

PGS Whole School Religious Education Curriculum Map 2018

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p><u>Celebration and Ceremonies:</u> <i>What makes people special?</i> The ritual of a birthday, anniversaries – songs, candles, presents, light etc. Harvest (Christianity) Purim (Judaism) Diwali (Hinduism) Hanamatusuri (Buddha's birthday).</p> <p>(IL, MR, T)</p>	<p><u>Christmas:</u> <i>Why do Christians perform nativity plays at Christmas?</i> Christmas story. The birthday of Jesus. Carols Nativity Services Giving of gifts (Christian belief that Jesus was a gift from God).</p> <p>(IL, MR, T)</p>	<p><u>Change and Growth:</u> <i>Why do leaves die?</i> Explore change in the natural world. The beginning of the world. Creation stories from different faiths/cultures. Questions about life and death.</p> <p>(IL, MR)</p>	<p><u>Easter:</u> <i>What is Easter?</i> Episodes from the Easter story. Happy and sad times from their own experiences. People around Jesus who were happy, sad, and then happy again. <i>Is it okay to be different?</i> 1. Identify differences. 2. Understand differences. 3. Appreciate differences and diversity. Resource ('It's Okay to be Different' - Todd Parr. (RoL, IL, MR, T)</p>	<p><u>Religious Stories:</u> <i>What can we learn from religious stories?</i> Stories from Christianity, Islam, Hinduism, Sikhism, Buddhism 1. What are the messages behind the stories? (IL, MR, T)</p>	<p><u>Special Places:</u> <i>What makes places special?</i> Churches Mosques Synagogues</p> <p>(IL, MR, T)</p>

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	1. Beliefs, teaching and sources	2. Practices and Ways of Life	3. Expressing meaning	4. Identity, diversity and belonging	5. Meaning, purpose and truth	6. Values and commitments
Y1	<p><i>What do Christians believe about God and Jesus?</i></p> <p><i>What do Jewish people believe about God and the Torah?</i></p> <p>1. Stories from the New Testament that tell about Jesus' life and Jesus as a person, leader and teacher. Include stories that develop the meaning of Christmas and Easter.</p> <p>2. Stories from the Torah including stories about Moses as a person, a leader and a teacher.</p> <p><i>(RoL, IL, MR, T)</i></p>	<p><i>Does celebrating Chanukah make Jewish children feel close to God?</i></p> <p>1. Learn about the Jewish festival of Chanukah.</p> <p>2. How is Chanukah celebrated?</p> <p>Resources</p> <p>Film clips</p> <p>People in the wider community – (pupils, families, faith leaders)</p> <p><i>(IL, MR, T)</i></p>	<p><u>Investigation:</u></p> <p><i>What makes some places special?</i></p> <p><i>Churches and Synagogues: What can we find out?</i></p> <p>(Use B&H SACRE planning.)</p> <p>1. Symbols associated with celebrations, signs and artefacts within a church and a synagogue.</p> <p>2. Symbols found in a Christian or Jewish home.</p> <p><i>(IL, MR, T)</i></p>	<p><i>What does it mean to belong to Christianity?</i></p> <p>1. Who I am and how I belong to school, family, religious and non-religious groups.</p> <p>2. Special people and why they are special to us.</p> <p>3. The importance of families and faith communities, relationships with others, the world around them and God.</p> <p>4. Worship as an expression of common beliefs in Christianity and Judaism.</p> <p>Resource:</p> <p>'The Family Book'- Todd Parr.</p> <p>See 'Promoting</p>	<p><i>What are 'Creation Stories'?</i></p> <p>1. Christian and Jewish stories about creation.</p> <p>Resources</p> <p>2. Creation stories from other cultures (E.g. Dreamtime (aboriginal),</p> <p>Resource</p> <p>PPT – What a Wonderful World.</p> <p><i>(IL, MR, T)</i></p>	<p><i>Why is it important to follow the Golden Rule?</i></p> <p>'Do to others what you would like them to do to you'. (FBV – Democracy)</p> <p>1. Explore children's own ideas about right and wrong.</p> <p>2. Explore Jewish and Christian ideas about right and wrong.</p> <p>(Use Religious Education and British Values resources.)</p> <p>The message of 'The Good Samaritan' story.</p> <p><i>(D, RoL, IL, MR, T)</i></p>

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				<i>Diversity and Challenging Homophobia' resource).</i> <i>(RoL, IL, MR, T)</i>		
Y2	<p>What do Christians believe about God and Jesus? What do Muslims believe about Allah and Muhammad(PBUH)?</p> <p>1. What Christians believe about God and Jesus. 2. What Muslims believe about Allah and Muhammad(PBUH).</p> <p>Resources Stories from the New testament that tell about Jesus' life and Jesus as a person and leader. 2. Stories that tell about the</p>	<p>Why do Muslims celebrate Eid? Why do Christians celebrate Christmas and Easter?</p> <p>1. Learn about the importance of Eid and Ramadan to the Muslims. 2. Learn about the importance of Christmas and Easter to Christians.</p> <p>Resources RE Today website BEEM website Twinkl/TES packs People in the wider community (pupils, families, faith leaders) Library</p>	<p>Investigation: What makes some places special?</p> <p>Churches and Synagogues: What can we find out? (Use B&H SACRE planning.)</p> <p>1. Symbols associated with celebrations, signs and artefacts within a church and a synagogue. 2. Symbols found in a Christian or Jewish home.</p> <p><i>((IL, MR, T)</i></p>	<p>What does it mean to belong?</p> <p>1. Who I am and how I belong to religious and non-religious groups. 2. The importance of families and faith communities. 3. To appreciate differences in others. 4. Understand that "It is OK to be me."</p> <p>FBV – Tolerance and Respect <i>Resource</i> <i>'The Boy Who Cried Fabulous@ - Leslea Newman. See 'Promoting Diversity and Challenging Homophobia'</i></p>	<p>Why are 'Creation Stories' important to faith communities?</p> <p>1. Christian, Judaism and Islamic stories about creation.</p> <p>Resources PPT - Islamic Creation Story Twinkl/TES/Film clips</p> <p>Be aware that in Jewish and Islamic faiths God and Allah are not depicted as human.</p> <p><i>(IL, MR, T)</i></p>	<p>How important is it that Muslims and Christians do what God asks them to do?</p> <p>1. Children's' own ideas about right and wrong. 2. Muslim ideas about right and wrong. 3. Christian ideas about right and wrong. (Use Religious Education and British Values resources.) The message of 'The eagle's egg' story. BFV – Tolerance and Respect).</p> <p><i>(D, RoL, IL, MR, T)</i></p>

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	<p>Muhammad(PBUH) as a prophet and leader and about Allah as creator.</p> <p>Film clips/PPT Crying Camel story</p> <p>(IL, MR, T)</p>	(IL, MR, T)		<p>resource).</p> <p>(D, RoL, IL, MR, T)</p>		
Y3	<p>How can Brahma be everywhere and in everything?</p> <p>1. What Hindus believe about the concept of god or deity.</p> <p>2. Hindu beliefs about the creation of the world.</p> <p>3. Stories about Hindu deities (Rama, Sita, Krishna, and Ganesh).</p> <p>4. Make links to Judaism, Islam and Christianity (religious laws that govern life)</p>	<p>Why is puja important to Hindus?</p> <p>1. Learn about worship, including prayer, at home and in the place of worship.</p> <p>2. Learn about Hindu rites of passage (coming of age and marriage)</p> <p>3. Explore Hindu places of worship in B&H, and the role of the leader in these.</p> <p>Resources RE Today website</p>	<p>What are the symbols of Hinduism and their meanings?</p> <p>1. Understand the meaning of symbols used in Christianity, Islam, Judaism and Hinduism.</p> <p>2. Explore the significance of the Hindu symbol of Aum/Om through art and artefacts.</p> <p>3. Explore the significance of other Hindu symbols e.g.</p> <ul style="list-style-type: none"> • swastika • saffron colour • the tilak 	<p>Would visiting the River Ganges feel special to a non-Hindu?</p> <p>1. What it means to be part of a faith community.</p> <p>2. The importance of faith and pilgrimage to Hindus.</p> <p>3. Teachings about family life and care for the world in Hinduism.</p> <p>BBC learning Zone - My Life , My Religion</p> <p>(D, RoL, IL, MR, T)</p>	<p>Is there life after death?</p> <p>1. Learn about Hindu rites of passage (welcoming, naming ceremonies, funeral rites), making links to own experiences and other faith communities.</p> <p>2. Explore Hindu beliefs about reincarnation.</p> <p>3. Learn about the Hindu beliefs of the cycle – birth, death and rebirth, governed by Karma.</p> <p>4. Philosophical</p>	<p>Investigation:</p> <p>Values: What matters most? Exploring right and wrong with Christians and Humanists. (Use B&H SACRE unit planning).</p> <p>1. What are values and what is the relationship between values, beliefs and actions?</p> <p>2. Stories about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others.</p> <p>3. Stories about key</p>

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	<p>Sources</p> <p>1. The study and treatment of relevant sacred texts at home and in the place of worship.</p> <p>2. The laws that govern aspects of life in Hinduism.</p> <p><i>(RoL, IL, MR, T)</i></p>	<p>BEEM website</p> <p>Twinkl/TES packs</p> <p>People in the wider community (pupils, families, faith leaders)</p> <p>Library</p> <p><i>(RoL, IL, MR, T)</i></p>	<ul style="list-style-type: none"> • rudraksha • the lotus • bindi <p>Twinkl /TES/ Clips</p> <p><i>(IL, MR, T)</i></p>		<p>discussion about ultimate questions.</p> <p><i>(IL, MR, T)</i></p>	<p>people from religious texts and how they inspired believers today.</p> <p><i>(D, RoL, IL, MR, T)</i></p>
Y4	<p><i>Can Buddha's teachings make the world a better place?</i></p> <p>1. What Buddhists believe about the concept of god or deity.</p> <p>2. The Four Noble Truths, The Noble Eightfold Path.</p> <p>3. The Buddhist creation story.</p> <p>4. Make connections to Christianity, Islam and Judaism (religious laws that govern life)</p>	<p><i>Why is Vesak the most important Buddhist festival?</i></p> <p>1. Learn about Buddhist festivals.</p> <p>2. Make connections between the celebrations and other religions. (E.g. Christmas)</p> <p>3. Learn about Buddhist worship, including prayer, at home and places of worship).</p> <p>4. Explore Buddhism in B & H and the role of faith leaders.</p>	<p><i>What does the Dharma wheel symbolise?</i></p> <p>1. Understand the meaning of the symbols used and what they represent within places and worship and celebration.</p> <p>2. The use of art, music and artefacts to explore the significance of symbols in world belief systems.</p> <p>3. Colour and clothing.</p>	<p><i>Why does it matter to treat others as you wish to be treated?</i></p> <p>1. Explore different forms of the 'Golden Rule' and relate them to values of liberty, democracy, tolerance and respect for diversity.</p> <p>2. Consider how British Values relate to human and humane values of Buddhism and other faith communities.</p> <p>3. Consider personal values and ways in</p>	<p><i>Can meditation change the world?</i></p> <p>1. Philosophical discussions about the question.</p> <p>2. Explore Buddhist beliefs about meditation?</p> <p>3. Reflect on rites of passage providing meaning, purpose and truth in the Buddhist faith community.</p> <p>4. Explore Buddhist beliefs about life and death. and enlightenment.</p>	<p><u>Investigation:</u></p> <p>Values: <i>What matters most? Exploring right and wrong with Christians and Humanists.</i> (Use B&H SACRE unit planning).</p> <p>1. What are values and what is the relationship between values, beliefs and actions?</p> <p>2. Stories about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others.</p>

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	<p>Teachings</p> <ol style="list-style-type: none"> 1. The central teachings of Buddhism. 2. Stories about Buddha <p>Sources</p> <ol style="list-style-type: none"> 1. The study and treatment of sacred texts at home and in place of worship. 2. The laws that govern aspects of life in Buddhism. <p>(RoL, IL, MR, T)</p>	<p>Resources</p> <p>RE Today website</p> <p>BEEM website</p> <p>Twinkl/TES packs</p> <p>People in the wider community (pupils, families, faith leaders)</p> <p>Library</p> <p>(IL, RoL, MR, T)</p>	<p>(IL, MR, T)</p>	<p>which they are expressed.</p> <p>4. Symbolism of clothes in world faiths in relation to identity and belonging and discussion related prejudice and visible differences.</p> <p>(D, RoL, IL, MR, T)</p>	<p>(IL, MR, T)</p>	<p>3. Stories about key people from religious texts and how they inspired believers today.</p> <p>(D, RoL, IL, MR, T)</p>
Y5	<p><i>Are their similarities in the religious teachings of Christianity and Islam?</i></p> <ol style="list-style-type: none"> 1. What Muslims and Christians believe about God? 2. What Muslims and Christians believe about Jesus? 3. Compare creation 	<p><i>What is the best way for Christians and Muslims to show commitment to God?</i></p> <ol style="list-style-type: none"> 1. Festivals and celebrations in Christianity and Islam. 2. Ceremonies and rites of passage (coming of age and 	<p><u>Investigation:</u></p> <p><i>An enquiry into visiting places of worship.</i></p> <p><i>What makes a place special? What is a sacred place? Are all places sacred?</i></p> <p>Visit a Church and a Mosque to support unit.</p> <p>(Use B&H SACRE</p>	<p><i>Should we treat others as we wish to be treated?</i></p> <ol style="list-style-type: none"> 1. Explore codes of living in different religions and belief systems. 2. Relate the different forms of 'The Golden Rule' to the values of liberty, democracy, tolerance and respect 	<p><i>Do pilgrimages make people feel closer to God?</i></p> <ol style="list-style-type: none"> 1. Philosophical discussion on the importance of pilgrimages - Lourdes, Rome, Makkah, Jerusalem, Ganges 2. Explore religious beliefs about pilgrimages in 	<p><i>What can we learn from religious leaders?</i></p> <ol style="list-style-type: none"> 1. Stories about key people from religious texts studied and how they inspire believers today. 2. The role and vocation of leaders in local faith communities. 3. Stories about a range

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<p>stories.</p> <p>Teachings</p> <ol style="list-style-type: none"> 1. Teachings about Old Testament Prophets God/Jesus and Allah and Muhammad(PBUH) 2. Central teachings of afterlife, heaven, hell. 3. Stories related to teachings of Jesus and Muhammad(PBUH) <p>Source</p> <ol style="list-style-type: none"> 1. The study and treatment of relevant sacred texts at home and in places of worship. 2. The laws that govern aspects of life in the religions being studied. 3. The structure of and teachings in the 	<p>marriage)</p> <ol style="list-style-type: none"> 3. Worship and prayer, at home and in the place of worship. 4. Explore the role of the leader in places of worship. <p>(IL, MR, T)</p>	<p>planning unit.)</p> <ol style="list-style-type: none"> 1. Understanding the meaning of symbols used in Christianity and Islam and what they represent within places and worship and celebration. 2. The use of art, music and artefacts to explore the significance of symbols in world belief systems. <p>(IL, MR, T)</p>	<p>for diversity.</p> <ol style="list-style-type: none"> 3. Enable pupils to think for themselves about the values they hold, and to express their ideas. <p>Resources</p> <p>RE Today - 'Religious Education and British Values'.</p> <p>(D, RoL, IL, MR, T)</p>	<p>Christianity and Islam.</p> <ol style="list-style-type: none"> 3. Reflect on the purpose for individuals and communities. 4. Consider the positive impact pilgrimage has on individuals and faith communities. <p>(IL, MR, T)</p>	<p>of inspirational religious leaders, how and where they found their inspiration and how they have inspired others (Malala)</p> <p>(D, IL, MR, T)</p>
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	sacred texts. <i>RoL, (IL, MR, T)</i>					
Y6	<p><i>Why are sacred texts important?</i></p> <p>Beliefs</p> <ol style="list-style-type: none"> 1. What Christians believe about God? 2. What Muslims believe about Allah and about Muhammad (PBUH). 3. Faith beliefs about the creation of the world. <p>Teachings</p> <ol style="list-style-type: none"> 1. Teachings about Old Testament Prophets/ God and Jesus/ Allah and Muhammad (PBUH). 2. Central teachings or concepts about Christianity and Islam. 	<p><i>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p> <ol style="list-style-type: none"> 1. Explore the meaning, celebrations and traditions of Christmas to Christians. 2. Worship, including prayer, at home and in Church at Christmas. 3. The role of the leader in these celebrations. 4. The use of music, art and drama in celebrations. 	<p><u>Investigation:</u></p> <p><i>An enquiry into visiting places of worship. What makes a place special? What is a sacred place? Are all places sacred?</i></p> <p>Visit a Church and a Mosque to support unit.</p> <p>(Use B&H SACRE planning unit.)</p> <ol style="list-style-type: none"> 1. Understanding the meaning of symbols used in Christianity and Islam and what they represent within places and worship and celebration. 2. The use of art, music and artefacts to explore the significance of 	<p><i>Do people need to go to a church or mosque to show they follow are Christians or Muslims?</i></p> <ol style="list-style-type: none"> 1. Identity and belonging as attributes which may change over time. 2. What it means to be part of a faith community in B & H and the UK exploring the challenges of being part of a faith community. 3. Symbolism of clothes in world faiths in relation to identity and belonging and discussion related to prejudice and visible differences. 	<p><i>Does belief in an afterlife help Muslims and Christians to lead good lives?</i></p> <ol style="list-style-type: none"> 1. Philosophical questions about life after death. 2. Explore religious beliefs about life and death. 3. A reflection on rites of passage providing meaning, purpose and truth for individuals and communities. 4. The teachings about charitable work in Christianity and Islam and the positive impact on communities. <p><i>(IL, MR, T)</i></p>	<p><i>How can beliefs and values serve as a guide for moral decision making?</i></p> <ol style="list-style-type: none"> 1. What are values and what is the relationship between values, beliefs and actions. 2. Stories about key people from religious texts they have studied and how they inspire believers today. (Ghandi, Martin Luther King) 3. Stories about a range of inspirational leaders (religious and non-religious) <p><i>(D, RoL, IL, MR, T)</i></p>

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	<p>3. Stories and traditions about religious leaders.</p> <p>Sources</p> <p>1. The study and treatment of relevant sacred texts at home and places of worship.</p> <p>2. The laws that govern Christianity and Islam.</p> <p>3. The structure of and teachings in the Bible and the Qur'an.</p> <p><i>(RoL, IL, MR, T)</i></p>	<p><i>(IL, MR, T)</i></p>	<p><i>symbols in world belief systems.</i></p> <p><i>(IL, MR, T)</i></p>	<p><i>(D, RoL, IL, MR, T)</i></p>		
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Notes:

Blue text = Minimum requirements for each theme taught

Green text = Links to Fundamental British Values (FBV)

Curriculum time

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Age Group	Curriculum Time
Reception	36 hours per year integrated into relevant strands of the EYFS
KS1	36 hours per year (approx. 1 hour per week)
KS2	45 hours per year (approx.. 1 hour 10 min per week)

RE can be delivered in weekly sessions or through blocked sessions and RE days.

Reception RE can be delivered through a mixture of short sessions and continuous provision.

Learning should build on and be enriched by different experiences brought to the subject by the pupils themselves and use of the wider community.

This curriculum map implements the Brighton & Hove' Agreed Syllabus for Religious education (RE)' and advocates an enquiry approach to RE. Each unit is based around a key enquiry question which enables pupils to:

- Make sense of beliefs - know about and understand the key concepts and beliefs of religions and world views and their sources of authority
- Understand the impact - explore how people express their faith and beliefs
- Make connections - reflect on their learning about religion by asking thoughtful and challenging questions about meaning, purpose and truth, making connections to their own lives and deepening their understanding of the world around them.

The Enquiry Cycle Approach

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Three aims:

1. Know about and understand a range of religions and world views
2. Express ideas and insights about nature, significance and impact of religions and worldviews
3. Gain and deploy skills needed to engage seriously with religions and worldviews

The Enquiry Cycle

The enquiry cycle enables pupils to deepen their understanding, make connections and use higher level thinking skills.

5 steps of Enquiry

- Engage - stimulus is offered to engage pupils - e.g. a piece of art, an artefact, text, a video clip – aiming to draw children into thinking about the key concept by relating it to their own experiences and current knowledge
- Enquire – effective enquiry begins with a question and discussion. The success criteria is introduced so that pupils are clear about where the learning is going and the purpose of the study
- Explore – main teaching takes place, children are taught and investigate the key idea underpinning the enquiry question.
- Evaluate -opportunities are offered to reflect on learning about the key concept and involve critical thinking
- Express - opportunities for creativity are integrated into the enquiry, enabling pupils to deepen their understanding and to present their findings in an original way.

(The full notes on the enquiry cycle and planning steps can be found on pages 13-15 'B& H Agreed Syllabus for RE' on server.

Fundamental British Values

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Links between RE units and Fundamental British Values (FBV) should be explicit to pupils

- Democracy (D)
- Rule of Law (RoL)
- Individual Liberty (IL)
- Mutual Respect (MR)
- Tolerance of those of different faiths and beliefs (T)

Each Year group will follow an exemplar investigation unit during the year.