**RE Curriculum Map with End Goals**

Subject content and skills will be taught at an age/ability appropriate level and will be revisited in each year group. Activities will be appropriate for the age group and linked to a topic being studied bringing the subject to life and giving it relevance and meaning to the children, embedding the learning into their long term memories.

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| **Year One** | Theme: **Christianity** **Beliefs, Teachings and Sources*** Engage with stories and extracts from religious literature and talk about their meanings.
* Explore stories about the lives and teachings of key religious figures.
* Find out about ways in which texts and regarded, read and handled by believers.

**Practices and Ways of Life*** Find out about how and when people worship and ask questions about why this is important to believers.
* Explore the preparations for and find out about the celebration of festivals.
* Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.

**Meaning, Purpose and Truth*** Ask and respond imaginatively to questions that are interesting or puzzling in the world.

**Values and Commitments** * Reflect and respond to stories highlighting the morals and values of believers in practice.

**Identity, diversity and belonging*** Reflect and respond to stories about belonging and relating to religious communities.

**Expressing Meaning*** Explore as appropriate the special nature of artefacts used in worship.
* Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies.
* Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.
 | Theme: **Christianity****Beliefs, Teachings and Sources*** Engage with stories and extracts from religious literature and talk about their meanings.
* Explore stories about the lives and teachings of key religious figures.
* Find out about ways in which texts and regarded, read and handled by believers.

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**Expressing Meaning*** Explore as appropriate the special nature of artefacts used in worship.
* Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies.
* Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.
 | Theme: **Christianity (The Church)****Expressing Meaning*** Explore as appropriate the special nature of artefacts used in worship.
* Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies.
* Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.
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By the end of Year One

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| Explore | Engage | Reflect |
| Pupils use some religious words and phrases relating to the practices of faiths they have explored. They can recall some religious stories and can recognise some symbols and artefacts relevant to the faiths they are learning about. | Pupils can talk about their experience of the world around them and especially what they value and what concerns them. | Pupils can demonstrate their understanding that there is more than one religious tradition or faith community. |

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| **Year Two** | Themes: **Harvest, Creation, Introduction to Judaism, Celebrations** **Beliefs, Teaching and Sources*** Engage with stories and extracts from religious literature and talk about their meanings

**Practices and Ways of Life*** Find out about how and when people worship and ask questions about why this is important to believers
* Explore the preparations for and find out about the celebration of festivals

**Expressing Meaning*** Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies
* Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression

**Meaning , Purpose and Truth*** Ask and respond imaginatively to questions that are interesting or puzzling in the world (the creation)

**Values and Commitments*** Explore stories from religious traditions and find out about attitudes to the natural world (the creation)
* Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions
 | Themes: **Judaism (The Torah and The Synagogue)****Beliefs, Teaching and Sources*** Find out about ways in which sacred texts are regarded, read and handled by believers

**Expressing Meaning*** Explore as appropriate the special nature of artefacts used in worship
* Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression

**Meaning, Purpose and Truth*** Listen to and ask questions about stories of individuals and their relationship with God (Moses)

**Identity, Diversity and Belonging*** Identify and ask questions about customs associated with particular religious communities
 | Themes: **Stories Jesus Told / Christian Baptism & Prayer****Beliefs, Teaching and Sources*** Engage with stories and extracts from

religious literature and talk about their meanings.* Explore stories about the lives and

teachings of key religious figures**Expressing meaning*** Identify symbolic actions, gestures

and rituals and talk about how theyare used as part of worship andceremonies* Engage with religious beliefs and ideas

expressed through story, symbol andother visual forms of expression**Identity, Diversity and Belonging*** Find out about ceremonies in which

special moments in the life cycle aremarked (baptism)**Meaning, Purpose and Truth*** Explore a range of stories and extracts

from sacred writings and talk about themeaning they have for believers (stories Jesus told , meanings) |

By the end of Year Two

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| Explore | Engage | Reflect |
| Pupils use religious words and phrases to identify some features of religion and its importance to some people. They begin to show awareness of the similarities in religions including key questions raised by believers. They can talk about how religion is expressed in different ways and can explain the meanings of some religious symbols and rituals. | Pupils have an awareness of some of the questions that cause people to wonder and are difficult to answer. They can express and discuss ideas about right and wrong. | Pupils can identify more than one religious tradition or faith community and can describe some of the distinctive features of those traditions or communities. |
|  | Autumn Term | Spring Term | Summer Term |
| **Year Three** | Theme: **Signs and Symbols Across Religions****Practices and Ways of Life*** Compare and contrast the practice of religion in the home in different religious communities
* Investigate some key features of religious festivals and celebrations and identify similarities and differences

**Expressing Meaning*** Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers
 | Theme: **Sikhism: Beliefs and Practices****Beliefs, Teaching and Sources*** Explore the origins of sacred writings and consider their importance for believers today
* Explore the life of key religious figures and make links with teachings and practices of special significance to followers

**Practices and Ways of Life*** Identify the main features and patterns of an act of worship and talk about the importance of worship for believers
* Investigate some key features of religious festivals and celebrations and identify similarities and differences
 | Theme: **Islam: Beliefs and Practices****Beliefs, Teaching and Sources*** Explore the origins of sacred writings and consider their importance for believers today
* Explore the life of key religious figures and make links with teachings and practices of special significance to followers

**Practices and Ways of Life*** Identify the main features and patterns of an act of worship and talk about the importance of worship for believers
* Investigate some key features of religious festivals and celebrations and identify similarities and differences
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By the end of Year Three

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| Explore | Engage | Reflect |
| Pupils demonstrate their developing religious vocabulary in describing some key features of some religions and identifying their differences. They can make links between beliefs, practices and sources, including religious stories and texts. They begin to identify the impact religion has on believers’ lives. They can describe some forms of religious expression. | Pupils learn to ask important questions about values, commitments and beliefs, making links between their own and others’ responses, attitudes and behaviour. | Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They show an understanding of the implications of living in a diverse society. |

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| **Year Four** | Theme: **Hinduism: Beliefs and Worship****Beliefs, Teaching and Sources*** Explore the origins of sacred writings and consider their importance for believers today

**Practices and Ways of Life*** Compare and contrast the practice of religion in the home in different religious communities
* Investigate some key features of religious festivals and celebrations and identify similarities and differences
* Investigate the life of a person who has been inspired by their faith and make links between belief and action

**Expressing Meaning*** Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers
* Compare and contrast the use of symbols, actions and gestures used in worship by different communities
* Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice
 | Theme: **Hinduism: Celebrations and Festivals****Practices and Ways of Life*** Investigate some key features of religious festivals and celebrations and identify similarities and differences

**Expressing Meaning*** Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers
* Compare and contrast the use of symbols, actions and gestures used in worship by different communities
* Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice

**Identity, Diversity and Belonging*** Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences
 | Theme: **Jesus and the Spread of Christianity****Beliefs, Teaching and Sources*** Explore the origins of sacred writings and consider their importance for believers today
* Explore the life of key religious figures and make links with teachings and practices of special significance to followers
* Explore the meaning of a wide range of stories about the beginning of the world and reflect upon their importance for believers

**Expressing Meaning*** Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers
* Compare and contrast the use of symbols, actions and gestures used in worship by different communities
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By the end of Year Four

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| Explore | Engage | Reflect |
| Pupils use their expanding religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experience. They can describe some of the differences and similarities both within and between religions. They can talk about the impact of religion on people’s lives and can explain the meanings of some forms of religious expression. | Pupils discuss fundamental questions about identity and belonging, about meaning and purpose in life, about values and commitment. They can recognise the implications and consequences attaching to making choices between right and wrong. | Pupils can apply their ideas about identity and commitment to their own and other people’s lives. They can say who and what influences and inspires them and can give reasons for their ideas. They can discuss their experience of living alongside people who have a different faith or point of view. |

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|  | Autumn Term | Spring Term | Summer Term |
| **Year Five** | Theme: **Global Issues****Meaning, Purpose and Truth*** Raise questions about issues that cause people to wonder and investigate some answers to be found in religious writings and teachings
* Investigate stories about God’s relationship with people and suggest how for some people this helps them to make sense of life
 | Theme: **The Bible / Special Books****Beliefs, Teaching and Sources*** Explore the origins of sacred writings and consider their importance for believers today

**Practices and Ways of Life*** Identify the main features and patterns of an act of worship and talk
* Investigate the life of a person who has been inspired by their faith and make links between belief and action

**Meaning, Purpose and Truth*** Investigate stories about God’s relationship with people and suggest how for some people this helps them to make sense of life
 | Theme: **Judaism: Worship and Prayer****Beliefs, Teaching and Sources*** Explore the origins of sacred writings and consider their importance for believers today

**Practices and Ways of Life*** Identify the main features and patterns of an act of worship and talk

**Identity, Diversity and Belonging** * Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences

**Meaning, Purpose and Truth*** Investigate stories about God’s relationship with people and suggest how for some people this helps them to make sense of life

**Values and Commitments*** Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment
 | Theme: **Judaism: Celebrations and Festivals****Practices and Ways of Life*** Compare and contrast the practice of religion in the home in different religious communities

**Identity, Diversity and Belonging** * Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences
* Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked
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By the end of Year Five

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| Explore | Engage | Reflect |
| Pupils use their widening religious vocabulary to explain the impact of beliefs on individuals and communities. They show an understanding of why people belong to religions and are able to describe similarities and differences and how these illustrate distinctive beliefs within and between religions. They can explain how religious sources are used to provide answers to ethical questions. | Pupils raise and respond to fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments. They can relate these to their own experience and to the experience of others and can make a clear connection between their point of view and their actions. | Pupils can explain what influences and inspires them. They can talk about the opportunities and challenges that arise from individual and group commitments in a diverse world. They can talk about the implications for themselves and other people of holding particular beliefs and values. |

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| **Year Six** | Theme: **Christianity through History (Quakers)****Beliefs, Teaching and Sources*** Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings

**Practices and Ways of Life*** Compare and contrast the practice of religion in the home in different religious communities
* Identify the main features and patterns of an act of worship and talk about the importance of worship for believers

**Expressing Meaning*** Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers

**Values and Commitments*** Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives
 | Theme: **The Bible and its Importance to Christmas***all the opportunities from Autumn 1 plus:***Beliefs, Teaching and Sources*** Explore the meaning of a wide range of stories about the beginning of the world and reflect upon their importance for believers
* Explore the origins of sacred writings and consider their importance for believers today

**Practices and Ways of Life*** Investigate some key features of religious festivals and celebrations and identify similarities and differences

**Expressing Meaning*** Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions

**Meaning, Purpose and Truth*** Make links between belief and action and reflect on how this might have local, national and international impacts
* Raise questions about issues that cause people to wonder and investigate some answers to be found in religious writings and teachings
 | Theme: **Humanism****Beliefs, Teaching and Sources*** Explore a variety of forms of literature found in books and relating to Humanism

**Practices and Ways of Life*** Investigate some key features of religious festivals and celebrations and identify similarities and differences
* Investigate the life of a person who has been inspired by their faith and make links between belief and action

**Identity, Diversity and Belonging** * Find out about the activities of a community and make links with those activities and key values.

**Meaning, Purpose and Truth*** Make links between belief and action and reflect on how this might have local, national and international impacts

**Values and Commitments*** Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers
 | Theme: **Islam****Beliefs, Teaching and Sources*** Explore the meaning of a wide range of stories about the beginning of the world and reflect upon their importance for believers
* Explore the origins of sacred writings and consider their importance for believers today
* Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings

**Practices and Ways of Life*** Investigate some key features of religious festivals and celebrations and identify similarities and differences
* Investigate the life of a person who has been inspired by their faith and make links between belief and action

**Identity, Diversity and Belonging** * Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked
* Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences
* Find out about the activities of a local religious community and make links with those activities and key religious teachings

**Meaning, Purpose and Truth*** Make links between belief and action and reflect on how this might have local, national and international impacts

**Values and Commitments*** Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers
* Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment
* Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives
* Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour
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By the end of Year Six

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| Explore | Engage | Reflect |
| Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. | Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others’ views on fundamental questions of identity and belonging, meaning, purpose and truth. | Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult. |