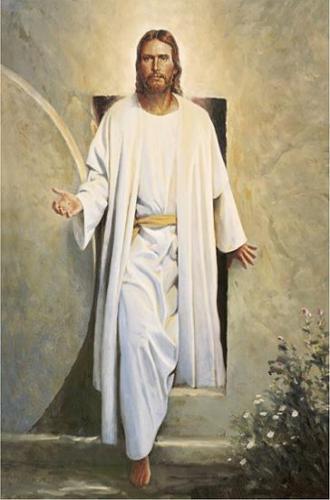


East Tilbury Primary School's RE Curriculum Map

Year 1	HT1	HT2	HT3	HT4	HT5	HT6
<p>RE</p>  		<p><u>Strand: Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus • Recognise some Christian symbols and images used to express ideas about God • Talk about some simple ideas about Christian beliefs about God and Jesus • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means • Talk about issues of good and bad, right and wrong arising from the stories • Ask some questions about believing in God and offer some ideas of their own 	<p><u>Strand: What makes some places sacred?</u> <u>Christianity</u></p> <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 • Identify special objects and symbols found in a place where people worship • Show that they have begun to be aware that some people regularly worship God in different ways and in different places 	<p><u>Strand: How and why do we celebrate special and sacred times?</u> <u>Christianity</u></p> <ul style="list-style-type: none"> • Identify a special time they celebrate • Identify some ways Christians celebrate Christmas/Easter/H arvest/ • Re-tell stories connected with Christmas/ Easter/Harvest/ and say why these are important to believers • Collect examples of what people do, give, sing, remember or think about at religious celebrations • Suggest meanings for some symbols and actions used in religious 	<p><u>Strand: What does it mean to belong to a faith community?</u> <u>Christianity</u></p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them • Show an awareness that some people belong to different religions • Recognise and name some symbols of belonging from their own experience and for Christians suggesting what these might mean and why 	<p><u>Strand: How should we care for others and the world and why does it matter?</u> <u>Christianity</u></p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples • Recognise that some people believe God created the world and so we should look after it • Re-tell Bible stories about caring for others and the world • Identify ways that some

				celebrations, including Easter and Christmas	they matter to believers	people make a response to God by caring for others and the world <ul style="list-style-type: none"> • Use creative ways to express their own ideas about the creation story and what it says about what God is like
Year 2						
RE 	<u>Strand: Who is a Muslim and what do they believe?</u> <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad 	<u>Strand: What can we learn from sacred books? Islam</u> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them • Recognise some ways in which Muslims treat 	<u>Strand: What makes some places sacred? Islam</u> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used 	<u>Strand: Who is a Jew and what do they believe?</u> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about how the mezuzah in the 	<u>Strand: What can we learn from sacred books? Judaism</u> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them • Recognise some ways in which Jewish people 	<u>Strand: What makes some places sacred? Judaism</u> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what



- Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like
- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah
- Re-tell a story about the life of the Prophet Muhammad
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel

their sacred books

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect
- Re-tell stories from Islam and suggest the meaning of these stories
- Talk about issues of good and bad, right and wrong arising from the stories

- Talk about ways in which stories, objects, symbols and actions used in mosques show what people believe
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel

home reminds Jewish people about God.

- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat
- Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means

treat their sacred books

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect
- Re-tell stories from Judaism and suggest the meaning of these stories
- Talk about issues of good and bad, right and wrong arising from the stories

they mean and how they are used

- Talk about ways in which stories, objects, symbols and actions used in a synagogue show what people believe
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel

	<ul style="list-style-type: none"> Recognise some objects used by Muslims and suggest why they are important 					
Year 3						
 	<p><u>Strand: Who is a Hindu and what do they believe?</u></p> <ul style="list-style-type: none"> Talk about the fact that Hindus people believe in the supreme God (Brahman) and the three forms (Trimurti) Talk about how Hindu's believe that life is a cycle of birth, death and rebirth and that the next life depends on how the previous was lived. 	<p><u>Strand: What do different people believe about God?</u></p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and Muslims Retell and suggest the meanings of stories from sacred texts about people who encountered God Identify how and say why it makes a difference in 	<p><u>Strand: Why is the Bible so important for Christians today?</u></p> <ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians Identify at least two ways Christians use the Bible in everyday life Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation Give examples of how and suggest reasons why 	<p><u>Strand: What does it mean to be a Christian in Britain today?</u></p> <ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith Ask good questions about what Christians do to show their faith Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings 	<p><u>Strand: Why do people pray?</u></p> <ul style="list-style-type: none"> Describe what some believers say and do when they pray Respond thoughtfully to examples of how praying helps religious believers Make connections between what people believe about prayer and what they do when they pray Describe and comment on similarities and differences 	<p><u>Strand: Why are festivals important to religious communities?</u></p> <ul style="list-style-type: none"> Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) Make connections between stories, symbols and beliefs with what happens in at least two festivals Ask questions



<ul style="list-style-type: none">• Recognise that Hindu's do not have one holy book but a number of ancient scriptures and texts• Identify Hindu places of worship and sacred places.• Identify and describe items of significance to Hinduism.	<p>people's lives to believe in God</p> <ul style="list-style-type: none">• Identify some similarities and differences between ideas about what God is like in different religions• Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts	<p>Christians use the Bible today</p> <ul style="list-style-type: none">• Discuss their own and others' ideas about why humans do bad things and how people try to put things right	<ul style="list-style-type: none">• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes• Explain similarities and differences between at least two different ways of worshipping in two different Christian churches• Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences	<p>between how Christians, Muslims and Hindus pray</p>	<p>and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)</p> <ul style="list-style-type: none">• Identify similarities and differences in the way festivals are celebrated within and between religions• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives
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Year 4



Strand: What does it mean to be a Hindu in Britain today?

- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans
- Suggest at least two reasons why being a Hindu is a good thing in Britain today,

Strand: Why is Jesus inspiring to some people

- Make connections between some of Jesus' teachings and the way Christians live today
- Describe how Christians celebrate Holy Week and Easter Sunday
- Identify the most important parts of Easter for Christians and say why they are important
- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events

Strand: Why do some people think that life is a journey and what significant experiences mark this

- Suggest why some people see life as a journey and identify some of the key milestones on this journey
- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people
- Link questions and answers about how believers show commitment with their own ideas about community, belonging and belief
- Explain similarities and differences between ceremonies of commitment
- Discuss and present their own ideas about the value and challenge of religious commitment in Britain today

Strand: What can we learn from religions in deciding what is right and wrong

- Find out at least two teachings from religions about how to live a good life
- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions
- Make connections between stories of temptation and why people can find it difficult to be good
- Give examples of ways in which some inspirational people have been guided by their religion
- Discuss their own and others' ideas about how people decide right and wrong
- Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity

	<p>and two reasons why it might be hard sometimes</p> <ul style="list-style-type: none"> • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others 	<p>from Holy Week and Easter</p> <ul style="list-style-type: none"> • Present their own ideas about the most important attitudes and values to have today, making links with Christian values 		
Year 5				
	<p><u>Strand: What does it mean to be a Muslim in Britain today</u></p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • Make connections between the key functions of the mosque and the beliefs of Muslims 	<p><u>Strand: Why do some people think God exists?</u></p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence • Express thoughtful ideas about the impact of believing or not 	<p><u>Strand: If God is everywhere why go to a place of worship</u></p> <ul style="list-style-type: none"> • Select and describe the most important functions of a place of worship for the community • Give examples of how places of worship support believers in 	<p><u>Strand: What would Jesus do? Can we live by the values of Jesus in the 21st Century?</u></p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today

	<ul style="list-style-type: none"> • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life • Comment thoughtfully on and consider what it means to be a Muslim in modern Britain taking their own and other's perspectives into account. 	<p>believing in God on someone's life</p> <ul style="list-style-type: none"> • Present different views on why people believe in God or not, including their own ideas • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples 	<p>difficult times, explaining why this matters to believers</p> <ul style="list-style-type: none"> • Present ideas about the importance of people in a place of worship, rather than the place itself • Outline how and why places of worship fulfil special functions in the lives of believers • Comment thoughtfully on the value and purpose of places of worship in religious communities 	<ul style="list-style-type: none"> • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas
<p>Year 6</p>	<p><u>Strand: What do religions say when life gets hard?</u></p> <ul style="list-style-type: none"> • Express ideas about how 	<p><u>Strand: Is it better to express your beliefs in arts and architecture or</u></p>	<p><u>Strand: What matters most to Christians and Humanists</u></p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples 	<p><u>Strand: What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</u></p> <ul style="list-style-type: none"> • Describe what Ahimsa, Grace or Ummah mean to religious people



and why religion can help believers when times are hard, giving examples

- Outline Christian, Hindu and/or nonreligious beliefs about life after death
- Explain some similarities and differences between beliefs about life after death
- Explain some reasons why Christians and Humanists have different ideas about an afterlife
- Explain what difference belief in judgement/heaven/karma/reincarnation

in charity and generosity?

- Find out about religious teachings, charities and ways of expressing generosity
- Describe and make connections between examples of religious creativity (buildings and art)
- Show understanding of the value of sacred buildings and art
- Suggest reasons why some believers see generosity and charity as more important

- Describe some Christian and Humanist values simply
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
- Give examples of similarities and differences between Christian and Humanist values
- Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning

- Respond sensitively to examples of religious practice with ideas of their own
- Make connections between beliefs and behaviour in different religions
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions
- Explain similarities in ways in which key beliefs make a difference to life in two or three religions

	<p>might make to how someone lives, giving example</p> <ul style="list-style-type: none">• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding	<p>than buildings and art</p> <ul style="list-style-type: none">• Outline how and why some Humanists criticise spending on religious buildings or art	
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