

RE Curriculum Map 2018-2019

This curriculum map is outlined by the Religious Education Agreed Syllabus for Redbridge and Havering, and represents the statutory requirements for RE at KS2. The unit titles/questions allow for a mix of systematic and thematic study, encouraging depth rather than breadth.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>1.2 Who influences our lives?</p> <ul style="list-style-type: none"> • To retell stories about Jesus and a religious figure from another faith that led people to admire and follow them; for example Prophet Muhammad. • To describe a way in which a Muslim or a Christian might be influenced or inspired by a story from their faith. • To use religious vocabulary such as 'Lord' or 'Prophet' to describe who influences and inspires Muslims and Christians. • To talk about the feelings and emotions experienced by a leader being studied when they were called by God to be a leader. • To talk about how stories of religious leaders are important for all religions. • To talk about what can be good and bad about following others. • To identify some good things people admire in influential or inspiring people and in religious figures and talk about how they might show these same qualities in their own lives. • To make links between the qualities and teachings of people who influence them 	<p>1.3 How do the stories of Jesus inspire people today?</p> <ul style="list-style-type: none"> • To ask a Christian three questions about why stories of Jesus are important to them. • To recognise why stories of Jesus are important for Christians today. • To retell at least one story about Jesus. • To recall parts of at least one story about Jesus. • To name the Christian holy book and recall parts of a story of Jesus found within it. • To express some 'big questions' about the calming of the storm/feeding of the 5000. • To give thoughtful responses to 'big questions' about the calming of the storm/feeding of the 5 000. • To suggest meanings behind stories that Jesus told. • To identify what stories of Jesus' actions might teach a Christian about how to act. • To collect ideas about how the stories inspire acts of charity. • To recognise values in stories of Jesus that I think are important. • To consider similarities and differences between what is 	<p>1.4 What can we learn from creation stories?</p> <ul style="list-style-type: none"> • To talk about feelings associated with making and creating things. • To respond sensitively to ideas and feelings of other children about creating. • To talk about how I think the world was made. • To decide upon three interesting questions to ask the Creator. • To retell a creation story. • To recognise a Christian/Muslim belief about God. • To identify reasons why Christians and Muslims think it is important to look after our world. • To use some religious vocabulary to explain why Muslims and Christians might look after the earth. • To recognise that some ways of behaving might spoil the Earth. • To show awareness of similarities in the beliefs of Christians and Muslims. 	<p>1.1 What do Christians do at Easter and why is it important to them?</p> <ul style="list-style-type: none"> • To recall that the story of Easter is in the Bible and some of the events that happened to Jesus in Holy Week. • To retell some of the stories of Jesus in Holy Week, e.g. entering Jerusalem, washing his friends' feet, being arrested, being deserted; crucifixion (Good Friday) and resurrection (Easter Sunday morning). • To recall and name what Christians do in Holy Week to remember the stories of Jesus on Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. • To find out what these actions and practices mean to Christians and be able to suggest a meaning of Easter for Christians e.g. new life, love, forgiveness, friendship, salvation. • To name some of the items related to the celebration of Easter for Christians and non-religious people (e.g. 		

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	and their own attitudes and behaviour.	important in stories of Jesus and what is important to me.		<p>palm leaves, donkeys, hot cross buns, bread, wine, crosses, crucifixes, Easter eggs, simnel cakes, chicks etc.)</p> <ul style="list-style-type: none"> • To suggest how some of these items are relevant to the celebration of Easter for Christians. • To recognise that Easter is an important time for Christians. • To ask questions about why Christians celebrate Easter today and find out some answers. <p>Throughout this investigation, pupils should:</p> <ul style="list-style-type: none"> • To find out about the meaning of Easter. • To express their own ideas about the importance of Easter in a variety of ways. 		
Y2		<p>1.5 In what ways are a Church and Mosque important to believers?</p> <ul style="list-style-type: none"> • To identify evidence in the church that this is a church that supports a community. • To identify evidence in the mosque that many activities happen in this building that support the community. • To recognise that there are significant places where Christians go to worship and their importance to Christian believers. • To recognise that many Muslims go to the mosque but that prayer can take place anywhere. • To identify significant objects, symbols and places in the church and mosque, 	<p>1.6 What festivals do different religions celebrate?</p> <ul style="list-style-type: none"> • To talk about my own and someone else's celebrations. • To describe what happened at the Birth of Jesus and suggest the significance of this for Christians. • To describe an important Christian belief about Jesus and say how this is shown in the Christmas story. • To name some things that happen at Hannukah, Diwali and Christmas. • To retell and identify why the story of Prince Ram and Princess Sita is important to Hindus at Diwali. 	<p>1.7 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • To recognise some Bible stories told by Christians. • To retell a story that shows that Christians might think about God. • To talk about their own ideas about God. • To retell stories told by Jesus and about Jesus in words, drama and pictures. • To talk about some ways that Christians describe God and Jesus. • To talk about why God and Jesus are important for Christian people. • To think, talk about and ask some thoughtful questions about how the Bible influences Christians and 	<p>1.8 Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • To retell a story about Allah and Prophet Muhammad. • To identify some ways a Muslim might describe God. • To choose some of 99 names of Allah and say what they symbolise about God. • To reflect on and describe the significance of particular objects to Muslims. • To identify some ways Muslims mark Ramadan and celebrate Id ul Fitr. • To give reasons why Muslims try to follow Muhammad and have great respect for him. • To begin to show an understanding of how important the Qur'an is to 	<p>1.9 How do religions celebrate the birth of a baby?</p> <ul style="list-style-type: none"> • show an awareness that different people belong to different religions • retell what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean • Recognise similarities and differences between different religious belonging ceremonies • suggest meanings behind some of the Aqiqah ceremony practices

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		<p>describe how they are used and what they mean to Christians or Muslims.</p> <ul style="list-style-type: none"> • To identify special objects and symbols associated with different aspects of worship such as holy communion or prayer and be able to describe something about how these are used and what they mean to Christians. • To identify significant objects or action associated with Salah for Muslims and be able to describe how they are used or their significance. • To consider similarities and differences between some of the ways in which people worship in a church and a mosque. • To show that they have begun to be aware that some people regularly worship God in different ways and in different places. • To reflect on and describe their own ideas about worship and prayer; identifying those things they find interesting or puzzling. 	<ul style="list-style-type: none"> • To make links between the story of Prince Ram and Princess Sita at Diwali and the idea of good overcoming evil in life today. • To give a reason for the importance of the Goddess Lakshmi in the celebration of Diwali. • To talk about how the Hanukah might help someone remember the story of Hanukah. • To describe two things that happen at Hanukkah and the meaning behind these things for a Jewish person. • To suggest 2 reasons why a Christian person might choose to celebrate Christmas, a Hindu person might choose to celebrate Diwali or a Jewish person might choose to celebrate Hanukkah. • To identify similarities and differences between the celebration and meaning of two festivals studied. 	<p>what influences them.</p> <ul style="list-style-type: none"> • To give examples of how artwork and songs are used by Christians and can help Christians to learn about God. • To make links between what Jesus taught and what Christians believe and do. • To express their own ideas about the parables that Jesus told and the stories told about Jesus. 	<p>Muslims and give an example of a way Muslims treat the Qur'an.</p> <ul style="list-style-type: none"> • To describe some things that are important in Islam. • To describe when and how Muslims pray. • To consider similarities and differences between what matters to Muslims and what matters to me. • To express some questions about God that are hard to answer. • To respond thoughtfully about what is worth celebrating in my own life. 	<p>e.g. whispering of the Adhan, shaving of hair and giving money</p> <ul style="list-style-type: none"> • suggest meanings behind some of the naming ceremony practices of another religion e.g. Sikh.
<p>Y3</p>	<p>2.1 Why is Jesus important to Christians.</p> <ul style="list-style-type: none"> • To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives. • To use religious vocabulary to describe aspects of the life and teachings of Jesus, giving 	<p>2.2 Who should inspire us?</p> <ul style="list-style-type: none"> • To reflect on how having a code for living might help believers with difficult decisions. • To use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these 	<p>2.3 How do people express their faith through the arts? (across the 2 half terms).</p> <ul style="list-style-type: none"> • To describe how important Christian beliefs are shown through a piece of art. • To describe and show understanding of signs and symbols that are used to express Christian beliefs. • To describe how Christians use music to show their beliefs • To make links between Christian beliefs and music that is used in worship. • To describe some ways in which the beliefs of Christianity are seen in drama and story. 	<p>2.4 Where, how and why do people worship?</p> <ul style="list-style-type: none"> • To describe and compare meanings of actions, symbols or ritual in worship for a believer. • To use religious vocabulary to identify and suggest meanings for some symbolic objects, actions and sounds found in a church/ mandir/synagogue) and say 	<p>2.5 Why do religious people celebrate?</p> <ul style="list-style-type: none"> • To reflect on what is worth celebrating and remembering in their own life and community. • To explain using religious vocabulary the religious expression and beliefs shown through Easter, Pesach and another festival. 	

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<p>examples of how these have influenced the lives of Christians.</p> <ul style="list-style-type: none"> • To describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus. • To ask and respond to questions raised by the stories from the life of Jesus and contemporary followers • To use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life. • To use religious vocabulary to show an understanding of what it means to some people to be a Christian. • To apply ideas from what they have learned to their own beliefs, comparing and contrasting them to those of believers. 	<p>have influenced the lives of followers.</p> <ul style="list-style-type: none"> • To describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. • to describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak • To identify personal, family, school values/codes for living which influence their own behaviour • To ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life • To apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty. • To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives. • To ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers. 	<ul style="list-style-type: none"> • To show, using religious vocabulary, that I understand how different art forms can express Christian beliefs. • To develop and show understanding of the way triptychs, banners, icons and / or stained glass windows enable Christians to express their worship, beliefs, thoughts and / or feelings. • To show, I understand the 'rules' of Islamic art and the reasons that Muslims apply these rules. • To describe and show that I understand some of the ways Muslims paint, build and write about Allah. • To describe some different ways in which Mosques express Muslim ideas. • To show that I understand key features of the architecture of a mosque. 	<p>how these help people worship.</p> <ul style="list-style-type: none"> • To identify and understand some differences in the ways Christians worship in two Denominations. • To identify similarities and differences between Eucharist/Lord's Supper/ Communion for Christians and Puja for Hindus or Sabbath prayers and reading of the Sefer Torah scrolls and say why it matters so much for believers. • To suggest meanings for sentences in the Lord's prayer and Shema and explain its importance for Christians/Jewish people. • To explain the key functions of the Church, Synagogue and Mandir, comparing them to worship in the home, where appropriate. • To ask thoughtful questions about why worshippers choose to attend a church, Mandir or synagogue and suggest some possible answers. • To describe what happens on two different pilgrimages and explain how taking part in pilgrimage can make a difference to how pilgrims choose to live the rest of their lives. 	<ul style="list-style-type: none"> • To identify some differences between religious festivals and other types of celebrations. • To connect stories, symbols and beliefs with what happens at Easter, Pentecost, Pesach and another festival. • To identify similarities and differences in the way festivals are celebrated within and between religions. • To use religious vocabulary art, music, dance, drama, ICT to express their understanding of the meaning of religious festivals for believers. • To express their own responses that show their understanding of the values and beliefs at the heart of each festival studied. • To ask and respond to questions raised by the stories behind religious festivals.
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Y4	<p>2.6 How and why do believers show their commitments during the journey of life?</p> <ul style="list-style-type: none"> • To suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons. • To use religious vocabulary to describe and explain why baptism and confirmation are important to some Christians. • To use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion. • To describe the impact of ceremonies that mark important stages in people's lives. • To make links to their own lives and the important stages and ceremonies that may mark these. • To express their own responses to questions of meaning and purpose showing understanding of religious ideas and using a variety of media. 	<p>2.7 What matters most to humanists and Christians?</p> <ul style="list-style-type: none"> • To use correct vocabulary to describe a religious and a non-religious way of life. • To describe some values that matter to Humanists and some values that matter to Christians. • To make links from their own ideas about good and bad to other people's ideas. • To understand similarities and differences between Christian and Humanist values. • To identify some of their own values and consider what behaviour goes with a value like forgiveness, truth telling or kindness to animals. • To ask and respond to questions about values and why we find it hard to always be good (Level 3); • To make links between what matters most to Humanists or Christians and what matters most to them. • To apply ideas about values in Christianity and Humanism for themselves. 	<p>2.8 What do religions teach about the natural world and why should we care about it?</p> <ul style="list-style-type: none"> • To ask some questions and suggest some answers about what different people believe about creation and the natural world including non-religious perspectives. • To make links between the Biblical creation story and the activities of Christians relating to care for the Earth. • To make links between their own values about animals and the idea of God as creator of the world. • To describe and show understanding of sources and teachings of other religions about creation and human responsibility for the environment. • To identify and describe the impact of these beliefs on how people live. • To reflect upon and express their own understanding of ideas and beliefs about care for creation in the light of their learning, through story, art, drama, music and ICT. 	<p>2.9 What does it mean to be Jewish?</p> <ul style="list-style-type: none"> • To ask important questions about Judaism and investigate their answers. • To describe three things that Jewish people believe about God and connect at least one of them to the shema. • To begin to identify the impact of the Torah on the lives of Jewish people. • To recognise similarities and differences between stories in the Torah and in other religious traditions. • To consider my own reflections on some of the commandments within the Torah. • To use a good religious vocabulary to describe the laws of kosher and how these affect what a Jewish person might eat. • To suggest reasons why a Jewish person might keep kosher. • To describe what Jews believe about creation and connect this with what happens at Shabbat. • To reflect on what matters most in the story of the Exodus. • To explore and explain the symbolism behind Jewish practice at Pesach. • To apply the idea of marking an important religious event with symbolic food and actions to an event 	<p>2.10 What does it mean to be Hindu?</p> <ul style="list-style-type: none"> • To consider my own ideas about God and give thoughtful responses. • To use good religious vocabulary to describe at least 3 things that Hindus believe about God. • To notice features of Hindu gods and goddesses on pictures and murtis and link these with what Hindus believe about God. • To make links between stories about the Gods and what these teach Hindus. • To describe some of the things that Hindus do to worship God and why they do them. • To ask questions and give reasoned responses to how Hindus show their beliefs when they worship at a mandir. • To describe what can be learnt from the story of Diwali or Holi. • To describe some of the things that Hindus do at Diwali or Holi or Raksha Bandhan. • To describe some of the things that Hindus do at Diwali or Holi or Raksha Bandhan. • To make links with why they do them • To reflect upon how karma and dharma affect the way Hindus live their lives and consider what influences my own life. • To reflect upon the importance of pilgrimage for Hindus and explain some of
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					in my own life.	the practices and events associated with it.
Y5	<p>2.18 What does it mean to be a Christian?</p> <ul style="list-style-type: none"> To apply ideas from different points of view to develop their own beliefs about the existence and nature of God. To explain the impact of belief in God on a person's lifestyle. To express thoughtful views about what God is like and whether or not God exists. To explain, with reasons, why the Trinity is an important idea for Christians. To describe and show understanding of sources, beliefs and ideas and make links between them. To use a developing religious vocabulary, including ideas such as guidance, comfort, strength or inspiration to show their understanding of the impact belief in the Bible can have on Christian people. To describe some different ideas about the meanings of Bible stories. To raise and suggest answers to, questions about the Bible and its place and use in Christian communities. To explain the big story of the bible giving examples of bible characters and stories that exemplify different parts of the big story. 	<p>2.19 What does it mean to be a Muslim?</p> <ul style="list-style-type: none"> To describe and explain the significance of the 5 pillars of Islam. To explain the key beliefs of Muslims and how these affect the way Muslims choose to behave individually. To explain and reflect on the significance of the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage. To describe and explain the key functions of the Mosque, comparing them to another place of worship the children have learnt about. Link them to the beliefs of Muslims. To identify differences and similarities between prayer in Islam and prayer in another religion. To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the Pupil. To describe and reflect on the significance of the Qur'an to Muslims. To describe and give reasons for the celebration of Id ul Fitr and Eid ul Adha making connection to key Muslim beliefs. To ask and respond to questions (stimulated by a range source material) about how religion influences 	<p>2.12 Why are sources of wisdom important to religious people?</p> <ul style="list-style-type: none"> To describe/explain sources of inspiration and influence upon my own moral code. To thoughtfully express my views on the importance of following specific lessons for life. To explain the impact of following given sources of wisdom on the lives of believers. To show my understanding of meanings of wise sayings from 2 or more religions. To identify differences and similarities between positive values expressed in wise sayings and stories from at least 2 religions. To connect the words of religious texts with how religions are practised today. To connect up wise words from faith traditions and what their followers believe about God. To make links between wise words from faith traditions and how these might help followers answer ultimate questions. To suggest 3 or more well thought out reasons about why sources of wisdom are important to religious people. To express thoughtful views on what makes a text wise. To express thoughtful 	<p>2.14 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> To ask some puzzling questions and talk about why they are interesting. To identify some 'big questions' about life and the world that make people wonder and are difficult to answer. To suggest things that help Christians and another religious community during difficult times and say why (e.g. worship, prayer, service/sewa, loving others, charity). To suggest what difference following a religion can make to life, including when life gets hard, making links to their own ideas of keeping going when facing difficulties. To talk about what Christians and another religion (e.g. Islam or Sikhism) say about what happens when we die, describing and explaining similarities and differences. To explain how believing in life after death, e.g. heaven, Paradise, moksha, might make a difference to how someone lives. To explain how not believing in life after death might make a difference to how someone lives. To ask questions and suggest some responses about what others believe, showing awareness that not 	<p>2.15 Why do people make vows and commitments to one another?</p> <ul style="list-style-type: none"> To describe and explain the events of and symbolism behind wedding ceremonies from at least 2 traditions. To explain the impact of religion in people's decisions relating to getting married and their wedding ceremony. To consider reasons why people make vows and commitments to each other and reflect upon and express my own views in light of this. To compare wedding ceremonies from different traditions, make connections between them and describe similarities and differences. To explain and give reasons for words said in wedding ceremonies. To reflect upon words and actions that I think are important to be included in wedding ceremonies and thoughtfully apply my ideas. To consider and express my own views about what makes a good marriage. To ask questions about why people choose a religious or non-religious wedding, explain my own considered viewpoint in light of the answers. 	<p>2.16 What will make our city/town a more respectful place?</p> <ul style="list-style-type: none"> To recognise diversity within and between faiths in my local community. To make links between my understanding of religion in Redbridge/ Havering and my understanding of religion in other locations. To describe the impact of religion locally. To explain the impact of religion in my local community. To use religious vocabulary to show understanding of teachings and practice regarding respect and how to live responsibly in the community in at least 2 religions. To ask questions to followers of faiths about living respectfully; identify similarities and differences in answers. To link viewpoints expressed by people of faith with my own ideas. To describe similarities and differences between teachings about how to live respectfully in different religions. To apply my learning about respect, human responsibility, justice and fairness in at least 2 religions to help me express my own views about how to

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	<ul style="list-style-type: none"> • To identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact • To understand some of the Christian beliefs about the death of Jesus as a sacrifice. 	<p>Muslims' everyday lives.</p> <ul style="list-style-type: none"> • To express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam. 	<p>views on what would make a good source of wisdom.</p>	<p>all questions can be answered.</p> <ul style="list-style-type: none"> •To create a statement of their own ideas about life after death reflecting on ideas from at least two religions studied. 		<p>make our city/town more respectful.</p> <ul style="list-style-type: none"> • To describe why places of worship and religious communities are important to believers.
<p>Y6</p>	<p>2.20 What does it mean to be a Sikh?</p> <ul style="list-style-type: none"> • To describe and reflect on the significance of Guru Nanak's words 'There is no Hindu. There is no Muslim.' • To connect Sikh stories and history with values and attitudes that are important in Sikhism today. • To create a statement of my own beliefs after thoughtfully reflecting on ideas from both Sikhism and elsewhere. • To outline how Sikhs use symbolism in their architecture to express their beliefs. • To use the right specialist terms to explain how Sikhs express their beliefs through symbols and actions in the gurdwara. • To make thoughtful connections between the Sikh story of Diwali and values I consider important. • To explain some of the commitments and challenges of belonging to a religious or secular group. • To say what is most important to Sikhs and explain how this is revealed through the Sikh way of life, giving examples. • To explain the impact of Sikh values and beliefs on the lifestyles of many Sikhs today and consider values and beliefs that affect my own lifestyle. 	<p>2.13 Why is prayer important for religious believers?</p> <ul style="list-style-type: none"> • To ask and respond to interesting questions surrounding prayer. • To express views on the importance of prayer, relating them to relevant hadith. • To describe similarities and differences between prayer in at least two religions. • To identify similarities and differences between prayer in different Christian denominations and reflect on the significance of these. • To make connections between a Christian, Muslim and Sikh prayer and the beliefs that they show, recognising similarities and differences. • To use religious vocabulary to show understanding of the role of the Church/Gurdwara/Mosque in prayer. • To express views on the appropriate purposes of prayer in response to studying prayer as a concept and considering prayers from 3 faiths. • To recognise diversity within religions surrounding commitment and attitudes towards prayer. • To compare two different Christian/Muslim/Sikh attitudes to prayer with my own viewpoint. • To use investigational skills in order to be able to describe and suggest reasons why people may or may not choose to Pray. 	<p>2.17 Justice and poverty: Can religions helps to build a fair world?</p> <ul style="list-style-type: none"> • To describe some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference. • To explain how the ideals of Christian living come from the teachings of Jesus and Paul. • To make connections between the teachings of Paul and Jesus and the work of on Christian agency today. • To make links between the teachings of Islam and the work of an agency such as Islamic Relief or Muslim Aid today. • To make links between the Sikh values of Sewa, Kirat Karna and Vand chhakna and charity work for Sikhs. • To explain with reasons some similarities and differences between the work of the two charities and give reasons for these similarities and differences; • To use the terminology of Islam, Christianity and Sikhism to explain the impact of some projects of each of the charities; • To explain my own views about the differences and similarities between the charities clearly. • To apply the ideas of fellowship, stewardship, zakat, ummah, sewa, vand chhakna, generosity and charity to my own attitudes to money. 			