



RE – Learning Map

<u>Year Group</u>	<u>Knowledge and Skills to be taught:</u>	<u>Learning Opportunities:</u>
<p style="text-align: center;">Nursery <i>Focus to be on Christianity and other religions reflected in the cohort</i></p>	<ul style="list-style-type: none"> • Understand what is right, wrong and fair (1) • Listen and respond to religious stories (3) • Explore how people show concern for each other and the world around them (8) 	<ul style="list-style-type: none"> • 1-Daily use of behaviour strategies link to school policies i.e. hierarchy of behaviours, classroom behaviour ladders • Talking about sharing, modelling behaviours during CIL • Treating the world fairly- taking responsibility • 3-The Nativity- participation and learning of the story • Link festivals to children in the cohort i.e. henna markings/patterns • 8-Spring walks, animals and their young, taking care of friends feelings • How do we show care and concern for each other?
<p style="text-align: center;">Reception <i>Focus to be on Christianity and other religions reflected in the cohort</i></p> <p style="background-color: yellow; padding: 2px;">10 hrs per term</p>	<ul style="list-style-type: none"> • Explore different ways of living, including beliefs and festivals (2) • Communicate about people, places and religious symbols and artefacts (4) • Communicate through talk or gesture about prayer. Experience periods of stillness and reflection (5) • Show awareness of things and people that matter to them and link this to learning in RE (6) • Use imagination and curiosity to develop their wonder of the world and ask questions about it (7) <p>By the end of EYFS children should: <i>Share their family tradition sand the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop the interest in the world around them.</i></p>	<ul style="list-style-type: none"> • 2- Explore family traditions- How do you spend Christmas, Easter, Eid, Divali (link this to specific cohorts) • Explore places, dress, food and music • Stories from different countries e.g. Handa’s surprise • Celebrating joyous occasions- Harvest, Christmas, Easter, Eid • 4-Easter story activities- why do we have eggs? What do they represent? Links to spring and new life • Link to remembering Jesus at Easter. • 5- Mindfulness activities, children’s yoga, simple prayers, time to reflect (what did we learn today? What could we do better tomorrow?) Explore places of prayer • 6- Explore wedding ceremonies, celebrate belonging to a family/community/school-what do we all wear? Why do we all wear the same? • 7- Planting and growing, minibeasts, sensory learning e.g. sand, water and gloop, cooking. • What makes the world so wonderful? What/who do you love? What makes you excited and happy?

<p>Year 1 <i>Focus to be on Christianity and Islam (Pupils may also learn from other religions in thematic units)</i></p> <p>10 hrs per term</p>	<ul style="list-style-type: none"> • Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair (1) • Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection (5) • Ask and answer a range of ‘How and Why’ questions about belonging, meaning and truth expressing their own ideas and opinions (7) • Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this (8) 	<ul style="list-style-type: none"> • 1-Read stories based around fables and morals i.e. Tortoise and the Hare, The Boy Who Cried Wolf, The Golden Touch • Use of school behaviour policy during daily routines. • Showing care and concern • Explore a Christian (or other faith) charity that focuses on justice and fairness e.g. Christian Aid, Oxfam, Water Aid • 5- Talk about different houses of worship and the different methods people use (Christianity and Islam). Talk about some of the key religious stories in the Bible and Quran- what do they have in common? What is different? Are some of the key messages the same? • Talk about belonging to a family/community- what is important in your family? • How do communities (Christianity and Islam) welcome a baby? • 7- Explore symbols of Christianity and Islam- looking for similarities, e.g. Eid has a food celebration with presents and so does Christmas. • Why does Christmas matter to Christians? • Big Questions- Who is God? Where is God? Who made the world? Explore- ‘Why is the Sky Blue’ by Sally Grindly. • 8-Create a recipe for living together happily. What is Zakat? Why is it so important to Muslims? Talk about charities.
<p>Year 2 <i>Focus to be on Christianity and Islam (Pupils may also learn from other religions in thematic units)</i></p>	<ul style="list-style-type: none"> • Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come (3) • Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them (2) 	<ul style="list-style-type: none"> • 3- Read/retell/write stories based on religious texts e.g The Lord’s Prayer • Bridge Builders assemblies • Visit the church for Christmas celebration • What do faith stories tell us about how we should look after the world?- Explore parables through drama • 2- Easter, Christmas, Eid, Shabbat, Passover, • Talk about special times for 3 key faiths (Christianity, Islam and Judaism)

<p>10 hrs per term</p>	<ul style="list-style-type: none"> • Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities (4) • Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why (6) <p>By the end of KS1 pupils should: <i>Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to link, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.</i></p>	<ul style="list-style-type: none"> • 4- Why do some people pray to Allah for help? Are they similar reasons as to why Christians may pray to God? • How and why do some Muslims wash and pray in a daily pattern? Why does a prayer mat become holy when it is prayed on? What makes a place holy? • 6- Talk about Collective Worship- why do some people all pray together in a church/ mosque/synagogue? • Invite a faith visitor in • How and why do people celebrate special and holy times? • In what way do different religious people share actions when praying?
<p>Year 3 <i>Focus to be on Christianity, Islam, Hinduism and Sikhism (Pupils may also learn from other religions in thematic units)</i></p> <p>13 hrs per term</p>	<ul style="list-style-type: none"> • Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked (2) • Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections (5) • Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong (1) • Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility (8) 	<ul style="list-style-type: none"> • 2- Marking festivals and key events in life. Look at two contrasting religions (Christianity and Islam)- describe ways of celebrating festivals. E.g. Eid-ul-Adha, Eid-ul-Fitra, Easter and Christmas. • Mark birth welcoming ceremonies and traditions e.g. Christian Baptism and Muslim Shahada • 5- Pupils investigate the role and special space for worship in a Mosque or Church- discuss how architecture and design may contribute to experiences. • Learn about key prayers e.g. The Lord’s Prayer, The first Surah- how might that inspire a believer’s commitment? • Right, wrong, just and fair- pupils talk about what they know through the work of development charities e.g. Christian aid, Islam relief etc. Explore faith stories and how to treat each other e.g. Zaccheus the Tax Collector and Widow’s Mite, How Ganesh got the Elephant Head etc

		<ul style="list-style-type: none"> 8- Pupils consider their responsibility for the world and for each other and some religious/worldwide responses e.g. What kind of world did Jesus want? What rules and
<p>Year 4 <i>Focus to be on Christianity, Islam, Hinduism and Sikhism</i> <i>(Pupils may also learn from other religions in thematic units)</i></p> <p>13 hrs per term</p>	<ul style="list-style-type: none"> Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities (4) Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers (3) Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders (6) Respond to a range of challenging 'If' and 'Why' questions about making sense of the world, expressing personal reflections (7) <p>By the end of lower KS2 pupils should: <i>Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints and identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.</i></p>	<ul style="list-style-type: none"> 4- Through exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith beyond words e.g. food and music. They explore the five K's, the Kanda and the importance of Sewa for Sikhs. Link to art, architecture and icons 3- Enquiring about what is wisdom, where does it come from and who decides what is wise. Explore a range of faith stories e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition etc and how their authority may help to guide followers in their daily lives. How are psalms, poems, hymns interpreted in different communities? 6- Explore where we may belong, pupils discover how some people identify and define themselves. Consider some of the challenges communities face e.g. Sikh Khalsa. Talk about how religious festivals can bring a community together e.g. Eastyer, Diwali, Bandi Chor Divas. 7- Discuss challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods e.g. Hindu Trimurt. Why don't we know what happens when we die? Continue to learn different responses to the creation story.
<p>Year 5</p>	<ul style="list-style-type: none"> Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary 	<ul style="list-style-type: none"> 2- Explore what it means to live as a Christian/Jew in Britain today. Reflect on spiritual ways of celebrating the same and

<p><i>Focus to be on Christianity, Judaism, Buddhism and Sikhism (Pupils may also learn from other religions in thematic units)</i></p> <p>13 hrs per term</p>	<p>about how celebrations and key moments in life are marked by different communities (2)</p> <ul style="list-style-type: none"> • Through enquiry and experience, demonstrate worshippers connection to prayer, faith and sacred spaces (5) • Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives (6) • Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers (3) 	<p>different festivals e.g. Advent/Christmas. They learn about diverse responses to sacred rituals e.g. Shabbat and rites of passage in different traditions.</p> <ul style="list-style-type: none"> • 5- Pupils explore through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. How do believers communicate through the physical space church/synagogue/temple, looking at similarities and differences? Are these places needed for prayer? • 6- What does belonging to a faith mean? Pupils explore and compare the lives of key leaders from contemporary life. • What are the modern day challenges of ancient laws e.g. keeping Shabbat and keeping Kosher. • 3- What makes a source of wisdom? Texts may include: Lord's prayer, the Gospels, the Torah, Psalms, the Vedas. What do these communicate to followers? Compare golden rules.
<p>Year 6</p> <p><i>Focus to be on Christianity, Judaism, Buddhism and Sikhism. (All 6 principal religions will have been introduced/revisited by end of KS2)</i></p> <p>13 hrs per term</p>	<ul style="list-style-type: none"> • Present a range of views and answers to challenging questions about belonging, meaning and truth (7) • Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief (8) • Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities (4) • Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices (1) <p>By the end of upper KS2 children should:</p>	<ul style="list-style-type: none"> • 7- Pupils consider different perspectives on the questions of creation and the beginning of life on Earth, debating the relationship/conflict between creation and science. What is meant by soul? – construct answers to their own challenging question. • 8- Pupils use local and national census statistics to develop understanding the religious make up of local areas and Britain. They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together. Question- Why and How should we care? • 4- Explore and compare how different religions and worldviews express beliefs through poetry, song, film and drama. Explore how artefacts communicate different meanings to individuals. • Investigate: Mudras of the Buddha, the Three Jewels and the wheel and lotus flower in the light of Buddhist teachings and actions.

Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.

- 1- Why isn't the world just and fair? How do people decide what is right and wrong? Why do some people try to help others e.g. victims of poverty, prejudice, crime etc?

1. Justice and Fairness
2. Beliefs and Practices
3. Sources of Wisdom
4. Symbols and Actions
5. Prayer, Worship and Reflection
6. Identity and Belonging
7. Ultimate Questions
8. Human Responsibility and Values