

Whole School Religious Education (RE) Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Unit of Work	What do Christians believe God is like?	Christmas	Beginning to learn Islam – stories of the Prophet and what can we learn from Muslims in Sandwell		Beginning to learn Sikhism – Stories of the Sikh Gurus and The Gurdwara		
	Key Vocabulary (Tier 2/Tier 3)	Christians, God, Bible, Parable	Christmas, winter, decorations, adverts, nativity, flesh, incarnation, wreath, calendar, crib, candles, Gospel, St Luke, Matthew, Mark, John	Tawhid, ibadah, Allah, Arabic, Islam, shahadah, Qu’ran, merciful, five pillars	God, messenger, prophet, black stone, Abu Bakr, Subha, Subhanallah, prayer beads, respect, celebration	Guru, Guru Nanak, Guru Har Gobind, Sikhi, Diwali, Dinni Chand, caring, sharing, equality	Guru’s house, langar, holy building, community, generous, equal, worship, prayer, singing	
	Prior Knowledge	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.						
	Sticky Knowledge	Who are Christians? What is a parable? How do Christians show their belief in God? Have you learnt anything from the stories yourself?	What are Gospels? Explain the story of the Nativity How do Christians use the Nativity to guide their beliefs? What are you thankful for – give a reason for your answer	Who are Muslims? Who is Mohammed? How do Muslim people put their beliefs and prayers into action? What do you think is good for Muslims about prayer, respect and celebration?	What is the Shahadah? What are the 5 pillars of Islam? How do Muslims use the Shahadah? What do you think is good for Muslims about prayer, respect and celebration?	Who is Guru Nanak? Who are other important Gurus in Sikh religion? Why do Sikhs retell stories of the Gurus? Ask some questions about Sikh stories using the questioning words ‘Who? How? Why? What if?’	What is a Gurdwara? What happens at a Gurdwara? How do Sikh people show that they remember God? Ask some questions about Sikh worship using the questioning words ‘Who? How? Why? What if?’	
	Learning Sequence	1. To understand what a parable is 2. To know what the story of the	1. To understand that stories of Jesus’ life come from the Gospels	1. To know how examples of stories about the Prophet show	1. To know the words of the Shahadah and that it is very	1. To know some stories of Guru Nanak	1. To know some of the things that happen in a Gurdwara	

Whole School Religious Education (RE) Curriculum Map

<p>Year 1</p>		<p>Lost Son means to Christians</p> <ol style="list-style-type: none"> 3. To understand examples of a way in which Christians show their belief in God as loving and forgiving 4. To know how Christians put their beliefs into practice in worship 5. To know what message can be learnt from different parables 6. To understand and make connection between different parables 	<ol style="list-style-type: none"> 2. To know a simple account of the story of Jesus' birth and why Jesus is important for Christians. 3. To understand examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. 4. To understand questions about Christmas for people who are Christians and for people who are not 5. To know what they personally have to be thankful for, giving a reason for their ideas. 	<p>what Muslims believe about Muhammad.</p> <ol style="list-style-type: none"> 2. To understand how Muslims use stories about the Prophet to guide their beliefs and actions 3. To know examples of how Muslims put their beliefs about prayer and about Allah into action 4. To understand connections about Muslim beliefs and ways of living 5. To know what they think is good for Muslims about prayer, respect, celebration and self-control, 6. To understand whether prayer, respect, celebration and self-control have something to say to them too. 	<p>important for Muslims</p> <ol style="list-style-type: none"> 2. To know some of the key Muslim beliefs expressed in the 5 Pillars of Islam 3. To understand examples of how Muslims use the Shahadah to show what matters to them 4. To understand examples of how Muslims put their beliefs about prayer and about Allah into action 5. To know questions about Muslim beliefs and ways of living 6. To understand what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas 	<ol style="list-style-type: none"> 2. To understand how the stories used in Sikh life and worship have a hidden message about what God is like, 3. To understand how and why Sikhs retell the stories of Guru Nanak and the other Gurus 4. To understand links between Sikh ideas of God found in the stories and how people live Making connections: 5. To know how to ask questions about Sikh stories using the questioning words 'Who? How? Why? What if?' 6. To understand what they think is good about the Sikh stories and the ideas they notice 	<ol style="list-style-type: none"> 2. To know examples of other community buildings where people share their lives 3. To know examples of how Sikhs worship, pray, sing and share their lives at a Gurdwara 4. To understand links between Sikh ideas of God and service to others and the work of the Gurdwara 5. To know examples of how some Sikh people might remember God in different ways 6. To know what I think is good about the Sikh Gurdwara and discuss my ideas.
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Whole School Religious Education (RE) Curriculum Map

Year 1	Text Link(s)	The Illustrated Parables of Jesus Jean-Francois Kieffer See 'Understanding Christianity' resource folder	Silent Night Lara Hawthorne Leah's Star Margaret Bateson-Hill & Karin Littlewood	Muhammad by Demi	What is a Muslim? Ali Elsayed 5 Pillars of Islam Board Book Anwar Cara	We are Sikhs (My Religion and Me) by Philip Blake	Sikh Gurdwara (We Worship Here) Kanwaljit Kaur-Singh and Emma Trithart
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Whole School Religious Education (RE) Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work	Who celebrates what, how and where in Sandwell?	Holy Places – Christians, Sikhs and Muslims.	What is the good news Christians believe Jesus brings?	Easter	Holy Books – Sikhs, Muslims and Christians.	Questions that puzzle us.
	Key Vocabulary (Tier 2/Tier 3)	Christmas (Christianity), Eid-ul-Adha (Islam) and Diwali (Sikhi), festivals, Abraham, triumph, sacrifice, happiness, gratitude or togetherness	Jesus, church, langar Gurdwara Shahadah Arabic calligraphy mosque, crucifix, font, lectern, Guru Granth, wudu calligraphy, prayer mat, prayer beads, minaret, Sikh raagas, Christian hymns, Muslim nasheed	New Testament, Matthew, Zacchaeus, disciples, confession, forgiveness,	Incarnation, Salvation, holy week, resurrection, worship, Palm Sunday, stations of the cross,	Sikh Guru Granth Sahib, Muslim Qur'an, Christian Bible, Guru Nanak, Jesus or the Prophet Muhammad, congregation, service, tradition, Hagar and Ismail, sacred texts, scriptures, symbols	Mystery, puzzle, Maker, secret, healing, lepers, hidden messages
	Prior Knowledge	Who are Christians, Sikhs and Muslims?	Where do Christians, Sikhs and Muslims go to pray?	What are Gospels? Explain story of the Nativity How do Christians use the Nativity to guide their beliefs?	To know festivals are special religious celebrations. Name different religious festivals. Explain why religious festivals are important.	To know what/who the Bible is for.	
	Sticky Knowledge	Explain what festivals are Name 3 different religious festivals. Explain why religious festivals are important.	What objects are used in Christian Sikh and Muslim Holy places? Explain how people worship at different religious buildings.	How are Gospels linked to 'good news'? How does Jesus instruct people how to behave?	Explain the concepts of 'Salvation' and 'Incarnation' from the Bible. Show a link between Salvation and the story of	Name a sacred text and a story from it. Name symbols which people use to show their respect for holy writings.	Explain a religious story that answers a big question. How do beliefs make a difference to what people do in their lives?

Whole School Religious Education (RE) Curriculum Map

		Explain some simple similarities: special or sacred food, music, stories, gatherings prayers or gifts	Why do people like to belong to a sacred community? Explain what the difference is between religious and non-religious special places	How do Christians follow these teachings? Is Jesus' 'good news' only for Christians?	Holy Week and Easter. How do Christians show their beliefs in Church? Explain if the story of Easter only has something to say to Christians	How might people express their respect for a religious text? Explain feelings and reactions of characters at key points in a faith story, and give reasons why.	Explain an example of a hidden message in a faith story. Explain what you like in a story from sacred texts that you know
Year 2	Learning Sequence	<ol style="list-style-type: none"> To know how to recognise a special time pupils celebrate and explain simply what celebration means To know at least three different religious festivals, giving two facts about each one To understand the ways a festival makes a difference e.g. to emotions, to families To know features in festival stories that make 	<ol style="list-style-type: none"> To understand that there are special places where people go to worship, To know at least three objects used in worship in two religions and explain how they are used To understand a belief about worship and a belief about God To understand stories, objects, symbols and actions used in churches and mosques To know examples of how people 	<ol style="list-style-type: none"> To know stories from the Bible and recognise a link with the concept of 'Gospel' or good news To understand what different Bible texts mean to Christians. To know that Jesus instructs people about how to behave. To know ways in which Christians follow the teachings about forgiveness and peace, and bringing good news to the friendless. 	<ol style="list-style-type: none"> To understand that Incarnation and Salvation are part of a 'big story' of the Bible. To know stories of Holy Week and Easter from the Bible and links with the idea of Salvation To know that Jesus gives instructions about how to behave. To know examples of how Christians show their beliefs about Jesus' death and 	<ol style="list-style-type: none"> To understand beliefs about God linked to what a holy To know that sacred texts contain stories which are special to many people and should be treated with respect To know at least three symbols which people use to show their respect for their holy writings To understand how different religions express their respect for their scriptures 	<ol style="list-style-type: none"> To know a religious story that answers a big question,' To know two or more big questions about religions and beliefs, and match them to two or more possible answers To understand that people's beliefs about God or life make a difference to what they do. To know simple examples of 'hidden messages' in faith stories or wise sayings

Whole School Religious Education (RE) Curriculum Map

Year 2		<p>people feel happy or sad</p> <p>5. To understand a meaning for some symbols used in the celebrations they learn about</p> <p>6. To know simple similarities between the festivals</p>	<p>worship at a church, mosque or synagogue</p> <p>6. To understand why some people like to belong to a sacred building or a community.</p>	<p>5. To know examples of how Christians put their beliefs into practice in the Church community and their own lives</p> <p>6. To understand whether Jesus' 'good news' is only good news for Christians</p>	<p>resurrection in church worship at Easter.</p> <p>5. To know whether the story of Easter only has something to say to Christians</p>	<p>5. To understand and describe what we like in the stories from sacred texts that we hear</p> <p>6. To understand the feelings and reactions of characters at key points in faith stories,</p>	<p>5. To know what they like in the stories from sacred texts that they hear</p> <p>6. To understand the values, behaviour and attitudes of people</p>
	Text Link(s)	The Best Eid Ever Asma Mobin-Uddin		See 'Understanding Christianity' resource folder	<p>The Easter Story by Brian Wildsmith What You Will See Inside a Catholic Church Reverend Michael Keane</p> <p>See 'Understanding Christianity' resource folder</p>		

Whole School Religious Education (RE) Curriculum Map

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Year 3	Unit of Work	What is it like to be Hindu – Community, Worship, Celebration	What is it like to be Sikh in Sandwell?	What kind of world did Jesus want?	Why do Christians call the day Jesus died “Good Friday”?	What is it like to be Jewish – Family, Synagogue, Torah	Christian Pentecost
	Key Vocabulary (Tier 2/Tier 3)	Sanatana Dharma, Eternal Way, religious, social and moral duties, Bhagavad Gita, Rituals, murtis, prashad, deities, Rama and Sita, puja, arti, bhajans, mandir, Holi, Durga Puj	Mool Mantar, ‘Waheguru’, wonderful Lord Sewa, service, human equality, dignity, Khalsa, Langar, Amritsar,	Gospel, Matthew, good news, biography, Good Samaritan, leper, Mark, baptism, wedding, funeral, charity	Salvation, rescue, communities, love, obedience, Palm Sunday, Good Friday, Easter Sunday, practices, heaven	Festivals, stories, symbols rituals – Rosh Hashanah, Yom Kippur, Passover/ Pesach, Day of Atonement, fasting, forgiveness, 10 Commandments, Siddur, baruch atah Adonai	Kingdom, resurrection, empower, Holy Spirit, God as Trinity,
	Prior Knowledge	Not previously covered – chdn may have own personal experience to share	Y1 - Who is Guru Nanak? Who are other important Gurus in Sikh religion? What is a Gurdwara? What happens at a Gurdwara? How do Sikh people show that they remember God? Y2 - What objects are used in these Holy places?	Y2 - How are Gospels linked to ‘good news’? How does Jesus instruct people how to behave? How do Christians follow these teachings?	Explain the concepts of ‘Salvation’ and ‘Incarnation’ from the Bible. Link Salvation to story of Holy Week and Easter. How do Christians show their beliefs in Church?	Not previously covered – chdn may have own personal experience to share	No previous reference to ‘Trinity’ Y1 - Who are Christians? How do Christians show their belief in God? Y2 - How are Gospels linked to ‘good news’? How does Jesus instruct people how to behave? How do Christians follow these teachings?

Whole School Religious Education (RE) Curriculum Map

			<p>Explain how people worship in different religious buildings. Name 3 sacred texts and a story from each one. Name symbols which people use to show their respect for holy writings. How do religions express their respect for the texts?</p>				
Year 3	Sticky Knowledge	<p>Describe how Hindus show their faith with their families. Explain the different ways Hindus show their faith in their community Make a link between Hindu practices and the idea that Hinduism is a whole 'way of life' Explain if taking part in family and community rituals is a good thing for individuals and society</p>	<p>Explain key Sikh beliefs including Waheguru and Sewa. Explain the Sikh belief that all humans are equal to God. Explain how Sikh people show their identity in their dress behaviour and values What does it mean to Sikhs to 'live a good life'?</p>	<p>Explain the link between calling first disciples and how Christians try to follow Jesus today. Explain what Jesus' actions towards outcasts mean for Christians. Explain how Christians try to show their love for all Explain links between the importance of love in Bible stories and life in the world today,</p>	<p>Explain the term 'Salvation' and explain how Jesus came to save people. Explain what the events of Holy week mean to Christians. Explain how Christians mark Easter events in their communities. Suggest some answers about why Christians call the day Jesus died 'Good Friday' and give reasons.</p>	<p>Explain what Jewish beliefs about God, sin and forgiveness mean. How do Jewish people show their beliefs? Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities Explain whether it is good for Jews and everyone else to remember the past and look forward to the future</p>	<p>Explain links between Pentecost and Christian beliefs. Give examples of what Pentecost means to Christians now. How do Christians show their beliefs about the Holy Spirit? Explain links between the Kingdom of God in the Bible and what people believe about following God today</p>

Whole School Religious Education (RE) Curriculum Map

Year 3	Learning Sequence	<ol style="list-style-type: none"> 1. To know how Hindus show their faith within their families in Britain today 2. To know how Hindus show their faith within their faith communities in Britain today 3. To understand the different ways in which Hindus show their faith 4. To understand links between Hindu practices and the idea that Hinduism is a whole 'way of life' 5. To ask questions and suggest answers about what is good about being a Hindu in Britain today, 6. To understand if taking part in family and community 	<ol style="list-style-type: none"> 1. To know key Sikh beliefs and values including Waheguru and Sewa 2. To understand examples of texts such as the Mool Mantar 3. To know about the belief that all humans are equal to God. 4. To understand connections between sacred texts and practice. 5. To know how Sikh people show their identity in dress, behaviour and values 6. To understand links between their own ideas and values and those held dear in Sikhi communities 	<ol style="list-style-type: none"> 1. To know texts that come from a Gospel, which tells the story of the life and teaching of Jesus. 2. To understand links between the calling of the first disciples and how Christians today try to follow Jesus 3. To understand what Jesus' actions towards outcasts mean for a Christian. 4. To know how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. 5. To understand links between the importance of love in the Bible stories studied and life 	<ol style="list-style-type: none"> 1. To understand the word 'Salvation', and that Christians believe Jesus came to 'save' people 2. To understand what the events of Holy Week mean to Christians 3. To understand what Christians say about the importance of the events of Holy Week. 4. To understand links between the Gospel accounts and how Christians mark the Easter events in their communities 5. To understand how Christians show their beliefs about Jesus in worship in different ways. 6. To know why Christians call the day Jesus 	<ol style="list-style-type: none"> 1. To know Jewish beliefs about God, sin and forgiveness and describe what they mean. 2. To understand links between the story of the Exodus and Jewish beliefs about God 3. To understand the meaning of the Exodus story for Jews today. 4. To know links between Jewish beliefs about God and his people and how Jews live 5. To know how Jewish people show their beliefs 6. To understand whether it is good for Jews and everyone else to remember the past and look forward to the future. • 	<ol style="list-style-type: none"> 1. To know links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. 2. To know how to offer informed suggestions about what the events of Pentecost in Acts 2 might mean 3. To know how to give examples of what Pentecost means to some Christians now. 4. To know how to make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. 5. To know how to describe how
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Whole School Religious Education (RE) Curriculum Map

Year 3		rituals is a good thing for individuals and society.		in the world today,	died 'Good Friday'		Christians show their beliefs about the Holy Spirit in worship. 6. To know how to 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
	Text Link(s)	My Hindu Year (A Year of Religious Festivals) by Cath Senker	THIS IS MY FAITH Sikhism by Wise Walrus	See 'Understanding Christianity' resource folder	The Tale of Three Trees by Angela Elwell Hunt See 'Understanding Christianity' resource folder	Richard Codor's Joyous Haggadah: A Children and Family Cartoon Haggadah for Passover Seder New Year at the Pier: A Rosh Hashanah Story by April Halprin Wayland	The Day When God Made Church: A Child's First Book About Pentecost Rebekah McLeod Hutto See 'Understanding Christianity' resource folder

Whole School Religious Education (RE) Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit of Work	What do Christians learn from the Creation story?	What are the deeper meanings of Christian, Sikh and Muslim festivals?	What is the “Trinity” and why is it important to Christians?	What matters most to Christians and Humanists	Keeping the 5 Pillars of Islam	Why does the Prophet matter to Muslims?
	Key Vocabulary (Tier 2/Tier 3)	Bible, Big Story, The Fall, Creation, Genesis, creator, Adam and Eve, relationship	Diwali, Eid al Fitr, Passover, Vaisakhi, celebrate, commitment, Ramadan, Passover/Pesach	Gospel, Trinity, Christians, cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching, biography, Father, Son and Holy Spirit, baptism	Moral code, values, Humanism, traditions, sinful, image, divine being, fairness, freedom, truth, honesty, kindness, peace	Belief, Prayer, Fasting, Charity, Pilgrimage, Shahadah, Muhammad, Allah, As-Salamu-Alaykum’ Bilal, Muezzin, Zakah, Hajj	Prophet, leadership, connections, trustworthiness, fairness, spiritual insight, Bilal, Muezzin, Islam
	Prior Knowledge	No previous Creation reference Y1 – What do Christians believe God is like?	Y2 - To know festivals are special religious celebrations. Name 3 different religious festivals. Explain why religious festivals are important.	Y3 - Explain links between Pentecost and Christian beliefs. Give examples of what Pentecost means to Christians now. How do Christians show their beliefs about the Holy Spirit?	No previous reference to Humanists – definition needed at start of unit	Y1 - Who are Muslims? Who is Mohammed? How do Muslim people put their beliefs and prayers into action? What is the Shahadah? What are the 5 pillars of Islam? How do Muslims use the Shahadah?	Y1 - Who are Muslims? Who is Mohammed? How do Muslim people put their beliefs and prayers into action? What is the Shahadah? What are the 5 pillars of Islam? How do Muslims use the Shahadah?

Whole School Religious Education (RE) Curriculum Map

Year 4	Sticky Knowledge	<p>Explain story of Genesis 1. Explain story of 'The Fall' in Genesis 3. Explain how these stories impact on Christian beliefs about saying sorry and asking for forgiveness. What might be important in the Creation story for Christians and for non-Christians living today?</p>	<p>Explain a story that lies behind a festival. Explain how God is at work in human life and how this can be celebrated. Make connections between sacred texts and religious festivals and how people show devotion to their God. Make a link between different religions, which all celebrate the triumph of goodness over evil</p>	<p>Explain what a Gospel is. Explain what Gospels mean to Christians. Explain how Christians show their beliefs about God. Explain clearly some ideas of your own about what Christians believe God is like.</p>	<p>What is a Humanist? Explain beliefs about why people are good and bad. Explain why people find it helpful to follow a moral code and why it might be difficult. Explain how and why people can be good and why this is important in the world today</p>	<p>What are the 5 pillars of Islam and the beliefs they express Explain how people show devotion in Islam. Suggest reasons why the Pillars are practiced by so many millions</p>	<p>Explain how stories about the Prophet provide examples of how to live. Which texts do Muslims use to understand Islam? Explain how Muslim people follow the example of the Prophet today. Suggest own reasons why we often seem to like to follow a leader</p>
	Learning Sequence	<ol style="list-style-type: none"> To know the concepts of God and Creation and place on a timeline of the Bible's 'Big Story' To understand links between Genesis 1 and what Christians believe about God and Creation 	<ol style="list-style-type: none"> To know how festivals from at least three religions are celebrated, using the right words To understand texts and stories which lie behind the festivals in terms of the values and beliefs they show To understand the belief that God is at work in human life and stories which show how this should be celebrated. To understand connections between 	<ol style="list-style-type: none"> To understand what a 'Gospel' is and give an example of the kinds of stories it contains To understand what texts about baptism and Trinity mean. To understand what Gospels mean to some Christians today. To know how Christians show their beliefs about God the Trinity 	<ol style="list-style-type: none"> To understand explain beliefs about why people are good and bad To understand why sources of authority tell people how to be good To understand connections between Christian and Humanist ideas about being good and how people live To know reasons why it might be helpful to follow a 	<ol style="list-style-type: none"> To know the 5 Pillars of Islam and the beliefs they express To understand questions about what Muslims believe, To understand connections between beliefs about Allah and the 5 Pillars 	<ol style="list-style-type: none"> To know some stories and sayings of the Prophet, showing how they provide an example to live by. To know the meanings of examples of texts that Muslims use to understand Islam To understand questions about

Whole School Religious Education (RE) Curriculum Map

<p style="text-align: center; color: blue;">Year 4</p>		<p>3. To know the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>4. To understand what Christians do because they believe God is Creator</p> <p>5. To know how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p>6. To know what might be important in the Creation story for Christians and for non-Christians living today</p>	<p>sacred texts and the practice of religious festivals today</p> <p>5. To know how people show devotion to God and commitment to key values in their festivals</p> <p>6. To understand what is worth celebrating and why, suggesting answers of their own with reasons</p>	<p>5. To understand links between some Bible texts studied and the idea of God in Christianity,</p>	<p>moral code and why it might be difficult</p> <p>5. To understand how and why people should be good</p> <p>6. To understand connections between the values studied and their own lives, and their importance in the world today,</p>	<p>4. To know how people show devotion in Islam</p> <p>5. To understand why the Pillars are practiced by so many millions</p> <p>6. To know how to express their own ideas about the meaning and value of rituals</p>	<p>leadership, and Islamic examples of answers</p> <p>4. To know connections between sacred texts and Muslim admiration for the Prophet</p> <p>5. To understand how Muslim people follow the example of the Prophet today.</p> <p>6. To know and explain their own ideas about the meaning and value of different kinds of leadership.</p>
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Whole School Religious Education (RE) Curriculum Map

Year 4	Text Link(s)	The Creation Story for Children Helen Haidle	The White Nights of Ramadan by Maha Addasi Moon Watchers: Shirin's Ramadan Miracle by Reza Jalali	See 'Understanding Christianity' resource folder	What is Humanism? How do you live without a god? And Other Big Questions for Kids by Michael Rosen and Annemarie Young	Muslim Faith and Practice (Curriculum Visions) by Lisa Magloff (Author), Brian Knapp	Marvelous Stories from the Life of Muhammad Mardijah Aldrich Tarantino
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Whole School Religious Education (RE) Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Unit of Work	What does it mean if Christians believe God is holy and loving?	What do Christians believe Jesus did to save human beings?	Hindu, Jewish and Islamic prayer – what, where, how, when, why.	Christians and how to live – what would Jesus do?	Why do Hindus want to be good?	What can we learn from Christians and Muslims about temptation?
	Key Vocabulary (Tier 2/Tier 3)	Biblical, belief, teachings, divine, existence, traditions, Psalm, Isaiah, Holy God, Loving God, traditional, contemporary, cathedral, guidelines, qualities, attributes, prohibition	Incarnation, salvation, sacrifice, Holy Communion, Lord's Supper, Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection,	Influence, communities, Gayatri Mantra, First Surah, Adun Olam, Synagogue, Mosque, Mandir, awe,	teachings, parable, narrative, biblical, peace, forgiveness, healing, community, command, neighbour, encounter, Sermon on the Mount, Matthew 7:24-2, Luke 7:1-10, foundations for living, Taizé	dharma, karma, samsara, moksh, soul, atman, Mahabharata, karma, reincarnation, dharma, ahimsa, satya	temptation, sin, forgiveness, moral, ritual, prayer, will power, determination, threats, support, Adam and Eve Garden of Eden, Matthew 4, Stoning the Devil, pilgrimage, Makkah, symbolizes, rejection of evil, Hajj, pilgrimage, Makkah,
	Prior Knowledge	Y4 - Link concepts of 'God' and 'Creation' and place on a timeline of the Bible's 'Big Story' Explain story of Genesis 1. Explain story of 'The Fall' in Genesis 3. Explain how these stories impact on Christian beliefs	Y2 - Explain the concepts of 'Salvation' and 'Incarnation' from the Bible. Link Salvation to story of Holy Week and Easter. How do Christians show their beliefs in Church? Y3 - Explain the term 'Salvation' and explain	Y2 – Who celebrates what, how and where in Sandwell? Y3 – What is it like to be Jewish? What is it like to be Hindu? Y4 – Keeping the 5 pillars of Islam Why does the Prophet matter to Muslims?	Y5 - Explain different types of biblical texts. Explain links between texts and Christian ideas of God. Explain how Christians put their beliefs into practice. – Also refer to this Units 'Prior Knowledge'	Y3 - How do Hindus show their faith? Explain the different ways. Make links between Hindu practices and their 'way of life'	No previous reference to 'temptation' Y4 - Christians and how they live – What Would Jesus do? Y4 – Keeping the 5 pillars of Islam

Whole School Religious Education (RE) Curriculum Map

		<p>about saying sorry and asking for forgiveness</p> <p>Explain what a Gospel is.</p> <p>Explain what Gospels mean to Christians.</p> <p>Explain how Christians show their beliefs about God</p>	<p>how Jesus came to save people.</p> <p>Explain what the events of Holy week mean to Christians.</p> <p>Explain how Christians mark Easter events in their communities.</p>				
Year 5	Sticky Knowledge	<p>Explain different types of biblical texts.</p> <p>Explain links between texts and Christian ideas of God.</p> <p>Explain how Christians put their beliefs into practice.</p> <p>How might biblical ideas and teachings about God as holy and loving might make a difference in the world today?</p>	<p>How do Incarnation and Salvation fit in to the 'Big Story'?</p> <p>Explain why Jesus' death was a sacrifice.</p> <p>Explain connection between Jesus' death as a sacrifice and Holy Communion/Last Supper.</p> <p>Explain the value and impact of sacrifice in your own life and the world today</p>	<p>Which texts influence Muslims and Jewish people in prayer?</p> <p>Explain beliefs about prayer from Judaism or Islam</p> <p>Explain differences between the ways Jews and Muslims pray.</p> <p>Explain the importance of prayer to Muslims and Jewish people.</p>	<p>Explain features of Gospel texts.</p> <p>Explain connections between Gospel texts, Jesus' 'good news' and Christians today.</p> <p>Explain why people ask 'What would Jesus do?'</p>	<p>Explain Hindu beliefs, e.g. dharma, karma, samsara, moksha.</p> <p>Explain how 'The Man in the Well' relates to Hindu beliefs.</p> <p>Explain the Hindu stages of life.</p> <p>What impact might belief in karma and dharma have on individuals and the world?</p>	<p>Explain Muslim and Christian beliefs about temptation.</p> <p>Explain main differences between Christian and Muslim ideas.</p> <p>Explain your views about moral choices and forgiveness and give good reasons</p>
	Learning Sequence	<p>1. To know different types of biblical texts, using technical terms accurately.</p>	<p>1. To understand how Incarnation and Salvation fit within the 'Big Story'.</p>	<p>1. To know beliefs about prayer from Judaism and Islam</p> <p>2. To know examples of</p>	<p>1. To know features of Gospel texts (for example, teachings,</p>	<p>1. To know and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using</p>	<p>1. To know Muslim and Christian beliefs about temptation, sin and forgiveness</p>

Whole School Religious Education (RE) Curriculum Map

<p style="text-align: center; color: blue; font-weight: bold;">Year 5</p>		<ol style="list-style-type: none"> 2. To understand connections between biblical texts and Christian ideas of God, using theological terms. 3. To understand connections between Bible texts studied and what Christians believe about God; 4. To know how Christians put their beliefs into practice in worship 5. To understand teachings about God as holy and loving might make a difference in the world today, 	<ol style="list-style-type: none"> 2. To know what Christians mean when they say that Jesus' death was a sacrifice. 3. To understand connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. 4. To know how Christians put their beliefs into practice in different ways. 5. To understand the impact of ideas of sacrifice in their own lives and the world today. 6. To understand the idea of sacrifice, recognising different points of view 	<p>texts which explain and influence Jews and Muslims in prayer</p> <ol style="list-style-type: none"> 3. To understand connections between belief about God and the practice of prayer 4. To understand differences between the ways Jews and Muslims pray 5. To understand the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways 6. To understand views about prayer and its value in different communities. 	<p>parable, narrative).</p> <ol style="list-style-type: none"> 2. To understand meanings of Gospel texts and compare ways in which Christians interpret biblical texts. 3. To understand connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community 4. To understand connections between Christian teachings and the problems in the world today, 5. To understand why people ask 'What Would Jesus do?' recognising different points of view 	<p>technical terms accurately.</p> <ol style="list-style-type: none"> 2. To understand the story of the man in the well and explain how it relates to Hindu beliefs 3. To understand connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live 4. To know the stages of life with ideas of how to live well and with beliefs about reincarnation 5. To understand how Hindus put their beliefs into practice in different ways 6. To understand what impact belief in karma and dharma might have on individuals and the world, 	<ol style="list-style-type: none"> 2. To understand ideas and theories about temptation 3. To understand connections between belief about God and moral choices 4. To know and understand examples of the impact of ritual in life 5. To know the main differences between Christian and Muslim ideas 6. To understand different views about moral choices and forgiveness.
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Whole School Religious Education (RE) Curriculum Map

						recognising different points of view	
Year 5	Text Link(s)	See 'Understanding Christianity' resource folder	See 'Understanding Christianity' resource folder	Celebrate: A Book of Jewish Holidays Judy Gross What You Will See Inside a Hindu Temple Dr. Mehendra Jani What You Will See Inside a Synagogue Rabbi Lawrence A. Hoffman What You Will See Inside a Mosque Aisha Karen Khan	See 'Understanding Christianity' resource folder	Hinduism (Introducing Religions) Sue Penney	See 'Understanding Christianity' resource folder

Whole School Religious Education (RE) Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Unit of Work	An enquiry into visiting places of worship	Can religions help when times are hard?	For Christians, what kind of king was Jesus?	What will make Sandwell a more respectful community?	Christian Aid and Islamic Relief: can they change the world?	What impact do people's beliefs have in their lives?
	Key Vocabulary (Tier 2/Tier 3)	Mosque, Gurdwara, Church, Mandir, worshippers, environment, natural beauty, value, significance, spiritual	Resurrection, judgement, heaven, karma, reincarnation, artistic expression, ceremony, law of karma, religious and non-religious beliefs	Kingdom of God, Nobel Peace Prize, Luke 4:1-13, geographical territory, Luke 14:12-24, Matthew 21:33-46, humanity, gracious, justice	cultural diversity, respectful community, Golden Rule, inter faith, shared endeavour, spirituality, conflict, acceptance, hostility, tolerance,	Qur'an, Hadith, steadfast, manifold, charity, overcome, mercy, proselytize,	Creative expression, religious expression, art, architecture, music, psalms, reflection, meditation, spiritual, contrasting, creativity, imagination and expression
	Prior Knowledge	Y2 – Who celebrates what, how and where in Sandwell? Y2 - Holy places – Christians, Sikhs and Muslims Y5 – Hind, Jewish and Islamic prayer – what, where, how, when, why	Y5 - Explain Muslim and Christian beliefs about temptation.	Explain features of Gospel texts. Explain connections between Gospel texts, Jesus' 'good news' and Christians today. Explain why people ask 'What would Jesus do?'	No previous reference	No previous reference	
	Sticky Knowledge	Explain beliefs about holy buildings and God's presences Give examples of texts that explain	How do religions guide people through hard times? Explain beliefs about life after	Explain connections between the text studied and the concept of the Kingdom of God	Explain the value of religious and cultural diversity in our community. Explain an understanding of	Explain the term 'justice' with reference to Christian and Muslim texts.	Explain ways that beliefs can be shown in creative expression. Explain impact of beliefs on art,

Whole School Religious Education (RE) Curriculum Map

		worship and sacred space. Explain differences between what happens in different places of worship Explain the significance of 'holy space'	death in two religions. How does having a belief make a difference to someone's life? Offer a reasoned response to the unit question 'Can religions help people when life gets hard?'	Explain how Christians put their beliefs into practice in different ways. Explain the importance of love and service to Christians.	the importance of respect for all. Give examples of inter faith work in your own community Explain how we can be a more tolerant and respectful community.	Explain the impact of charitable work in the world today. Explain the idea that God is 'just' to Muslims and Christians.	architecture and music. Explain how we might express our own spiritual ideas appropriately.
Year 6	Learning Sequence	<ol style="list-style-type: none"> To understand beliefs about holy buildings and God's presence from different religions To know examples of texts which explain worship and sacred space To understand connections between belief about God and places and practices of worship To know differences between what 	<ol style="list-style-type: none"> To know examples of ways in which religions guide people in how to respond to good and hard times in life To understand beliefs about life after death in at least two religious traditions, To understand connections between what people believe about God and how they respond to challenges in life 	<ol style="list-style-type: none"> To know connections between biblical texts and the concept of the Kingdom of God. To understand different possible meanings for the different biblical texts To understand connections between belief in the Kingdom of God and how Christians put their beliefs into practice. To know how Christians put 	<ol style="list-style-type: none"> To know the value of religious and cultural diversity in our local community To understand why honouring all humans is important in both Christianity and Islam To understand ideas about respect for all To understand connections between belief in the 'Golden Rule' and the needs of a 	<ol style="list-style-type: none"> To understand beliefs and teachings about justice from Christian and Muslim texts To understand ideas about justice and fairness in Islam and Christianity To understand connections between belief about justice from sacred texts and the actions of a modern religiously based charity To understand examples of the 	<ol style="list-style-type: none"> To know some ways beliefs are shown in creative expression To know and understand ideas about religious expression To understand connections between beliefs and different forms of expression To understand examples of the impact of beliefs on art, architecture and music

Whole School Religious Education (RE) Curriculum Map

Year 6		<p>happens in different places of worship</p> <p>5. To understand the value and impact of worship and the significance of 'holy space'.</p> <p>6. To know and explain our own response to the idea that the Earth is a 'holy place' we all share</p>	<p>4. To understand ways in which beliefs make a difference to how someone lives</p> <p>5. To know a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>6. To know and understand their own feelings about 'Religions helping when times are hard'</p>	<p>their beliefs into practice in different ways.</p> <p>5. To know how the Christian 'Kingdom of God' model relates to issues, problems and opportunities in the world today. •</p> <p>6. To understand and explain the idea of the importance of love and service in the world today.</p>	<p>mixed community</p> <p>5. To understand how we can be a more tolerant and respectful community, suggesting answers</p> <p>6. To understand the importance of tolerance, respect and liberty for all in making a community that is harmonious</p>	<p>impact of charitable work in the world today</p> <p>5. To understand importance of the idea that God loves justice and is just to Muslims and Christians</p> <p>6. To understand and express their own ideas about justice</p>	<p>5. To understand how we might express our own spiritual ideas</p> <p>6. To understand connections between beliefs and art / architecture / music.</p>
	Text Link(s)			See 'Understanding Christianity' resource folder			