Derwent & Southill Federation Curriculum Map
Religious Education

Resources used:

Primary Knowledge Curriculum

Key	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Early Learning Goals	People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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.					
Early Years - Year A	Year A - People, Culture and Communities	Talk about special events throughout the half term e.g. birthdays. How we are all different and all special. How do we look after our teeth? Judaism and Hinduism. Being Special: Where do we belong? Harvest Rosh Hashanah Yom Kipper	Children are encouraged to share their feelings and talk about how they feel. Children will be supported to learn positive attitudes and challenge stereotypes e.g. disabled puppet/male midwife. Diwali How do we look after our bodies? Autumn walk (October) Why is Christmas so special?	Look at different jobs – children show interest in different occupations through the role play area Children understand that other children might not enjoy the same activities as them and are sensitive to this. Winter walk (January) Christianity: Special stories: Holi; Hindu celebration Raksha Bandhan Special places: Temple	Children become more aware of similarities and differences between themselves and others – focus on families and communities. Why is Easter so special to Christians?	Children learn about respect and how we respect other people's differences. Children understand more about a range of different cultures. Why is the word of God so important to Christians? Special places: Church Special stories: Creation story	Children know their strengths and the strengths of the other children in their class. Children understand that being different is a good thing. Summer walk (June) 30 Days wild Islam: Which stories have special values? Special places: Mosque
Early Years - Year B	Year B - People, Culture and Communities	Identify members of their family from photos and learn how they are related. Name and describe people that are familiar to them. Talk about their families – what they do and the places they go with their family. Comparing families – say how they are similar and unique Lean about and comment on some of the important jobs people do in our community (e.g. firefighter, farmer supermarket worker, etc.)	Talk about special family occasions/ celebrations that are important to them (birthdays, Christmas etc.) Learn about religious communities in our country, how they are similar and unique; celebrations that are important to each: Hinduism – Diwali – Rama and Sita Christianity – Christmas – The Nativity Story Explore how religious celebrations are celebrated in other countries (e.g. Diwali in India)	Listen to a range of stories from around the world and begin to develop an understanding of similarities and differences between communities. Where do we live on Planet Earth: locate the UK on a globe and on a map Learn about the important job of an astronaut Learn about some important times and celebrations of different cultures in Britain and from around the world: Easter Chinese New Year	Learn about the local environment – village/town walk to observe the features of a place – church, village hall, post office, shops etc. Create a map of the local community Comment on similarities and differences to other places where people live (e.g. cities and different countries)	Where in the World: Comment on similarities and differences between where we live and other and communities in different countries across the world (link to Big Reading texts) Understand the importance of caring for the community Consider use of allotments in the community and the effect they have on people and the wider community	Understand how to stay safe in the sun Understand the importance of caring for the environment Link to transport and how different communities use transport

	SACRE Syllabus Key questions KS1	1.1: What do Christians believe God is like? 1.2: Why does Christmas matter to Christians? How and why do we celebrate special times? 1.3: Who is Jewish? What do they believe and how do they live? 1.4: Who is a Muslim? What do they believe and how do they live? 1.5: Why does Easter matter to Christians? 1.6: What makes some places significant? What makes some places sacred to believers? 1.7: How and why do we celebrate significant times? What makes some celebrations sacred to believers? 1.8: What can we learn from sacred books and stories? 1.9: How do we show we care for others? Why does it matter? 1.10: How do we show we care for the Earth? Why does it matter? 1.11: Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?					
Key Stage One	Year 1 Southill Year A	Discovering Religion	Christianity	Judaism	Christianity: Easter and symbols (1.5)	Multifaith: Our wonderful world and philosophy	Multifaith: Belonging
	Year 2 Southill Year B	Multifaith: places of worship	Christianity: Life of Jesus	Islam	Christianity: Teachings of Jesus	Multifaith: Leaders and teachers	Multifaith: Symbols and artefacts, how do artefacts teach people about the past?
	SACRE Syllabus Key questions LKS2	L2.1: Where, how and why do people worship? L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life? L2.3: What is the 'Trinity' and why is it important for Christians? L2.4: What kind of world did Jesus want? L2.5: Why do Christians call the day Jesus died 'Good Friday'? L2.6: How do festivals and family life show what matters to Jewish people? L2.7: How is faith expressed in Hindu communities and traditions? L2.8: How is faith expressed in Sikh communities and traditions? L2.9: How do festivals and worship show what matters to Muslims? L2.10: For Christians, what was the impact of Pentecost? L2.11: What are the deeper meanings of the festivals? L2.12: How and why do people try to make the world a better place?					
Lower Key Stage Two	Year 3 Southill Year A	Multifaith: Creation stories	Christianity: Jesus as an innspiration for Christians	Hinduism	Christianity: Christian representation of God - Holy Trinity	Multifaith: Religion in my local community	Multifaith: Me, my beliefs and my community
	Year 4 Southill Year B	Multifaith: Culture and religion	Christianity: The Bible	Sikhism	Christianity: Easter - the history and events at the time	Multifaith: Right, wrong and rules	Multifaith: Sacrifice
	SACRE Syllabus Key questions UKS2	U2.1: What does it mean if Christians believe God is holy and loving? U2.2: Creation and science: conflicting or complementary? U2.3: Values: what matters most to Humanists and Christians? U2.4: How and why do some people inspire others? Examples from religions U2.5: How do Christians decide how to live? 'What would Jesus do?' U2.6: What do Christians believe Jesus did to 'save' people? U2.7: What helps Hindu people as they try to be good? U2.8: How is faith expressed in Islam? U2.9: Justice and poverty: why does faith make a difference? U2.10: What will make our community a more respectful place? U2.11: Why do some people believe in God and some people not? U2.12: How does faith enable resilience?					
Upper Key Stage Two	Year 5	Multifaith: Symbols and religious expression	Christianity: Christianity in History	Buddhism	Christianity: Jesus as an example to Christians	Multifaith: Words of wisdom	Humanism
	Year 6	Multifaith: Love and foregiveness, reconciliation and redemption	Multifaith: Equality and inequality	Multifaith: Freedom, authority and rule of law	Multifaith: Justice and Judgement	Multifaith: The journey of life and death	Multifaith: Philosophy and ethics