



Swanton Morley VC Primary School

Love Your Neighbour as Yourself

# Religious Education

## CURRICULUM MAP

*Learning is creative and thought-provoking. Our curriculum allows pupils to understand the beliefs and practices of the main religions and the impact on the lives of followers. Alongside this, pupils explore philosophical enquiries from a variety of viewpoints and are encouraged to question and debate. We aim to develop knowledgeable and inquisitive pupils who are able to have balanced, informed conversations about religious beliefs.*

RE

# CORE QUESTIONS

## EYFS – Acorn Class

AUTUMN	SPRING	SUMMER
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<p>What does the word 'God' mean? What puzzles you?</p> <p>How do people celebrate? (Include Hinduism – Diwali, Judaism – Hanukkah)</p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p>What might people use this artefact for? (Christianity and Hinduism)</p> <p>Why do Christians put a cross in an Easter Garden?</p> <p>What do these symbols mean?</p>	<p>What objects are special to people?</p> <p>How do people celebrate? (Islam – Eid al-Fitr)</p> <p>What happens in a church? What happens in a Mandir?</p>
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## Year 1 – Oak Class

AUTUMN	SPRING	SUMMER
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<p>Who made the world? (Christianity)</p> <p>Why does Christmas matter to Christians?</p>	<p>How do people decide what is right and wrong? (Multi – Christianity lead in)</p> <p>Why does Easter matter to Christians?</p>	<p>What happens in the daily life of a Jew?</p> <p>What does it mean to belong to the Jewish community?</p>
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## Year 2 – Maple Class

AUTUMN	SPRING	SUMMER
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<p>Why is light an important symbol for many religious believers? (Christianity, Hinduism, Judaism)</p>	<p>What is the Good News Jesus brings?</p>	<p>What does the Bible tell Christians about God?</p> <p>Why do people have different views about the idea of God? (Multi-religion)</p>
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## Year 3 and 4 Birch Class

AUTUMN	SPRING	SUMMER
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<p>Why do Christians believe people need to be saved?</p> <p>What is the Trinity?</p>	<p>Why is there so much diversity of belief within Christianity?</p> <p>How do people make moral decisions? (Abrahamic Religions focus)</p>	<p>How do Hindu beliefs affect the way they live their lives?</p> <p>How do Hindus express beliefs about God?</p>
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# 2024 – 2025 Curriculum Map

## Year 4 and 5 Willow Class

AUTUMN	SPRING	SUMMER
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<p>Why is there suffering in the world? (Christianity then Buddhism)</p>	<p>What did Jesus do to save human beings?</p>	<p>How do beliefs shape identity for Muslims?</p>
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## Year 5 and 6 Alder Class

AUTUMN	SPRING	SUMMER
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<p>Why is there suffering in the world? (Christianity then Buddhism)</p>	<p>What did Jesus do to save human beings?</p>	<p>How do beliefs shape identity for Muslims?</p>
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# RE

# SKILLS

## (From non-statutory Age-related Expectations)

### EYFS – Acorn Class

#### THEOLOGY

Recognise simple religious beliefs. Talk about some aspects of a religious or belief story. Recreate stories through small world play. Start using key vocabulary like 'God.'

#### PHILOSOPHY

Raise puzzling and interesting questions about religious and belief stories and the world around them. Talk about what concerns them about different ways in which people behave. Say what matters to them or is of value. Use their senses to investigate religion and belief.

#### HUMAN & SOCIAL SCIENCES

Identify some features of religious life and practice in families. Recognise a number of religious words. Know where some religious world views originated. Name some religious symbols and artefacts. Talk about religious events they see and hear about. Talk about what people wear because of their beliefs.

### Year 1 – Oak Class

#### THEOLOGY

Tell the story of the birth of Jesus using pictures.

Identify a belief that is contained in the story of Moses.

Give an example of what Christians believe about Jesus.

#### PHILOSOPHY

Ask questions about the world around them and the Christian Creation Story.

Talk about how beliefs impact on how people behave using religious and belief stories.

#### HUMAN & SOCIAL SCIENCES

Talk about what people believe and use the word 'religion.'

Recognise the cross as a Christian symbol.

Talk about what Jews remember at Shabbat and Passover. Say why people might go to a synagogue.

### Year 2 – Maple Class

#### THEOLOGY

Retell the story of Jesus choosing Matthew as a disciple and the link with forgiveness.

Recognise Gospels and other types of writing within the Bible.

#### PHILOSOPHY

Ask questions raised by the story of Hanukkah such as, what is a miracle? What do we know about ourselves?

Explain why someone might believe in God.

Make links between the parables and how Christians live their daily lives.

#### HUMAN & SOCIAL SCIENCES

Use the word Christian when talking about people who go to church and Jew for people who go to a synagogue. (And other religions)

Identify ways that different religions use light to celebrate.

# 2024-2025

### Year 3 and Year 4 – Birch Class

#### THEOLOGY

Make clear links between the Christian beliefs in Incarnation and Salvation.

Identify different ways in which Christians understand 'being saved.'

Identify difference sources of authority and how they link with beliefs.

#### PHILOSOPHY

Use the words truth, reality and knowledge in written work.

Give reasons for decisions people make using evidence to support those views.

#### HUMAN & SOCIAL SCIENCES

Describe the difference between the terms 'religion' and 'belief' when exploring Christianity.

Describe the differences between Anglican and Catholic practices.

Describe the impact of Ahimsa, Samsara and Karma on daily life and beyond.

### Year 4 and 5 – Willow Class

#### THEOLOGY

Identify some key theological differences and similarities between Christian belief in Jesus' suffering and Buddhist views on the role of suffering.

Describe ways in which Buddhists' belief in the Four Noble Truths shapes the way they view suffering.

#### PHILOSOPHY

Explain some ways in which philosophers understand abstract concepts like happiness.

Explain, using a range of reasons, whether belief in Jesus as a saviour is coherent and logical.

Show awareness of diversity of opinion on the causes of suffering.

#### HUMAN & SOCIAL SCIENCES

Explain how the Christian Concept of Salvation impacts the lives of Christians and society.

Analyse the varying ways in which Muslims worship in UK compared to Turkey.

### Year 5 and 6 – Alder Class

#### THEOLOGY

Identify some key theological differences and similarities between Christian belief in Jesus' suffering and Buddhist views on the role of suffering.

Describe ways in which Buddhists' belief in the Four Noble Truths shapes the way they view suffering.

#### PHILOSOPHY

Explain some ways in which philosophers understand abstract concepts like happiness.

Explain, using a range of reasons, whether belief in Jesus as a saviour is coherent and logical.

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#### HUMAN & SOCIAL SCIENCES

Explain how the Christian Concept of Salvation impacts the lives of Christians and society.

Analyse the varying ways in which Muslims worship in UK compared to Turkey.

# RE

# KNOWLEDGE

(Taken from the Core Knowledge Summary in the Norfolk Agreed Syllabus 2019)

## EYFS – Acorn Class

### AUTUMN

### SPRING

### SUMMER

Hear and begin to understand the word 'God.'

Begin to understand what religion is.

Hear religious and belief stories.

Learn about different festivals and celebrations.

Know there are symbols in religions and what they mean.

That some people are special in different religions and there are religious and belief stories about them.

Know that some objects are special in different religions.

Know there are special buildings used for worship.

Understand why and how people celebrate including those with different religions or world beliefs.

## Year 1 – Oak Class

### AUTUMN

### SPRING

### SUMMER

Understand the Christian Concept of Creation and Incarnation.

Christian beliefs about the world shown in the Creation Story.

The importance of worship gatherings and celebrations in Christianity.

Key philosophical thinking.

Ways of reasoning.

Make links between belief and behaviour.

Understand the Christian Concept of Salvation.

The life and teachings of Jesus.

Understand Shabbat and the importance of the home/family life.

The synagogue and the varying ceremonies that take place within it.

That the Torah is the five books of Moses written in Hebrew.

The concept of One God.

## Year 2 – Maple Class

### AUTUMN

### SPRING

### SUMMER

Understand symbolism and artefacts as an expression of Christianity, Judaism. (and other faiths and world views)

Understand the role of festivals which connect with Jewish history. (Hanukkah)

The life and teachings of Jesus.

The Bible as a sacred text for Christians and its different genres.

The Concept of God.

The Bible as a sacred text for Christians and its different genres. (Recall of stories)

That there are differences between Christian and Jewish views of God. Other religions have different views about God as well. (Islam and Hinduism)

# 2024- 2025

## Year 3 and 4 – Birch Class

### AUTUMN

### SPRING

### SUMMER

The Christian Concepts of the Fall and the Trinity.

Ethical theory including the importance of forgiveness within Christian tradition.

Understand the Christian belief in one God.

Global diversity associated with the study of Christianity.

How events in society have influenced Christian beliefs.

Know why people make the decisions they do.

Consider Descartes' work on body and mind.

Know the Concepts of Brahman, Atman, Ahimsa, Samsara and Karma.

Impact of Dharma on daily life and beyond.

Identify sources of authority such as the Baghavat Gita and the Vedas. Understand the oral tradition.

## Year 4 and 5 – Willow Class

### AUTUMN

### SPRING

### SUMMER

Understand the key teachings from important Christian thinkers.

The Concepts of the Buddha, Four Noble Truths and the cycle of birth, death and rebirth, and the Five Precepts.

Links between suffering and the Four Noble Truths. Ethical theory – e.g. Utilitarianism.

The Christian Concept of Salvation.

The life and teachings of Jesus.

The impact of Christian teachings on daily life and wider society's views.

The three main Muslim traditions. Diversity within Islam and impact on daily life. (Focus on importance of Ramadan, the two Eid festivals and Jummah prayers)

Sources of authority in Islam (Qur'an and Hadith) and Judaism. (Torah and Talmud)

Malaikah (an Article of Faith in Sunni Belief)

## Year 5 and 6 – Alder Class

### AUTUMN

### SPRING

### SUMMER

Understand the key teachings from important Christian thinkers.

The Concepts of the Buddha, Four Noble Truths and the cycle of birth, death and rebirth, and the Five Precepts.

Links between suffering and the Four Noble Truths. Ethical theory – e.g. Utilitarianism.

The Christian Concept of Salvation.

The life and teachings of Jesus.

The impact of Christian teachings on daily life and wider society's views.

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