

Religious Education (RE)



Our Subject Intent



Our Curriculum Map

		Cycle A				Cycle B		
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does Religious Education look like at Downlands?



At Downlands Community School, we follow 'Jigsaw RE' – a progressive scheme of learning for ages 4-11.

'We have created this innovative and comprehensive scheme of work for Religious Education (for ages 3-12) as we believe RE is a vitally important component of children's personal, social and spiritual development. Developing an understanding of their own and others' worldviews underpins the growth of empathy and respect. Appreciating that we all see the world through the lens that has been formed by our experiences, upbringing, culture etc and that this influences our decision-making and our own way of seeing the world is so valuable.'

In Jigsaw RE, we are treating all the worldviews studied as equally valid and valuable, hence we refer to both 'religious' and 'non-religious' standpoints as 'worldviews' so as not to imply preference or differentiate unfairly.'

Volume of content:

1. Each mixed-age class will complete **6** units per year.
2. Each unit will be at least **5** lessons.

Subject delivery:

- Each lesson will have evidence recorded in the class Floor book (FS2, KS1, Yr 5/6) or an individual workbook (Yr 3/4). This could be evidence of a class discussion, children's voice, piece of art work or a photograph of an activity such as Drama.
- Each lesson will contain a form of retrieval practice. This could be relation to learning from the previous lesson, or to a prior unit.
- Each recording will have a date and an enquiry question/title of discussion.
- Summative assessment will be (but not exclusively) in the form of an end-of-unit quiz, discussion, creation of a knowledge organiser, or an extended piece of writing.

Religious Education – progression of skills (disciplinary knowledge)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Personal resonance with, or reflection on, the concept / belief underlying the subject matter of the enquiry. Child's own thoughts, opinions, belief, empathy.	<ul style="list-style-type: none"> I can tell you/talk about what concepts like kindness and forgiveness mean to me in my world. I can verbalise and/or express my own thoughts. 	<ul style="list-style-type: none"> I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world. I can verbalise and/or express my own thoughts. 	<ul style="list-style-type: none"> I can tell you/talk about the concept/belief e.g., belonging and start to relate this to the people I am studying e.g., Jews. I can express my own opinions and start to support them with rationale. 	<ul style="list-style-type: none"> I can explain how the concept/belief e.g., forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs. I can express my own thoughts, etc., having reflected on them in relation to other people's.
Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	<ul style="list-style-type: none"> I know that there are religious festivals celebrated by different cultures. I can use some related vocabulary to those religions/beliefs. I can recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> I can recall facts about the religions/beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices, etc. 	<ul style="list-style-type: none"> I can recall facts about religions I have studied, select the facts that are most significant to the enquiry, and start to explain their relevance/importance. 	<ul style="list-style-type: none"> I can recall facts about religions and explain differences in practice and interpretation within and between religions/belief systems.
Skills of evaluation and critical thinking in relation to the big enquiry question	<ul style="list-style-type: none"> I can share my thoughts in relation to the enquiry question and join in with discussions to come up with possible answers. 	<ul style="list-style-type: none"> I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer. 	<ul style="list-style-type: none"> I can apply my knowledge to the enquiry question and give an answer supported by one or more facts. 	<ul style="list-style-type: none"> I can weigh up evidence and different arguments/aspects relevant to the enquiry question and express my answer, supported with evidence/rationale.

Religious Education – curriculum map – EYFS – FS2 Cycle A and B



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Worldview	Christianity/Judaism	Christianity	Hinduism	Christianity	Christianity, Islam, Hinduism, Sikhism	Christianity, Islam, Judaism
Theme	Special People	Christmas	Celebrations	Easter	Stories	Special Places
Enquiry	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Skills (disciplinary knowledge)	Show a sense of responsibility when it comes to being part of a community e.g. class charter, make an effort in building relationships (PSED) Begin to understand that we all have similarities /differences and are all unique in our own way (PSED) Talk about members of their immediate family and community (UTW)	Compare and contrast characters from stories, including figures from the past e.g. characters from the bible (UTW) Can retell a familiar story through pictures, sequencing, story maps (Literacy) Recognise that people have different beliefs and celebrate special times in different ways (UTW)	Recognise that people have different beliefs and celebrate special times in different ways (UTW) Understand that some places are special to members of their community e.g church, Ghurka Temple (UTW)	Understand that some places are special to members of their community e.g church, ghurka temple (UTW) Identify symbols of Easter that are important to Christians (UTW) Can retell a familiar story through pictures, sequencing, story maps (Literacy)	Recognise that people have different beliefs (UTW) Develop an understanding of the similarities and differences between one another (PSED) Think about the perspective of others (PSED)	Understand that some places are special to members of their community e.g church, ghurka temple, mosque, synagogue (UTW)
Knowledge (substantive knowledge)	Know that there are special people in our lives. Know that God is special to Christians.	Retell the story of Christmas.	Know how different religions celebrate important events.	Recognise familiar symbols of Easter to a Christian. Retell the story of Easter.	Know how people have different beliefs. Retell an important story from another religion e.g Bilal Butterfly (Islam)	Name places of worship. Know some practices of places of worship.
Learning Objectives	To understand that we all have special people in our lives and be able to explain why they are special.	To be able to retell the story of Christmas and understand the meaning of giving.	To understand that important events are celebrated in different ways by different people.	To be able to retell the story of Easter.	To understand that people from different religions have different beliefs.	To understand that different religions have a place of worship.
Vocabulary	Special, role-model, Jesus, God, heal, miracle, Moses, 10 commandments, Christianity, Judaism	Christmas, nativity, gifts, Bethlehem, nativity character names, God, Jesus	Chinese New Year, Nowruz, Holi, resolution	Easter, crucifixion, resurrection, Jerusalem, temple, God, Jesus, Spring	Moral, Christian, Muslim, Hinduism, Sikhism, Islam, Allah	Synagogue, Jew, Kippah, Muslim, Mosque, church, God, ceremony, Christian,

Religious Education – curriculum map – KS1 – cycle A



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Worldview	Christianity	Christianity	Judaism	Christianity	Judaism	Judaism
Theme	Creation, God the father as an introduction to the Trinity	Incarnation, God the Son as continued introduction to the Trinity	The special relationship Jews have with God	Salvation, God the Son as continuation of introduction to the Trinity	Shabbat	Prayer and Worship
Enquiry	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to the Jews?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does visiting the synagogue help Jewish children feel closer to God?
Personal Development	I can respect the work of a creator. I can say how it felt to take care of something or somebody.	I can talk about choosing meaningful gifts or presents for different people. I can talk about a gift that is special to me. I can talk about the feelings of giving and receiving meaningful gifts.	I can identify a promise and understand that trust is important when making an agreement. I can explain why agreements are important and why they should be kept. I can create a set of rules to help us live a happy life.	I can think about qualities in a person I admire. I can talk about a person I admire and why.	I can talk about my favourite day of the week and why it is special. I can say what day might be special to me and explain what I might do on that day and whom I might spend it with. I can explain why having a regular time of peace or rest might be good for me and others.	I can talk about my favourite place and say why it is special to me. I can start to explain feelings when I visit a place that is special to me. I can think about how the synagogue might give special feelings to Jews and include similar features in a special place I have designed.
Skills (disciplinary knowledge)	I can express an opinion about some Christian beliefs about God.	I can suggest a gift I would give to Jesus.	I can talk about an agreement Jewish people make with God and begin to explain why this is important.	I can start to show understanding that Jesus is special to Christians and say why.	I can say what day might be special to me and explain what I might do on that day and whom I might spend it with.	I can talk about how Jewish children may feel closer to God if they visit the synagogue.
Knowledge (substantive knowledge)	I can retell the Christian Creation story. I can tell you how Christians think God wants them to behave and say some ways. I can remember some Christian beliefs about God and talk about them.	I can remember some of the Christmas story. I can say why the gifts given to Jesus might have been meaningful in Bethlehem. I can retell the Christmas story and consider how gifts might be different from today.	I can say how some important Jewish beliefs began. I can retell the story of how Judaism began and say that Jews believe in one God. I can talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by. I can tell a story about Abraham and Moses and say why these men are important to Jewish people today.	I can explain why Jesus might have been special or important to the people around him. I can retell some of the Easter Story. I can recall parts of the Easter story and recognise some symbols in the story.	I can retell the creation story and how it relates to the Sabbath. I can explain how Shabbat is celebrated. I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat. I can say what happens on Shabbat.	I know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue. I can talk about the Jewish holy book and explain how it is used. I can talk about special clothing Jews wear when visiting the synagogue. I can explain what happens when Jews visit the synagogue for worship and prayer.
Vocabulary	Create, creation, creator, proud, protective, respect	Gift, Gold, Frankincense, Myrrh, wise men, incarnation, magi	Trust, agreement, rules, charter, promise, God, Judaism, covenant, Abraham	special, important, admire, qualities, celebrity, saviour	Shabbat, rest, Shalom, Havdalah candle, spice box, Challah bread	Special, community, reflect, celebrate, feeling, emotions, activities, atmosphere

Religious Education – curriculum map – LKS2 – cycle A



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Worldview	Sikhism	Christianity	Christianity	Christianity	Sikhism	Humanism
Theme	The Amrit Ceremony and the Khalsa	Christmas (Incarnation, God the Son)	Incarnation, God the Son (demonstrated through the powers and gifts that Jesus showed)	Salvation	Sharing and Community	Humanist actions and the reasoning behind them
Enquiry	Does joining the Khalsa make a person a better Sikh?	Has Christmas lost its true meaning?	Could Jesus heal people? Did he perform miracles or is there some other explanation?	What is 'good' about Good Friday?	Do Sikhs think it is important to share?	What motivates Humanists to lead good lives?
Personal Development	I can start to express how it felt to join a group and the things I had to do in order to join. I can discuss, for some groups I belong to, similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa. I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong.	I can talk about what the Christmas celebrations or holidays mean to me. I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can explain what Christmas means to me and talk about what gift I would like to give to the world.	I can explain what I think a miracle is. I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation. I can talk about a miracle I would like to see happen in the world today.	I can explain how somebody might rescue or help others in a difficult situation. I can reflect on what I think might or might not be good about the story of Easter as a rescue. I can reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing.	I can discuss why it is important to share even though it is not always easy. I can say how it feels to share and explain how this contributes to a sense of belonging.	I can discuss what is a 'good life'. I can explain some actions a Humanist may take to lead a good life. I can say what would motivate me to lead a better life.
Skills (disciplinary knowledge)	I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.	I can start to tell you what Christmas means to Christians and what it's true meaning might be to them and to me.	I can start to say whether I think Jesus actually healed people or not.	I can reflect on the Easter story and explain what might be good about Good Friday to a Christian.	I can begin to tell you if I think sharing is important or not to Sikhs.	I can explain how Humanists might act in their daily lives,
Knowledge (substantive knowledge)	I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this ceremony. I can recall events of how the first Khalsa was formed and explain some of the reasons a Sikh may choose to join the Khalsa. I can explain the meaning of the 5Ks and how they are	I can start to explain why certain Christmas items or symbols might be meaningful to Christians. I can start to explain why kindness might be meaningful to Christians at Christmas. I can start to consider how a Christian might explain why Jesus was sent to Earth. I can start to explain that	I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper, healing of the blind man, healing of the paralysed man).	I can start to tell you why Jesus' death might be important to Christians because of what happened at the Last Supper and on Good Friday. I can tell you why Christians might see Jesus' death as important.	I can talk about why Sikhs might choose to share. I can begin to explain an example of sharing in Sikhi history which may impact on a believer today. I can talk about why Sikhs sit and share food (Langar) together in the Gurdwara and how this shows their belief in equality. I can describe some ways that	I can discuss what rule a Humanist might choose to live by to live a good life. I can discuss what a Humanist might believe about how the world began. I can discuss what actions a Humanist may take to live a good life. I can explain some things that Humanists might believe.

Religious Education – curriculum map – UKS2 – cycle A



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Worldview	Sanatana Dharma	Christianity	Sanatana Dharma	Christianity	Sanatana Dharma	Christianity
Theme	Prayer and Worship	Incarnation	Sanatani Beliefs	Salvation	Beliefs into action	Beliefs and Practices
Enquiry	What is the best way for a Sanatani to show commitment to God?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to die?	Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?	What is the best way for a Christian to show commitment to God?
Personal Development	I can explain what commitment means and how it can be demonstrated in different ways. I can explain what commitment means to me and how I show it.	I can understand how there might be different versions of events which are all true to some extent and to some people. I can explain how “true” could mean different things to different people, and how stories can be “true” in different ways. I can explain how people can see truths in stories which may not be completely true.	I can think about who I am and what I mean to different people. I can explain how I see different aspects of myself in different roles. I can explain how a belief in the importance of the living world might affect people's actions.	I can understand how some people believe in destiny and how others might believe in having free will to make their own choices. I can explain my own definitions of purpose and destiny. I can give an example of someone with a strong sense of purpose in their life and give my opinion on this.	I can explain what consequences might come from actions I could take. I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can create a (symbolic) piece of art reflecting how my beliefs may support me in leading a good life.	I can show an understanding of why people may show commitment in different ways to something they believe in.
Skills (disciplinary knowledge)	I can say what I think is the best way for a Sanatani to show commitment to God and explain my reasons.	I can express an opinion on whether the Christmas story is true and what this might mean to Christians.	I can express my understanding of how Brahman can/cannot be in everything.	I can start to express an opinion on whether Jesus’ crucifixion was his destiny or purpose.	I can express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this.	I can explain why I think some ways of showing commitment to God might be better than others for Christians.
Knowledge (substantive knowledge)	I can explain the significance of Puja and how Puja shows commitment to God. I can explain how Sanatanis worship and show devotion to the gods and goddesses. I can explain why a Sanatani pilgrimage to the Ganges might show commitment to God. I can explain some different ways in which a Sanatani might show commitment to God.	I can retell a version of the Christmas story from the Bible. I can compare versions of the Christmas story from the Bible. I can start to explain what a Christian might believe is true from the Christmas Story. I can start to explain the Christian belief that Jesus was the incarnation of God.	I can explain why Sanatanis believe Brahman takes on many forms. I can explain some Sanatani teachings about God. I can explain how characteristics of Brahman present in different deities show how he can be everywhere and in everything. I can make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives.	I can begin to consider whether the crucifixion was a consequence of the events of Holy Week. I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God’s plan (Last Supper to praying in the garden, (The trials, Peter’s denial, crucifixion, burial and resurrection). I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week.	I can explain the Sanatani belief in Karma and Reincarnation and different types of Dharma. I can explain how a belief in Karma could help Sanatanis live good lives. I can explain how some Sanatanis choose to live a good life because of their beliefs. I can explain some Sanatani beliefs about life after death.	I can describe how different practices enable Christians to show their commitment to God (The 10 Commandments, Love your neighbour as yourself’ and what that love might look like, prayer and worship practices). I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
Motivation	Commitment, inner strength	Acceptance, gratitude	Brahman, Moksha, Shiva	Destiny, free will, intention	Choices, consequences	Commitment, discipline

Religious Education – curriculum map – KS1 – cycle B



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Worldview	Christianity	Christianity	Islam	Christianity	Islam	Islam
Theme	Jesus's example as the son of God	Christmas – Jesus as gift from God (incarnation)	Who is God to Muslims?	Easter - Resurrection	The Prophet Muhammed	The Qur'an - holy book
Enquiry	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	The 99 names of Allah	How important is it to Christians that Jesus came back to life?	How important is the prophet Muhammed to Muslims?	How important is the Qur'an to Muslims?
Personal Development	I can tell you how I could be kind to others even if it is difficult. I can tell you when I have been kind to others even when it was difficult. I can say why kindness is important and think of ways to show kindness.	I can tell you why the world may need special care. I can say how I could help people in the world by showing love.	I can explain how to show respect. I can tell you how I might show respect for other people. I can say what I do to show people who are special to me that I care.	I can talk about what I believe happens when something or somebody dies and how memories help me to remember. I can start to explain what I believe happens to you when you die. I can consider what symbols I would like to use when celebrating people I love or new life.	I can say what might make somebody important or special. I can say who is special to me and say why. I can say what qualities I find important in special people.	I can talk about something I have learnt from a story. I can give examples of good things I could do in my life. I can consider how some of the things I think are important might be similar to instructions in the Qur'an.
Skills (disciplinary knowledge)	I can say if I think Christians think they should be kind and give a reason.	I can tell you why Christians think God gave Jesus to the world.	I can explain how Muslims might show respect for these in their daily lives.	I can suggest what I think happened to Jesus after the tomb was found empty.	I can say why I have chosen certain facts about Muhammad's life above others.	I can explain how instructions in the Qur'an might impact on the life of a Muslim today.
Knowledge (substantive knowledge)	I can recall parts of a story where Jesus spoke about kindness. I can talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular. I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.	I can understand that a Christian might believe Jesus came to save the world. I can discuss something a Christian might use to prepare for Christmas and what this might look like in different places in the world. I can describe the gifts Christians might think Jesus brought to the world. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	I can consider some attributes that Muslims might believe that Allah has. I can explain the meaning of some of the 99 names of Allah. I can explain the ways a Muslim might show respect to Allah in their lives. I can describe some of the attributes (names) of Allah and what these might mean.	I can recall parts of the Easter story (to the crucifixion) and say what I think happens next. I can recall parts of the Easter story (after the crucifixion/resurrection). I can recall what Christians believe happened on or after Easter Sunday.	I can say why Muhammad was chosen to be a prophet. I can say why events in the life of Muhammad were important to Islam. I can show how some of the sayings of Muhammad might help Muslims behave today. I can say what I feel might be the most important parts of the life of Muhammad to a Muslim.	I can say how a Muslim might show respect to the Qur'an. I can order events from the Night of Power and say what I think is important. I can say some of the instructions a Muslim might follow that are in the Qur'an. I can explain why a Muslim might think the Qur'an is important.

Religious Education – curriculum map – LKS2 – cycle B



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Worldview	Buddhism	Christianity	Buddhism	Christianity	Buddhism	Christianity
Theme	Life and teachings of the Buddha	Incarnation	Buddha's teachings	Easter (Salvation)	Beliefs into practice	Prayer and Worship
Enquiry	Is it possible for everyone to be happy?	What is the most significant part of the Nativity story for Christians today?	Can the Buddha's teachings make the world a better place?	Is forgiveness always possible for Christians?	What is the best way for a Buddhist to lead a good life?	Do people need to go to church to show they are Christians?
Personal Development	I can understand what it means to be happy and can talk about the feelings that happiness brings. I can say how it felt to be happy. I can say how it feels to be spoken to politely and I understand that what people say is important.	I can explain why symbols are used and the meaning of some symbols to me. I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me. I can design a symbolic object to show the significance of Christmas time to me.	I can consider how the world is a wonderful place for some people and less wonderful for others. I can explain why one of these stories might be meaningful to me. I can talk about changes in my life and how these might bring positive outcomes for me.	I can explain what forgiveness is and why it might be difficult in some situations. I can say whether I think showing forgiveness might be important. I can explain what forgiveness might mean to me.	I can consider which choices and consequences might lead to a good life. I can explain what effort and mindfulness might mean to me. I can consider how I can make the world a better place for others.	I can describe the feelings I associate with a special place. I can explain some of my feelings about a special place and suggest why they exist. I can explain some of my feelings about a special place and suggest why they exist.
Skills (disciplinary knowledge)	I can express an opinion about making people happy and why it might be important.	I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus.	I can explain how these teachings might make the world a better place.	I can show an understanding of how Christians might believe God can help them show forgiveness.	I can say why I think some of the steps might be a better way for a Buddhist to lead a good life than others.	I can say why a Church may have an impact on a Christian.
Knowledge (substantive knowledge)	I can retell key parts of the story of the Buddha. I can retell the story of the Buddha and share a key message from the story about how many Buddhists believe people should live. I can retell the story of the Buddha and explain which I think is the most important part. I can remember some key parts of the Buddha's life and talk about them.	I can explain what Christmas symbols might refer to the Christian story of Jesus' birth. I can explain what parts of the Nativity story might be meaningful to some Christians. I can explain the symbolism within a Christingle. I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus.	I can explain how Anicca (change) might bring about Dukkha (suffering) for some people. I can retell a Buddhist story and explain its meaning. I can retell a Buddhist story and explain how it shows compassion. I can explain how the teachings of Buddha might impact on the life of a Buddhist today.	I can describe what a Christian might learn about forgiveness from a Bible story. I can retell a Bible story where Jesus forgave somebody. I can discuss how some Christians might feel about forgiveness. I can describe what a Christian might learn about forgiveness from a Bible text.	I can consider examples of the Eightfold Path that a Buddhist might put into action in their lives. I can explain how right mindfulness might help a Buddhist lead a good life. I can discuss how a Buddhist might put Right Effort into practice in their lives. I can explain the meanings of the steps of the 8-fold path.	I can discuss some events or services that might happen at a church (with a focus on Baptism). I can discuss some events or services that might happen at a church (with a focus on Holy Communion) I can discuss how a church might support a Christian with prayer and worship in their lives today. I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion.
Vocabulary	Prince, Siddhartha, Buddha, meditation, enlightenment	diversity, meaningful, symbol, cultural, local	Compassion, suffering, Buddha, Anicca, Dukkha	Deliberate, forgiveness, hurtful, meaningful, resentment	Choices, consequences, enlightenment, Nirvana	Associate, feelings, impact, special, Bible, church, communion

Religious Education – curriculum map – UKS2 – cycle B



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Worldview	Islam	Christianity	Christianity	Christianity	Humanism	Islam
Theme	Commitment	Incarnation	Beliefs and Meanings (Salvation)	Beliefs and Meanings (Salvation)	Humanist role-models and how they impact on actions a Humanist might take	Sacred writings
Enquiry	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	How do inspirational people impact on how Humanists live today?	How is the Qur'an vital to Muslims today?
Personal Development	I can discuss what I have been committed to and what I would like to commit to in the future. I can name a commitment that is important to me and say why it is important. I can identify commitments I could improve upon and say how.	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can explain the qualities needed in a person to carry out an important role.	I can explain why I think some things will last forever and what I mean by that. I can explain my own beliefs about whether anything is ever eternal. I can explain my own beliefs about what it means to lead a good life.	I can explain who has been an influence or inspiration in my life and why. I can explain how the influence people have had on me has affected my views. I can explain a legacy I would like to leave the world.	I can discuss the characteristics of a role-model I can explain something that has inspired me and how I live. I can say whether the people we have studied might be a role-model to me and others.	I can consider how written guidance might impact on my behaviour. I can explain what I have learnt from a text and how I might care for things which are important to me. I can explain how I would like something important to me to be respected and treated.
Skills (disciplinary knowledge)	I can say which I think is the best way for a Muslim to show commitment to God and say why.	I can start to consider my own response to the Christian belief in the Virgin Birth, showing respect for Christian views.	I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives.	I can give my opinion as to whether Christianity is a strong religion and why I think this.	I can apply this knowledge to the enquiry question. I can explain how Humanists might act as a result of this inspiration.	I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today.
Knowledge (substantive knowledge)	I can explain why some reasons for prayer might be important to Muslims. I can explain why helping the poor or needy might support a Muslim in showing commitment to God. I can explain how fasting might show commitment to God for a Muslim. I can explain some of the ways that Muslims might show commitment to God.	I can discuss what the Bible says about why Mary was chosen to be Jesus' mother. I can explain how Joseph reacted and was convinced to accept Mary's pregnancy. I can explain the Christian concept of the incarnation. I can make links between the Christian beliefs of the Virgin Birth and Incarnation.	I can discuss different types of love and whether they may be able to last forever. I can discuss the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life. I can discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good. I can make links between different Christian beliefs and their views on whether anything is ever eternal.	I can discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity. I can explain some ways in which Christianity is influencing lives today regarding symbols and Christian organisations. I can explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country. I can explain a reason why people may believe Christianity is still a strong religion today.	I can discuss how Albert Einstein might inspire a Humanist and say why. I can explain why Charles Darwin might inspire a Humanist. I can explain how and why Alice Roberts might inspire a Humanist and say why.	I can explain why I think some events were important during the Night of Power. I can explain some actions a Muslim might take to show respect to the Qur'an. I can interpret some sayings from the Qur'an and understand there may be different interpretations. I can explain facts about the treatment of the Qur'an and how it was revealed.
Vocabulary	Commitment, belonging, Allah,	Criteria, selection, significant,	Eternal, eternity, forever,	Forever, influence, inspiration,	Atheist, anthropologist,	Guidance, free will,