

## RE Curriculum Map 2023 - 2024

### **Understanding the World- Educational Programme (Early Years Curriculum)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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<b><u>Nursery</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	How we are special	How we celebrate Diwali and Christmas	Chinese New Year	Eid	Birthdays and celebrations	Special people
<b>Past and Present</b>	Shows interest in the lives of people who are familiar to them	Shows interest in the lives of people who are familiar to them	Enjoys joining in with family customs and routines	Enjoys joining in with family customs and routines	Remembers and talks about significant events in their own experience	Remembers and talks about significant events in their own experience
<b>People, Cultures and Communities</b>	Show interest in different occupations.  Recognises and describes special times or events for family or friends	Show interest in different occupations.  Recognises and describes special times or events for family or friends	Continue to develop positive attitudes about the differences between people  Shows interest in different occupations and ways of life indoors and outdoors	Continue to develop positive attitudes about the differences between people  Shows interest in different occupations and ways of life indoors and outdoors	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

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<b>Cross Curricular Links</b>	Listening, Attention and Understanding  Self-Regulation, Managing Self, Building Relationships.	Listening, Attention and Understanding  Comprehension  The Natural World Self-Regulation, Managing Self, Building Relationships.	Listening, Attention and Understanding  The Natural World  Comprehension Self-Regulation, Managing Self, Building Relationships.	Listening, Attention and Understanding  Self-Regulation, Managing Self, Building Relationships.	Listening, Attention and Understanding  Maths Self-Regulation, Managing Self, Building Relationships.	Listening, Attention and Understanding  Self-Regulation, Managing Self, Building Relationships.
<b>Vocabulary</b>	Special, myself, others, people, new, nervous	Celebrate/celebration, excited, special time, Autumn, Winter	New Year, Winter, Spring, celebrate, calm	Festival, giving, friendships, similar	Year, month, celebrate, similar/different, friends, family.	Similar/different, special, people, friends, family.

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<b><u>Reception</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	What makes us special and different	What is a festival - Diwali and Christmas (the Nativity story)	Chinese New Year – Comparing to other festivals	Eid	Our community	Our community
<b>Past and Present</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Enjoys joining in with family customs and routines</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Enjoys joining in with family customs and routines</p>	<p>Comment on images of familiar situations in the past</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Comment on images of familiar situations in the past</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>
<b>People, Cultures and Communities</b>	Understand that some places are	Understand that some places are	Knows that other children do not	Knows that other children do not	Describe their immediate	Describe their immediate

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	<p>special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>always enjoy the same things, and is sensitive to this.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>always enjoy the same things, and is sensitive to this.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>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.</p> <p>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.</p>	<p>environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>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.</p> <p>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.</p>
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<b>Vocabulary</b>	Special times, similar/ different,	Festival, Light/dark, Autumn, Christian, Hindus, Sikhs, Religion	New Year, New beginning, religion, culture, similar/different	Festival, giving, friendships, similar	Community, culture, special places, country, religion	Community, culture, special places, country, religion

# RE Curriculum Map 2023 - 2024

## Key Stage 1 National Curriculum

### **Progress Targets 1 (PT1) – Knowledge and understand of religion and worldviews.**

Enquire into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

### **Progress Targets 2 (PT2) – Responding to religion and worldviews**

Questioning, exploring, reflecting upon and interpreting human experiences in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments making increasingly insightful links to the specific religions studied.

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<b><u>Year 1</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	Christian Family	Christmas and Diwali	Why is the bible important	Special Places	Special Books	Questions about God
<b>Knowledge</b>	<p>Know that Jesus was a historical person. Know that he is important to Christians who try to follow his teachings.</p> <p>Explore practices you would expect to find in a Christian family (Going to church, reading the bible)</p> <p>Know why Harvest is important to Christians.</p>	<p>Know how Christians celebrate the festival of Christmas</p> <p>Explore stories of favourite Hindu deities which are the focus of major festivals i.e. The story of Rama and Sita.</p> <p>Know how these festivals are celebrated.</p> <p>Explore key themes in these stories such as triumph of good over bad, the moral duty, loyalty and devotion.</p>	<p>Know that the Bible is a special book for Christians because of its message about God and Jesus.</p> <p>Hear some stories from the Bible.</p>	<p>Know that a Church is a special place for Christians.</p> <p>Know events that happen at a church i.e. wedding, worship.</p> <p>Explore stories connected with churches i.e. stained glass windows, furnishings showing different events from the bible.</p>	<p>Explore some stories about Christians i.e. Historical figures.</p>	<p>Explore 'big' questions around who God is to at least religions.</p>
<b>Progress Target 1 – Knowledge and understanding of religion and worldviews</b>	Be familiar with key words and vocabulary related to Christianity and	Show how individuals and faith communities celebrate life events.	Be familiar with key words and vocabulary related to Christianity and	Begin to name the different beliefs and practices of Christianity, at	Begin to name the different beliefs and practices of Christianity, at	Encounter a variety of religious and moral stories from Christianity,

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	may be at least one other religion		may be at least one other religion	least one other religion.	least one other religion.	one other religion and worldview.
<b>Progress Target 2 – Responding to religion and worldviews</b>	Ask or respond to questions about how individuals and faith communities live.	Begin to talk about different beliefs and practices using the correct vocabulary.	Ask or respond to questions about how individuals and faith communities live.	Express their own ideas about beliefs and practices creatively.	Express their own ideas about beliefs and practices creatively.	Begin to suggest meanings behind religious and moral stories.
<b>Cross Curricular Links</b>	History PSHE	PSHE DT - Christingle	Speaking and Listening PSHE	Speaking and Listening PSHE	History PSHE	PSHE
<b>Vocabulary</b>	Christ, Christian, Bible, God	Christian, bible, Christmas, Advent, Holy, Jesus  Diwali, Gods and goddesses, Hindu, Hinduism, Rama, Sita.	Bible, Christian	Church, Mosque,	Bible,	God, Allah, belief

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<b><u>Year 2</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus</b>	Who are Muslims and what is important to them?	Why is Christmas an important festival to Christians	Should we look after our world?	Features of Mosques and Churches	Easter and the Easter Story  Eid and Ramadan	Christian Parables
<b>Knowledge</b>	<p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example.</p> <p>Explore what life was like for a Prophet.</p> <p>Explore the likely features of a Muslim family (Mosque, Qur'an, daily prayers)</p> <p>Explore some stories about Muslims.</p>	<p>Know stories about Jesus connected with Christmas and the importance of these for Christians.</p> <p>Explore special times for Christians.</p>	<p>Know that Christians believe that God created the world and intended humans to care for it.</p>	<p>Find out what happens in a mosque (Prayers, lectures, weddings, reading the Qur'an) and what children do.</p> <p>Explore stories connected with our local mosque i.e. name, when it was built.</p> <p>Know some stories about Jesus and some stories he told i.e. baptism of Jesus, feeding the 5000 etc.</p> <p>Explore stories connected with churches i.e. stained glass windows,</p>	<p>Special times for Muslims i.e. getting ready for Ramadhan and Eid ul Fitr.</p> <p>Know stories about Jesus connected with Easter and the importance of these for Christians.</p>	<p>Know that a Church is a special place for Christians.</p> <p>Know that the bible comes in two parts (Testaments) and one part is also special to Jews.</p> <p>Know some stories about Jesus and some stories he told i.e. baptism of Jesus, feeding the 5000, lost sheep, lost son, Good Samaritan)</p> <p>Know that reading the bible can help Christians think about their behaviour e.g</p>

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				furnishings showing different events from the bible.		being thankful, saying sorry, forgiveness.
<b>Progress Target 1 – Knowledge and understanding of religion and worldviews</b>	Begin to understand what it looks like to be a person of faith.	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Retell some of the religious and moral stories from the bible and at least one other religious text or special book.	Retell some of the religious and moral stories from the bible and at least one other religious text or special book.
<b>Progress Target 2 – Responding to religion and worldviews</b>	Ask and respond to questions about what individuals and faith communities do.	Talk about and find the meanings behind different beliefs and practices.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.	Ask and respond to questions about what individuals and faith communities do.	Suggest meanings of some religious and moral stories.	Suggest meanings of some religious and moral stories.
<b>Cross Curricular Links</b>	PSHE Speaking and Listening	PSHE Speaking and Listening	Geography Art/DT PSHE	Speaking and Listening	PSHE	PSHE
<b>Vocabulary</b>	Faith Allah, Islam, mosque, Muslim, Quran, prophet	Christmas, advent, bible, Christ, Hymn, Jesus	God, Holy Spirit,	Church, vicar, priest, prayer, hymn, baptism	Easter, disciple,	Disciple,