

CURRICULUM MAP - RE

	SKILLS PROGRESSION	AUTUMN TERM	SPRING TERM	SUMMER TERM
EARLY YEARS	<p>ELG: Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Autumn 1: Being Special: Where do we belong?</p> <p>Autumn 2: Why is Christmas special for Christians?</p>	<p>Spring 1: Why is the word God important to Christians?</p> <p>Spring 2: Why is Easter special for Christians?</p>	<p>Summer 1: What places are special and why?</p> <p>Summer 2: What times/stories are special and why?</p>
YEAR 1	<p>Identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>Give clear, simple accounts of what stories and other texts mean to believers.</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of ways in which believers put their beliefs into practice.</p> <p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p>	<p>Autumn 1: What do Christians believe God is like?</p> <p>Autumn 2: Why does Christmas matter to Christians?</p>	<p>Spring 1: Who do Christians say made the world?</p> <p>Spring 2: Who is Jewish and how do they live?</p>	<p>Summer 1: Who is Jewish and how do they live?</p> <p>Summer 2: How should we care for others and for the world, and why does it matter?</p>
YEAR 2		<p>Autumn 1: What is the 'good news' Christians say Jesus brings?</p> <p>Autumn 2: Who is a Muslim and how do they live?</p>	<p>Spring 1: Who is a Muslim and how do they live?</p> <p>Spring 2: Why does Easter matter to Christians?</p>	<p>Summer 1: What makes some places sacred to believers?</p> <p>Summer 2: What does it mean to belong to a faith community?</p>
YEAR 3	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the core concepts studied.</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Autumn 1: What do Christians learn from the Creation story?</p> <p>Autumn 2: What is it like for someone to follow God?</p>	<p>Spring 1: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Spring 2: How do festivals and worship show what matters to Muslims?</p>	<p>Summer 1: How do festivals and family life show what matters to Sikh people?</p> <p>Summer 2: How and why do people try to make the world a better place?</p>

YEAR 4	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>Give good reasons for the views they have and the connections they make.</p>	<p>Autumn 1: What is the 'Trinity' and why is it important for Christians?</p> <p>Autumn 2: What do Hindus believe God is like?</p>	<p>Spring 1: What kind of world did Jesus want?</p> <p>Spring 2: For Christians, what was the impact of Pentecost?</p>	<p>Summer 1: What does it mean to be Hindu in Britain today?</p> <p>Summer 2: How and why do people mark the significant events of life?</p>
YEAR 5	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>	<p>Autumn 1: Why is the Torah so important to Jewish people?</p> <p>Autumn 2: Why do Christians believe Jesus was the Messiah?</p>	<p>Spring 1: What does it mean if Christians believe God is holy and loving?</p> <p>Spring 2: Why do Hindus want to be good?</p>	<p>Summer 1: How do Christians decide how to live? What would Jesus do?</p> <p>Summer 2: What matters most to Humanists and Christians?</p>
YEAR 6	<p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>	<p>Autumn 1: Creation and science: conflicting or complementary?</p> <p>Autumn 2: Why do some people believe in God and some people not?</p>	<p>Spring 1: What do Christians believe Jesus did to 'save' people?</p> <p>Spring 2: What does it mean to be a Muslim in Britain today?</p>	<p>Summer 1: For Christians, what kind of king is Jesus?</p> <p>Summer 2: How does faith help people when life gets hard?</p>