



Religious Education Curriculum Map

Reception	Autumn Term	Spring Term	Summer Term
<i>Content</i>	Different beliefs, Christmas, Diwali, Eid, Chinese New Year.	People who help me - at school, at home, and in my faith community	
<i>Knowledge</i>	Know that at Earlham, in Forest Gate, and the wider community, people have different beliefs and may pray in different places and/or to different gods or not believe in or pray to a God/gods and that everyone is equally welcome and should be treated with equal respect. Know that Christians, Hindus and Muslims (and other religions but we will focus on just 3 from the major 6) have places of worship, which look very different. Know that a Church is special to Christians, a Mosque is special to Muslims and a Temple/Mandir is special to Hindus. Know that Christians, Hindus and Muslims celebrate differently and this might even look different in different countries. Know that around the world, Christians celebrate Christmas, Muslims celebrate Eid, Hindus celebrate Diwali and that Chinese people celebrate Chinese New Year.	Know how to name and describe my family members and give examples of how they help us e.g. to come to school, to keep us healthy, to keep us clean. For example, "My big brother reads with me everyday" or "My dad cooks dinner for me". Know how to name and describe the people who help us at school e.g. teachers, HT, TAs, lunchtime supervisors, cleaners, office staff etc and explain how they help us. For example, "The cleaners clean our classrooms after we go home". Know how to name and describe the people who help us in the community and the special roles they play e.g. rubbish collectors, NHS staff, emergency services etc and explain how they help us. For example, "Firefighters rescue people who might be stuck inside a burning house". Know how to express gratitude and be thankful to the people who help us e.g. say thank you or write a thank you note/card/message.	

	Know how to talk about similarities and differences between how Christmas, Eid and Diwali are celebrated around the world. Know how to talk about some similarities and differences between my own faith and other faith e.g. "I pray to xxx but xxx pray to xxx" or "I celebrate xxx and we use lots of lights too".		
<i>Vocabulary</i>	festivals, celebrations, light, Diwali, Christmas, Eid, Sikh, Hindu, Muslim, Christian, Temple, Mandir, Church, Mosque	family, friends, grateful, kind, community, same, different, share, teachers, doctors, nurses, police, cleaners, firefighters.	
<i>Future Learning</i>	Y1 - Why do Christians celebrate Christmas? Y1- What does it mean to be Hindu? Y1 - What does it mean to be Jewish? Y3 - Belief in our community Y4 -What do I believe and how does this shape my identity? Y4 What do different religions teach about welcoming strangers? Y5- What do different faiths say about how we treat animals?	Y3 - What do different religions say about kindness? Y3 - Belief in our community Y4 -What do I believe and how does this shape my identity? Y6 - Can religious leaders make a difference?	
<i>Early Learning Goals</i>	People, culture and communities- Talk about the lives of the people around them and their roles in society. 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. 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.		

Year 1	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Why do Christians celebrate Christmas?	What does it mean to be Jewish?	What does it mean to be Hindu?

<i>Content</i>	What is Christmas? What happens at Christmas time? Why do Christians exchange presents at Christmas? What is celebrated at Christmas?	What do Jews believe about God? What is a covenant? Where do Jews worship? What Jewish scriptures are there? What is Kosher food? What is Shabbat?	We will find out about: Brahman, the one god who lives in all living things, how Hindus worship at the mandir and at home, what puja is, and why Hindus are vegetarian
<i>Knowledge</i>	Know that Christians celebrate Christmas to remember the birth of Jesus, who they believe is the Son of God. Know how to reflect on how it feels to give and/or receive presents e.g. “I feel happy” or “I feel special” or “I feel surprised”. Know the story of the birth of Jesus (Nativity), which comes from the Bible and tells us that Mary and Joseph had to go to Bethlehem to take part in a census and couldn’t find a room to stay so Jesus was born in a stable and laid in a manger. Know that Christians give gifts at Christmas to remember the Wise Kings who visited Jesus with gifts of Frankincense, Gold and Myrrh. Know that Christians give gifts at Christmas to honour the birth of Jesus because they believe that Jesus was a gift from God to the world. Know that some gifts can be immaterial but still create the same feelings you may have when you give/receive presents that can be wrapped e.g. kindness, love, friendship and a thank you message.	Know that Jews believe that there is only one God, who created the world. Know that Jews believe that they have a special agreement with God called a covenant. Know that Jews promise to obey God’s laws to say thank you to him for looking after them. Know that the Torah is a Jewish holy scripture. Know that Jews worship at a synagogue and can name some features e.g. Torah Scrolls, Ark, Siddur. Know that Kosher is the name that Jews give to the laws about the kind of food that they may eat. Know that Shabbat means a day of rest so Jewish families prepare for Shabbat i.e. any work that needs to be done is done in advance e.g. cleaning, food preparation and homework.	Know that Hindus believe in a supreme God, Brahman, who created everything and takes the form of humans and animals. Know that Hindus have many holy books e.g. Ramayana, Bhagavad Gita. Know that Hindus worship at a Mandir/temple and can name some features e.g. Aarti plate, prasada, shoe rack, bell. Know that Hindus worship at a shrine at home and can name some features e.g. bell, food offerings, incense, kum-kum powder. Know that Hindus believe that all living things have a soul
<i>Vocabulary</i>	Christians, Christmas, celebration, give, receive, angel, inn, innkeeper, stable,	Jew, Jewish, Judaism, covenant, scriptures, holy, Hebrew, scroll, commandment,	Hinduism, Hindu, Brahman, god, goddess, Vishnu, Brahma, Shiva, Vedas, Sanskrit,

	manger, shepherd, gold, frankincense, myrrh, Nativity, Christmas carol	synagogue, worship, pray, rabbi, kippah, tallit, Ark, kosher, non kosher, Shabbat	mandir, temple, worship, shrine, offerings, prasad, incense, Aum, puja, puja tray.
<i>Prior learning</i>	R- Different beliefs, Christmas, Diwali, Eid, Chinese New Year.	R- Different beliefs, Christmas, Diwali, Eid, Chinese New Year.	R- Different beliefs, Christmas, Diwali, Eid, Chinese New Year.
<i>Future learning</i>	Y2 Why Did Jesus Tell Stories? Y2 Why Is Easter Important To Christians?	Y6 The Holocaust	Y1 English - the Rama and Sita story, Diwali Y6 What Happens When We Die - Hindu beliefs about the cycle of life
<i>Progression standards</i>	Beliefs, teachings and sources - Remember a religious story and talk about it Practices and ways of life - Use the right names for things that are special to religion they are studying Forms of expression - Recognise religious art, symbols and words and talk about them Identity and belonging - Talk about things that happen to them Meaning, purpose and truth - Talk about what they found interesting and puzzling Values and commitments - Talk about what is important to them and to other people		

Year 2	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Why did Jesus tell stories?	Why do Christians celebrate Easter?	What does it mean to be Muslim?
<i>Content</i>	What is a parable? Why does the Bible have stories about Jesus? What are some of the messages that Jesus wanted Christians to learn through his stories?	What happened to Jesus in his life as an adult? What did he do? Who were his friends? Why do Christians have the cross as a symbol of their faith?	Who was Mohammad and why was he special? Why are some objects special to Muslims? What is Eid and Ramadan? Where and why do Muslims pray?
<i>Knowledge</i>	Know that Christians read the Bible, which is divided into two sections: the Old Testament and the New Testament and include many stories. Know that a parable is a short story that teaches a moral lesson and has special messages. Know that Jesus, the main character in the New Testament, told parables to teach his followers and friends how he wanted them to live their lives. Know some of the features of parables e.g. they are short, have human characters who are in a situation, describe an action and show the result. Know that Jesus wanted Christians to live a good life so that they can enter the Kingdom of God, which is the spiritual realm over which God reigns as king.	Know that for Christians, Easter is a celebration of the end of Jesus' life and the start of his new life in heaven with God. Know that Jesus was a teacher, who had lots of friends and followers, which made some leaders so jealous that they wanted to punish him so they put him on a cross. Know that this is the crucifixion. Know that Christians believe that Jesus prayed for people who were killing him and forgave them before dying on the cross. Know that Christians remember this day as 'Good Friday'. Know that Jesus' friends and followers were very sad and took care of his body and placed it in a tomb. Know that Christians believe that Jesus rose from the dead and is now in Heaven with God.	Know who Mohammad was and why he was special. Know why some objects are special to Muslims. Know why Muslims celebrate Eid and Ramadan. Know where and why Muslims pray.
<i>Vocabulary</i>	Christian, Bible, Jesus, parable, message, meaning, feeling, emotions, character, thoughts, moral, wise, foolish, imagery	Jewish, elders, Roman, empire, prophet, disciple, followers, temple, enemy, betrayal, crucifixion, resurrection, Jerusalem, holy	Prayer mat, Subha beads, Quran, Rehal, Eid Mubarak, Mosque, Allah, Masjid, Halal, Haram.

<i>Prior learning</i>	Y1 Why Do Christians Celebrate Christmas?	Y1 Why Do Christians Celebrate Christmas? Y2 Why Did Jesus Tell Stories?	R- Different beliefs, Christmas, Diwali, Eid, Chinese New Year.
<i>Future learning</i>	Y3 What do different religions say about kindness? Y4 What do different religions teach about welcoming strangers? Y5- What do different faiths say about how we treat animals?	Y5 What do the major religions have in common?	Y3 What do different religions say about kindness? Y4 What do different religions teach about welcoming strangers? Y5 What do the major religions have in common?
<i>Progression standards</i>	Beliefs, teachings and sources - Tell a religious story and say some things that people believe Practices and ways of life - Talk about some of the things that are the same for different religions Forms of expression - Say what some religious symbols stand for and say what some of the art is about Identity and belonging - Ask about what happens to others with respect for their feelings Meaning, purpose and truth - Talk about some things in stories that make people ask questions Values and commitments - Talk about what is important to them and to other people		

Year 3	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Belief in our community	How do Sikhs show their commitment to God?	What do different religions say about kindness?
<i>Content</i>	What faith groups are there in Forest Gate and Newham? What faith communities are there in Britain today? How can being part of a faith community help us?	What do Sikhs believe? What symbols does the Sikh religion have and what do they mean?	Why do religious books tell stories? What is charity? Why do you think all religions tell stories about kindness and helping others?
<i>Knowledge</i>	Know the communities of faith and interest in our local area. Know why people join groups and how belonging to a group affects daily life. Know who are some of the inspirational figures in our lives, what their beliefs are and how they have inspired us. Know what secularism is and how laws in the UK and France promote this.	Know what it means to be a committed Sikh. Know what the 5Ks are and why they are important to Sikhs. Know how Sikhs show commitment to the Guru Granth Sahib. Know about the Gurdwara and how Sikhs worship Know the importance of the Sikh festival of Vaisaki	Know what 'altruism' means Know that we should consider the wellbeing of animals Know how religious stories can help us to be tolerant and respectful Know that religious stories can help us to be kind to strangers

	Know how belief can help us manage challenges.		
<i>Vocabulary</i>	community, faith, beliefs, rules, religious, non-religious, common interests, inspiring, charity, atheist, morals, secular, tolerance, intolerance, fair, equal, debate, dilemma,	Sikh, Sikhism, Commitment, 5 Ks, symbols, Guru, Guru Granth Sahib, respect, worship, Gurdwara, equality, community, Lungar, Vaisakhi	kindness, respect, neighbour, altruism, unity, fairness, equality, equity, tolerance, acceptance, parable
<i>Prior learning</i>	R- Different beliefs, Christmas, Diwali, Eid, Chinese New Year.	R- Different beliefs, Diwali Y1 English - the Rama and Sita story, Diwali	R- People who help me - at school, at home, and in my faith community
<i>Future learning</i>	Y4 What do different religions teach about welcoming strangers? Y5- What do different faiths say about how we treat animals?	Y4- What do different religions teach about welcoming strangers? Y5- What do the major religions have in common? Y5- What do different faiths say about how we treat animals?	Y4 - What do different religions teach about welcoming strangers?
<i>Progression standards</i>	Beliefs, teachings and sources - Describe what a believer might learn from a religious story Practices and ways of life - Describe some of the things that are the same and different for different religion Forms of expression - Use religious words to describe some of the different ways in which people show their beliefs Identity and belonging - Compare some of the things that influence them with those that influence other people Meaning, purpose and truth - Ask important questions about life and compare my ideas with those of other people Values and commitments - Link things that are important to me and other people with the way I think and behave		

Year 4	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	What do I believe and how does this shape my identity?	What can we learn from the example of the Buddha?	What do different religions teach about welcoming strangers?
<i>Content</i>	What is my identity? What shapes my identity? How can I express my identity? We will study how different groups and communities may express their identity, how a sense of belonging is shaped by relationships and environment and the responsibilities of belonging in a global community.	Who was Buddha? What was his early life like? Why did Buddha leave his life of luxury? How did he become the Buddha? How did Buddha reach Enlightenment? What did Buddha say was the cause for suffering? What did Buddha say leads to happiness? How can I cope with change? How can I be peaceful and happy?	Who am I? How do I express myself? How do we welcome newcomers in our diverse community? What advice do the Bible, Torah and Qur'an have about welcoming strangers? How can we share with and help others in our global community?
<i>Knowledge</i>	Know some of the things that help us shape our identity Know some of the ways in which we express our identity Know some ways in which religious identity is expressed Know some of the differences between the beliefs of different groups and communities, and how we can show tolerance and understanding Know how a sense of belonging is shaped by relationships and environment Know some of the responsibilities of belonging to a global community Know the importance of sharing in our global community	Know that Buddhists follow the teachings of Buddha. Know some key events in Buddha's life. Know the Four Sights that Buddha encountered in his early life. Know how Siddhartha became Buddha. Know Buddha's Four Noble Truths Know Buddha's teaching about the Three Poisons. Know Buddha's Threefold Path to Enlightenment. Know Buddha's key teachings of the Noble Eightfold Path to Enlightenment.	*New unit to be planned.
<i>Vocabulary</i>	Belonging, identity, school, family, personal strengths, skills, culture, religion, social groups, friends	Siddhartha Goutama, temple, Buddhist, Buddha, enlightenment, 'enlightened one' dharma, meditation, Noble Search, ascetic, Middle Way, luxury, privilege, suffering, Four Sights, 'Loving kindness', Four Noble Truths, Human urges, Greed, Ignorance, Hatred, Selfish, Nirvana, Ethics, Wisdom, altruism, mindfulness, livelihood	

<i>Prior learning</i>	Y3 What do our British and school values have to do with religion?	Y3- Belief in our community Y3 - What do different religions say about kindness? Y4 - What do I believe and how does this shape my identity?	R- People who help me - at school, at home, and in my faith community Y3 What do different religions say about kindness?
<i>Future learning</i>	Y5 Art - Stereotypes	Y4- What do different religions teach about welcoming strangers? Y5- What do the major religions have in common? Y5- What do different faiths say about how we treat animals?	Y5 What do different faiths say about how we treat animals?
<i>Progression standards</i>	Beliefs, teachings and sources - Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives Practices and ways of life - Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups Forms of expression - Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others Identity and belonging - Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals Meaning, purpose and truth - Ask important questions about life and compare my ideas with those of other people Values and commitments - Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values		

Year 5	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Is the connection between the monarchy and religion relevant today?	What do the major religions have in common?	What do different faiths say about how we treat animals?
<i>Content</i>	Do all Christians believe the same things? How did the Church of England start? We will study Tudor Christianity, Henry VIII and the English Reformation, the creation of the	What are the similarities and differences between the major faiths? We will study the significance of special books, the importance of food and/or fasting, the beliefs about how	Should animals be treated with the same respect as humans? We will study the interfaith and multicultural fable- the animals' lawsuit against humanity, discuss

	Church of England, the dissolution of the monasteries, and the implications of this split in the church since Tudor times	to lead a 'good life', beliefs about God and how followers show commitment.	whether animals are precious and explore what religions say about how animals should be treated.
<i>Knowledge</i>	Know about the Roman Catholic Church and its teachings during Tudor times Know about Martin Luther and how he influenced religion in Tudor times Know the changes Henry VIII made to religion in England Know about the Protestant faith during Tudor times Know how Tudor Christianity is relevant to the UK today	Know the significance of special books to the religions being studied. Know why food and fasting might be important to each of the religions being studied Know what major religions say about living a good life. Know beliefs about God in each of the religions being studied. Know how followers show commitment in each of the religions being studied. Know the common aspects of each of the religions studied.	Know and summarise the fable of the Animals Lawsuit against Humanity. Know what religions say about how animals should be treated from quotes Know how religious beliefs impact religious practice
<i>Vocabulary</i>	Christian, Roman Catholic, Pope, crucifix, cross, decorated altar, Bible, Latin, priest, bishop, Holy Communion, Last Supper, baptism, confession, penance, Martin Luther, Protestant, divorce, Church of England, Supreme Head of the Church of England, Defender of the Faith, English Bible, dissolution of the monasteries, English Reformation, Acts of Supremacy and Uniformity	Buddhism, Sikhism, Judaism, Islam, Muslims Torah/Tanak, Tripitaka, Guru Granth Sahib Quran, fasting, Ramadan, Iftar, Yom Kippur, purification, spirituality, Guru Nanak, Jesus Muhammad, Sikh, Christian, Muslim, Holy book, Guru Granth Sahib, Qu-ran, Bible wisdom, golden rules, guidance, enlightenment, Nirvana, monotheism omnipresence, omnipotent omnibenevolence, transcendent, Shema Allah, soul, 'divine spark', Tawhid, merciful, immanent, just	lawsuit, humanity, insolence, humankind, testify, testimonial, torture, maltreated, cruelty, oppression, compassionate, harmonious, compassion, quote, treatment, respect, attitude, sacredness, humane, expression, animal welfare, wise words, catastrophe, humane, heed, slaughter, superior, theory of evolution, evolved, birth, incarnation, rebirth, reincarnation, interconnectedness, sacrifice, ethical, just
<i>Prior learning</i>	Y1 Why Do Christians Celebrate Christmas? Y2 Why did Jesus tell stories? Y2 Why do Christians celebrate Easter?	Y2 Why Did Jesus Tell Stories? Y2 Why Is Easter Important To Christians? Y4 What can we learn from the example of the Buddha? Y4 What do different religions teach about welcoming strangers?	Y3 What do different religions say about kindness? Y4 What can we learn from the example of the Buddha?
<i>Future learning</i>	Y6 Can religious leaders make a difference? Y6 What happens when we die?	Y6 Can religious leaders make a difference? Y6 What happens when we die?	Y6 Could the Holocaust happen today?

<i>Progression standards</i>	Beliefs, teachings and sources - Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality Practices and ways of life - Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities Forms of expression - Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions Identity and belonging - Give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me Meaning, purpose and truth - Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives Values and commitments - Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives
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Year 6	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Could the Holocaust happen today?	Can religious leaders make a difference?	What happens when we die?
<i>Content</i>	How are religion and national identity linked? How did Nazi Germany link them? What is anti-Semitism? How did 'Jewish laws' create ghettos? What was the 'final solution'? Could the Holocaust happen today? Why / why not?	Why do we need leaders? What qualities does a good leader have? Do religious leaders need these same qualities? Who are the leaders of the world's major faiths? Do all religions have a leadership structure?	How do you feel when you lose something very special? What does 'bereaved' mean? Why do people die? What is a funeral? How is death treated and observed in different faiths? How can we help those who are bereaved?
<i>Knowledge</i>	Know what Jews believe Know what antisemitism is and how this has been legalised through laws in Germany between the wars Know about life in the Jewish ghettos Know about the 'final solution' and the Holocaust Explore some of the moral dilemmas people faced during the Holocaust	Know what leaders do and why we need leaders in our world Know what personal qualities good leaders possess Know what a local religious leader does and what qualities they need to possess Know that different religions have their own leadership structure Know some differences between religious and secular leaders	Know that everyone feels sad at times in their lives Know how the death of a person is commemorated and marked in different religions and communities Know some of my own beliefs about what happens when a person dies Know it is important to express our emotions Know some ways we remember people who have died

<i>Vocabulary</i>	Judaism, Jewish, Jews, monotheistic, anti semitism, anti semitic, genocide, prejudice, persecution, ghetto, perpetrator, bystander, resistor, dilemma, choices, responsibility, consequences, Auschwitz, concentration camp, propaganda, massacre, parasite, solidarity.	leader, leadership, personal qualities, qualities, characteristics, empathy, empathetic, sympathetic, hierarchy, status, rank, power, authority, doctrine, secular, Hinduism, Islam, Christianity, Judaism, Buddhism. Sikhism, Dalai Lama, priest, pastor, minister, priest, Pope, imam, rabbi, granthi, Sangha	death, loss, grief, bereaved, bereavement, decompose, burial, cremation, urn, organ donation, funeral, rites, soul, heaven, hell, reincarnation, paradise, salvation, day of judgement, afterlife, agnostic, atheist, humanist, emotions, feelings, sadness, upset, depressed, devastated, distraught, angry, alone, guilty, talking, counselling, prayer, meditation, remember, remembrance, Remembrance Day, epitaph, obituary, reflection
<i>Prior learning</i>	Y1 What does it mean to be Jewish? Y3 What do different religions say about kindness? Y4 What do different religions teach about welcoming strangers?	Y5 Is the connection between the monarchy and religion relevant today? Y5 What do the major religions have in common?	Y1 What does it mean to be Hindu?(Reincarnation, Soul) Y5 Is the connection between the monarchy and religion relevant today? (Purgatory, Heaven, Hell). Y5 What do the major religions have in common?
<i>Future learning</i>			
<i>Progression standards</i>	Beliefs, teachings and sources - Say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them Practices and ways of life - Say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies Forms of expression - Use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers Identity and belonging - Consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples Meaning, purpose and truth - Use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth Values and commitments - Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me		