

Religious Education Curriculum Map Key Stage 1 and Key Stage 2

	Autumn	Spring	Summer
Year 1	<p>How did we get here?</p> <p>Starting with beliefs about how the world started.</p>	<p>Who do we thank?</p> <p>Building on learning about Creation stories to explore what beliefs about God/Allah/ Brahman they show, and how these beliefs are shown through prayer/ worship/ festivals in various religions already introduced in previous unit.</p>	<p>How do we know we are special?</p> <p>Having been introduced to Muhammad and Jesus as teacher (previous unit), pupils can now explore how features/symbols (i.e. 'light') are linked via birth stories of these people.</p>
Year 2	<p>What do we mean by God?</p> <p>Building on learning about Muhammad pupils can explore key beliefs in Islam as 1st principle. Pupils can explore further beliefs about God (Y1) through Torah and artefacts.</p>	<p>How do we know what is right and wrong?</p> <p>Having solid understanding about beliefs about God, now children can compare teachings and symbols about what is right across a variety of religions.</p>	<p>Why do people celebrate births?</p> <p>Applying previous knowledge of beliefs about God to examine how these are reflected in birth ceremonies.</p>
Year 3	<p>Is there evidence of God on Earth?</p> <p>Chronological start for the Abrahamic religions will enable better recall and linking in future learning. Appreciating how Jesus' life reflects Jewish beliefs and prophecies from previous unit.</p>	<p>Can People Talk to God?</p> <p>Building on understanding of revelation (Judaism) and connections between Abrahamic faiths. Having investigated worship through text (Abrahamic) pupils can now compare with others.</p>	<p>Why might it matter if we do wrong?</p> <p>Opportunity to recap learning of key beliefs about God as creator and law giver just studied before exploring implications of this for some believers</p>
Year 4	<p>Why is food used to show belief in God?</p> <p>Culminating the faiths studied in previous year to appreciate the differing meanings behind similar practices. Links can also be made with sharing food (Harvest, Y1) and puja (previous unit).</p>	<p>How similar is the Gurdwara to School?</p> <p>Building on langar (previous unit) to reinforce knowledge of features in places of worship (Year 3) with those in Gurdwara. Recognising conflict between religions</p>	<p>How have some religions changed over time?</p> <p>Building on previous learning about centrality of Torah in Judaism, to examine how interpretation can develop diversity (Orth v Reform).</p>

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		<p>before investigating diversity within religions.</p> <p>Having explored frictions between religions (previous unit) to now consider reasons for divisions within religions.</p>	<p>Building on learning about diversity within religions to consider divisions within Christianity, before exploring some of the historic problems arising from this in year 5.</p>
Year 5	<p>Why is giving so good?</p> <p>Opportunity to recap previous learning across a range of religions. Recognising conflict between religions before investigating diversity within religions, next.</p>	<p>Why don't religions look the same around the world?</p> <p>Having understood Christian differences (Y4) pupils can now appreciate the significance of Guy Fawkes and importance of British Law/Values respecting different Building on learning about diversity within religions (Christianity, Judaism) to appreciate similarities and differences and connections between Muslims around the world.</p>	<p>Why do we sometimes get it wrong?</p> <p>Having learnt about interpretation of Gods laws in religions (Judaism Y4, Islam last unit) and building on inner jihad/struggle to now develop previous learning about afterlife beliefs (Year 3) to explore further possible reasons for sin'.</p>
Year 6	<p>Why does suffering exist in the world?</p> <p>An opportunity to recap previous learning of core beliefs and develop further understanding of sin and suffering (Year 5) and apply these to their own worldviews in response to bigger questions</p>	<p>Is there only one Buddha?</p> <p>Having been introduced to Buddhist dharma about 'sin' (last unit) pupils can now develop their understanding of diversity (Year 5) even further to explore the origins, interpretations and diversity of practice within Buddhism</p>	<p>Why don't we all get on?</p> <p>Opportunity to recap and extend learning about diversity and conflict (Year 5) to consider developments from persecution to peace between religions and worldviews</p>