A close up of a bee

Description automatically generated with medium confidence**RE Curriculum Map**

John Clifford School

*Year 1 – Year 6: Plan taken from PlanBee RE in conjunction with Nottinghamshire Agreed Syllabus (AW updated May 2023)*

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| **Autumn 1** | | | | | | |
| **FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **What special days do we celebrate?**    Links to Autumn term festivals  Harvest, Advent, Diwali, Christmas, Rosh Hashanah, Hannukah  To comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year. | **How was our wonderful world created?**  RELIGION: Christian, Jewish and Hindu  A2. Retell and suggest meanings to some religious  and moral stories, exploring and discussing sacred  writings and sources of wisdom and recognising  the communities from which they come; | **What makes people inspiring to Lead or teach us?**  RELIGION:  Christian, Jewish and Hindu  C2. Find out about and respond with ideas to examples of co-operation  between people who are different; | **What do signs and symbol mean in religion?**  RELIGION: Various with a focus on Judaism.  A3. Explore and describe a  range of beliefs, symbols  and actions so that they can  understand different ways of  life and ways of expressing  meaning | **What are the Sikh rites of passage?**  RELIGION: Sikhism  B2. Understand the challenges of commitment to  a community of faith or belief,  suggesting why belonging to a community may be valuable, both in the diverse  communities being studied and in their own lives. | **Where did the Christian bible come from?**  RELIGION: Christian  A2. Describe and understand links between stories an  other aspects of the communities they are investigating, responding  thoughtfully to a range of sources of wisdom and to  beliefs and teachings that  arise from them in different communities. | **What are important stories to Hindus?**  RELIGION: Hinduism  A2. Describe and understand links between stories an  other aspects of the communities they are investigating, responding  thoughtfully to a range of sources of wisdom and to  beliefs and teachings that  arise from them in different  Communities. |

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| **Autumn 2** | | | | | | |
| **FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **What special days do we celebrate?**  Links to Autumn term festivals  Harvest, Advent, Diwali, Christmas, Rosh Hashanah, Hannukah  To comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year. | **Why do Christians give gifts at Christmas?**  RELIGION:  Christian and Jewish  A1. Recall and name different beliefs and  practices, including  festivals, worship, rituals and ways of life, in order to  find out about the meanings  behind them; | **Why do we celebrate Christmas?**  RELIGION: Christian  A1. Recall and name different beliefs and  practices, including  festivals, worship, rituals and ways of life, in order to  find out about the meanings  behind them;  B3. Notice and respond sensitively to some similarities between different religions and world  views. | **How and why do Hindus celebrate Divali?**  RELIGION: Hinduism  A1. Describe and make connections between different features of the  religions and world views they study, discovering more  about celebrations, worship, pilgrimages and the rituals  which mark important points  in life in order to reflect thoughtfully on their ideas. | **Which important Christmas journeys are significant to Christians?**  RELIGION: Christian  A1. Describe and make connections between different features of the  religions and world views they study, discovering more  about celebrations, worship, pilgrimages and the rituals which mark important points  in life in order to reflect thoughtfully on their ideas. | **Why is Mohammad important to Muslims?**  RELIGION: Islam  B1. Observe and understand varied examples of religions and world views so that they  can explain, with reasons, their meanings and  significance to individuals and communities. | **What is a church?**  RELIGION: Christian  C1. Explore questions about  belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. |

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| **Spring 1** | | | | | | |
| **FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **What makes me happy?**  **Who makes me happy and why?**  Focus:  How should we treat living things?  I can comment on the differences between people’s beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion. | **Which religious books are special to people?**  RELIGION:  Christian  A3. Recognise some different symbols and actions which express a  community’s way of life, appreciating some similarities between communities. | **Who was Buddha?**  RELIGION:  Buddhism  A2. Retell and suggest meanings to some religious  and moral stories, exploring and discussing sacred  writings and sources of wisdom and recognising  the communities from which they come. | **What do we know about Jesus?**  RELIGION: Christian  A2. Describe and understand links between stories an  other aspects of the communities they are investigating, responding  thoughtfully to a range of sources of wisdom and to  beliefs and teachings that  arise from them in different  Communities. | **How do Hindus worship at home and in the Mandir?**  RELIGION: Hinduism  A3. Explore and describe a range of beliefs, symbols  and actions so that they can understand different ways of  life and ways of expressing meaning. | **How do Jewish people worship and build a community?**  RELIGION: Judaism  B2. Understand the challenges of commitment to  a community of faith or belief,  suggesting why belonging to a community may be valuable, both in the diverse  communities being studied and in their own lives. | **What is the Qur’an and why is it important to Muslims?**  RELIGION: Islam  A3. Explore and describe a range of beliefs, symbols  and actions so that they can understand different ways of  life and ways of expressing  Meaning. |

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| **Spring 2** | | | | | | |
| **FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **What makes me happy? Who makes me happy and why?**  Focus:  How should we treat living things?  I can comment on the differences between people’s beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion. | **What did Jesus teach us?**  RELIGION:  Christian  A2. Retell and suggest meanings to some religious  and moral stories, exploring and discussing sacred  writings and sources of wisdom and recognising  the communities from which they come; | **Why is the Torah special?**  RELIGION:  Judaism  C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using  words, music, art or poetry; | **What are the main celebrations in the Jewish religion?**  RELIGION: Judaism  A1. Describe and make connections between different features of the  religions and world views they study, discovering more  about celebrations, worship, pilgrimages and the rituals which mark important points  in life in order to reflect thoughtfully on their ideas. | **Why is Easter so important to Christians?**  RELIGION: Christian  B1. Observe and understand varied examples of religions and world views so that they  can explain, with reasons, their meanings and  significance to individuals and communities. | **What do Buddhist’s believe and how do they worship?**  RELIGION: Buddhism  C3. Find out about questions  of right and wrong and begin  to express their ideas and  opinions in response. | **How do people express their faith through the arts?**  RELIGION: Various  C1. Explore questions about  belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. |

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| **Summer 1** | | | | | | |
| **FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Where did my name come from?**  Focus: Islam  Links to my family, faith traditions and the meaning of Muslim and other names.  I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship. | **What do Hindus celebrate?**  RELIGION:  Hinduism  B1. Ask and respond to questions about what communities do, and why, so that they can identify  what difference belonging to a community might  Make. | **What are the Christian rites of passage?**  RELIGION:  Christian  B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for  themselves;  C2. Find out about and respond with ideas to examples of co-operation  between people who are different. | **What is the bible and why is it important for Christians?**  RELIGION: Christian  B1. Observe and understand varied examples of religions and world views so that they  can explain, with reasons, their meanings and  significance to individuals and communities. | **What are the Buddhist festivals?**  RELIGION:  Buddhism  B3. Observe and consider different dimensions of  religion, so that they can explore and show  understanding of similarities and differences between different religions and world views. | **What stories are significant to Christians?**  RELIGION:  Christian  A2. Describe and understand links between stories an  other aspects of the communities they are  investigating, responding  thoughtfully to a range of sources of wisdom and to  beliefs and teachings that  arise from them in different communities. | **How do Sikhs worship and build a sense of community?**  RELIGION:  Sikhism  C2. Find out about and respond with ideas to examples of co-operation  between people who are different. |

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| **Summer 2** | | | | | | |
| **FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Where did my name come from?**  Focus: Islam  Links to my family, faith traditions and the meaning of Muslim and other names.  I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship. | **What do Muslims celebrate?**  RELIGION: Islam  B2. Observe and recount  different ways of expressing  identity and belonging,  responding sensitively for  themselves;  B3. Notice and respond  sensitively to some  similarities between  different religions and world  views. | **What do Sikhs believe?**  RELIGION: Sikhism  B3. Notice and respond  sensitively to some  similarities between  different religions and world  views.  C3. Find out about  questions of right and  wrong and begin to express  their ideas and opinions in  response. | **What are Islamic rites of passage?**  RELIGION: Islam  B2. Understand the challenges of commitment to  a community of faith or belief,  suggesting why belonging to a community may be valuable, both in the diverse  communities being studied and in their own lives. | **Where do people get their sense of belonging and identify?**  RELIGION:  Various  C1. Explore questions about  belonging, meaning and truth so that they can express their  own ideas and opinions in response using words, music, art or poetry. | **What are the different faiths in our community?**  RELIGION:  Various  C2. Find out about and respond with ideas to examples of co-operation  between people who are different. | **What happens when we die?**  RELIGION:  Various  C3. Find out about questions of right and wrong and begin to express their ideas and  opinions in response. |