



East Midlands Academy Trust RE Curriculum Map Overview

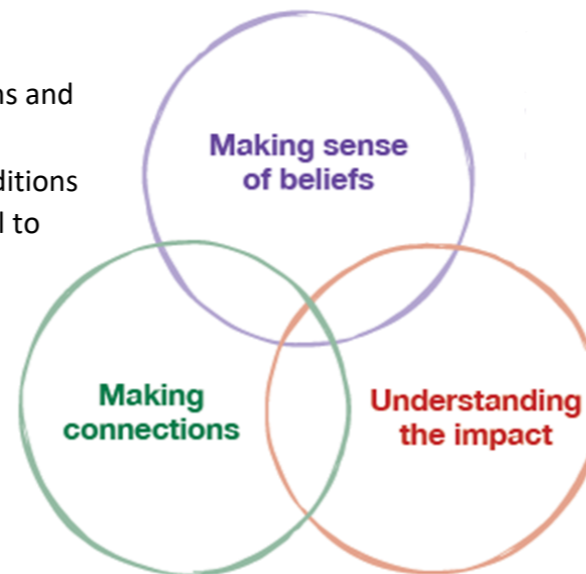


Why Teach RE?

Studying religious education allows pupils to explore what people believe and what difference this makes to how they live. They gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. It provides opportunities for pupils to reflect and analyse, to discuss and debate, to explore and discover, provoking challenging questions about meaning and purpose in life, beliefs, issues of right and wrong and what it means to be human.

Through the RE curriculum, we aim for pupils:

- to acquire and develop knowledge and understanding of a range of religions and beliefs, enabling them to develop their own ideas, values and identities.
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures from a local to national to global scale.
- to develop attitudes of respect towards other people who hold views and beliefs different from their own.
- to develop the ability to make reasoned and informed judgements about religious issues, weighing up the value of wisdom from different sources with reference to the principal religions and world views represented locally and in the United Kingdom.



Teaching and Learning Approach

Make sense of a range of religious and non-religious beliefs, so that they can:



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:



- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:



- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

RE Syllabus

The sets out a clear path of progression of knowledge, skills and understanding to enable pupils to develop a coherent understanding of religious and non-religious worldviews through the exploration of key questions and core concepts. There is an emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year, as well as offering planned opportunities for retrieval and recall. Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school. The syllabus forms a 'spiral curriculum', so that pupils encounter and engage with the core concepts on a number of occasions, embedding their learning.

Faiths Taught by Year Group		R	1	2	3	4	5	6
	Christian							
	Jewish							
	Muslim							
	Hindu							
	Thematic Multi-Faith							

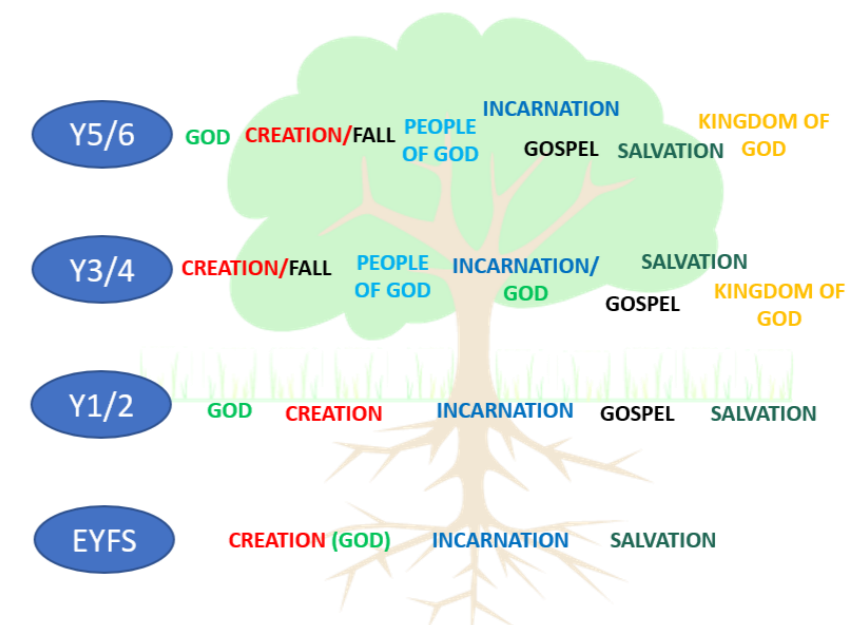
Understanding Christianity

The Understanding Christianity approach is used to support pupils in developing their understanding of the Christian faith, as a contribution to their understanding of the world and their own experience within it. It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy.

Eight Core Concepts

Understanding Christianity identifies eight core concepts at the heart of Christianity that pupils need to understand. These concepts tell the 'big story' of the Bible. Pupils will encounter these concepts a number of times as they move through the school.

God	Creation	Fall	People of God
Incarnation	Gospel	Salvation	Kingdom of God





EYFS Curriculum Map 2021-22



Understanding the World

People, Culture and Communities

Past and Present

The Natural World

Technology

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Vocabulary		Autumn 1			Spring 1			Summer 1		
		celebrations	family	now	growth	present	map	past	culture	life
		different	school	then	community	compare	animals	present	change	living
		same	Autumn	Winter	past	Spring	plants	future	Summer	effect
		weather	belief	special	decay	materials	human	country	nature	seasons
Key Knowledge and Skills	People, Culture and Communities	<ul style="list-style-type: none"> - Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making links to the children's own experiences linking to below - Discuss members of the immediate family and community. How are we the same and different? - Discuss similarities and differences between people and the lives they live (jobs/houses/appearance/family etc) - Name and describe people who are familiar to us - Comment on images of familiar situations in the past - Explore and describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on own life, immediate environment and experiences 			<ul style="list-style-type: none"> - Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) gaining an increased understanding that we all celebrate different events linking to below - Explore, discuss and recognise similarities, differences between themselves and others and among families, communities and traditions. - Understand that some places are special to members of their community - Compare and contrast characters from stories, including figures from the past - Explore and describe the school and local environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on the school and areas of the local community 			<ul style="list-style-type: none"> - Explore, discuss and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making connections between our own experiences and those of other's people linking to below - Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and reading - Explore, discuss and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		
	Past and Present	<ul style="list-style-type: none"> - Discuss about past and present events in own life and the lives of their family - Discuss the lives of people around them and their roles in society 			<ul style="list-style-type: none"> - Recognise some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 			<ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling - Discuss and encourage children to understand what is the past, present and future in simple terms 		
	The Natural World	<ul style="list-style-type: none"> - Record patterns in weather and explore features of Autumn/Winter - Explore and discuss features of materials and states of matter - Explore a range of objects and materials in the immediate environment and from nature and recognise and discuss their features - Discuss and explain some of the things they have observed such as plants, animals, natural and found objects - Play with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake - Discuss and learn to show care and concern for living things and the environment 			<ul style="list-style-type: none"> - Record patterns in weather and explore features of Winter/Spring - Explore changes in states of matter through cooking and materials (e.g. paint, clay, ice) - Explore the natural world around them, making observations and drawing pictures of animals and plants - Experience planting and growing of bulbs and seeds - Explore and recognise growth, decay and changes over time 			<ul style="list-style-type: none"> - Record patterns in weather and explore features of Spring/Summer and compare over time - Discuss and explain changes in states of matter - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Develop an understanding of the effect their behaviour can have on the environment 		
Technology	<ul style="list-style-type: none"> - Explore and use a range of different basic technology - Know how to operate simple equipment, e.g. uses a remote control, can navigate touch-capable technology with support - Explore making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 			<ul style="list-style-type: none"> - Explore and play with technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - Play with a range of materials to learn cause and effect, e.g. makes a string puppet using dowels and string to suspend the puppet - Explore and discuss why things happen and how things work - Model the correct use of technology including care for equipment, ipads, cameras, computer keyboards and mice. 			<ul style="list-style-type: none"> - Use digital devices and the internet to retrieve and record information relevant to learning 			



East Midlands Academy Trust

RE Curriculum Map – EYFS and KS1



Religion:	Christian	Jewish	Muslim	Hindu	Multi Faith
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Make Sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas
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EYFS		Reception	Year 1	Year 2
<p>Early Learning Goal: People Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>Typical learning experiences include: Children engage with the appropriate SACRE materials for mainstream schools. Ourselves, Our Families and our communities</p> <p>Children are presented with stories from different religions and visitors from each religion are welcomed, sharing artefacts where appropriate</p> <p>Children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>The kind of activities children might be involved in Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Visiting places of worship and places of local importance to the community. Finding similarities and differences between ourselves in terms of religious practices and experiences.</p> <p>Marking religious festivals throughout the year for example; Diwali, Christmas, Chinese New Year, Eid, Harvest, Easter.</p> <p>Re-enacting different religious stories using a variety of techniques such as drawing pictures, role playing.</p> <p>Families from different religious and cultural background visit and make food with the children and eat together.</p> <p>Different celebrations: When the opportunity arises children share what happens at events such as a wedding or to celebrate when a baby is born?</p> <p>See Reception Units for further details.</p>	Autumn 1	F4 Being Special: Where do we belong? <div style="text-align: center; background-color: #ffcccc; padding: 2px;">Thematic Multi-Faith</div>	L1.10 What does it mean to belong to a faith community? <div style="text-align: center; background-color: #ffcccc; padding: 2px;">Thematic Multi-Faith</div>	L1.6 Who is a Muslim and how do they live? (Pt.1) <div style="text-align: center; background-color: #ccffff; padding: 2px;">Muslim</div>
	Autumn 2	F2 Why is Christmas special for Christians? (Incarnation) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>	1.1 What do Christians believe God is like? (God) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>	L1.3 Why does Christmas matter to Christians? (Incarnation) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>
	Spring 1	F1 Why is the word 'God' so important to Christians? (God/Creation) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>	L1.7 Who is Jewish and how do they live? <div style="text-align: center; background-color: #ccffcc; padding: 2px;">Jewish</div>	1.6 Who is a Muslim and how do they live? (Pt.2) <div style="text-align: center; background-color: #ccffff; padding: 2px;">Muslim</div>
	Spring 2	F3 Why is Easter special to Christians? (Salvation) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>	1.5 Why does Easter matter to Christians? (Salvation) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>	
	Summer 1	F6 What times/stories are special and why? <div style="text-align: center; background-color: #ffcccc; padding: 2px;">Thematic Multi-Faith</div>	1.2 Who do Christians say made the world? (Creation) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel) <div style="text-align: center; background-color: #ffffcc; padding: 2px;">Christian</div>
	Summer 2	F5 What places are special and why? <div style="text-align: center; background-color: #ffcccc; padding: 2px;">Thematic Multi-Faith</div>	L1.8 What makes some places sacred to believers? (C, M) <div style="text-align: center; background-color: #ffcccc; padding: 2px;">Thematic Multi-Faith</div>	L1.9 How should we care for others and the world and why does it matter? (C, J, NR) <div style="text-align: center; background-color: #ffcccc; padding: 2px;">Thematic Multi-Faith</div>



East Midlands Academy Trust

RE Curriculum Map Overview – Primary



Religion:	Christian	Jewish	Muslim	Hindu	Multi-Faith
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Make Sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4 Being Special: Where do we belong?	F2 Why is Christmas special for Christians? (Incarnation)	F1 Why is the word 'God' so important to Christians? (God/Creation)	F3 Why is Easter special to Christians? (Salvation)	F6 What times/stories are special and why?	F5 What places are special and why?
	Thematic Multi-Faith	Christian	Christian	Christian	Thematic Multi-Faith	Thematic Multi-Faith
Year 1	L1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? (God)	L1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world? (Creation)	L1.8 What makes some places sacred to believers? (C, M)
	Thematic Multi-Faith	Christian	Jewish		Christian	Thematic Multi-Faith
Year 2	L1.6 Who is a Muslim and how do they live? (Pt.1)	L1.3 Why does Christmas matter to Christians? (Incarnation)	1.6 Who is a Muslim and how do they live? (Pt.2)	1.5 Why does Easter matter to Christians? (Salvation)	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)	L1.9 How should we care for others and the world and why does it matter? (C, J, NR)
	Muslim	Christian	Muslim	Christian	Christian	Thematic Multi-Faith
Year 3	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.1 What do Christians learn from the Creation story? (Creation/Fall)	L2.2 What is it like for someone to follow God? (People of God)	L2.4 What kind of world did Jesus want? (Gospel)	L2.11 How and why do people mark significant events of life? (C, H, NR)
	Muslim	Jewish	Christian	Christian	Christian	Thematic Multi-Faith
Year 4	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians? (God/Incarnation)	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
	Hindu	Hindu	Christian	Christian	Christian	Thematic Multi-Faith
Year 5	L2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)	U2.1 What does it mean if Christians believe God is holy and loving? (God)	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: what would Jesus do? (Gospel)	L2.11 Why do some people believe in God and some people not? (C, NR)
	Muslim	Christian	Christian	Jewish	Christian	Thematic Multi-Faith
Year 6	L2.10 What matters most to Humanists and Christians? (C, M/J, NR)	L2.7 Why do Hindus want to be good?	U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)	L2.2 Creation and Science: conflicting or complimentary? (Creation)	L2.12 How does faith help people when life gets hard?
	Thematic Multi-Faith	Hindu	Christian	Christian	Christian	Thematic Multi-Faith

Note: This model allows systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas, Easter and other religious festivals close to the appropriate time of year.