

CURRICULUM MAPPING FOR: R.E

Attainment Targets and Areas of Enquiry taken from Discovering RE

Investigate the beliefs and practices of religions and other world views.

Retell, recognise and find meanings.

Investigate how religions and other world views address questions of meaning, purpose and value.

Explore and respond sensitively.

Investigate how religions and other world views influence morality, identity and diversity.

Begin to express ideas and opinions.

EYFS: Development Matters

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development

EYFS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOCUS	It's good to be me	Celebrations	Traditional Tales	People who help us	Amazing Authors	On our travels
SKILLS (from Development Matters)	<p>30-50 months</p> <p>personal, social and emotional development</p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually adapt behaviour to different events, social situations and changes in routine. <p>communication, language and literacy</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Beginning to understand 'why' and 'how' questions. <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen <p>knowledge and understanding of the world</p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. 	<p>40-60 months</p> <p>personal, social and emotional development</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. <p>communication, language and literacy</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Able to follow a story without pictures or props.</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play <p>knowledge and understanding of the world</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Looks closely at similarities, differences, patterns and change. <p>creative development</p> <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>Early learning goals linked to R.E</p> <p>Self-confidence and self-esteem:</p> <ul style="list-style-type: none"> • respond to significant experiences showing a range of feelings when appropriate • have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others • have a developing respect for their own cultures and beliefs and those of other people. <p>Making relationships:</p> <ul style="list-style-type: none"> • work as part of group or class, taking turns, sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people including adults and children. <p>Sense of community:</p> <ul style="list-style-type: none"> • understand that people have different needs, views, cultures and beliefs that need to be treated with respect • understand that they can expect others to treat their needs, views, cultures and beliefs with respect. <p>Language for communication:</p> <ul style="list-style-type: none"> • listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems extend their vocabulary, exploring the meaning and sounds of new words. <p>Language for thinking</p> <ul style="list-style-type: none"> • use language to imagine and recreate roles and experiences use talk to organise, sequence and clarify thinking, ideas, feelings and events. 			

	<ul style="list-style-type: none"> •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. <p>creative development</p> <ul style="list-style-type: none"> •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> •Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. 	
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BUILDING FROM EYFS DM: 22-36 months Knowledge and Understanding of the world, Personal, Social and Emotional development

FOCUS AND KEY THEMES	Special People What makes people special?	Christmas What is Christmas?	Celebrations How do people celebrate?	Easter What is Easter?	Story Time What can we learn from stories?	Special Places What makes places special?
LINKED RELIGIONS	Christianity Judaism	Christianity	Hinduism	Christianity	Christianity Islam Hinduism Sikhism	Christianity Islam Judaism
ASSESSMENT OVERVIEW	<p>I can tell you who my family is and why they are important to me.</p> <p>I can explain why I am special.</p> <p>I can tell you what a role model is.</p> <p>I can tell you why Christians think Jesus is special.</p> <p>I can understand why God made special rules.</p>	<p>I can tell you how I feel giving and receiving gifts.</p> <p>I can show you how to make people feel special using my words.</p> <p>I can explain my favourite part of a story and why I like it.</p> <p>I can show you how to be a good role model.</p>	<p>I can tell you something I would like to achieve this year.</p> <p>I can tell you why working hard is important.</p> <p>I can tell you about a time I have celebrated something.</p> <p>I can explain what I am looking forward to about Spring.</p>	<p>I can identify the key features of spring.</p> <p>I can tell you examples of new life in spring.</p> <p>I can tell you if and how I celebrate Easter.</p> <p>I can explain why Jesus wanted to have a special meal with his friends.</p> <p>I can imagine how Jesus felt in the Easter Story.</p>	<p>I can explain why it is important to be honest.</p> <p>I can show you how to encourage someone.</p> <p>I can think of things that I find beautiful.</p> <p>I can tell you how I should behave in different situations.</p> <p>I can tell you how to be a good friend.</p>	<p>I can explain how some people live differently that I do.</p> <p>I can describe a room that I think is special and tell you why.</p> <p>I can tell you why school is a special place.</p> <p>I can give you an example of a ceremony.</p> <p>I can tell you why Muslims wash</p>

		I can tell you why some people celebrate Christmas.	I can imagine what my favourite part of Holi would be.	I can explain what forgiveness is.	I can explain why doing the right thing is important.	themselves before they pray. I can explain why wearing a uniform is important.
VOCABULARY	Christianity, Judaism, families, unique, love	Incarnation, present, suitable, unsuitable, give, receive, saviour	Hinduism, resolution, achieve, celebrate, preparation, occasion, seasons	Salvation, seasons, changes, environment, Easter, miracle	Islam, Sikhism, honesty, Priest, encourage, friend	Churches., christening, wedding, baptism, ceremony, mosque, synagogue
SKILLS	<u>R.E WORKING TOWARDS YEAR ONE SKILLS:</u> I can listen to a religious story. I can begin to name some things that are special in different religions. I can tell you about my own art, symbols and words. I can tell you about things that I like and dislike. I can show you things I find interesting. I can show you things that are important to me.					
ASSESSMENT OPPORTUNITIES	Observations during play, role play, conversations with peers & others, teacher-led discussions, activities, contributions during class/peer discussions					

KEY STAGE 1: CYCLE A (FOLLOWING YEAR 2 SCHEME OF WORK)						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOCUS	Across the Drawbridge	Sweets Galore	Pole to Pole	Superheroes	A Bugs Life	By the Seaside
NATIONAL CURRICULUM	<p><u>Knowledge, skills and understanding</u></p> <p>Learning about religion</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> explore a range of religious stories and sacred writings and talk about their meanings name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the arts and communicate their responses identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness ask and respond imaginatively to puzzling questions, communicating their ideas identify what matters to them and others, including those with religious commitments, and communicate their responses reflect on how spiritual and moral values relate to their own behaviour recognise that religious teachings and ideas make a difference to individuals, families and the local community 					
FOCUS AND KEY THEMES	<p>What did Jesus Teach?</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p>Christmas – Jesus as a gift from God</p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p>Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>Prayer at Home</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>Easter – Resurrection</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>The Covenant</p> <p>How special is the relationship Jews have with God?</p> <p>Community and Belonging</p> <p>Does going to a mosque give Muslims a sense of belonging?</p>	<p>Rites of Passage and good works</p> <p>What is the best way for a Jew to show commitment to God?</p> <p>Hajj</p> <p>Does completing Hajj make a person a better Muslim?</p>
LINKED RELIGIONS AND CONCEPTS	Christianity Gospel	Christianity Incarnation	Judaism Islam	Christianity Salvation	Judaism Islam	Judaism Islam
KNOWLEDGE AND QUESTIONS	<p>What can I learn from stories and religious traditions?</p> <p>Should people follow religious leaders and teachings?</p>	<p>Is God important to everyone?</p> <p>I can reflect on the Christmas story and the reason for Jesus' birth.</p>	<p>Is God important to everyone?</p> <p>Should people follow religious leaders and teachings?</p>	<p>Is God important to everyone?</p> <p>Are symbols better than words at expressing religious beliefs?</p>	<p>Who do I believe I am?</p> <p>Does it feel special to belong?</p> <p>I can understand how celebrating Passover and keeping Kashrut</p>	<p>Should people follow religious leaders and teachings?</p> <p>Is God important to everyone?</p>

	<p>I can retell Bible stories that show kindness.</p> <p>I can explain how these stories make Christians behave towards others.</p>		<p>I can understand the special relationship between Jews and God and the promises they make to each other.</p> <p>Who do I believe I am?</p> <p>Does it feel special to belong?</p> <p>I can explain what commitment means to Muslims by knowing about how they pray 5 times a day.</p>	<p>I can retell the Easter story and what Jesus' resurrection means for Christians.</p>	<p>(food laws) help Jews show God they value their special relationship with him.</p> <p>I can understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p>I can understand different ways that Jews show their commitment to God.</p> <p>Does it feel special to belong?</p> <p>I can understand what happens during Hajj and to explore the importance of this to Muslims.</p>
VOCABULARY	Gospel, beliefs, kindness, friend, enemy, parable	Rescued, Advent, neighbour, Christmas, love	Respect, covenant, Passover, Seder plate, Shabbat, Synagogue Commitment, Allah, Qur'an, prayer	Easter, resurrection, salvation, sins, crucifixion	Resolutions, Ten Commandments, Hebrew, mezuzah, Shema Belonging, mosque	Milestones, Bat Mitzvah Journey, Makkah, five pillars
SKILLS	<p>END OF YEAR 1 R.E SKILLS:</p> <p>I can retell a Christian story using different media.</p> <p>I can draw and write about things that are special to Christians and Jews.</p> <p>I can recreate religious art, symbols and words, and talk about them.</p> <p>I can share with others things that have happened to me.</p> <p>I can share with others what I find interesting or puzzling.</p> <p>I can share with others what is important to me and other people.</p>			<p>END OF YEAR 2 R.E SKILLS:</p> <p>I can retell a Christian story using different media.</p> <p>I can draw and write about things that are special to Christians and Jews.</p> <p>I can recreate religious art, symbols and words, and talk about them.</p> <p>I can share with others things that have happened to me.</p> <p>I can share with others what I find interesting or puzzling.</p> <p>I can share with others what is important to me and other people.</p> <p>I can retell Christian stories with confidence and know what different people believe.</p> <p>I can identify similarities and differences between different religions.</p> <p>To understand the religious meanings behind different religious symbols and art and to ask questions to deepen understanding.</p> <p>I can respectfully engage in a discussion about events that have happened to others, using my own experiences to inform my responses.</p> <p>I can engage in a discussion about the events in stories that make people ask questions, using my own beliefs to inform my ideas.</p> <p>I can confidently talk about what is important to me and I am able to respectfully discuss what is important to others.</p> <p>I can make connections between what is important to me and others.</p>		
ASSESSMENT OPPORTUNITIES	Observations during class/peer discussions, role play, conversations with peers & others, written work, teacher-led discussions, activities					

KEY STAGE 1: CYCLE B (FOLLOWING YEAR 1 SCHEME OF WORK)						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOCUS	In the Deep Dark Woods...	The Great Fire of London	The Land of the Dinosaurs	Rumble in the Jungle	What Can I Invent?	My Place in the World
NATIONAL CURRICULUM	<p><u>Knowledge, skills and understanding</u></p> <p><u>Learning about religion</u></p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> explore a range of religious stories and sacred writings and talk about their meanings name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the arts and communicate their responses identify and suggest meanings for religious symbols and begin to use a range of religious words. <p><u>Learning from religion</u></p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness ask and respond imaginatively to puzzling questions, communicating their ideas identify what matters to them and others, including those with religious commitments, and communicate their responses reflect on how spiritual and moral values relate to their own behaviour recognise that religious teachings and ideas make a difference to individuals, families and the local community 					
FOCUS AND KEY THEMES	<p>Creation Story</p> <p>Does God want Christians to look after the world?</p>	<p>Christmas</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>Jesus as a Friend</p> <p>Was it always easy for Jesus to show friendship?</p>	<p>Easter – Palm Sunday</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Shabbat</p> <p>Is Shabbat important to Jewish children?</p>	<p>Rosh Hashanah and Yom Kippur</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
LINKED RELIGIONS AND CONCEPTS	Christianity God and Creation	Christianity Incarnation	Christianity Incarnation	Christianity Salvation	Judaism	Judaism
KNOWLEDGE AND QUESTIONS	<p>Does the world belong to God?</p> <p>Should people take care of the world?</p> <p>I can retell the Christian creation story.</p>	<p>What can I learn from stories from religious traditions?</p> <p>Are symbols better than words at expressing religious beliefs?</p> <p>I can reflect on the Christmas story and</p>	<p>What can I learn from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p> <p>I can identify easy and difficult ways of showing friendship.</p>	<p>Should people follow religious leaders and teachings?</p> <p>Are symbols better than words at expressing religious beliefs?</p> <p>I can explain why Jesus is important to Christians.</p>	<p>Are religious celebrations important to people?</p> <p>I can empathise with Jewish children.</p> <p>I can tell you what Jewish children do during Shabbat.</p>	<p>Are religious celebrations important to people?</p> <p>Are symbols better than words at expressing religious beliefs?</p> <p>I can understand what Rosh Hashanah is and</p>

	I can explain how this story influences the actions of Christians.	which gifts would be meaningful for Jesus.	I can explain why Jesus may have found some friendships difficult.	I can explain how Palm Sunday shows how Jesus is special.	I can explain why Shabbat is important to Jewish children.	why it is important to Jewish children. I can understand what Yom Kippur is and why it is important to Jewish children.
VOCABULARY	Creation, wisdom, respect, precious, natural world	Gift, meaningful, give, receive, love, birth	Friendship, Bible, theme, prayers	Preparation, welcoming, Messiah, admire, respect	Sabbath, creation, reflection, Kippah	Forgiveness, Challah bread, synagogue, Rabbi Salanter
SKILLS	<p>END OF YEAR 1 R.E SKILLS:</p> <p>I can retell a Christian story using different media. I can draw and write about things that are special to Christians and Jews. I can recreate religious art, symbols and words, and talk about them. I can share with others things that have happened to me. I can share with others what I find interesting or puzzling. I can share with others what is important to me and other people.</p>			<p>END OF YEAR 2 R.E. SKILLS:</p> <p>I can retell a Christian story using different media. I can draw and write about things that are special to Christians and Jews. I can recreate religious art, symbols and words, and talk about them. I can share with others things that have happened to me. I can share with others what I find interesting or puzzling. I can share with others what is important to me and other people. I can retell Christian stories with confidence and know what different people believe. I can identify similarities and differences between different religions. To understand the religious meanings behind different religious symbols and art and to ask questions to deepen understanding. I can respectfully engage in a discussion about events that have happened to others, using my own experiences to inform my responses. I can engage in a discussion about the events in stories that make people ask questions, using my own beliefs to inform my ideas. I can confidently talk about what is important to me and I am able to respectfully discuss what is important to others. I can make connections between what is important to me and others.</p>		
ASSESSMENT OPPORTUNITIES	Observations during class/peer discussions, role play, conversations with peers & others, written work, teacher-led discussions, activities					