**Curriculum Map for Religious Education Walcott**

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| **RE Statement of Intent**:  Our RE curriculum will enable children to:   * develop religious literacy to enable them to hold balanced and informed conversations about religion and belief * make links with the Christian values of our own school * grow in spiritual, moral, social and cultural awareness * develop knowledge and understanding of Christianity as well as other principal religions and world views * focus on concepts as well as content, within the context of enquiry-based learning * explore authentic religious material, e.g. sacred texts * be prepared for life in modern Britain and have an understanding of British Values * reflect on their own experiences | | | | |
| **Implementation:**   * RE is taught in blocks throughout the year, so that children can achieve depth in their learning. * We design our RE curriculum using the Lincolnshire Agreed Syllabus, exploring religious beliefs in our own, and contrasting, communities. * Plans for each unit identify the key knowledge and skills and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. The learners will revisit themes, knowledge and skills in order to embed and deepen understanding. * Big questions are identified in each unit as possible questions for enquiry. * Teachers may identify cross curricular outcomes, particularly with expressive arts, literacy, geography and history * Visits to diverse religious settings are an integral part of learning | | | | |
| **Process Knowledge and Skills:**  Pupils in all key stages develop key skills in RE in order to enhance learning.  1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.  2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.  3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.  4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.  5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.  6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue. | | | | |
| **Key: Subject Knowledge Process Knowledge and Skills Big Questions** | | | | |
| **Class 1** | **Term 1 God and Creation** | **Term 2 Incarnation** | **Term 3 Special Times** | |
| Why is the word God so important to Christians?  \*The word God is a name  \*Christians believe God is Creator of the universe  \*Christians believe God made our wonderful world and so we should look after it  \*3. React to a range of opinions concerning the creation of the world  \*1. Investigate the natural world | Why do Christians perform nativity plays at Christmas?  \*Christians believe God came to Earth in human form as Jesus  \*Christians believe Jesus came to show that all people are precious and special to God  \*1. Explain the Christmas play narrative  \*2. Sort traditions into those that reflect the nativity story and those that don’t | What would it be like if we were not allowed to celebrate special times?  \*How we celebrate special times  \*Why some times are special  \*5. Find similarities between 2 different cultural celebrations  \*5. Give an opinion about a religious celebration other than Christian   |  |  | | --- | --- | | \*Special times  - in their lives  - religious significance  - in school | Stories  Artefacts  Clothes  Foods | | |
| **Term 4 Salvation** | **Term 5 Special Places** | **Term 6 Baby Birds – A Muslim Story** | |
| Why do Christians put a cross in an Easter garden?  \*Christians remember Jesus’ last week at Easter  \*Jesus’ name means ‘He saves’  \*Christians believe Jesus came to show God’s love  \*Christians try to show love to others  \*4. Use their knowledge to create an Easter garden | What is a special place?  \*Observe, find out about, and identify features in the place they live and natural world  \*Talk about those features they like and dislike  \*Identify their own special place  \*Different people have different special places  \*Religious buildings are special places for some people  \*5. Compare special places for contrasting people and communities | How can this story change our world?  \*Know there are different cultures and beliefs  \*Know ‘The Baby Birds’ is a Muslim story  \*Know that caring for animals is important to Muslims  \*Compare and contrast with a story from a different religion and another Muslim story  \*3. Develop empathy by understanding the message of the story for Muslims  \*6. Evaluate how the story has affected their thinking, and how this will affect their actions | |
| **Class 2**  **Year A** | **Term 1 God - Islam** | **Term 2 Christianity – Community, Worship and celebration** | **Term 3 Community - Islam** | |
| How is Allah described in the Qur’an?  What do Muslims learn about Allah and their faith through the Qur’an?  \*Muslims believe in one God, follow the straight paths and want to live in harmony  \*Provided guidance to help humans  \*99 Names of Allah – ways in which Muslims try to understand what God is like  \*Qur’an = holy book of Islam  \*The story about the Prophet Muhammad receiving the Qur’an (the ‘Night of Power’)  \*3. Consider the thoughts and feelings of others | How do people express their religion and their beliefs?  The church is a community of believers who want to get rid of suffering and bring the Kingdom of God  The Bible is a library of books  Explain these practices that take place in Christian communities: Prayer, Bible study, worship, baptism  The key festivals of Christianity: Christmas, Easter, Pentecost  Retell the stories that underpin the key festivals  \*1. Use resources to explore the different ways in which Christians might pray.  \*4. Make connections between the key features of the church and Christian beliefs about what God is like  \*2 Reflect on how Christian beliefs about God affect how Christians live their lives | What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?  \*Explain key features of Muslim prayer (Worship - ibadah – five times a day, key objects associated with prayer  \*Studying the Qur’an: the madrassah (school)  \*Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebrating Prophet Ibrahim’s test of faith)  \*Talk about a Muslim festival  \*Key practices, symbols, etc., and how they relate to Muslim beliefs  \*3. Consider the thoughts, feelings and experiences of others  \*2. Reflect on the beliefs and practices of others | |
| **Term 4 Christianity – Life Journey** | **Terms 5 and 6 Places of Worship** | | |
| How do people mark important events in life?  Know the meaning of ‘belong’  \*3. Consider how to welcome others  Know the story of Jesus’ baptism  Explain that baptism is a way of welcoming people into the Christian community  Know the story of the Last Supper  \*2. Make connections between the Last Supper and the service of Holy Communion  The different ways in which Christian communities welcome all people, e.g. through all-age worship or Messy Church  The different ways in which Christian communities make an effort to belong to the wider local community | Choose three key objects, features or symbols and look at:  what they tell us about beliefs about God/humans/the world around them  how they are used in practice – i.e. what impact they have on the community  \*Explain the use of key objects/symbols in Christianity/Islam/Judaism  \*4. Interpret religious meaning from artefacts  \*2. Reflect on the beliefs and practices of others  \*Judaism:  Torah scroll: contains the story of the people of Israel  Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly  Ner Tamid: the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored)  Tallit: the prayer shawl worn by Jewish people during worship  \*Christianity:  Candle: symbol of Jesus  Font: key feature of baptism  Altar: table upon which the shared meal of Holy Community takes place  \*Islam:  Prayer mat: used during prayer  Qibla: indicates the direction of Makkah  Minaret: tower from which the adhaan (call to prayer) is given | | |
| **Class 2**  **Year B** | **Terms 1 and 2 Thankfulness** | | **Term 3 Being Human – Islam** | |
| Includes at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism  Think about the importance of gratitude (saying thank you) – Do you only have to say thank you if you believe in God?  \*Christianity:  Explain the message behind Harvest festival – saying thank you for the harvest  \*Judaism Key Beliefs:  In one God, who has created the world  In the people of Israel (Jewish people)  The covenants  \*Explain the Jewish festival of Sukkot – the festival of the booths  \*3. Consider the beliefs of others  \*5. Distinguish between different religions | | What does the Qur’an say about how Muslims should treat others and live their lives?  How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?  \*Know the Muslim key beliefs – one God, straight path, harmony  \*Imam (faith) \*Shahadah (statement of faith)  \*Akhlaq (character, moral conduct)  \*The importance of serving others and showing compassion \*Stories about the prophets \*How to care for others and ensure the world is a fair, just and harmonious place  \*Talk about the 5 pillars of Islam  \*6. Enquiring into religious issues  \*3. Consider the thoughts and feelings of others | |
| **Term 4 Life Journey - Islam** | **Term 5 Christianity - Being Human** | **Term 6 God** | |
| What do Muslims do to celebrate birth?  What does it mean and why does it matter to belong?  \*The importance of community (ummah) in Islam  \*Describe how Muslims celebrate birth:  \*Celebrating a new member of the Muslim community (ummah)  \*The aqiqah ceremony at 7 days old  \*Naming babies - compare this with birth rites of other religions  \*3. Consider the experiences of others  \*2. Reflect on the beliefs and practices of others | How does faith and belief affect the way people live their lives?  The story of creation  \*4. Respond creatively to the biblical creation story  How Christians believe humans should live, using the Bible as a guide  \*4. Suggest interpretations for the parable of the Prodigal Son  \*4. Make links between Jesus’ commandment ‘Love your neighbour as yourself’ and the parable of The Good Samaritan  \*6. Use the parable of the Mustard Seed to generate ideas about how they can help their community be more like the Kingdom of Heaven | What do Christians believe God is like?  \*Identify what a parable is  \*Tell the story of the Lost Son from the Bible simply  \*Recognise a link with the concept of God as a forgiving Father  \*4. Interpret religious text  \*Give simple accounts of what the story means to Christians  \*Give examples of ways in which Christians show their belief in God as loving and forgiving  \*Give examples of how Christian belief is shown in worship  \*6. Draw conclusions: Think about what they can learn for themselves from the story | |
| **Class 3**  **Year A** | **Terms 1 and 2 Pilgrimage** | | **Term 3 What do people believe about God? Hinduism** | |
| What is a pilgrimage? What does pilgrimage involve? ¬ E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc.  What is the environmental impact of pilgrimage?  \*Pilgrimage as a significant journey carried out for a special reason  \*Places that religious people pilgrimage to  \*Jerusalem: a place of pilgrimage for Jews, Christians and Muslims  \*Christianity: explore at least two Christian sites of pilgrimage  \*Hinduism: the Kumbh Mela  \*2. Consider and discuss the effects of pilgrimages on the natural world  \*1. Investigate why people go on a pilgrimage | | How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?  \*Hinduism as an umbrella term for a collection of religious expressions  \*Hinduism is a monotheistic religion (belief in one ultimate reality)  \*Brahman, the ultimate reality, the life force in all things, Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality)  \*The symbol of the lotus flower  \*Atman (the soul) – the bit of the ultimate reality in all living things  \*Human beings can achieve moksha through fulfilling their dharma (duty)  \*Stories from the Ramayana, Bhagavad Gita, Mahabarata  \*3. Consider the beliefs of other religions  \*5. Compare religious beliefs about God | |
| **Term 4 Christianity – God** | **Terms 5 and 6 Community - Hinduism** | | |
| What do people believe about God?  Explain the story of The Fall  Christians believe God is three in one and this is called the Trinity  \*1. Explore the concept of three in one referring to own experience and biblical texts  Find symbols of the Trinity  \*4. Create and explain own symbol of the Trinity  \*3. Discuss reasons why icons of the Trinity might be helpful in explaining the concept  \*4. Create and explain own Trinity artwork inspired by artists and biblical texts  How the Nicene Creed affirms belief in the Trinity in worship  \*5. Analyse different biblical texts to find common threads in The Last Supper | How is Hindu belief expressed collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world  \*Worship in the home  \*Festivals:  How and why Hindus celebrate Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma (duty); examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment  How and why Hindus celebrate Holi – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); examples of Holi in the UK and elsewhere in the world – its impact on the environment  Raksha Bandhan (sometimes called Rakhi) – the festival of brothers and sisters; examples of Raksha Bandhan in the UK and elsewhere in the world  \*5. Compare Hindu festivals to other religious festivals | | |
| **Class 3**  **Year B** | **Term 1 & 2 Christianity – Life Journey, Rites of Passage** | | | **Term 3 & 4 What is a good life?** |
| How do people mark the important events in life?  What the Bible teaches about creation and the origins of humans  \*2. & \*5. Analyse the biblical account of creation, creation views of another religion and a non-religious system, and form an opinion  \*5. Compare the key features of Christian baptism with the naming ceremony is Sikhism and a non-religious system  Key features of Christian confirmation  \*5. Compare confirmation with the Sikh ceremony of Amrit  Key features of Christian marriage ceremony  The connections between Christian marriage and the relationship between God and people  The key features of the Christian, Sikh and non-religious marriage ceremonies | | | Look at guidelines and laws in various religions and non-religious worldviews  Chance to explore whether ‘good’ means the same thing to everybody  \*Recognise that the word ‘good’ means different things to different people – compare with our understanding of ‘bad’  \*Examples of explanations of what good is in a number of religions and non-religious worldviews:  Christianity: the ‘Golden Rule’  Islam: Hadith (teachings/sayings/advise given by the Prophet Muhammad  Humanism: key principles  \*5. Compare religious beliefs about a good life  \*2. Express views of what a good life is |
| **Term 4 What is a good life cont’d** | **Term 5 Being Human - Hinduism** | | **Term 6 Life Journey - Hinduism** |
|  | How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? How do beliefs impact on action?  \*The key importance of dharma (duty)  \*Karma – why it is important to Hindus  \*Ways in which a Hindu may try and fulfil their dharma (duty)  \*Ahimsa – the principle of non-violence  \*The role of yoga, meditation and renunciation  \*Satsang (togetherness) – the importance of the family, the community and society in thinking about one’s dharma (duty)  \*Examples of Hindus and the way they lived their lives  \*3. Consider the beliefs of other religions  \*1. Ask relevant questions | | How do Hindus show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; include other religions  \*Hinduism:  Know the cycle of samsara  Samskaras (rites of passage that mark the move from one phase of life to the next): The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma  \*The value of religion  \*2. Make comparisons between religious ideas about death/rebirth  \*3. Reflect on and discuss the beliefs of other religions |
| **Class 4**  **Year A** | **Term 1 & 2 Christianity – Being Human** | | | **Term 3 Faith and belief in action – Being human (Islam)** |
| How does faith and belief affect the way people live their lives?  Christian beliefs: that God is creator, the fall separated us from God, we are connected to God and forgiven through Jesus, and we have responsibility to get rid of suffering  \*2. Reflect on the impact of rules (use school rules and the 10 commandments)  \*1. Investigate how Christians might use the Beatitudes as guidelines for living  The Greatest Commandment  \*5. Compare the Greatest Commandment with similar teachings in Judaism and Islam  \*4. Interpret how some parables Jesus told exemplify The Greatest Commandment  How Quaker Christianity, the Anglican church and the Roman Catholic church have influenced social justice  Summarise biblical teaching on how humans should treat each other | | | What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?  \*The role of human beings in maintaining a harmonious (muslim) world  \*For Muslims to live harmoniously, they need to follow the straight path (shariah)  \*The Hadith – collections of the teachings and lived example (sunnah) of the Prophet Muhammad  \*The work of Muslim charities connecting with Muslim beliefs about God, the world and human beings  \*Ways in which Muslims might live out the 5 pillars  \*3. Reflect on the way Muslims live their daily lives  \*1. Ask relevant questions |
| **Term 4 Symbol of God – What do Muslims believe about God?** | **Terms 5 & 6 Expressing beliefs through the arts** | | |
| What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?  \*The oneness of God (tawhid)  \*God as creator who has created the universe \*The connection between iman (faith/beliefs) and ibadah (worship/practice)  \*2. Five Pillars – connect to how Muslims live their lives  1. Shahadah (statement of belief)  2. Salat (prayer five times a day)  3. Zakat (charitable giving)  4. Sawm (fasting during the month of Ramadan)  5. Hajj (pilgrimage to Makkah)  \*The masjid (mosque) – its role in Muslim belief and practice, and key features. 2. Make connections between what Muslims believe about Allah and how they behave in a mosque  \*Muslims believe Allah is beyond human understanding and therefore not shown as an image  \*Muslims believe the Qur’an to be the word of Allah dictated to Muhammad | How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people  \*The importance of creativity as a way to express meaning, emotion, knowledge, etc.  \*Reasons why some religious people will depict God visually and others will not  \*Creativity as connected with what it means to be human i.e. different from other animals  \*The different ways religion is expressed through the arts  \*The challenges of communication: the same word/symbol can mean different things to different people  \*3. Compare how different people define ‘creativity’  \*6. Discuss the difficulties of communicating about ideas like God, hope, justice, truth, love, etc., using words  \*The other ways in which people try to express their understanding of these ideas  \*Beliefs about creation and creativity in different religions (e.g. Christianity, Islam, Hinduism, Judaism)  \*Examples of religious art and art exploring religious | | |
| Class 4  Year B | **Term 1 & 2 Forgiveness** | | | **Terms 3 & 4 Christianity – Community** |
| Explore the concept of forgiveness in different religious and non-religious worldviews. The value of forgiveness, the implications of forgiveness for the one being forgiven and the one forgiving  \*Key terms: forgiveness, mercy/merciful, compassion, sin, forgiveness, repentance, reconciliation  \*Understand the meaning of mercy  \*“To err is human, to forgive divine” (Alexander Pope) – ways in which different religions reflect this view \*Christianity: the Lord’s Prayer, biblical texts about forgiveness; the links between these narratives and beliefs about sin and forgiveness; examples of this in action  \*Hinduism: the relationship between forgiveness and fulfilling one’s duty (dharma); forgiveness as one way of carrying out good action (karma); ahimsa (the principle of non-violence) – the links between this and forgiveness; seeking penance (prayascittha  \*Islam: Allah as All-Merciful, the All-Forgiving, the Pardoner; Hadith describing Prophet Muhammad asking God to forgive the people who had mistreated him (Al-Bukhari); shirk – the unforgivable sin (worship of any other deity); distinction between divine forgiveness and human forgiveness; expectation that people will forgive  \*Judaism: forgiveness as a duty (mitzvah); links between this and beliefs about God as merciful; the concept of teshuva (repentance); Yom Kippur, the Day of Atonement  \*Jews try to atone for their sins if they break the 10 commandments  \*Forgiveness in both religious and non-religious worldviews  \*2. Consider the challenges of forgiveness for the one forgiving and the one being forgiven  \*6. Reflect on own beliefs about forgiveness | | | How do people express their religion and beliefs?  The meaning of koinonia  \*6. Consider how we experience koinonia within school life  There are many different denominations within Christianity – name some of them  The core beliefs, practices and worship style of:  The Anglican Church  The Roman Catholic Church  The Evangelical Church  \*3. Consider why there are different denominations within one religion  \*6. Evaluate how communal events and rites of passage create a sense of community and belonging |
| **Terms 3 & 4 Christianity – Community cont’d** | **Term 5 Community – Muslim**  How is Muslim belief expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration: ways in which they engage with/affect the natural world; how this relates to beliefs creation and natural world  \*Umrah – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs  \*Haaj (pilgrimage) connects Muslims to the worldwide communty  \*The mosque (masjid) as a centre of the community; its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community  \*4. Give reasons for the different features of a mosque  \*Festivals and the ways in which they relate to Muslim beliefs: Eid ul-Fitr – marks the end of the month of Ramadan; Eid ul-Adha – the festival of the sacrifice; examples of these festivals elsewhere in the world  \*5. Compare Eid ul-Fitr to other religious celebrations | | **Term 6 Life Journey – Rites of passage.**  How do Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; including other religions  \*Islam  Muslims believe Allah has given human beings special rights and responsibilities  -Birth - links between rituals for a new baby and zakat [charitable giving] and Muslims beliefs about harmony  \*5. Compare Muslim birth rites with similar rites of passage in other religions  -Marriage - the role of cultural traditions in Muslim and features of a wedding ceremony  \*2. Identify how a Muslim marriage ceremony connects with the beliefs about Allah and harmony  Death - burial rituals  \*The value of religion |