

Curriculum Map - Religious Education

Curriculum Area: Religious Education

Curriculum Intent:

At Hilldene we want Religious Education lessons to engage pupils in exploring and responding to challenging questions raised by religion and worldviews, so that they can develop the knowledge, understanding and skills needed to appreciate and appraise varied responses to these questions, including their own. Developing an understanding of various religious and non-religious traditions will enable pupils to use their personal knowledge and experiences of religion and beliefs to support them to navigate their own beliefs and values as well as be able to engage in discussion about their beliefs and how these may be similar or different to those of others.

Throughout EYFS pupils should be taught:

“Activities children engage in during their Nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of a pupil’s learning at this stage.

The Religious Education programme of study needs to contribute to what the Early Learning Goals identify as exceptions for learning. The areas of learning which most closely relate to RE are:

- *Communication & language*
- *Personal, social and Emotional*
- *Expressive arts and Design*
- *Understanding of the World*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know and understand a range of religions and world views	<p>Unit Outcome: 1.3 Christianity To know how stories of Jesus inspire people.</p> <p>1.1 Christianity To know why Christians celebrate Easter</p>	<p>Unit Outcome: 1.7 Christianity To understand Christian belief in God as Father and Jesus as the Son of God.</p> <p>1.8 Islam To understand how aspects of the Muslim way of life are influenced by their beliefs.</p>	<p>Unit Outcome: 2.1 Christianity To understand that Christian belief in Jesus as the Son of God and the implications of this (including belief in sin, forgiveness and heaven)</p> <p>2.3 Christianity and Islam To understand how an image can be spiritual. To understand different ways in which Mosques express Muslim ideas.</p>	<p>Unit Outcome: 2.6 Christianity, Hinduism and Judaism To know and understand believers mork significant moments in their lives. To be able to suggest reasons why life is often described as a journey and express own metaphors for life and justify these.</p> <p>2.9 Judaism To know and understand what it means to be Jewish,</p> <p>2.10 Hinduism</p>	<p>Unit Outcome: 2.11 Christianity, Hinduism and Islam To know and understand what believers from different religions believe about God.</p> <p>2.13 Christianity, Islam and Sikhism To know and understand the importance of prayer in Christianity, Islam and Sikhism. To understand words of prayers from three religions and how and why worship differs.</p>	<p>Unit Outcome: 2.18 Christianity To know and understand the principles by Christians live by and how their faith guides their life. To be able to reflect on own beliefs and how these are similar / different to Christians.</p> <p>2.19 Islam To know and understand the principles by Muslims live by and how their faith guides their life. To be able to reflect on own beliefs and how</p>

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				To know and understand what it means to be a Hindu	To develop an understanding of the purposes of prayer. 2.15 Christianity, Islam, Sikhism and Humanists To explore and understand why people choose a religious or a non-religious wedding. To be able to explained own viewpoint based on mu understanding of a range of religions.	these are similar / different to Muslims. 2.20 Sikhism To know and understand the principles by \dikhs live by and how their faith guides their life. To be able to reflect on own beliefs and how these are similar / different to Sikhs/
	<p>Skills taught: 1.3 Begin to suggest meanings behind stories. Begin to identify similarities and differences between what is important to Christians and myself. 1.1 - to build on skills from 1.3</p>	<p>Skills taught: 1.7 To understand how faith and belief help you to feel a sense of belonging (including celebrating together, being loving and forgiving, being kind and generous). 1.8 To build on skills that are developing in 1.7</p>	<p>Skills taught: 2.1 To begin to make links between Christian beliefs and their actions. To begin to use a widening religious vocabulary to demonstrate understanding. 2.3 To begin to identify and express own opinions about the different ways in which beliefs are expressed. To begin to understand how different art forms are used to express religious beliefs.</p>	<p>Skills taught: 2.6 To know and understand metaphors for life. To be able to justify own ideas about the journey of life. To begin to make links between own life and the lives of Christian, Hindu and Jewish faith. 2.9 To recognise similarities and differences between stories in the Torah and other religious stories. To deepen knowledge and understanding of religious vocabulary. 2.10 To identify similarities and differences between religions, To deepen understanding of how to use questioning to</p>	<p>Skills taught: 2.11 To be able to justify own ideas and how these relate to beliefs in religions. To be able to express ideas based on religious learning. To use accurate religious vocabulary when referring to religion. To be able to identify and explain similarities and differences between religions and their beliefs. To ask questions to enquire about beliefs. 2.13 To continue to justify ideas and how these relate to beliefs in religions. To use accurate religious vocabulary when referring to</p>	<p>Skills taught: 2.18 To be able to apply knowledge and understanding from a range of religions and develop own beliefs about God and the nature of God. To use religious vocabulary with increasing confidence and accuracy. To question the belief of Christains and own beliefs for how believers / I live their lives. 2.19 To be able to apply knowledge and understanding from a range of religions and develop own beliefs about God and the nature of God. To use religious vocabulary with</p>

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				question own belief and belief of others.	religion. To ask meaningful questions to question own beliefs and those of others. 2.15 continue to develop skills of those in 2.13. To be able to reflect upon the words and actions that I think are important to my beliefs (when making a commitment).	increasing confidence and accuracy. To question the belief of Muslims and own beliefs for how believers / I live their lives. 2.20 To be able to apply knowledge and understanding from a range of religions and develop own beliefs about God and the nature of God. To use religious vocabulary with increasing confidence and accuracy. To question the belief of Sikhs and own beliefs for how believers / I live their lives.
	<p>Knowledge taught: 1.3 Christian belief in Jesus as the Son of God How important the Bible is for Christians, including:</p> <ul style="list-style-type: none"> • How the Bible is sacred for Christians and what this means • Stories about God • Stories about Jesus • How and when the Bible is used • How Christians celebrate Easter, and the events that they 	<p>Knowledge taught: 1.7 To know how Christians think of God (book of Jonah in the Old Testament) To know that God cared for others. To know that Christians describe God as all-powerful, loving, close to everyone and forgiving. To know that Christians believe that God performed miracles. 1.8 To know that Muslims believe in</p>	<p>Knowledge taught: 2.1 To know the ideals of Christian living (e.g. love, joy, peace, teachings, generosity, justice, sacrifice). To know how Christians put their beliefs into practice in their own lives. To begin to understand how some Christians face challenges of living up to the ideals and the need for forgiveness. 2.3 To know that</p>	<p>Knowledge taught: 2.6 To know that: Christians put their beliefs into practice. Christians mark important points in life (birth, commitment / initiation, marriage and death). To know the Hindu way of life (initiation (sacred thread ceremony) and marriage. To know that in Judaism they mark the significant points in life (bar mitzvah and bat</p>	<p>Knowledge taught: 2.11 To be able to explain examples of ways in which believing in God is valuable in the lives of believers. To know and understand the similarities and differences in beliefs about GOD held by Christians, Hindus and Muslims. To know what atheists, agnostics and atheists say about God. 2.13 To understand</p>	<p>Knowledge taught: 2.18 To be able to explain, with reasons, why Trinity is an important idea for Christians. To know and understand what it means to be a Christian. To know how and why Christians use the Bible. To know why sacrifice is a key concept in Christianity. 2.19 To know and</p>

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	<p>remember (including stories of Jesus' death and resurrection)</p> <ul style="list-style-type: none"> •What many Christians do in church and why this is important to them • The symbols Christians might use and what they mean e.g. cross • Christian belief in Jesus as the Son of God • How important the Bible is for Christians, including stories about Jesus; how and when the Bible is used 	<p>Allah as the one true God. To know that Muslim beliefs are expressed in practice, at Mosque, in daily prayer and in the month of Ramadan. To understand the importance of Wudu (cleanliness before prayer). To know that Muslims pray five times per day and the importance of this.</p>	<p>Christians use a variety of art forms to express their faith. To know that Muslims do not portray Allah pictorially. To know the role of the church / Mosque plays in Christianity and Islam faith.</p>	<p>mitzvah / chayil as coming of age ceremonies and the meaning of marriage ceremonies). To understand the significance of the ceremonies and the meaning of them. 2.9 That the Torah is at the heart of the Jewish faith To know that the stories in the Torah affect Jewish practice. To know and understand the meaning and significance of Jewish rituals and practices during festivals. 2.10 To know that there are different scriptures, not just one holy book. To understand that different gods and goddesses help develop a way of focused thinking. To be able to identify features of gods and goddesses in pictures and link these to what Hindus believe about God.</p>	<p>and know how the Bible is a source of authority and wisdom and how the Bible is used in church, private worship and prayer). To know that there are Five Pillars of Islam. To understand and know how Muslims put the words of the Qur'an into action. To understand the beliefs about God within the Mool Mantra. 2.15 To describe and explain the events of and symbolism behind wedding ceremonies. To consider reasons why people make vows and commitments to each other. To have knowledge of wedding ceremonies from different religions to be able to compare and contrast.</p>	<p>understand the importance of the Five Pillars of Islam. To know why Muslims use 'pbuh' To know and understand the importance of Ummah 2.20 To know and understand the place of the 10 Gurus in Sikhism. To know and understand the significance of Baisakh, Guru Nanak's birthday for Sikhs and how these festivals are celebrated. To know and understand that the gurdwara is a place of worship, learning and service for the community.</p>
	<p>Key vocabulary taught: 1.3 Christians Bible sacred</p>	<p>Key vocabulary taught: 1.7 samaritan parables miracles</p>	<p>Key vocabulary taught: 2.1 sin forgiveness heaven</p>	<p>Key vocabulary taught: 2.6 initiation marriage Bar mitzvah</p>	<p>Key vocabulary taught: 2.11 atheists agnostics theists</p>	<p>Key vocabulary taught: 2.18 philosophical questions Biblical quotes</p>

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	<p>Holy Week Good Friday (crucifixion) Easter Sunday (resurrection)</p>	<p>Old Testament 1.8 Ramadan Mosque Allah Id-ul-Fitr Salah Wudu</p>	<p>justice ideals sacrifice gospel 2.3 Tawhid (Allah is the one true God) spiritual stained glass window symbolism devotion trptychs</p>	<p>Bat mitzvah Chayil (coming of age) metaphor journey 2.9 Torah Shabbat (God as creator) Pesach (freedom) Rosh Hashanah and Yom Kippur (judgement and repentance) Sukkot (reliance) 2.10 Dharma or Sanatan Dharma (Eternal way) Brahman (creator) Vishnu (sustainer) Shiva (destroyer) Raksha bandhan (bond between siblings)</p>	<p>2.13 Ibadah Shahadah Salah Sawm Zakah Hajj Mool Mantra Answered and unanswered prayer Talking to God (ACTS - Adoration, Confession, Thanksgiving, Supplication) 2.15 vows commitment ceremony Singh and Kaur (Sikhism) religious wedding Secular wedding</p>	<p>Denominations - Catholic, Anglican and Methodist 2.19 'pbuh' Ummah 2.20 Guru Gobind Singh Baisakh Guru Nanak Gurdwara Langar as expression of sewa (selfless service to others)</p>
Express Ideas and insights about the nature, significance and impact of religions and worldviews	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Unit Outcome: 1:2 To discuss and identify who or what influences our lives. 1.4 To discuss our own views on how the world began and who created it.</p>	<p>Unit Outcome: 1.6 To know significant celebrations that are celebrated by different religions (Christmas, Diwali and Hunankuh)</p>	<p>Unit Outcome: 2.5 To begin to explain why it is important to celebrate in my own life, life of family and community.</p>	<p>Unit Outcome: 2.8 To know that religions teach about the natural world and to understand why we should care.</p>	<p>Unit Outcome: 2.12 To know and understand why sources of wisdom are important to religious people.</p>	<p>Unit Outcome: 2.17 To know and understand problems of poverty in the world today.</p>
	<p>Skills taught: 1.2 To begin to recall and suggest meanings to some religious and moral stories. 1.4 To justify own ideas and views based on beliefs.</p>	<p>Skills taught: 1.6 Begin to understand the meaning behind stories and how this meaning is significant in religious beliefs.</p>	<p>Skills taught: 2.5 To begin to justify ideas and own views based on beliefs and know how these compare with other religious beliefs. To begin to make connections with</p>	<p>Skills taught: 2.8 to continue to develop skills on making links between religions and own values and beliefs. To continue to develop reflection upon and express own ideas on</p>	<p>Skills taught: 2.12 To continue to justify ideas and own views based on religious beliefs. To make connections between religious beliefs. To identify similarities</p>	<p>Skills taught: 2.17 To be able to make connections between religious beliefs, own and charities. To be able to apply ideas of religious views to attitudes of money</p>

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			stories, symbols and beliefs in own and other religions.	beliefs. To continue to ask questions and suggest answers about what others believe and how this is similar / different to own beliefs.	and differences between positive values expressed in sayings or stories. To be able to express thoughtful views on what makes a test wise and a good source of wisdom.	and compare these to own. To be able to compare and contrast my own thoughts on poverty to those with a faith.
	<p>Knowledge taught: 1.2 How important the Bible is for Christians, including: Stories about Jesus How and when the Bible is used. How important the Quran is for Muslims, including: That the Qur'an was revealed to the Prophet Muhammad Stories about the life of Prophet Muhammad e.g. Muhammad and the black stone Stories about the Prophet about how to live, e.g. Muhammad and the kittens, Muhammad and the old woman 1.4 How the Bible is sacred for Christians and what this means That Allah is the creator</p>	<p>Knowledge taught: 1.6 Christians celebrate Christmas and that this is significant as it is the birth of Jesus. Christians believe in God as the Father and Creator. Christian belief in Jesus as the Son of God Hindu festivals include the theme of good triumphing over evil. Hindu belief of the new year and hope for blessings and prosperity in the next year. Jewish belief of hope and dedication.</p>	<p>Knowledge taught: 2.5 To be able to explain why Jewish people celebrate Pesach annually. To know how the actions and practices at Eid-ul-Fitr link to beliefs of Muslims. To build on knowledge of how and why Christians celebrate Easter. To be able to know and identify similarities and differences between sacrifice at Easter and Eid-ul-Fitr</p>	<p>Knowledge taught: 2.8 To know that Christians believe that God was the creator; Jews believe in one God who was the creator and cares for all and that Hindus believe in Brahman who is the Supreme Spirit. To know and understand that different religions have different creation stories: *Biblical creation story - Genesis 1-2 *Jewish story of creation *Hindu creation story - Brahma creating the world.</p>	<p>Knowledge taught: 2.12 To understand that the Sunnah is practices, customs and traditions of the Prophet Muhammad. To know and understand that Hadith is the saying and actions of the Phophet Muhammad. To understand how Muslims put the words of the Qur'an into practice. To understand that equality is a key value in Sikhism and how it is expressed.</p>	<p>Knowledge taught: 2.17 To know and understand how charities respond to poverty. To know how Christians use the teachings of Jesus and Paul to shape their views of living. To know and understand the teachings of Islam and the work of Islamic Relief / Muslim Aid. To use knowledge of poverty and how religious beliefs shape believing people's lives.</p>
	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:

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	1.2 Muslim Qu'ran Muhammad leaders prophet 1.4 creation world similarities differences	1.6 Christmas Hanukkah Diwali Son of God triumphing hope dedication	2.5 Pesach (Judaism) Eid-ul-Fitr (Islam) sin heaven rituals fasting (Ramadan) self-control	2.8 Braha Ahimsa (non-harming) Tikkun Olam (repairing the world) creation	2.12 giving of Sadaqah (voluntary contribution) Gurus (Sikhism) Sunnah (Islam) Hadith (Islam) Salvation (Christianity) resurrection (Christianity)	2.17 justice Poverty Charities Zakah Giving of Sadaqah (voluntary charity) Sikhi Kirat Karna (working honestly to earn a living) Vand Chhakna (sharing)
Gain and deploy the skills needed to engage seriously with religions and worldviews	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Unit Outcome: 1.5 to understand why a church or mosque are important to believers	Unit Outcome: 1.9 to understand how religions celebrate the birth of a baby.	Unit Outcome: 2.2 - to reflect on how having a code for living might help believers with difficult situations 2.4 to understand where, how and why people worship and reflect on my own beliefs.	Unit Outcome: 2.7 Humanists and Christianity To develop an understanding of Humanism and how this differs from Christianity.	Unit Outcome: 2.14 To question own beliefs and how these relate to those who have a faith.	Unit Outcome: 2.16 To be able to reflect and question respect in the local area and identify how this can be improved.
	Skills taught: 1.5 To identify: • to use evidence of religious buildings to explain To make observations about significant places To identify similarities and differences between places of worship To begin to reflect on and describe own ideas about worship.	Skills taught: 1.9 To be able to make links between religions and begin to make comparisons between religions and my own life.	Skills taught: 2.2 To be able to describe similarities and differences between religions and the codes of living they believe in and follow. To begin to ask and respond to questions about the importance of a set of beliefs. To begin to make links between religions and their beliefs. 2.4 to build upon and develop further skills	Skills taught: 2.7 To develop the ability to understand similarities and differences between the values of Humanism and of Christianity. To deepen understanding of identify similarities and differences between beliefs and to question own. To consider how to justify doing the right	Skills taught: 2.14 To ask puzzling questions and justify own ideas about them. To identify similarities and differences between religions and how believers are supported by their faith. To be able to use increasing knowledge and understanding of religions to talk confidently about aspects of religious	Skills taught: 2.16 To be able to analyse (including comparing and contrasting) relevant statistics to find out about religions and places of worship in the local area. To be able to devise questions that allow debate. To be able to compare religious teachings with own ideas. To be able to recognise

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			taught in unit 2.2.	thing and to use own beliefs to justify this.	and non-religious life.	diversity within faiths in the local community.
	<p>Knowledge taught: 1.5 that places of worship are different in different religions That significant objects, symbols and places are associated with places of worship</p>	<p>Knowledge taught: 1.9 That different religions celebrate the birth of a baby differently but also have some similarities: *Christianity - baptism / dedication *Sikhism - Naam Karen *Islam - Aqiqah</p>	<p>Knowledge taught: 2.2 That worship can be in the home, a place of worship or on a pilgrimage. To begin to understand how different religions put their beliefs into practice. To begin to identify similarities and differences between religions (Christianity, Judaism and Hinduism) 2.4 To understand that Christian beliefs, teachings and practices can be expressed in different ways * using signs and symbols, music, architecture) To know and understand that the synagogue and its features are a place of worship for Jews. To know how Sefer Torah is produced, covered and treated. To know how Hindus pray and the significance of this.</p>	<p>Knowledge taught: 2.7 To know that the code of living for Humanists (be honest, use your mind, tell the truth, respect others, do to other people what you would like them to do to you). To explore know the meanings of some big moral concepts (fairness, freedom, truth, honest, kindness, peace). To deepen understanding of Christian codes for living (Love God and love your neighbour).</p>	<p>Knowledge taught: 2.14 To understand and know meanings, significance and rituals of death in Christianity, Islam and Sikhism. To know and understand how non-religious beliefs are similar / different to religious views on death. To know and understand that some religions believe in life after death.</p>	<p>Knowledge taught: 2.16 No new knowledge is to be taught - pupils to draw on prior knowledge and understanding from KS2. To draw on prior knowledge of religions and identify what knowledge is needed to be able to compare and contrast religions. Use knowledge of religions and apply this to learning about respect, human responsibility, justice and fairness.</p>
	<p>Key vocabulary taught: 1.5 Holy communion</p>	<p>Key vocabulary taught: 1.9 Baptism</p>	<p>Key vocabulary taught: 2.2 community</p>	<p>Key vocabulary taught: 2.7 Humanism</p>	<p>Key vocabulary taught: 2.14 life after death</p>	<p>Key vocabulary taught: 2.16 vocabulary to be</p>

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	<p>Salah Worship prayer</p>	<p>Dedication Naam Karen Aqiqah community celebrating</p>	<p>forgiveness Tzedakah (charity) Tikkun olam (repairing the world) Brahman (the Supreme Spirit) Dharma (duty) 2.4 architecture Synagogue Puja Arti ceremony Prashad (food that is blesses and shared after worship) Mandir</p>	<p>religious views non-religious views peace neighbour values</p>	<p>Paradise Mukti Birth, life, death, rebirth (Sikhism) wisdom community</p>	<p>revised and retaught if pupils are unsure of particular key words.</p>
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