

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Settling into school Autumn	Colour and magic Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
Development Matters <i>Children in Reception will be learning to:</i>	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Describe events in some detail. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. <p>Personal, Social and Emotional Development See themselves as a valuable individual.</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. <p>Think about the perspectives of others.</p> <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community <ul style="list-style-type: none"> Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. <ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries 					
Early Learning Goals	<p>Communication and Language: Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Communication and Language: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Personal, Social and Emotional Development: Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Personal, Social and Emotional Development: Building Relationships Show sensitivity to their own and to others' needs.</p> <p>Understanding the World: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Understanding the World: People, Culture and Communities</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. 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. 					
How this is achieved and skills are developed in EYFS at Paulton Infant School:	Term 1 Theme:	Term 2 Theme:	Term 3 Theme:	Term 4 Theme:	Term 5	Term 6

	<p>Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p> <p>Christian concept: Incarnation</p>	<p>Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Easter</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity</p> <p>Christian concept: Salvation</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>
Vocabulary	Religion Christianity Judaism	Religion Christianity Incarnation	Religion Celebrate Hinduism	Religion Easter Christianity Salvation	Religion Christianity Islam Hinduism Sikhism	Religion Christianity Islam Judaism

Year 2						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Cycle A 2022-2023	Across the Drawbridge	Sweets Galore	Pole to Pole	Superheroes	A Bugs Life	By the Seaside
Cycle B 2021-2022	In The Deep Dark Woods	The Great Fire of London	Dinosaur Stomp	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>What did Jesus Teach? Is it possible to be kind to everyone all of the time?</p>	<p>Christmas – Jesus as a gift from God Why do Christians believe God gave Jesus to the world?</p>	<p>Passover How important is it for Jewish people to do what God asks them to do?</p>	<p>Easter – Resurrection How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>The Covenant How special is the relationship Jews have with God?</p>	<p>Rites of Passage and good works What is the best way for a Jew to show commitment to God?</p>

			Prayer at Home Does praying at regular intervals help a Muslim in his/her everyday life?		Community and Belonging Does going to a mosque give Muslims a sense of belonging?	Hajj Does completing Hajj make a person a better Muslim?
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>I can retell Bible stories that show kindness.</p> <p>I can explain how these stories make Christians behave towards others.</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>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>Is God important to everyone?</p> <p>Are symbols better than words at expressing religious beliefs?</p> <p>I can retell the Easter story and what Jesus' resurrection means for Christians.</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 (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>Should people follow religious leaders and teachings?</p> <p>Is God important to everyone?</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 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

Year 1						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Cycle A 2022-2023	Across the Drawbridge	Sweets Galore	Pole to Pole	Superheroes	A Bugs Life	By the Seaside
Cycle B 2021-2022	In The Deep Dark Woods	The Great Fire of London	Dinosaur Stomp	Rumble In The Jungle	What Can I Invent?	My Place In The World
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	Creation Story Does God want Christians to look after the world?	Christmas What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Jesus as a Friend Was it always easy for Jesus to show friendship?	Easter – Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Shabbat Is Shabbat important to Jewish children?	Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children?
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>What can I learn from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p>	<p>Should people follow religious leaders and teachings?</p> <p>Are symbols better than words at expressing religious beliefs?</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 why</p>

	I can explain how this story influences the actions of Christians.	I can reflect on the Christmas story and which gifts would be meaningful for Jesus.	I can identify easy and difficult ways of showing friendship. I can explain why Jesus may have found some friendships difficult.	I can explain why Jesus is important to Christians. I can explain how Palm Sunday shows how Jesus is special.	I can explain why Shabbat is important to Jewish children.	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>					
ASSESSMENT OPPORTUNITIES	Observations during class/peer discussions, role play, conversations with peers & others, written work, teacher-led discussions, activities					