

Woodlands Park Primary - RE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	F4 Where do we belong?	F2 Why is Christmas special for Christmas?	F1 Why is the word god so important for Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	<p>1.10</p> <p>What does it mean to belong to a faith community?</p> <p>(Discovery RE Year 2 Summer 2)</p> <p>Does completing Hajj make a person a better Muslim?</p> <p>What is the best way for a Jew to show commitment to God?</p>	<p>1.1</p> <p>What do Christians believe God is like?</p> <p>(Discovery RE Year 1 Autumn 1)</p> <p>Does God want Christians to look after the world? Concept: God/Creation.</p> <ul style="list-style-type: none"> I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. 	<p>1.7</p> <p>Who is Jewish and how do they live?</p> <p>(Discovery RE Year 2 Summer 1)</p> <p>How special is the relationship Jews have with God?</p> <ul style="list-style-type: none"> I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. 	<p>1.7</p> <p>Who is Jewish and how do they live?</p> <p>(Discovery RE Year 2 Summer 1)</p> <p>How special is the relationship Jews have with God?</p> <ul style="list-style-type: none"> I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. 	<p>1.2</p> <p>Who do Christians say made the world?</p> <p>(Discovery RE Year 1 Autumn 1)</p> <p>Does God want Christians to look after the world? Concept: God/Creation.</p> <ul style="list-style-type: none"> I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. 	<p>1.9</p> <p>How should we care for the world and for others, and why does it matter?</p> <p>(Discovery RE Year 2 Autumn 1)</p> <p>Is it possible to be kind to everyone all /the time?</p> <ul style="list-style-type: none"> I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason
Year 2	<p>1.8</p> <p>What makes some places sacred to believers?</p> <p>(Discovery RE Year 2 Summer 1)</p> <p>Does going to a mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. 	<p>1.3</p> <p>Why do Christians believe God gave Jesus to the world? Concept: Incarnation</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Concept: Incarnation</p>	<p>1.4</p> <p>What is the ‘good news’ Christians believe Jesus brings?</p> <p>(Discovery RE Year 1 Spring 1)</p> <p>Was it always easy for Jesus to show friendship? Concept: Incarnation</p> <ul style="list-style-type: none"> I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend 	<p>1.5</p> <p>Why does Easter matter to Christians?</p> <p>(Discovery RE Year 2 Spring 2)</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion? Concept: Salvation</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Concept: Salvation</p> <ul style="list-style-type: none"> I can say what I believe happens to you when you die and tell you how I 	<p>1.6</p> <p>Who is a Muslim and how do they live?</p> <p>(Discovery RE Year 2 Spring 1)</p> <p>Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <ul style="list-style-type: none"> I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims 	<p>1.6</p> <p>Who is a Muslim and how do they live?</p> <p>(Discovery RE Year 2 Spring 1)</p> <p>Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <ul style="list-style-type: none"> I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this.

	<ul style="list-style-type: none"> I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be 			<p>remember people close to me.</p> <ul style="list-style-type: none"> I can recall what Christians believe happened on Easter Sunday. <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>pray and begin to explain why they do this.</p> <ul style="list-style-type: none"> I can start to think through how praying 5 times a day might help in some ways more than others 	<ul style="list-style-type: none"> I can start to think through how praying 5 times a day might help in some ways more than others 	
Year 3	<p>L2.1 What do Christians learn from the Creation story?</p> <p>(Discovery RE Year 4 Summer 2)</p> <p>Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her. 	<p>L2.2 What is it like for someone to follow God?</p> <p>(Discovery RE Year 4 Autumn 1)</p> <p>How special is the relationship Jews have with God?</p> <ul style="list-style-type: none"> I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. 	<p>L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>(Discovery RE year 2 Spring 1)</p> <p>Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <ul style="list-style-type: none"> I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others 	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>(Discovery RE year 2 Spring 1)</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <ul style="list-style-type: none"> I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. 	<p>L2.4 What kind of world did Jesus want?</p> <p>(Discovery RE year 4 Spring 2)</p> <p>Is forgiveness always possible for Christians? Concept: Salvation</p> <ul style="list-style-type: none"> I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness. 	<p>L2.12 How and why do people try to make the world a better place?</p> <p>(Discovery RE year 3 Spring 1)</p> <p>Could Jesus heal people? Were these miracles or is there some other explanation?</p> <ul style="list-style-type: none"> I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. 	
Year 4	<p>L2.3 What is the 'Trinity' and why is it important for Christians?</p> <p>(Discovery RE Year 5 Optional)</p> <p>Does belief in the Trinity help Christians make better sense of God as a whole?</p> <ul style="list-style-type: none"> I can think of a gift/'power'/character attribute that I may have 	<p>L2.7 What do Hindus believe God is like?</p> <p>(Discovery RE Year 5 Spring 1)</p> <p>How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> I can describe some of the characteristics that make me me even when I 	<p>L2.8 What does it mean to be Hindu in Britain today?</p> <p>(Discovery RE Year 3 Autumn 1)</p> <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <ul style="list-style-type: none"> I can tell you three important actions I could 	<p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>(Discovery RE Year 3 Spring 2)</p> <p>What is 'good' about Good Friday? Concept: Salvation</p> <ul style="list-style-type: none"> I can suggest how a person may rescue/help others who are in difficult situations. 	<p>L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>(Discovery RE Year 2 Summer 2)</p> <p>What is the best way for a Christian to show commitment to God?</p> <ul style="list-style-type: none"> I can explain why I could do certain things at certain ages. 	<p>L2.11 How and why do people mark the significant events of life?</p> <p>(Discovery RE Year 3 Summer 2)</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and 	

	<p>which may be useful to others.</p> <ul style="list-style-type: none"> I can describe the members of the Trinity with some reference to the roles they have and start to understand that they are consubstantial. I can say whether or not I think a Christian may find the Trinity helpful in understanding God as a whole, showing respect to Christians 	<p>am playing different roles.</p> <ul style="list-style-type: none"> I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/ cannot be in everything. 	<p>take to support a group I belong to.</p> <ul style="list-style-type: none"> I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus 	<ul style="list-style-type: none"> I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death. 	<ul style="list-style-type: none"> I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important. 	<p>explain why this is important and significant to the Hindus taking part in it.</p> <ul style="list-style-type: none"> I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.
Year 5	<p>U2.9 Why is the Torah so important to Jewish people?</p> <p>(Discovery RE Year 4 Autumn 1)</p> <p>How special is the relationship Jews have with God?</p> <ul style="list-style-type: none"> I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	<p>U2.10 What matters most to Humanists and Christians?</p> <p>(Discovery RE Year 5 Summer 2)</p> <p>What is the best way for a Christian to show commitment to God?</p> <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. 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. <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	<p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>(Discovery RE Year 4 Autumn 2)</p> <p>What is the most significant part of the nativity story for Christians today? Concept: Incarnation</p> <ul style="list-style-type: none"> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me. 	<p>U2.1 What is the 'Trinity' and why is it important for Christians?</p> <p>(Discovery RE Year 5 extra/optional)</p> <p>Does belief in the Trinity help Christians make better sense of God as a whole?</p> <ul style="list-style-type: none"> I can explain how other people may have different aspects to their nature. I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share. I can reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this. 	<p>U2.4 Christians and how to live: 'What would Jesus do?'</p> <p>(Discovery RE Year 4 Spring 2)</p> <p>Is forgiveness always possible for Christians?</p> <ul style="list-style-type: none"> I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness 	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>(Discovery RE Year 6 Autumn 1)</p> <p>What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.
Year 6	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>(Discovery RE Year 5 Autumn 2)</p> <p>Links could be made to some Discovery RE enquiries like 'Is the</p>	<p>U2.11 Why do some people believe in God and some people not?</p> <p>(Discovery RE Year 6 Spring 1)</p>	<p>U2.7 Why do Hindus want to be good?</p> <p>(Discovery RE Year 5 Summer 1)</p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p>	<p>U2.6 For Christians, what kind of king is Jesus?</p> <p>(Discovery RE Year 6 Spring 1)</p>	<p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>(Discovery RE Year 3 Spring 1)</p>	<p>U2.12 How does faith help people when life gets hard?</p> <p>(Discovery RE Year 6 Summer 1)</p>

	<p>Christmas story true?’ – this examines truth claims.</p> <ul style="list-style-type: none"> • I can start to explain how ‘true’ could mean different things to different people, and how stories can be ‘true’ in different ways. • I can start to explain the Christian belief that Jesus was the Incarnation of God. • I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. 	<p>Is anything ever eternal? (Material could be added to this using content from several enquiries and Humanists UK resources)</p> <ul style="list-style-type: none"> • I can express the feelings I have when I think about situations or things I would like to last forever. • I can make links between different Christian beliefs and their views on whether anything is ever eternal. • I can reflect on my own beliefs about whether anything is eternal. 	<ul style="list-style-type: none"> • I can start to express my own views about life after death. • I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers’ lives. • I can express my own views about Hindu beliefs and whether they make sense to me or not. 	<p>Is anything ever eternal? Concept: Salvation</p> <ul style="list-style-type: none"> • I can express the feelings I have when I think about situations or things I would like to last forever. • I can make links between different Christian beliefs and their views on whether anything is ever eternal. • I can reflect on my own beliefs about whether anything is eternal. 	<p>Could Jesus heal people? Were these miracles or is there some other explanation?</p> <ul style="list-style-type: none"> • I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. • I can explain one Christian viewpoint about one of Jesus’ healing miracles. <p>I can start to say whether I believe Jesus healed people or not</p>	<p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <ul style="list-style-type: none"> • I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
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