

# RE CURRICULUM MAP BY STRAND



## Rationale for our curriculum

We intend to provide an RE curriculum which will enable each child to reach their full potential and encourage them to reflect on their spiritual growth and their place in a diverse society. RE offers distinctive and valid opportunities to promote pupils' interdisciplinary learning and spiritual, moral, social and cultural development. RE contributes to the development of beliefs and values within our school, as well as our community and society as a whole. Through giving all pupils equal opportunity to explore emotions, responsibilities and values we hope to give them the confidence and resilience to grow in a world which is diverse and changing. Our curriculum, using the Agreed Syllabus and Understanding Christianity, develops clear skills and knowledge progression, making cross-curricular links to other subjects when appropriate. Planning allows opportunities for listening, communicating and exploring ideas and beliefs in a safe and nurturing environment. We aim for children to understand the significance and place of RE as a means towards personal and spiritual development. We will further develop our RE skills through our Forest School curriculum and a sense of stewardship, awe and wonder.

## Curriculum Aims from the new Hertfordshire Agreed Syllabus 2023-28

RE is the open exploration of what people believe, their way of life and the impact of beliefs, values and ways of living in local, national and global communities. It engages pupils in the process of understanding what others believe, what is important to them, how they live their lives and what influences them. In doing this, pupils also reflect on their own beliefs and values and their main influences.

This process is **rigorously academic**, developing in pupils such skills as:

- critical, creative and reflective thinking about philosophical argument, theological (multi-faith) concepts and life issues
- questioning and interpreting 'Truth' claims
- ways of conveying meaning
- different ways of investigating the subject-matter, including a range of academic disciplines and approaches
- listening with understanding and compassion
- engaging positively with diversity.

However, it is **also deeply personal**, encouraging pupils to reflect on their own experience and raise challenging questions of meaning, purpose and value directly for themselves. RE enables pupils to engage in critical dialogue, with their peers and with people of different faiths, beliefs and backgrounds, about issues that really matter in people's lives. It is in this respect that RE contributes significantly to aspects of 'personal development' within the Ofsted Inspection Framework, not least through the Spiritual, Moral, Social and Cultural (SMSC) development of pupils (including Fundamental British Values) and the development of character. These more personal dimensions are an integral part of pupils' education and are central to the nature of RE. This aspect of RE reflects and deepens the third way of knowing identified by Ofsted: 'personal knowledge'.

### **AIMS: Sources of wisdom from religions and worldviews and their impact**

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
- recognise and explore similarities and differences which exist within and between religious and non-religious worldviews

### **AIMS: Personal and critical responses to religion and worldviews**

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues
- engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

**EYFS YR RE CURRICULUM MAP – Understanding the World**

ELG: 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;  
 ELG: 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.  
*In EYFS children: Learn about and celebrate a range of festivals and celebrations from around the world, for example Christmas, Easter, Chinese New Year, Eid, Diwali – these may change or be added to depending on the children in FS, as we try to celebrate the festivals that the children in the class will celebrate at home; Look at what makes us the same and different to others; Learn about different feelings and talk about how they are feeling how others are feeling and what we can do to make others feel good; Develop compassion for others through a caring and supportive environment.*

**Understanding Text: Theology – God - Beliefs & Practices, Sources of Wisdom, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging**

**Connection: Philosophy – Identity - Sources of Wisdom, Human Responsibility & Values, Justice & Fairness, Ultimate Questions**

**Impact: Sociology – Community - Beliefs & Practices, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging, Human Responsibility & Values**

<b>CW Values – autumn 1</b> Year A – koinonia/community Year B – creation & stewardship	<b>CW Values – autumn 2</b> Year A – friendship Year B – peace & justice	<b>CW Values- spring 1</b> Year A – courage & resilience Year B - wisdom	<b>CW Values – spring 2</b> Year A - thankfulness Year B - reverence	<b>CW Values – summer 1</b> Year A – love & compassion Year B – humility & forgiveness	<b>CW Values – summer 2</b> Year A - trust Year B - hope
<b>PSHRE links – autumn 1</b> Being Me	<b>PSHRE links – autumn 2</b> Celebrating Differences	<b>PSHRE links – spring 1</b> Dreams & Goals	<b>PSHRE links – spring 2</b> Healthy Me	<b>PSHRE links – summer 1</b> Relationships	<b>PSHRE links – summer 2</b> Changing Me
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<p><i>Understanding Christianity</i></p> <p><b><u>GOD/CREATION</u></b>                      Festivals, people and communities  <a href="#">UC link F.1 Why is the word 'God' so important to Christians? (Digging Deeper)</a> <i>Who is God? God as creator. Harvest festival and saying thank you to God. God's name is special.</i></p> <p>Exploring places, dress, food and music  <i>Harvest festival, visiting church, nativity &amp; Christmas celebrations</i></p>		<p><i>Understanding Christianity</i></p> <p><b><u>EXPLORING RITES OF PASSAGE</u></b></p> <p>Exploring wedding ceremonies                      Exploring christenings - belonging</p> <p>Creation, awe and wonder of the natural world</p> <p>Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>		<p>Sacred spaces, simple prayers and time to reflect responsibility  <i>Prayer, worship and reflection</i></p> <p>Treating the world fairly – taking responsibility  <i>Justice and fairness</i>  <i>Human responsibility and values</i></p> <p>Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>	
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<p><i>Understanding Christianity</i></p> <p><b><u>INCARNATION</u></b>                      Jesus' birth story                      Nativity</p> <p><a href="#">UC link F.2 Why do Christians perform nativity plays at Christmas? (Digging Deeper)</a></p> <p>Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>		<p><i>Understanding Christianity</i></p> <p><b><u>SALVATION</u></b></p> <p>Remembering Jesus at Easter</p> <p><a href="#">UC link F.3 Why do Christians put a cross in an Easter garden? (Digging Deeper)</a></p> <p>Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>		<p><b><u>God and other big questions</u></b>  <i>Ultimate questions</i></p> <p>Consider your cohort – what other faiths and world view are represented in your class that can be discussed.</p>	

**YEAR 1 RE CURRICULUM MAP**

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<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<i>Understanding Christianity</i>  <b><u>GOD</u></b> Parable of The Lost Son God as a loving & forgiving father Prayer  <b><u>CREATION</u></b> Story of Creation Thanks for our world Stewardship		<i>Understanding Christianity</i>  <b><u>GOSPEL</u></b> Jesus as a friend – parable of The Tax Collector Forgiveness God giving peace		<i>Emmanuel Project</i>  <b><u>ISLAM</u></b> 1.Who was Mohammed (PBUH)? 2.What is the Qu’ran? Relate to the Bible, how are the similar/different? Why are they both so important? 3.5 pillars of Islam. 4.Prayer & pilgrimage ‘hajj’. 5.Visit from member of Muslim community. 6.Charity ‘sawm’	
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<i>Understanding Christianity</i>  <b><u>INCARNATION</u></b> Nativity story Signs of Jesus Advent – light		<i>Understanding Christianity</i>  <b><u>SALVATION</u></b> The story of Easter Eggs as a symbol Christingle		<b><u>SPECIAL BOOKS</u></b> The Bible & our special books The Qu’ran & Islamic faith story  <b><u>NAMING CEREMONIES</u></b> Belonging & naming ceremonies – Christening/Baptism Aqiqah How we can help others feel like they belong?	

**YEAR 2 RE CURRICULUM MAP**

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**Impact: Sociology – Community** - Beliefs & Practices, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging, Human Responsibility & Values

**CW Values – autumn 1**

Year A – koinonia/community  
Year B – creation & stewardship

**CW Values – autumn 2**

Year A – friendship  
Year B – peace & justice

**CW Values- spring 1**

Year A – courage & resilience  
Year B - wisdom

**CW Values – spring 2**

Year A - thankfulness  
Year B - reverence

**CW Values – summer 1**

Year A – love & compassion  
Year B – humility & forgiveness

**CW Values – summer 2**

Year A - trust  
Year B - hope

**PSHRE links – autumn 1**

Being Me

**PSHRE links – autumn 2**

Celebrating Differences

**PSHRE links – spring 1**

Dreams & Goals

**PSHRE links – spring 2**

Healthy Me

**PSHRE links – summer 1**

Relationships

**PSHRE links – summer 2**

Changing Me

**Autumn 1**

*Understanding Christianity*

**GOD**

- The story of Jonah  
- How do Christians describe God? What do they believe he is like?

**CREATION**

- Harvest Festival & giving thanks  
- The story of creation – Genesis 1  
- What Christians do to look after the world

**Spring 1**

*Understanding Christianity*

**GOSPEL**

**What is the good news Jesus brings?**

- Bible stories – ‘good news’  
- Thanking God

**Summer 1**

*Emmanuel Project*

**JUDAISM**

1. Who was Moses? What is a prophet? What other prophets have we heard of?  
2. What is the Torah? Why is it important?  
3. Why is Shabbat important to some Jewish families?  
4. Jewish naming ceremonies - compare Christening/Baptism and Bah Mitzvah/Bat Mitzvah  
5&6. Faith stories – what do they tell us?

**Autumn 2**

*Understanding Christianity*

**INCARNATION**

**Why does Christmas matter to Christians?**

- Nativity story  
- Jesus is God on Earth

**Spring 2**

*Understanding Christianity*

**SALVATION**

**Why does Easter matter to Christians?**

- The Easter story  
- Why is Easter important?  
- Easter service

**Summer 2**

**BIG QUESTIONS**

**Who made the world and other big questions?**

**Worldviews**

- What do **Christians** and **Jews** believe about how the world was made?  
- Good vs Evil - Where is God? What might heaven be like?

**YEAR 3 RE CURRICULUM MAP**

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<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<p><i><b>Understanding Christianity</b></i></p> <p><b><u>CREATION &amp; FALL</u></b></p> <p>1. Make clear links between Genesis 1 and what Christians believe about God and Creation.                      2. Describe what Christians do because they believe God is Creator.                      3. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p><b><u>PEOPLE OF GOD</u></b></p> <p>4.Noah &amp; the flood – covenant with God</p>		<p><i><b>Understanding Christianity</b></i></p> <p><b><u>GOSPEL</u></b></p> <p>1. Identify a 'Gospel', which tells the story of the life and teaching of Jesus.                      2. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.                      3. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.                      4. Make simple links between Bible texts and the concept of 'Gospel' (good news).                      5. Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p>		<p><i><b>Emmanuel Project</b></i></p> <p><b><u>SIKHI</u></b></p> <p>1&amp;2.Origins of Sikhism – what is a guru?                      3&amp;4.What do Sikhs believe about God?                      5&amp;6.Who was Guru Nanak? Passing on of role of Guru to others ending in Guru Granth Sahib (holy book).</p>	
<p><b>Autumn 2</b></p> <p><i><b>Understanding Christianity</b></i></p> <p><b><u>INCARNATION</u></b></p> <p>1. Identify the difference between a 'Gospel', and a letter.                      2. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today                      3. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.                      4. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 5. Why did Jesus need to come to earth as a baby? (experience human experiences, humans could relate to him, he experiences pain like humans)</p>		<p><b>Spring 2</b></p> <p><i><b>Understanding Christianity</b></i></p> <p><b><u>SALVATION</u></b></p> <p>1.Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.                      2. Give examples of what Salvation texts studied mean to some Christians.                      3. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.                      4. Describe how Christians show their beliefs about Palm Sunday/Good Friday/Easter Sunday in worship.                      5. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.                      6.Queens Park Faith Tour &amp; follow up learning</p>		<p><b>Summer 2</b></p> <p><i><b>Emmanuel Project</b></i></p> <p><b><u>SIKHI</u></b></p> <p>1.Recap of previous Sikhism learning- quiz.                      2. What is the Guru Granth Sahib? How is the GGS looked after and what does that tell us?                      3&amp;4. What are the 5 Ks? Why are they important to Sikhs? (Visit from a member of Sikh community?)                      5&amp;6.Class Debate: What makes a good 'teacher'?</p>	

**YEAR 4 RE CURRICULUM MAP**

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<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<p><i>Understanding Christianity</i></p> <p><b><u>CREATION/FALL</u></b></p> <p>1.Discuss what temptation is. The creation story – hidden meanings. What can people today learn from the Creation Story?</p> <p>2.10 commandments – accepting responsibility, saying sorry, defining forgiveness</p> <p>3.Class Debate: You don't need forgiveness for sins if you don't believe in God.</p> <p><b><u>PEOPLE OF GOD</u></b></p> <p>4. Abraham's faith and God's promises</p>		<p><i>Understanding Christianity</i></p> <p><b><u>GOSPEL</u></b></p> <p>1.Identify distinguishing features of a parable</p> <p>2.Understanding meanings behind parables</p> <p>3.Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'Good News'</p> <p>4.Make simple links between the Good Samaritan story and the importance of charity in Christian life</p> <p>5.Make links between some of Jesus's teachings about how to live, and life in the world today, expressing some ideas of their own clearly</p>		<p><i>Emmanuel Project</i></p> <p><b><u>ISLAM</u></b></p> <p>1. What can pupils remember from Y1? Fun T or F quiz or mind map with hints. Who was Mohammed (PBUH)? What is the Qu'ran? Relate to the Bible, how are the similar/different? Why are they both so important? What can you remember?</p> <p>2.5 pillars of Islam – greater depth, not just what are they but why are they important to Muslims.</p> <p>3.Prayer &amp; pilgrimage – what does it mean to go to Mecca? Visit from member of Muslim community.</p> <p>4&amp;5.Worldviews – Liberation Theology &amp; Islamic Sawm</p>	
<p><i>Understanding Christianity</i></p> <p><b><u>INCARNATION</u></b></p> <p>1.Describe how Christians show their beliefs about God the Trinity in the way they live.John gospel</p> <p>2. Describe how Christians show their beliefs about God the Trinity in the way they live.</p> <p>3.Make links between some of the texts and teaching about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly</p> <p>4. Why are these words important? Beginning, God, light, life, darkness, Spirit of God, Earth</p> <p>5. What do those words mean in the context of the Nativity story?</p> <p>6. Class Debate: Jesus coming to earth as a baby should be the most important event in history for Christians.</p>		<p><i>Understanding Christianity</i></p> <p><b><u>SALVATION</u></b></p> <p>1.What do the narratives of the Last Supper, Judas' betrayal and Peter's denial mean?</p> <p>2.Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion</p> <p>3.How do Christians show their beliefs about Jesus in their daily lives? eg prayer, serving, sharing the message and example of Jesus</p> <p>4.Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live</p>		<p><i>Emmanuel Project</i></p> <p><b><u>BUDDHISM</u></b></p> <p>1.Origins of Buddhism – who was Siddhartha Guatama?</p> <p>2.Buddhist wheel of life &amp; 8 Fold Path</p> <p>3.What is the dharma? What do Buddhists believe?</p> <p>4.Buddhist traditional tales</p> <p>5&amp;6.Class Debate: the best way to be is to be kind</p>	