



## RE Whole School Curriculum Map

### Year Group: Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE unit	<p><b><u>Festivals of light</u></b></p> <p style="text-align: center;"><b>Understanding the World</b></p> <p>Learning about different cultures, beliefs and celebrations relevant to the children (Hannukah).</p> <p>Understanding that some places are special to members of their community.</p> <p>Recognising that people have different beliefs and celebrate special times in different ways.</p> <p style="text-align: center;"><b>Understanding the World</b></p> <p>Learning about different communities, cultures, beliefs and celebrations relevant to them and their peers (Diwali, Christmas).</p> <p>Understanding that some places are special to members of their community (places of worship).</p> <p>Recognising that people have different beliefs and celebrate special times in different ways. E.g. Christmas Nativity.</p>					



<b>Links to National Curriculum</b>	<p>To talk about similarities and differences between themselves and others, among families, communities and traditions;</p> <p>To begin to know about their own cultures and beliefs and those of other people.</p> <p>To explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>
<b>Skills</b>	<p>Recognising different cultures, beliefs and celebrations.</p> <p>Recognising different communities, cultures, beliefs and celebrations.</p>



## RE Whole School Curriculum Map

### Year Group: 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	It's Good to be Me	It's Good to be Me	There's no place like home	There's no place like home	A Toy's story	A Toy's story
RE unit	<p><b>Christianity – Harvest</b></p> <p>Finding out that Christians believe that God made this a beautiful world.</p> <p>Learning about the term 'harvest'. and how and why Christians celebrate Harvest.</p> <p>Understanding that Christians show their thankfulness by sharing.</p> <p>Thinking about the things that they are thankful for thankful for in their own lives.</p>	<p><b>Christianity – Christmas</b></p> <p>Understanding that love involves giving and receiving Christians believe that and Jesus is God's gift to the world.</p> <p>Knowing that an important celebration for Christians is Christmas.</p> <p>Learning the story of the first Christmas.</p> <p>Learning that light and candles help Christians to understand how special Jesus is for them.</p>	<p><b>Islam - Growing up in a Muslim family</b></p> <p>Exploring the meaning of their own names.</p> <p>Knowing that the call to prayer is spoken to a new Muslim Baby. Discussing other family traditions of welcoming a new baby.</p> <p>Knowing that Muslim children learn about their religion from their family. Identifying &amp; discussing people who teach them how to live and behave.</p> <p>Discussing what Muslims believe that they should do to look after the world as taught by Allah in the Qur'an.</p> <p>Exploring how Muslim children learn about Allah and their Muslim identity in the</p>	<p><b>Hinduism - Holi &amp; Stories of Krishna</b></p> <p>Learning about how stories provide Hindus with role models and values to live by e.g. love, courage, loyalty, duty.</p> <p>Discussing that by celebrating Holi, Hindus learn about God's power, love and forgiveness eg through telling stories about the childhood of Krishna.</p> <p>Explaining and understanding that through festival/celebrations, children learn about God and about belonging to the Hindu community</p> <p>Understanding that pictures and images of Krishna communicate</p>	<p><b>Judaism – Shabbat</b></p> <p>Knowing that Shabbat is a time when Jewish people remember God.</p> <p>Recognising the importance of the mezuzah to Jewish people.</p> <p>Knowing that Shabbat comes to an end- Havdalah.</p>	<p>School based unit* (Buddism)</p>



			<p>home: Salah, Ramadan, Id-ul-Fitr.</p> <p>Seeing how Islamic prayers (e.g. Azan/Adhan) take place, demonstrating to the children how the prayer sounds.</p>	<p>religious beliefs eg through the halo, tilak and symbolism of colour.</p> <p>Looking closely at symbols associated with Holi (eg fire – purifying and destroying evil) communicating beliefs about God's love and power.</p>		
<b>Links to National Curriculum</b>	<p>To explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>To name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>To identify and suggest meanings for religious symbols and begin to use a range of religious words.</p>					
<b>Skills</b>	<p>To use some religious words and phrases to recognise and name features of religious life and practice.</p> <p>To recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p> <p>To talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.</p>					



## RE Whole School Curriculum Map

### Year Group: 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Bright lights, Bright City	Bright lights, Bright City	Dazzling Dinosaurs	Dazzling Dinosaurs	Voyages of Columbus	Voyages of Columbus
<b>RE unit</b>	<p><b>Sikhism – Guru Nanak</b></p> <p>Learning how Sikhs are reminded of his teachings by celebrating his birthday.</p> <p><b>Hindusim – Diwali</b></p> <p>Exploring the Diwali story and the themes behind it.</p> <p>Looking at the story of Rama and Sita. Comparing and contrasting with other religions and encouraging to relate to own beliefs, minds and experiences.</p> <p>Creating/designing Mehndi patterns Making Diva lamps and Mehndi hand patterns</p>	<p><b>Judaism – Hannukah</b></p> <p>Introducing the Jewish religion. Exploring main traditions.</p> <p>Focusing on the Hanukkah story. Discussing main events that took place.</p> <p>Discussing significance of light and what light means to us – relating to lamp.</p> <p>Comparing and contrasting with other religions and relating to own beliefs, minds and experiences.</p>	<p><b>Islam – Eid</b></p> <p>Introducing children to The Five Pillars of Islam. Discussing the importance (just as important as the ten commandments).</p> <p>Describing what happens during Ramadan Know that the Qur'an is the Muslim holy book.</p> <p>Discussing the importance of the prophet Mohammad.</p> <p>Understanding why Muslims fast during the month of Ramadan.</p> <p>Describe how Muslim families might celebrate Id-ul-Fitr.</p>	<p><b>Christianity – Easter</b></p> <p>Looking at the significance of the Easter story for Christians.</p> <p>Recognising Christian artefacts associated with Easter.</p> <p>Describing patterns in life involving beginnings and endings and remembering someone after that died.</p> <p>Retelling the Christian story of Easter and why it is a time of celebration for Christians. Recognising meanings of some Christian Easter symbols.</p>	<p><b>Buddhism – Wesak</b></p> <p>Describing objects on a Buddhist shrine. Talking about the four sights. Retelling the story of the Buddha under the Bodhi tree.</p> <p>Understanding that Siddhartha realised that everything in the world changes Siddhartha realised that simply having everything doesn't make people happy.</p> <p>Learning that Buddhist monks and people celebrate Wesak together Buddhists bring things to the shrine to show how special the Buddha and his teachings are for them.</p>	<p><b>Christianity – Baptism</b></p> <p>Talking about belonging. Talking about some ways children learn about God, Jesus and being Christians.</p> <p>Describing the symbol of the cross and what Christians say about it.</p> <p>Describing a baby's baptism and recognising three symbols used at a baby's baptism.</p> <p>Understanding that Christians believe they should try to live like Jesus. Describing some of the ways Christian families teach their children to be like Jesus.</p>



	that relate to their own lives.				Understanding the festival of Wesak. Recalling what the Buddha taught and about the rules for life. Understanding the importance of light in this and compare to other religions.	
<b>Links to National Curriculum</b>	<p>To explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>To name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>To identify and suggest meanings for religious symbols and begin to use a range of religious words.</p>					
<b>Skills</b>	<p>To use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions.</p> <p>To retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p> <p>To ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.</p>					



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Greece Now and Then	Greece Now and Then	Settlements, travel and trade	Settlements, travel and trade	Raging Rivers, Fantastic Pharaohs	Raging Rivers, Fantastic Pharaohs
<b>RE unit</b>  <b><u>RE Whole School Curriculum Map</u></b>  <b><u>Year Group: 3</u></b>	<b>The Christian Bible &amp; stories of Jesus</b>  Knowing that the Bible is the Christian Holy book.  Understanding the term 'parable' and to exploring a well-known parable.  Retelling some parables and identifying the hidden moral or message contained in them.	<b>Hindu and Sikh Diwali</b>  Understanding that Hindus and Sikhs around the world celebrate Diwali.  Learning what Diwali means to Hindus and Sikhs.  Learning about the Hindu mandir and the importance to individuals and the community.  Learning about the Sikh Gurdwara and the importance to individuals and the community.	<b>Living as a Muslim</b>  Focusing on how Muslim children learn about their religion from their family and at the mosque. Muslims are commanded by Allah to pray Muslims try to do what Allah has asked them to do.  Learning that the Muslim call to prayer is recited in Arabic. The words of the first call to prayer are still used today. Muslims try to do Allah's will at all times. people are faced with difficult choices between right and wrong.  Learning that Muslims try to remember Allah throughout their day, in everything they do. Muslim religious life has a pattern and order given by Allah. Muslims fast during the hours of daylight for the month of Ramadan. Fasting during Ramadan	School based unit* (Buddhism)	<b>Torah and the stories of the Jewish people</b>  Explaining how the story of Joseph is an example to Jews of how someone should remain good and true reflecting on how someone can remain true and good in spite of the way they are treated.  Learning about the Jewish holy book (the Torah) and that it is precious to Jews. Exploring what is of value in their own lives. The Torah contains laws, history and religious teachings of the Jewish people.  Learning about the way the Torah is treated and what this shows about Jewish beliefs about how a Torah scroll is made and what this shows	School based unit* (Hinduism)



			reminds Muslims to care for others.		<p>about its importance for Jews. About the content of the Torah and that it teaches Jewish people how to live.</p> <p>Identifying some of the rules for living contained in the Torah making links between the story of God giving the Torah to Moses and the way the Torah is now treated by Jews.</p>	
<b>Links to National Curriculum</b>	<p>To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>To identify and begin to describe the similarities and differences within and between religions.</p> <p>To investigate the significance of religion in the local, national and global communities.</p> <p>To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>To describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>To use specialist vocabulary in communicating their knowledge and use and interpret information about religions from a range of sources.</p>					





<b>Skills</b>	<p>To recognise the impact of religion and belief locally, nationally and globally.</p> <p>To make connections between differing aspects of religion and consider the different forms of religious expression.</p> <p>To consider the beliefs, teachings, practices and ways of life central to religion.</p> <p>To learn about sacred texts and other sources and consider their meanings.</p> <p>To begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.</p> <p>To extend the range and use of specialist vocabulary.</p> <p>To recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.</p> <p>To communicate their ideas, recognising other people's viewpoints.</p> <p>To consider their own beliefs and values and those of others in the light of their learning in religious education.</p>
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain	The Tudors	The Tudors	Invaders and settlers	Invaders and settlers
<b>RE unit</b>  <b><u>RE Whole School Curriculum Map</u></b>  <b><u>Year Group: 4</u></b>	<b>The Qur'an &amp; the Prophet Muhammad</b>  <p>Understanding that pattern, order and change are part of nature and life, reflecting on how pattern and change in their lives make them feel and understanding that Islamic patterns reflect the order that Allah gives to all creation.</p> <p>Knowing that Muslims believe Allah created the world in all its variety explaining why Muslims believe they should care for the world. Reflecting on their own beliefs about the natural world making links with Islamic beliefs.</p> <p>Understanding that the Qur'an is a sacred text for Muslims, the</p>	<b>Sukkot Exploring Judaism through the synagogue</b>  <p>Understanding that Jewish families build a temporary shelter at Sukkot using branches and foliage, in its construction the sukkah is a reminder of events in the history of the Jewish people. Sukkot is a time of giving thanks for God's love, care and protection.</p> <p>To consider how the experience of being in a sukkah can help people to feel for the homeless and understand the beliefs and values expressed by the stories, symbols and traditions of Sukkot.</p> <p>Understanding the beliefs and values expressed by the stories, symbols and traditions of Sukkot.</p> <p>Learning about the key features of the synagogue,</p>	<b>Living as a Hindu</b>  <p>Understanding that Hindus believe that God is in everything and everyone, to reflect on the different aspects of their own character and learn about the Hindu idea of God in many forms.</p> <p>Learning about some of the ways that Hindus show devotion to God, that actions in worship often have symbolic meanings and that many Hindu families set aside a place and time in the home for worshipping God.</p> <p>Learning that there is symbolic meaning in murtis which reflects Hindu belief about God, that Ganesha is that aspect of God which helps Hindus overcome obstacles and that people give and receive help in</p>	<b>The Church - a Christian community</b>  <p>Drawing on their own experience to identify what it means to belong to a community explain how some Christians welcome babies into the Christian community recognise the meaning for Christians of the symbols used in the baptism of babies. Jesus.</p> <p>Understanding that Christians call the Christian community 'the Church' for Christians, belonging to the Christian family, the Church, is about trying to live like Jesus and that many Christians share a special meal together to remember.</p> <p>Learning what belonging to the church family means for Christians and preparing appropriate</p>	<b>Guru Nanak</b>  <p>Learning about and explaining how pictures of Guru Nanak symbolise that he is special to Sikhs and give examples from Sikh stories that Guru Nanak was a special child.</p> <p>Understanding and explaining how events from the life of Guru Nanak teach Sikhs to treat others with respect and equality and explain ways in which each of us can be a good influence in the lives of others.</p> <p>Understanding how Guru Nanak's words and actions made a difference to the lives of others and explain the reasons Guru Nanak gave for</p>	<b>School based unit* (Buddhism)</b>



	<p>Qur'an is believed to be the word of Allah and treated with respect and reverence. Reflecting on their own values and the influences in their lives.</p> <p>Experiencing a time of stillness and reflection, understanding why Muslims call Muhammad the Messenger of Allah and recognising the impact and influence the revelation had on Muhammad.</p> <p>Recognising the importance of events in the life of Muhammad for Muslims today, reflecting on their own experience of role models and influences on their life.</p> <p>Learning about the Islamic greeting – Assalamu Aleicum - and its meaning. How people can show respect to others and</p>	<p>knowing how the torah is treated and used in the synagogue the Sefer and understanding that the Torah is so important in the synagogue because it contains the 'word of God.'</p> <p>Understanding that for Jews the Ten commandments are the most important rules for living found in the Torah, the Ten Commandments teach Jews how to love God and how to love others and to explore their own values and the influences in their lives.</p> <p>Understanding that observing religious traditions helps individuals to feel part of a community of faith and that the Tallit is a reminder of God's commandments.</p> <p>Understanding that key Jewish beliefs are reflected in the symbols and decoration of a synagogue, the synagogue is important as a place for</p>	<p>overcoming obstacles in their lives.</p> <p>Understanding some of the ways that Hindus show devotion to God in the mandir, that actions in worship often have symbolic meanings and Hindus believe Krishna is an avatar of God.</p> <p>Learning that Hindus believe Krishna is an avatar of God and that Krishna shows Hindus how to love God and how God loves them.</p> <p>Learning that the festival of Raksha Bandhan reminds Hindus of the importance of the family and that giving and receiving can be a way of showing love and valuing friendship.</p>	<p>questions to interview a visitor.</p> <p>Demonstrating respect for the beliefs of others, showing understanding of what might be involved in belonging to a Christian community and show understanding that belonging to the Christian Church is about trying to live like Jesus.</p> <p>Identifying some key objects and symbols found in churches, make links between some objects, symbols and words used in worship and Christian belief and reflecting on the ways in which a church is special to Christians.</p>	<p>treating all humans equally with respect.</p> <p>Listing some of Guru Nanak's key teachings about God and how to live give and examples of how Sikhs put Guru Nanak's teachings into practice.</p>	
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	<p>to their beliefs and value.</p> <p>Learning about some of the ways in which the Qur'an influences the lives of Muslims and how Muslims learn about their religion and way of life.</p>	<p>worship, community life and religious learning expectations regarding behaviour and dress and when visiting a synagogue.</p>				
<b>Links to National Curriculum</b>	<p>To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>To identify and begin to describe the similarities and differences within and between religions.</p> <p>To investigate the significance of religion in the local, national and global communities.</p> <p>To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>To describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>To use specialist vocabulary in communicating their knowledge and use and interpret information about religions from a range of sources.</p>					
<b>Skills</b>	<p>To recognise the impact of religion and belief locally, nationally and globally.</p> <p>To make connections between differing aspects of religion and consider the different forms of religious expression.</p> <p>To consider the beliefs, teachings, practices and ways of life central to religion.</p> <p>To learn about sacred texts and other sources and consider their meanings.</p>					



To begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.

To extend the range and use of specialist vocabulary.

To recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.

To communicate their ideas, recognising other people's viewpoints.

To consider their own beliefs and values and those of others in the light of their learning in religious education.



## RE Whole School Curriculum Map

Year Group: 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Mayans and the Rainforest	Mayans and the Rainforest	Our Earth and Beyond	Our Earth and Beyond	The Vikings	The Vikings
RE unit	<p><b>Mosque and Community</b></p> <p>Recounting the story of the building of the first mosque in Madinah, explaining how and why Muslims today are 'called' to prayer and talking about what Muslims learnt from the Prophet Muhammad (pbuh) about being part of one Muslim community.</p> <p>Recognising some common features which identify a mosque from the outside, explaining the key features inside a mosque and why they are important for Muslim prayer and talking about the different ways a</p>	<p><b>Exploring Christian values today</b></p> <p>Demonstrating understanding that stories convey meanings beyond the literal, showing how a story can communicate Christian beliefs and discussing the Bible teaching that in caring for others Christians show their love for God.</p> <p>Demonstrating understanding that stories convey meanings beyond the literal, discuss what Jesus meant by the word 'neighbour' in Luke 10.25 – 37 and giving a contemporary example of the Christian teaching of being a good neighbour.</p> <p>Reflecting upon global examples of unfairness and injustice in the</p>	<p><b>Judaism -Pesach</b></p> <p>Talking about feelings and experiences recalled by symbols and reflecting on the meaning of freedom for themselves and others reflect on and responding to symbolic representations of fear and hope.</p> <p>Talking about how Jews relive the story of Moses and the exodus, describing how the Seder reminds Jews of times in their history when they have suffered persecution and reflecting on what the Passover teaches Jews about God.</p> <p>Talking about ways in which Jews show their thankfulness to God during Passover in the light of what they have</p>	<p><b>Buddhism – The Buddha and his teachings</b></p> <p>Identifying the key events in the life of Siddhartha Gotama, identifying the 'four sights' explaining the meaning of the title Buddha identifying and suggest meaning for symbolism in the images of Buddha.</p> <p>Explaining why the Buddha left home, suggesting questions about the meaning of life which the four sights might prompt and making links between the 'four sights' and events in their own lives that have made them stop and think.</p> <p>Explaining what the Buddha meant when he said that everyone could learn the truth about</p>	<p><b>The Sikh community and The Gurdwara</b></p> <p>Explaining how the symbols Sikhs wear communicate belief, reflecting on how the symbols they wear can communicate commitment and belonging, describing Sikh belief that behaviour is more important than appearance and reflecting on ways in which they demonstrate their own values in the way they live.</p> <p>Recounting and explaining the significance of what happened when the Khalsa was established, describing how Sikhs celebrate Baisakhi</p>	<p>School based unit* (Hindusim)</p>



<p>mosque is used by Muslims.</p> <p>Explaining what unites Muslims of many races and cultures in one community, talking about how the experience of belonging to one community helps people to live as good Muslims and reflecting on the community I belong to and the difference it makes to my life.</p> <p>Describing preparations for prayer and actions of salah and making links to Muslim beliefs about Allah and explaining how salah helps Muslims to remember Allah and how they should live.</p> <p>Showing respect for the beliefs and values of others when I visit a place of worship and asking questions about how the inside of a</p>	<p>distribution of resources and discussing how people can be poor through no fault of their own.</p> <p>Identifying the link between belief and action, explaining that we all make decisions based upon our own beliefs, giving examples of ways in which Christians help others and explaining the link between the teaching of Jesus and Christian action.</p> <p>Making links between the work of a Christian aid agency and the teaching of Jesus and exploring links between individual responses to issues of justice and peace in the world and personal beliefs and values.</p>	<p>learnt about Passover, and reflecting on aspects of their own lives for which they are thankful.</p> <p>Describing how children are involved in retelling the Passover story, identifying some meanings of the symbols of the Seder and explaining how taking part in the Seder meal helps Jews to remember God.</p> <p>Talking about how food can remind them of special events and reflecting on the meaning of freedom for themselves and others.</p> <p>Reflecting on how human beings can be responsible for great evil, discussing how human beings individually and together can make the world a better place and reflecting on hopes for a better world.</p>	<p>life/become enlightened, discussing some of the causes of human dissatisfaction and make links between the Buddha's teachings on dissatisfaction and their own experience of wanting and having things.</p> <p>Understanding that Buddhists try to live their lives by following the teachings of the Buddha and that daily life involves decisions about right and wrong.</p> <p>Identifying some of the qualities of the Buddha, reflecting on what being 'strong' means in the light of the Buddha's teachings and discussing how Buddhists try to reflect the qualities of the Buddha in their own lives.</p>	<p>today, describing what happens when Sikhs take Amrit and how it is a symbol of commitment and reflecting on what is involved in keeping a promise.</p> <p>Identifying some of the key features of a Gurdwara, giving examples of how Sikhs show reverence for the Guru Granth Sahib, explaining why Sikhs treat the Guru Granth Sahib with such reverence and explaining how Langar reflects key Sikh beliefs about equality and service.</p> <p>Explaining how the interior of the gurdwara reflects Sikh belief in One God, identifying how to behave appropriately in a Gurdwara and understanding why this is important and exploring own values and commitments and demonstrating that</p>	
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	mosque reflects Muslim beliefs.				<p>they understand why it is important to show respect for the beliefs and lifestyle of others.</p> <p>Explaining how the Bhai Khanaya story reflects key Sikh beliefs of serving God and one another and reflecting upon a range of motivations for helping others.</p> <p>Explaining how Sikhs praise God through the way they live their lives, reflecting on where they get their guidance and how they choose right from wrong and to reflecting on what they are thankful for.</p>	
<b>Links to National Curriculum</b>	<p>To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>To identify and begin to describe the similarities and differences within and between religions.</p> <p>To investigate the significance of religion in the local, national and global communities.</p> <p>To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p>					





	<p>To describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>To use specialist vocabulary in communicating their knowledge and use and interpret information about religions from a range of sources.</p>
<b>Skills</b>	<p>To recognise the impact of religion and belief locally, nationally and globally.</p> <p>To make connections between differing aspects of religion and consider the different forms of religious expression.</p> <p>To consider the beliefs, teachings, practices and ways of life central to religion.</p> <p>To learn about sacred texts and other sources and consider their meanings.</p> <p>To begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.</p> <p>To extend the range and use of specialist vocabulary.</p> <p>To recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.</p> <p>To communicate their ideas, recognising other people's viewpoints.</p> <p>To consider their own beliefs and values and those of others in the light of their learning in religious education.</p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Victorians	Victorians	WW2	WW2	Memory Box	Memory Box
<b>RE unit</b>  <b><u>RE Whole School Curriculum Map</u></b>  <b><u>Year Group: 6</u></b>	<b>Rosh Hashanah &amp; Yom Kippur</b>  Understanding that the purpose of sounding the shofar at Rosh Hashanah & Yom Kippur. Knowing about the nature of repentance and forgiveness and about the nature of making resolutions for the future.  Understanding that fasting and prayer help to focus on wrongs done and actions to put them right 'going without' can help to focus on the needs of others.  <b>Shabbat</b>  Knowing that the Shema teaches Jews about God.	<b>The Buddhist community</b>  Knowing the key events in the life of Siddattha Gotama, the four sights which changed Siddattha's life and that Buddha means one who is fully awake to the truth or 'Enlightened'.  Knowing that belief in the 3 Jewels is shared by all Buddhists, that the 3 Jewels are the Buddha, the Dhamma and the Sangha, that the Dhamma is the Buddha's teachings and that the Sangha is the Buddhist community.  Knowing that the story of 'The King's Elephant' teaches Buddhists the importance of keeping 'good company', that Buddha taught that people are influenced by the company they keep and that Buddha taught that good deeds have positive consequences and bad	<b>Hajj &amp; Id-ul-Adha</b>  Understanding that a pilgrimage is a journey made by believers to a place of religious significance and that the Hajj is a pilgrimage every Muslim tries to make at least once.  Understanding that the experience of the Hajj reminds Muslims of belonging to a worldwide community of believers. Knowing what people do and the places they visit on the Hajj remind Muslims of events in the history of Islam. Knowing how some of the symbolism of the Hajj reflects Muslim beliefs.  Knowing that Hajj is more than a physical journey, for Muslims it is about offering themselves to Allah, the Hajj is an opportunity for Muslims to learn more about Allah, themselves and their faith.	<b>Lent &amp; Easter</b>  Knowing that festivals involve „getting ready“ physically and spiritually in Lent Christians prepare for Easter by trying to do something for God.  Knowing about the events of the first Palm Sunday and about how Christians celebrate Palm Sunday these days.  Knowing about the events of „Holy Week“ which are recorded in the Christian Bible and about how Christians remember the events of the last week in the life of Jesus. Knowing that Christians believe Jesus showed people how to love and serve others and about how Christians remember Jesus whenever they share communion bread and wine.	<b>The Hindu community &amp; the Mandir</b>  Knowing that stories about Krishna teach Hindus about God Krishna's characteristics include kindness, understanding, forgiveness, love and power. The love and devotion shown to Krishna is an example for Hindus to follow.  Knowing that Hindus believe that God descends to earth when evil threatens to overcome good. Evil can thrive through the action or inaction of human beings. Human beings have a key role in overcoming evil .  Understanding that Hindus believe in One God and about the Hindu idea of One God in many forms. Puja (worship) is one of the	School based unit* (Sikhism)



	<p>Knowing what Jews believe about Creation.</p> <p>Knowing how celebrating Shabbat reminds Jews of God and of the Creation.</p> <p>Knowing why doing good deeds is part of being a good Jew.</p> <p>Building relationships between the school and the local Jewish community and recognising shared values and commitments.</p>	<p>deeds have negative effects.</p> <p>Understanding that the community is made up of monks/nuns and lay Buddhists. Knowing about what Buddhists mean by gaining 'merit' and that Buddhists believe they need to train themselves in following the Dhamma – the Buddha's teachings. In the Sangha the monks/nuns and the lay Buddhists support each other.</p> <p>Knowing that when Buddhists worship they are showing thankfulness for the life of the Buddha and his teachings. Understanding that worshipping the Buddha helps remind Buddhists that they can become Enlightened like the Buddha and that the symbols on the Buddhist shrine remind them of key Buddhist teachings.</p>	<p>Knowing that Hajj is more than a physical journey, for Muslims it is about offering themselves to Allah, the Hajj is an opportunity for Muslims to learn more about Allah, themselves and their faith.</p>	<p>Understanding how Easter is celebrated in the Orthodox tradition Christians believe that life continues even after someone dies. On Good Friday Christians remember that Jesus suffered and died for others and Easter Sunday is a day of joy and hope of new life for Christians.</p> <p>Knowing that many Christians use symbols to remind them of Jesus and „Holy Week“ for Christians the cross is a symbol both of despair and hope.</p>	<p>ways in which Hindus show devotion to Go. Actions in worship often have symbolic meanings that the key features of a mandir reflect Hindu belief.</p> <p>Knowing that members of the Hindu community contributed to the building of the mandir in various ways and serving the community through the mandir is a way of showing devotion to God. The mandir complex is used for a range of community purposes.</p> <p>Knowing about the Hindu idea of One God in many forms and about some of the ways that Hindus show devotion to God in the mandir. That the key features of a mandir reflect Hindu belief.</p>	
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<b>Links to National Curriculum</b>	<p>To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>To identify and begin to describe the similarities and differences within and between religions.</p> <p>To investigate the significance of religion in the local, national and global communities.</p> <p>To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>To describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>.</p> <p>To use specialist vocabulary in communicating their knowledge and use and interpret information about religions from a range of sources.</p>
<b>Skills</b>	<p>To recognise the impact of religion and belief locally, nationally and globally.</p> <p>To make connections between differing aspects of religion and consider the different forms of religious expression.</p> <p>To consider the beliefs, teachings, practices and ways of life central to religion.</p> <p>To learn about sacred texts and other sources and consider their meanings.</p> <p>To begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.</p> <p>To extend the range and use of specialist vocabulary.</p> <p>To recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.</p> <p>To communicate their ideas, recognising other people's viewpoints.</p> <p>To consider their own beliefs and values and those of others in the light of their learning in religious education.</p>