their relationship with God; • describe the significance of Yom Kippur for Jews, explaining some of the things that happen at Yom Kippur; • understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness; • explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others; • identify some similarities and differences between what Jews and Buddhists believe about forgiveness; |
| The True Meaning of Christmas | <ul style="list-style-type: none"> • Create a piece of word art with 10 Christmas topic words on; • Act out a role play to explain Christian acts of love at Christmas; • Use idea prompts to create a poster explaining how people can help refugees; • Use template images to create a Christian Christmas card; • Analyse 'Away in a manger' and explain the meaning of the lyrics; • Take part in a class debate about whether the true meaning of Christmas is lost. |
| Worship | <ul style="list-style-type: none"> • name something that has worth to them; • begin to explain what worship is; • begin to make the link between worth and worship; |

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| | <ul style="list-style-type: none"> • listen and compare worship music from different religions; • know what a prayer is and begin to explain why religious believers pray; • write their own simple prayer; • look at and discuss examples of religious art; • say how a piece of art makes them feel; • create their own worship-inspired art using shape and colour; • know what a religious artefact is, giving at least one example; • explain what freedom is and how it might feel to have freedom restricted. |
| Peace | <ul style="list-style-type: none"> • choose acts of peace they can carry out themselves, • create a peace poster to explain a religion's view on peace using a guide sheet as support, • show comparisons within religions using the international symbol of peace by cutting and sticking the religion's symbol, • complete a mindfulness activity, • Reflect on the mindfulness activity by answering questions about their experience, • create a pyramid of actions to show the priority of peace acts, • create a new symbol of peace. |
| Commitment | <ul style="list-style-type: none"> • define what 'commitment' means; • consider why someone may wish to make a commitment; • give an example of a religious and a non-religious commitment; • make a commitment of their own; • know what is meant by 'coming of age'; • know what is meant by 'sacrifice'; • give an example of a sacrifice that someone may make; • know what is meant by 'fasting'; • recognise that fasting shows commitment; • recognise that marriage is a form of commitment; • recognise the importance of commitment; • comment on their own commitment. |

Year 6

| Unit of work | Intended learning (knowledge) |
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| Creation Stories | |

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| | <ul style="list-style-type: none"> • Sequence and retell the creation stories from different religions; • Demonstrate an understanding of the Sikh beliefs about creation. • Identify some similarities and differences between creation stories independently; • Explain why Jews and Christians have the same creation story. |
| The Christmas Story | <ul style="list-style-type: none"> • recall The Christmas Story using a storyboard with pictures and captions; • interpret a scene from a photograph; • list key similarities and differences between the two gospel accounts of The Christmas Story; • identify the key truth within The Christmas story; • make a Christingle and complete information about Christingles; • use prompts to create a role play explaining a Russian Christian story. |
| Humanism | <ul style="list-style-type: none"> • explain the difference between atheism and humanism; • know and be able to name at least two of the humanist beliefs; • recognise the Happy Human symbol and associate it with humanists. |
| Crucifixion | <ul style="list-style-type: none"> • Use visual prompts to create a timeline of events in Holy Week. • Order real life events from total 'free will' to 'determinism'. • Use given examples of events to list events in their own life and rate them from 'free will' to 'determinism'. • Sort the events from Luke's Gospel by cutting out pictures and ordering them. • Understand the commitment made by Christians and reflect on commitments in their own life. • Begin to look at moral choices we make and life choices. |
| Justice and Freedom | <ul style="list-style-type: none"> • understand that freedom and justice have more than one definition; • explain how beliefs about freedom and justice have influenced the actions of important figures in history and today. • understand the concept of freedom and justice in a wider sense, giving their own examples of what they do and do not mean; • use the knowledge they have gained in this unit to examine whether concepts of freedom and justice can be conflictual. |
| Eternity | <ul style="list-style-type: none"> • to understand and use key vocabulary related to the concept of eternity; • be able to distinguish between the ideas of mortality and immortality; • relate this to the human life cycle. • create diagrams of the human life cycle according to the Dharmic religions; |

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| | <ul style="list-style-type: none">• be able to explain differences between Abrahamic religions and their concepts of heaven. |
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