

RE Overview

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

[Milestone progression RE.docx](#)

[RE support](#)

Golden strands:

	Myself and Belonging	Stories, Celebrations and Symbols	Leaders, Teachers and believing			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Believing in God – Christianity	Light – Hinduism/Christianity/ Diwali/Advent/Christmas as	What aspects of the natural world do some people find wonderful? Christianity/Islam/ Judaism	Christianity – Bible stories – Did Jesus tell stories? 2 weeks Easter	Leaders and teachers – Christianity – Priest/Vicar	Symbols Sikhism – 5Ks
Year 2	Special places in home and community - Christianity	Celebration – Diwali – Giving and receiving at Christmas	Places of worship – Synagogue	Believing in God – Judaism	Signs and symbols – in everyday life – symbolic meaning	Leaders and teachers – religious leaders
Year 3	Places of worship - Gudwara	Islam – What does it mean to be Muslim?	Ways of describing God	Events in the life of Jesus	Inspirational people – Jesus compared to Muhammad	Leaders and teachers – Guru Nanak
Year 4	Hindu teaching about God Places of worship – Mandir	The importance of sharing food – Sikhism	Symbols and religious expression – light as a symbol	Sacred writings and stories – Hindu stories	Sacred texts – teaching and authority	Key beliefs and teachings Islam – the 5 pillars
Year 5	Places of worship – Christianity and Islam	Worship – Shabbat and Jewish home	Creation stories and the ultimate questions they raise	Rules for living – the ten commandments	Beliefs in action – Humanism compared to Christianity	Inspirational people – Buddha and modern day – Hugo Grin

Year 6	Pilgrimage and sacred places – Hajj, Jerusalem, Lourdes, Kumbh Mela	Christian and Buddhist beliefs	Journey of life and death	Hindu wedding Pyramid about death	How do people express their faith through the arts?	Suffering - Buddhism
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RE Curriculum Map EYFS – Development Matters

Nursery	Personal, Social and Emotional Development Develop their sense of responsibility and membership of a community.	Understanding the World Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development Show sensitivity to their own and others' needs. ELG Show sensitivity to their own and others' needs.	Understanding the World Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. 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.

Foundation stage – Myself

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
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<p>What makes me unique and special? To whom am I special?</p> <p>Why our name was chosen?</p> <p>How do we celebrate our uniqueness?</p> <p>What are the important stages in our lives, focussing on birth customs?</p>	<p>To understand that everyone is a unique human being and is special</p> <p>To explore a range of celebrations, worship and rituals in a religion noting similarities and differences</p> <p>To understand that religions mark birth with special ceremonies and symbols.</p>	<p>Symbolism and meanings of names of children in the class</p> <p>Names and naming in at least two religions. Compare and contrast the ceremonies.</p> <p>Birthdays of two religious figures.</p>	<p>Symbolism of birth ceremonies</p> <p>Explore how birth ceremonies express beliefs, feelings and emotions and understand that this is the first step in their journey of faith.</p> <p>Appreciate the value of celebrations and the marking of special events in people's lives.</p>	<p>Pupils can recognise the key features of birth ceremonies. They can retell, discuss, draw, write about or role play, what is interesting and of value to themselves and others</p> <p>Pupils can ask questions about, and respond sensitively to, their own and others experiences and feelings</p>
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Foundation stage – Belonging

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
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<p>What makes us unique and special? Who is special to me?</p> <p>What groups do people belong to?</p> <p>What does it mean to belong to a family?</p> <p>What does it mean to belong to a community?</p> <p>What does it mean to belong to a religious community?</p> <p>Why belonging is important?</p>	<p>To make links with belonging to a family, neighbourhood and a religion.</p> <p>To understand what a family is and that there are different types of families</p> <p>To understand how family members care for one another</p> <p>To know that there are special people in their lives</p>	<p>What does it mean to belong to a family? A secular perspective?</p> <p>What does it mean to belong to a religion?</p> <p>Study two religious ceremonies from two different religions that are celebrated in the home and in the community</p>	<p>Identify and discuss the support that belonging to a group - friendship, family, religious - can give to individuals.</p> <p>Reflect on and consider religious feelings, experiences and concepts such as worship, wonder, praise, thanks, joy and sadness</p>	<p>Pupils can identify special people in their lives and describe why certain people are important to them</p> <p>Pupils can describe a variety of religious ceremonies in the home and in the community.</p>
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