

East Midlands Academy Trust

RE Curriculum Map Overview

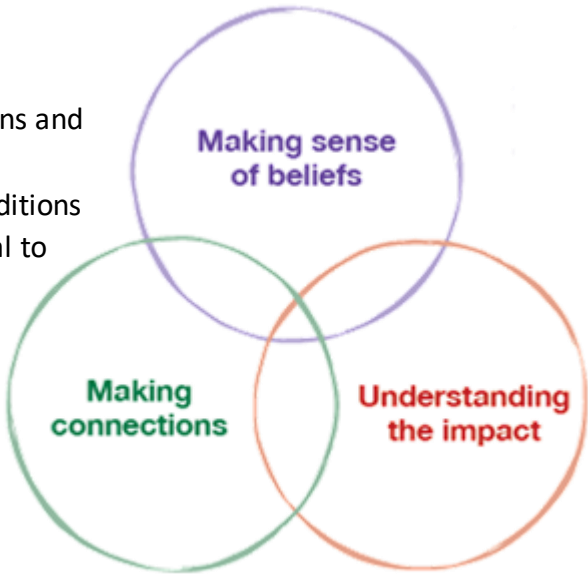


Why Teach RE?

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

Through the RE curriculum, we aim for pupils:

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



Teaching and Learning Approach

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



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

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



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

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



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

RE Syllabus

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

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

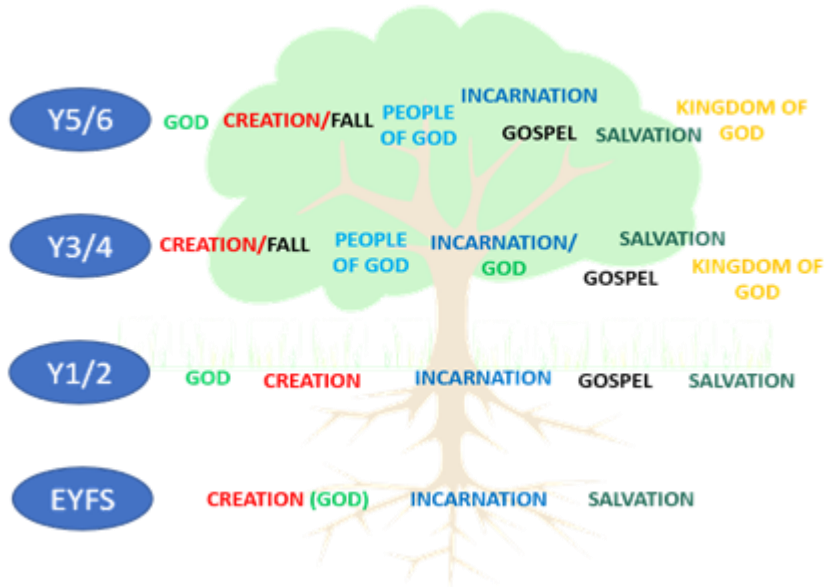
Understanding Christianity

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

Eight Core Concepts

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

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



EYFS Curriculum Map 2021-22



Understanding the World

People, Culture and Communities

Past and Present

The Natural World

Technology

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

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

East Midlands Academy Trust

RE Curriculum Map – EYFS and KS1



Religion: Christian Jewish Muslim Hindu Multi Faith

Make Sense of a range of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs Make connections between religious and non-religious beliefs, concepts, practices and ideas

EYFS		Reception	Year 1	Year 2
<p>Early Learning Goal: People Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>Typical learning experiences include: Children engage with the appropriate SACRE materials for mainstream schools. Ourselves, Our Families and our communities</p> <p>Children are presented with stories from different religions and visitors from each religion are welcomed, sharing artefacts where appropriate</p> <p>Children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>The kind of activities children might be involved in Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Visiting places of worship and places of local importance to the community. Finding similarities and differences between ourselves in terms of religious practices and experiences.</p> <p>Marking religious festivals throughout the year for example; Diwali, Christmas, Chinese New Year, Eid, Harvest, Easter.</p> <p>Re-enacting different religious stories using a variety of techniques such as drawing pictures, role playing.</p> <p>Families from different religious and cultural background visit and make food with the children and eat together.</p> <p>Different celebrations: When the opportunity arises children share what happens at events such as a wedding or to celebrate when a baby is born?</p> <p>See Reception Units for further details.</p>	Autumn 1	F4 Being Special: Where do we belong?	L1.10 What does it mean to belong to a faith community?	L1.6 Who is a Muslim and how do they live? (Pt.1)
		Thematic Multi-Faith	Thematic Multi-Faith	Muslim
	Autumn 2	F2 Why is Christmas special for Christians? (Incarnation) 	1.1 What do Christians believe God is like? (God) 	L1.3 Why does Christmas matter to Christians? (Incarnation) 
		Christian	Christian	Christian
	Spring 1	F1 Why is the word 'God' so important to Christians? (God/Creation) 	L1.7 Who is Jewish and how do they live?	L1.6 Who is a Muslim and how do they live? (Pt.2)
		Christian		Muslim
	Spring 2	F3 Why is Easter special to Christians? (Salvation) 		L1.5 Why does Easter matter to Christians? (Salvation) 
		Christian	Jewish	Christian
	Summer 1	F6 What times/stories are special and why?	1.2 Who do Christians say made the world? (Creation) 	L1.4 What is the 'good news' Christians believe Jesus brings? (Gospel) 
		Thematic Multi-Faith	Christian	Christian
	Summer 2	F5 What places are special and why?	L1.8 What makes some places sacred to believers? (C, M)	L1.9 How should we care for others and the world and why does it matter? (C, J, NR)
		Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith

Every child deserves to be the best they can be























East Midlands Academy Trust

RE Curriculum Map Overview – Primary



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

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

East Midlands Academy Trust

RE Curriculum Map – Primary (Autumn)













Christian		Jewish	Muslim	Hindu	Thematic Multi-Faith	Making Sense of Beliefs		Understand the impact	Make connections
	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6		
Autumn 1	Being Special: Where do we belong? <ul style="list-style-type: none">Retell religious storiesMake connections with personal experiencesShare and record occasions when things have happened in their lives that made them feel specialRecall simply what happens at a traditional Christian infant baptism and dedicationRecall simply what happens when a baby is welcomed into a religion other than Christianity.	What does it mean to belong to a faith community? <ul style="list-style-type: none">Recognise that loving others is important in lots of communitiesSay simply what Jesus and one other religious leader taught about loving other peopleGive an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols meanIdentify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differencesTalk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	Who is Muslim and how do they live? [God/Tawhid/ibadah/iman] [Part 1] <ul style="list-style-type: none">Recognise the words of the Shahadah and that it is very important for MuslimsIdentify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them meanGive examples of how stories about the Prophet show what Muslims believe about MuhammadGive examples of how Muslims use the Shahadah to show what matters to themGive examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)Give examples of how Muslims put their beliefs about prayer into actionThink, talk about and ask questions about Muslim beliefs and ways of livingTalk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideasGive a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	How do festivals and worship show what matters to a Muslim? [Ibadah] <ul style="list-style-type: none">Identify some beliefs about God in Islam, expressed in Surah 1Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not MuslimsMake links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	What do Hindus believe that God is like? [Brahman/atman] <ul style="list-style-type: none">Identify some Hindu deities and say how they help Hindus describe GodMake clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about GodOffer informed suggestions about what Hindu murtis express about GodMake simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)Identify some different ways in which Hindus worshipRaise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world todayMake links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	What does it mean to be a Muslim in Britain today? [Tawhid/Iman/Ibadah] <ul style="list-style-type: none">Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message)Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet)Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)Give evidence and examples to show how Muslims put their beliefs into practice in different waysMake connections between Muslim beliefs studied and Muslim ways of living in Britain/ Northants/MK todayConsider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not MuslimsReflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	What matters most to Humanists and Christians? <ul style="list-style-type: none">Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)Make clear connections between Christian and Humanist ideas about being good and how people liveSuggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of viewRaise important questions and suggest answers about how and why people should be goodMake connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.		
	Christian	Thematic Multi-Faith	Muslim	Jewish	Jewish	Muslim	Thematic Multi-Faith		
Autumn 2	Why is Christmas special for Christians? <ul style="list-style-type: none">Talk about people who are special to themSay what makes their family and friends special to themRecall simply what happens at a traditional Christian festival (Christmas)Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as JesusRetell religious stories, making connections with personal experiences 	Why does Christmas matter to Christians? <ul style="list-style-type: none">Identify what a parable isTell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving FatherGive clear, simple accounts of what the story means to ChristiansGive at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideasGive a reason for the ideas they have and the connections they make. 	Why does Christmas matter to Christians? [Incarnation] <ul style="list-style-type: none">Tell the storyRecognise that stories of Jesus’ life come from the GospelsGive a clear, simple account of the story of Jesus’ birth and why Jesus is important for ChristiansGive examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at ChristmasThink, talk and ask questions about Christmas for people who are Christians and for people who are notDecide what they personally have to be thankful for, giving a reason for their ideas. 	How do festivals and family life show what matters to Jews? [God/Torah/the People] <ul style="list-style-type: none">Identify some Jewish beliefs about God, sin and forgiveness and describe what they meanMake clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish peopleOffer informed suggestions about the meaning of the Exodus story for Jews todayMake simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)Describe how Jews show their beliefs through worship in festivals, both at home and in wider communitiesRaise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the futureMake links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.	What does it mean to be a Hindu in Britain today? [Dharma] <ul style="list-style-type: none">Describe how Hindus show their faith within their families in Britain today (e.g. home puja)Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)Identify the terms dharma, Sanatan Dharma and Hinduism and say what they meanMake links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	Why do Christians believe that Jesus is the Messiah? [Incarnation] <ul style="list-style-type: none">Explain the place of Incarnation and Messiah within the ‘big story’ of the BibleIdentify Gospel and prophecy texts, using technical termsExplain connections between biblical texts, Incarnation and Messiah, using theological termsShow how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating ChristmasComment on how the idea that Jesus is the Messiah makes sense in the wider story of the BibleWeigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons or their answers. 	Why do Hindus try to be good? [Karma/dharma/samsara/moksha] <ul style="list-style-type: none">Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accuratelyGive meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus liveConnect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.Give evidence and examples to show how Hindus put their beliefs into practice in different waysMake connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to HindusReflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.		
	Christian	Christian	Christian	Jewish	Hindu	Christian	Hindu		

Every child deserves to be the best they can be

East Midlands Academy Trust

RE Curriculum Map – Primary (Spring)









Christian		Jewish		Muslim		Hindu		Thematic Multi-Faith		Making Sense of Beliefs		Understand the impact		Make connections	
Reception		Year 1		Year 2		Year3		Year 4		Year 5		Year 6			
Spring 1	<div>Why is the word ‘God’ special to Christians?</div> <div><ul style="list-style-type: none">• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world• Retell stories, talking about what they say about the world, God, human beings• Think about the wonders of the natural world, expressing ideas and feelings• Say how and when Christians like to thank their Creator• Talk about what people do to mess up the world</div> <div></div> <div>Christian</div>	<div>Who is Jewish and how do they live? [God/Torah/the People] [double unit]</div> <div><ul style="list-style-type: none">• Recognise the words of the Shema as a Jewish prayer• Retell simply some stories used in Jewish celebrations (e.g. Chanukah)• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)• Make links between Jewish ideas of God found in the stories and how people live• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</div>	<div>Who is Muslim and how do they live? [God/Tawhid/ibadah/iman] [Part 2]</div> <div><ul style="list-style-type: none">• Recognise the words of the Shahadah and that it is very important for Muslims• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean• Give examples of how stories about the Prophet show what Muslims believe about Muhammad• Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)• Give examples of how Muslims put their beliefs about prayer into action• Think, talk about and as questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</div> <div>Muslim</div>	<div>What do Christians learn from the creation story? [Creation]</div> <div><ul style="list-style-type: none">• Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’• Make clear links between Genesis 1 and what Christians believe about God and Creation• Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world• Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways)• Describe how and why Christians might pray to God, say sorry and ask for forgiveness• Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.</div> <div></div> <div>Christian</div>	<div>What is the ‘Trinity’ and why is it important for Christians? [God/Incarnation]</div> <div><ul style="list-style-type: none">• Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains• Offer suggestions about what texts about baptism and Trinity mean• Give examples of what these texts mean to some Christians today• Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live• Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</div> <div></div> <div>Christian</div>	<div>What does it mean for Christians to believe that God is holy and loving? [God]</div> <div><ul style="list-style-type: none">• Identify some different types of biblical texts, using technical terms accurately• Explain connections between biblical texts and Christian ideas of God, using theological terms• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed• Show how Christians put their beliefs into practice in worship• Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</div> <div></div> <div>Christian</div>	<div>For Christians, what kind of king was Jesus? [Kingdom of God]</div> <div><ul style="list-style-type: none">• Explain connections between biblical texts and the concept of the kingdom of God• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations• Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice• Show how Christians put their beliefs into practice in different ways• Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today• Articulate their own responses to the idea of the importance of love and service in the world today.</div> <div></div> <div>Thematic Multi-Faith</div>								
	Spring 2	<div>Why is Easter special for Christians?</div> <div><ul style="list-style-type: none">• Retell stories• Recognise and retell stories connected with the celebration of Easter• Say why Easter is a special time for Christians• Talk about ideas of new life in nature• Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature• Talk about some ways Christians remember these stories at Easter.</div> <div></div> <div>Christian</div>	<div>Why does Easter matter to Christians? [Salvation]</div> <div><ul style="list-style-type: none">• Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)• Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter• Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</div> <div></div> <div>Christian</div>	<div>What is it like for someone to follow God? [People of God]</div> <div><ul style="list-style-type: none">• Make clear links between the story of Noah and the idea of covenant• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony• Make links between the story of Noah and how we live in school and the wider world.</div> <div></div> <div>Christian</div>	<div>Why do Christians call the day Jesus died ‘Good Friday’? [Salvation]</div> <div><ul style="list-style-type: none">• Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live• Offer informed suggestions about what the events of Holy Week mean to Christians• Give examples of what Christians say about the importance of the events of Holy Week• Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities• Describe how Christians show their beliefs about Jesus in worship in different ways• Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.</div> <div></div> <div>Christian</div>	<div>Why is the Torah so important to Jewish people? [God/Torah]</div> <div><ul style="list-style-type: none">• Identify and explain Jewish beliefs about God• Give examples of some texts that say what God is like and explain how Jewish people interpret them• Make clear connections between Jewish beliefs about the Torah and how they use and treat it• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</div> <div>Jewish</div>	<div>What do Christians believe Jesus did to ‘save’ people? [Salvation]</div> <div><ul style="list-style-type: none">• Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it• Explain what Christians mean when they say that Jesus’ death was a sacrifice• Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper• Show how Christians put their beliefs into practice in different ways• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today• Articulate their own responses to the idea of sacrifice, recognising different points of view.</div> <div></div> <div>Christian</div>								

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RE Curriculum Map - Primary (Summer)



Christian		Jewish	Muslim	Hindu	Thematic Multi-Faith	Making Sense of Beliefs		Understand the impact	Make connections
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Summer 1	Which stories are special and why? <ul style="list-style-type: none">• Talk about some religious stories• Recognise some religious words, e.g. about God• Identify some of their own feelings in the stories they hear• Identify a sacred text e.g. Bible, Torah• Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.	Who do Christians say made the world? [Creation] <ul style="list-style-type: none">• Retell the story of creation from Genesis 1:1–2:3 simply• Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible• Say what the story tells Christians about God, Creation and the world• Give at least one example of what Christians do to say ‘thank you’ to God for Creation• Think, talk and ask questions about living in an amazing world• Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	What is the ‘good news’ Christians say Jesus brings? [Gospel] <ul style="list-style-type: none">• Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians• Recognise that Jesus gives instructions to people about how to behave• Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless• Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)• Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	What kind of world did Jesus want? [Gospel] <ul style="list-style-type: none">• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’• Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways• Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	For Christians, what was the impact of Pentecost? [Kingdom of God] <ul style="list-style-type: none">• Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean• Give examples of what Pentecost means to some Christians now• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now• Describe how Christians show their beliefs about the Holy Spirit in worship• Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	How do Christians decide how to live? ‘What would Jesus do?’ [Gospel] <ul style="list-style-type: none">• Identify features of Gospel texts (for example, teachings, parable, narrative)• Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts• Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives• Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives• Articulate their own responses to the issues studied, recognising different points of view. 	Creation and science: conflicting or complementary? [Creation] <ul style="list-style-type: none">• Identify what type of text some Christians say Genesis 1 is, and its purpose• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations• Make clear connections between Genesis 1 and Christian belief about God as Creator• Show understanding of why many Christians find science and faith go together• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 		
	Thematic Multi-Faith	Christian	Christian	Christian	Christian	Christian	Christian	Christian	
Summer 2	Which places are special and why? <ul style="list-style-type: none">• Talk about somewhere that is special to themselves, saying why• Recognise that some religious people have places which have special meaning for them• Talk about the things that are special and valued in a place of worship• Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church• Express a personal response to the natural world.	What makes some places sacred to believers? <ul style="list-style-type: none">• Recognise that there are special places where people go to worship, and talk about what people do there• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe• Give simple examples of how people worship at a church, mosque or synagogue• Talk about why some people like to belong to a sacred building or a community• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	How should we care for others and the world and why does it matter? <ul style="list-style-type: none">• Identify a story or text that says something about each person being unique and valuable• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories• Give examples of how Christians and Jews can show care for the natural earth• Say why Christians and Jews might look after the natural world• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	How and why do people mark the significant events of life? <ul style="list-style-type: none">• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean• Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones• Make links between ideas of love, commitment and promises in religious and non-religious ceremonies• Give good reasons why they think ceremonies of commitment are or are not valuable today.	How and why do people try to make the world a better place? <ul style="list-style-type: none">• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)• Make links between religious beliefs and teachings and why people try to live and make the world a better place• Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)• Describe some examples of how people try to live (e.g. individuals and organisations)• Identify some differences in how people put their beliefs into action• Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better• Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas• Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.	Why do some people believe in God and some people not? <ul style="list-style-type: none">• Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from• Give examples of reasons why people do or do not believe in God• Make clear connections between what people believe about God and the impact of this belief on how they live• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not• Make connections between belief and behaviour in their own lives, in the light of their learning.	How does faith help people when life gets hard? <ul style="list-style-type: none">• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life• Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences• Make clear connections between what people believe about God and how they respond to challenges in life (e.g., suffering, bereavement)• Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.		
	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	

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RE Curriculum Map - Primary (by Religion/Belief)



Christian Jewish Muslim Hindu Thematic Multi-Faith Making Sense of Beliefs Understand the impact Make connections

Religion/Belief	Reception		Year 1		Year 2		Year3		Year 4		Year 5		Year 6	
Christianity: <i>God</i> <i>Creation</i> <i>Fall</i> <i>People of God</i> <i>Incarnation</i> <i>Gospel</i> <i>Salvation</i> <i>Kingdom of God</i>	Aut 2 	F2 Why is Christmas special for Christians? (Incarnation)	Aut 2 	1.1 What do Christians believe God is like? (God)	Aut 2 	L1.3 Why does Christmas matter to Christians? (Incarnation)	Spr 1 	L2.1 What do Christians learn from the Creation story? (Creation/Fall)	Spr 1 	L2.3 What is the 'Trinity' and why is it important for Christians? (God/Incarnation)	Aut 1 	U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)	Spr 1 	U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)
	Spr 1 	F1 Why is the word 'God' so important to Christians? (God/Creation)	Sum 1 	1.2 Who do Christians say made the world? (Creation)	Spr 2 	1.5 Why does Easter matter to Christians? (Salvation)	Spr 2 	L2.2 What is it like for someone to follow God? (People of God)	Spr 2 	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	Spr 1 	2.1 What does it mean if Christians believe God is holy and loving? (God)	Spr 2 	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)
	Spr 2 	F3 Why is Easter special to Christians? (Salvation)			Sum 1 	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)	Sum 1 	L2.4 What kind of world did Jesus want? (Gospel)	Sum 1 	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)	Sum 1 	U2.4 Christians and how to live: what would Jesus do? (Gospel)	Sum 1 	L2.2 Creation and Science: conflicting or complimentary? (Creation)
Hinduism: <i>Samsara and moksha</i> <i>Brahman (God) and atman</i> <i>Karma and dharma</i>									Aut 1 	L2.7 What do Hindus believe God is like?			Aut 2 	L2.7 Why do Hindus want to be good?
Islam: <i>God/Tawhid</i> <i>Iman (faith)</i> <i>Ibadah (worship)</i> <i>Akhirah (life after death)</i> <i>Akhlaq (virtue/morality)</i>					Aut 1 	L1.6 Who is a Muslim and how do they live? (Pt.1)	Aut 1 	L2.9 How do festivals and worship show what matters to a Muslim?			Aut 1 	U2.8 What does it mean to be a Muslim in Britain today?		
					Spr 1 	1.6 Who is a Muslim and how do they live? (Pt.2)								
Judaism: <i>God</i> <i>Torah</i> <i>The People and the Land</i>			Spr 1 Spr 2 	L1.7 Who is Jewish and how do they live?			Aut 2 	L2.10 How do festivals and family life show what matters to Jewish people?			Spr 2 	U2.9 Why is the Torah so important to Jewish people?		
Non-religious worldviews													Aut 1 	L2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Thematic Multi-Faith	Aut 1 	F4 Being Special: Where do we belong?	Aut 1 	L1.10 What does it mean to belong to a faith community?	Sum 2 	L1.9 How should we care for others and the world and why does it matter? (C, J, NR)	Sum 2 	L2.11 How and why do people mark significant events of life? (C, H, NR)	Sum 2 	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)	Sum 2 	L2.11 Why do some people believe in God and some people not? (C, NR)	Sum 2 	L2.12 How does faith help people when life gets hard?
	Sum 1 	F6 What times/stories are special and why?	Sum 2 	L1.8 What makes some places sacred to believers? (C, M)										
	Sum 2 	F5 What places are special and why?												

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RE Curriculum Map Overview – Understanding Christianity



Understanding Christianity – Core Concepts and Key Questions

	God	Creation	Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
Concept	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.	The universe and human life are God's good creation. Humans are made in the image of God.	Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — a rescuer.	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.	Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.	This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.
EYFS	F1 Why is the word 'God' so important to Christians? (God/Creation)				F2 Why is Christmas special for Christians? (Incarnation)		F3 Why is Easter special to Christians? (Salvation)	
Year 1	1.1 What do Christians believe God is like? (God)	v1.2 Who do Christians say made the world? (Creation)					1.5 Why does Easter matter to Christians? (Salvation)	
Year 2					L1.3 Why does Christmas matter to Christians? (Incarnation)	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)		
Year 3		L2.1 What do Christians learn from the Creation story? (Creation/Fall)		L2.2 What is it like for someone to follow God? (People of God)		L2.4 What kind of world did Jesus want? (Gospel)		
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians? (God/Incarnation)				L2.3 What is the 'Trinity' and why is it important for Christians? (God/Incarnation)		L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? (God)				U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)			
Year 6		L2.2 Creation and Science: conflicting or complimentary? (Creation)					U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)	U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)

Christian	Jewish	Muslim	Hindu	Thematic Multi-Faith
Make Sense of a range of religious and non-religious beliefs		Understand the impact and significance of religious and non-religious beliefs		Make connections between religious and non-religious beliefs, concepts, practices and ideas

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What does it mean to belong to a faith community?	Who is Muslim and how do they live? (Part 1)	How do festivals and worship show what matters to a Muslim?	What do Hindus believe God is like?	What does it mean to be a Muslim in Britain today?	What matters most to Humanists and Christians?
	Thematic Multi-Faith	Muslim	Muslim	Hindu	Muslim	Thematic Multi-Faith
	Community	Allah	Ibadah / Worship	Brahman	Salah	Humanism
	Pilgrim	Shahadah	Islam	Deities	Mosque	Morals
	Ceremony	Muhammed	Salah / Prayer	Diwali	Ummah	Justice
	Muslim/Jew/Christian	Qu ‘ran	Sawm / Fasting	Aum / Om	Hajj	Consequences
	God	Mosque	Five Pillars	Trimurti / Murti	Zakah	authority
Autumn 2	What do Christians believe God is like? (God)	Why does Christmas matter to Christians? (Incarnation)	How do festivals and family life show what matters to Jewish people?	What does it mean to be Hindu in Britain today?	Why do Christians believe Jesus was the Messiah? (Incarnation)	Why do Hindus want to be good?
	Christian	Christian	Jewish	Hindu	Christian	Hindu
	Bible	Gospel	Shabbat	Murtis	Messiah	Karma
	Jonah	Incarnation	Rosh Hashanah	Puja	Resurrection	Dharma
	Forgiving	Advent	Yom Kippur	Mandir	Prophecies	Samsara
	Creator/Creation	‘The Word’	Pesach	Diva Lamp	Saviour	Moksha
	Parable	Trinity	The Grace	Aarti	Testament	Atman
Spring 1	Who is Jewish and how do they live? (Part 1)	Who is Muslim and how do they live? (Part 2)	What do Christians learn from the Creation story? (Creation/Fall)	What is the ‘Trinity’ and why is it important for Christians? (God/Incarnation)	What does it mean if Christians believe God is holy and loving? (God)	For Christians, what kind of king is Jesus? (Kingdom of Jesus)
	Jewish	Muslim	Christian	Christian	Christian	Christian
	Judaism	Prophet	Creation / Fall	Baptism	Divine	Peacemaker
	Shabbat	Messenger	10 Commandments	Trinity	Omnipotent	Forgiving / forgiveness
	Hebrew	Musa	Forgiveness	Prayer	Omniscient	Justice
	Kosher	Isa	Reconciled	The Grace	Eternal	Generous
	Torah	Good Samaritan	Sins	Father / Son / Holy Spirit	worship	peaceful
Spring 2	Who is Jewish and how do they live? (Part 2)	Why does Easter matter to Christians? (Salvation)	What is it like for someone to follow God? (People of God)	Why do Christians call the day Jesus died ‘Good Friday’? (Salvation)	Why is the Torah so important to Jewish people?	What do Christians believe Jesus did to ‘save’ people?
	Jewish	Christian	Christian	Christian	Jewish	Christian
	Chanukah	Salvation	Vow	Cross	Orthodox	salvation
	Mezuzah/Mezuzot	Easter	Promises	Holy Week	tradition	Incarnation
	Commandments	Resurrection	Covenant	Good Friday	Ritual	Sacrifice
	Shabbat Shalom	Saviour	Marriage	Easter Sunday	Shema	Humility
	Synagogue	Palm Sunday	Faith	Communion	Sefer	Generosity
Summer 1	Who do Christians say made the world? (Creation)	What is the ‘good news’ Christians believe Jesus brings? (Gospel)	What kind of world did Jesus want? (Gospel)	For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)	Christians and how to live: what would Jesus do?’ (Gospel)	Creation and Science: conflicting or complimentary? (Creation)
	Christian	Christian	Christian	Christian	Christian	Christian
	Universe	Forgiveness	Gospel	Pentecost	Sermon	Cosmology
	Genesis	Confession	Good Samaritan	Kingdom of God	Betrayal	Evolution
	Harvest	Charity	Parable	The fruit of the Spirit	Restoration	Genesis
	Hymn	Teachings	Challenge	Vicar	sacrifice	Creator
Summer 2	Thankfulness	Peace	Neighbour	Resurrection	Peacemakers	Controversy
	What makes some places sacred to believers?	How should we care for others of the world?	How and why do people mark significant events of life? (C, H, NR)	How and why do people try to make the world a better place?	Why do some people believe in God and some people not?	How does faith help people when life gets hard?
	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith	Thematic Multi-Faith
	Sacred	Psalm	Journey of Life	Judgement	Theist	Traditions
	Worship	Unique	Bat Mitzvah / Bar Mitzvah	Heaven	Atheist	Symbolism
	Believer	Mother Theresa	Baptism	Reincarnation	Agnostic	Bereavement
	Holy	Religious/non-religious	Wedding	Karma	Existence	Afterlife
	Artefact/ symbol	Creator	Reincarnation	Moksha / Dharma / Samsara	Beliefs	Heaven

East Midlands Academy Trust

RE Curriculum Map – Disciplinary End of Stage Outcomes



Religion: Christian Jewish Muslim Hindu Multi Faith

Make Sense of a range of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs Make connections between religious and non-religious beliefs, concepts, practices and ideas

RE Should enable pupils to:

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

East Midlands Academy Trust

RE Curriculum Map – End of KS1 Outcomes



Religion: Christian Jewish Muslim Hindu Multi Faith

Make Sense of a range of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs Make connections between religious and non-religious beliefs, concepts, practices and ideas

By the End of KS1 RE Should enable pupils to:

KS1 Outcomes	Christian					Jews	Muslim	Multi-Faith		
	Yr1 Aut 2	Yr1 Sum 1	Yr2 Aut 2	Yr2 Spr 2	Yr2 Sum 1	Yr1 Spr	Yr2 Aut 1 & Spr 1	Yr1 Aut 1	Yr1 Sum 2	Yr2 Sum 2
	1.1 God	1.2 Creation	1.3 Incarnation	1.5 Salvation	1.4 Gospel	1.7 Jews	1.6 Muslims	1.10 Belonging	1.8 Sacred places	1.9 World and others
Element 1: Making sense of beliefs <ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Recognise that stories of Jesus' life come from the Gospels 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 	<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet* show what Muslims believe about Muhammad 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
Element 2: Understanding the impact <ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation 	<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community 	<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural Earth Say why Christians and Jews might look after the natural world
Element 3: Making connections <ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in. 	<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<ul style="list-style-type: none"> Think, talk and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

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RE Curriculum Map – End of KS2 Outcomes (1)



Religion:

Christian

Jewish

Muslim

Hindu

Multi Faith

Make Sense of a range of religious and non-religious beliefs

Understand the impact and significance of religious and non-religious beliefs

Make connections between religious and non-religious beliefs, concepts, practices and ideas

By the End of KS2 RE should enable pupils to:

KS1 Outcomes	Christian											
	Yr3 Spr 1	Yr3 Spr 2	Yr3 Sum 1	Y4 Spr 1	Yr4 Spr 2	Yr4 Sum 1	Yr5 Spr 1	Yr5 Spr 2	Yr5 Sum 1	Yr6 Spr 1	Yr6 Spr 2	Yr6 Sum 1
	L2.1 Creation	L2.2 People of God	L2.4 Gospel	L2.3 Incarnation /God	L2.5 Salvation	L2.6 Kingdom of God	U2.3 Incarnation	U2.1 God	U2.4 Gospel	U2.6 Kingdom of God	U2.5 Salvation	U2.2 Creation
Element 1: Making sense of beliefs <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian 	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	<ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations 	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts 	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
Element 2: Understanding the impact <ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives 	<ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together
Element 3: Making connections <ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view. 	<ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. 	<ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view 	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

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RE Curriculum Map – End of KS2 Outcomes (2)



Religion:

Christian

Jewish

Muslim

Hindu

Multi Faith

Make Sense of a range of religious and non-religious beliefs

Understand the impact and significance of religious and non-religious beliefs

Make connections between religious and non-religious beliefs, concepts, practices and ideas

By the End of KS2 RE should enable pupils to:

KS1 Outcomes	Muslims		Jews		Hindus			Non-Religious	Thematic Multi-Faith			
	Yr3 Aut 1	Yr5 Aut 1	Yr3 Aut 2	Yr5 Spr 2	Yr4 Aut 1	Yr4 Aut 2	Yr6 Aut 2	Yr6 Aut 1	Yr3 Sum 2	Yr4 Sum 2	Yr5 Sum 2	Yr6 Sum 2
	L2.9 Muslims	U2.8 Muslims	L2.10 Jews	U2.9 Jews	L2.7 Hindus & God	L2.8 Hindus in Britain	U2.7 Hindus	U2.10 Humanists and Christians	L2.11 Stages of life	L2.12 Make the world better	U2.11 Why believe in God	U2.12 Life gets hard
Element 1: Making sense of beliefs <ul style="list-style-type: none">Identify and describe the core beliefs and concepts studiedMake clear links between texts/sources of authority and the key concepts studiedOffer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers	<ul style="list-style-type: none">Identify some beliefs about God in Islam, expressed in Surah 1Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)	<ul style="list-style-type: none">Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid;Muhammad as the Messenger, Qur'an as the message)Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)	<ul style="list-style-type: none">Identify some Jewish beliefs about God, sin and forgiveness and describe what they meanMake clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish peopleOffer informed suggestions about the meaning of the Exodus story for Jews today	<ul style="list-style-type: none">Identify and explain Jewish beliefs about GodGive examples of some texts that say what God is like and explain how Jewish people interpret them	<ul style="list-style-type: none">Identify some Hindu deities and say how they help Hindus describe GodMake clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about GodOffer informed suggestions about what Hindu murtis express about God	<ul style="list-style-type: none">Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they meanMake links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	<ul style="list-style-type: none">Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accuratelyGive meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc	<ul style="list-style-type: none">Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')	<ul style="list-style-type: none">Identify some beliefs about love, commitment and promises in two religious traditions and describe what they meanOffer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today	<ul style="list-style-type: none">Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)Make links between religious beliefs and teachings and why people try to live and make the world a better place	<ul style="list-style-type: none">Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefsIdentify and explain what religious and non-religious people believe about God, saying where they get their ideas fromGive examples of reasons why people do or do not believe in God	<ul style="list-style-type: none">Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in lifeIdentify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
Element 2: Understanding the impact <ul style="list-style-type: none">Make simple links between stories, teachings and concepts studied and how people live, individually and in communitiesDescribe how people show their beliefs in how they worship and in the way they liveIdentify some differences in how people put their beliefs into practice	<ul style="list-style-type: none">Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involveMake links between Muslim beliefs about God and a range of waysin which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)	<ul style="list-style-type: none">Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)Give evidence and examples to show how Muslims put their beliefs into practice in different ways	<ul style="list-style-type: none">Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	<ul style="list-style-type: none">Make clear connections between Jewish beliefs about the Torah and how they use and treat itMake clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)	<ul style="list-style-type: none">Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)Identify some different ways in which Hindus worship	<ul style="list-style-type: none">Describe how Hindus show their faith within their families in Britain today (e.g. home puja)Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)	<ul style="list-style-type: none">Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus liveConnect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.Give evidence and examples to show how Hindus put their beliefs into practice in different ways	<ul style="list-style-type: none">Make clear connections between Christian and Humanist ideas about being good and how people liveSuggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	<ul style="list-style-type: none">Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals meanMake simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)	<ul style="list-style-type: none">Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)Describe some examples of how people try to live (e.g. individuals and organisations)Identify some differences in how people put their beliefs into action	<ul style="list-style-type: none">Make clear connections between what people believe about God and the impact of this belief on how they liveGive evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	<ul style="list-style-type: none">Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)Give examples of ways in which beliefs about resurrection/ judgement/ heaven/karma/reincarnation make a difference to how someone lives
Element 3: Making connections <ul style="list-style-type: none">Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearlyRaise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and liveGive a good reason for the views they have and the connections they make.	<ul style="list-style-type: none">Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not MuslimsMake links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	<ul style="list-style-type: none">Make connections between Muslim beliefs studied and Muslim ways of living in Britain, MK/Northants todayConsider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not MuslimsReflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	<ul style="list-style-type: none">Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the futureMake links with the value of personal reflection, saying 'sorry', being forgiven, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	<ul style="list-style-type: none">Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people todayConsider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.	<ul style="list-style-type: none">Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world todayMake links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	<ul style="list-style-type: none">Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	<ul style="list-style-type: none">Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to HindusReflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	<ul style="list-style-type: none">Raise important questions and suggest answers about how and why people should be goodMake connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	<ul style="list-style-type: none">Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestonesMake links between ideas of love, commitment and promises in religious and non-religious ceremoniesGive good reasons why they think ceremonies of commitment are or are not valuable today.	<ul style="list-style-type: none">Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it betterMake links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideasExpress their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.	<ul style="list-style-type: none">Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challengingConsider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or notMake connections between belief and behaviour in their own lives, in the light of their learning.	<ul style="list-style-type: none">Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding theseOffer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

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RE Curriculum Map – End of Year 1 Outcomes



Religion: Christian Jewish Muslim Hindu Multi Faith

Make Sense of a range of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs Make connections between religious and non-religious beliefs, concepts, practices and ideas

Year 1 RE should enable pupils to:

KS1 Outcomes	Christian		Jews	Multi-Faith	
	Yr1 Aut 2	Yr1 Sum 1	Yr1 Spr	Yr1 Aut 1	Yr1 Sum 2
	1.1 God	1.2 Creation	1.7 Jews	1.10 Belonging	1.8 Sacred places
Element 1: Making sense of beliefs <ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world 	<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
Element 2: Understanding the impact <ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying ‘sorry’, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> Give at least one example of what Christians do to say ‘thank you’ to God for Creation 	<ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community
Element 3: Making connections <ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in. 	<ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

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RE Curriculum Map – End of Year 2 Outcomes



Religion: Christian Jewish Muslim Hindu Multi Faith

Make Sense of a range of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs Make connections between religious and non-religious beliefs, concepts, practices and ideas

Year 2 RE should enable pupils to:

KS1 Outcomes	Christian			Muslim	Multi-Faith
	Yr2 Aut 2	Yr2 Spr 2	Yr2 Sum 1	Yr2 Aut 1 & Spr 1	Yr2 Sum 2
	1.3 Incarnation	1.5 Salvation	1.4 Gospel	1.6 Muslims	1.9 World and others
Element 1: Making sense of beliefs <ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Recognise that stories of Jesus' life come from the Gospels 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet* show what Muslims believe about Muhammad 	<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
Element 2: Understanding the impact <ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action 	<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural Earth Say why Christians and Jews might look after the natural world
Element 3: Making connections <ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Think, talk and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

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RE Curriculum Map – End of Year 3 Outcomes



Religion:

Christian

Jewish

Muslim

Hindu

Multi Faith

Make Sense of a range of religious and non-religious beliefs

Understand the impact and significance of religious and non-religious beliefs

Make connections between religious and non-religious beliefs, concepts, practices and ideas

Year 3 RE should enable pupils to:

KS2 Outcomes	Christian			Muslim	Jewish	Multi Faith
	Yr3 Spr 1	Yr3 Spr 2	Yr3 Sum 1	Yr3 Aut 1	Yr3 Aut 2	Yr3 Sum 2
	L2.1 Creation	L2.2 People of God	L2.4 Gospel	L2.9 Muslims	L2.10 Jews	L2.11 Stages of life
Element 1: Making sense of beliefs <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian 	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) 	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non- religious people today
Element 2: Understanding the impact <ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	<ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) 	<ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
Element 3: Making connections <ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.

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RE Curriculum Map – End of Year 4 Outcomes



Religion:	Christian	Jewish	Muslim	Hindu	Multi Faith
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Make Sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas
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Year 4 RE should enable pupils to:

KS2 Outcomes	Christian			Hindu		Multi Faith
	Y4 Spr 1	Yr4 Spr 2	Yr4 Sum 1	Yr4 Aut 1	Yr4 Aut 2	Yr4 Sum 2
	L2.3 Incarnation/God	L2.5 Salvation	L2.6 Kingdom of God	L2.7 Hindus & God	L2.8 Hindus in Britain	L2.12 Make the world better
Element 1: Making sense of beliefs <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now 	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God 	<ul style="list-style-type: none"> Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place
Element 2: Understanding the impact <ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action
Element 3: Making connections <ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

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RE Curriculum Map – End of Year 5 Outcomes



Religion: Christian Jewish Muslim Hindu Multi Faith

Make Sense of a range of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs Make connections between religious and non-religious beliefs, concepts, practices and ideas

Year 5 RE should enable pupils to:

KS2 Outcomes	Christian			Muslim	Jewish	Multi Faith
	Yr5 Spr 1	Yr5 Spr 2	Yr5 Sum 1	Yr5 Aut 1	Yr5 Spr 2	Yr5 Sum 2
	U2.3 Incarnation	U2.1 God	U2.4 Gospel	U2.8 Muslims	U2.9 Jews	U2.11 Why believe in God
Element 1: Making sense of beliefs <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) 	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God
Element 2: Understanding the impact <ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives 	<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
Element 3: Making connections <ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view. 	<ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ MK/Northants today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.

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RE Curriculum Map – End of Year 6 Outcomes



Religion: Christian Jewish Muslim Hindu Multi Faith

Make Sense of a range of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs Make connections between religious and non-religious beliefs, concepts, practices and ideas

Year 6 RE should enable pupils to:

KS2 Outcomes	Christian			Hindu	Non-Religious	Multi Faith
	Yr6 Spr 1	Yr6 Spr 2	Yr6 Sum 1	Yr6 Aut 2	Yr6 Aut 1	Yr6 Sum 2
	U2.6 Kingdom of God	U2.5 Salvation	U2.2 Creation	U2.7 Hindus	U2.10 Humanists and Christians	U2.12 Life gets hard
Element 1: Making sense of beliefs <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations 	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts 	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc 	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
Element 2: Understanding the impact <ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/ judgement/ heaven/karma/reincarnation make a difference to how someone lives
Element 3: Making connections <ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. 	<ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view 	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	<ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.