

Religious Education Curriculum Map

Green Class: EYFS

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter Garden?	What makes every single person unique and precious?	How can we care for our wonderful world?

Include a simple encounter with:

Allah into Baby's ear:
Muslim birth custom

The Muslim story of
Muhammad caring for
the Ants

The Sikh story of Guru
Har Gobind saving the 52
Princes

The Buddhist story of the
Monkey King

A Hindu festival for
brothers and sisters:
Raksha Bandhan

Tu B'shevat –

In EYFS there are no learning themes required by the Suffolk Syllabus. Instead, children explore the three major Christian concepts of **creation, incarnation and salvation** in a way they can relate to and through experiences which are familiar. The placements of these units maximise opportunities from the church calendar with learning focussing on Christmas, Easter and new beginnings.

Red Class: Year 1 and Year 2

Cycle A:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BELONGING		STORIES AND BOOKS	PRAYER AND WORSHIP	CELEBRATIONS Pentecost	PRAYER AND WORSHIP
<u>Christianity</u> <u>Baptism and Church</u> Why is belonging to God and the church family important to Christians?	<u>Judaism</u> <u>Mitzvot/Tzedakah</u> Why is giving tzedakah important to Jewish families	<u>Christianity</u> <u>Parables and Gospels</u> What did Jesus teach about God in his parables?	<u>Christianity</u> <u>Prayer and Worship</u> Why do Christians pray to God and worship him?	<u>Christianity</u> <u>Emmanuel/Holy Spirit</u> How does celebrating Pentecost remind Christians that God is with them always?	<u>Judaism</u> <u>Creation/Blessings</u> Why do Jewish families say so many prayers and blessings?

Cycle B:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BELIEVING		BELIEVING	SYMBOLS AND ARTEFACTS	LEADERS AND TEACHERS	
<u>Judaism</u> <u>Teshuvah/Forgiveness</u> Why do Jewish families talk about repentance at New Year?	<u>Christianity</u> <u>Saviour/Jesus</u> Why was Jesus given the name Saviour?	<u>Islam</u> How do some Muslims show Allah is compassionate and merciful?	<u>Christianity</u> <u>Resurrection/Joy</u> What are the best symbols of Jesus' death and resurrection at Easter?	<u>Christianity</u> <u>Disciples/Faith</u> Why do Christians trust Jesus and follow him?	<u>Judaism</u> <u>Torah/Rabbi</u> Why is the Torah such a Joy for the Jewish Community?

Blue Class: Year 2 and Year 3

Cycle A:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RELIGION AND THE INDIVIDUAL What is expected of a believer following a religion and the impact of belief on peoples' lives? <i>Grouped to allow for a comparison across the religions</i>			BELIEFS AND ACTION IN THE WORLD How do religions respond to global issues?	SYMBOLS AND RELIGIOUS EXPRESSION How are religious and spiritual ideas expressed? <i>Grouped to allow for a comparison across the religions</i>	
<u>Christianity</u> <u>Reconciliation</u> How do Christians show that reconciliation with God and others is important?	<u>Islam</u> <u>Submission</u> How does a Muslim show their submission and obedience to Allah?	<u>Hinduism</u> <u>Karma</u> Why does a Hindu want to collect good karma?	<u>Christianity</u> <u>Kingdom of God</u> What do Christians mean when they talk about the Kingdom of God?	<u>Christianity</u> <u>Sacrifice</u> Is the cross a symbol of love, sacrifice or commitment for Christians?	<u>Judaism</u> <u>Covenant/Mitzvot</u> What symbols and stories help Jewish people remember their covenant with God?

Cycle B:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BELIEVING			SYMBOLS AND ARTEFACTS	LEADERS AND TEACHERS	
<u>Judaism</u> <u>Teshuvah/Forgiveness</u> Why do Jewish families talk about repentance at New Year?	<u>Christianity</u> <u>Saviour/Jesus</u> Why was Jesus given the name Saviour?	<u>Islam</u> How do some Muslims show Allah is compassionate and merciful?	<u>Christianity</u> <u>Resurrection/Joy</u> What are the best symbols of Jesus' death and resurrection at Easter?	<u>Christianity</u> <u>Disciples/Faith</u> Why do Christians trust Jesus and follow him?	<u>Judaism</u> <u>Torah/Rabbi</u> Why is the Torah such a Joy for the Jewish Community?

Purple Class: Year 3 and 4

Cycle A:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RELIGION, FAMILY AND THE COMMUNITY How religious families and communities practise their faith and the contributions this makes to local life.		RELIGION AND THE INDIVIDUAL What is expected of a believer following a religion and the impact of belief on peoples' lives?		BELIEFS AND QUESTIONS	SYMBOLS AND RELIGIOUS EXPRESSION How are religious and spiritual ideas expressed?
<u>Christianity</u> Why do Christians call themselves the 'body of Christ'?	<u>Christianity</u> Why is good stewardship and generous giving important to Christians?	<u>Hinduism</u> Why do Hindus want to collect good Karma?		<u>Christianity</u> <u>Kingdom of God</u> What do Christians mean when they talk about the Kingdom of God?	<u>Judaism</u> What symbols and stories help Jewish people remember their covenant with God?

Cycle B:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
INSPIRATIONAL PEOPLE Why some figures inspire religious believers. <i>Grouped to allow for a comparison across the religions</i>				RELIGION, FAMILY AND THE COMMUNITY	
<u>Christianity</u> <u>Salvation</u> <i>How does believing Jesus is their saviour inspire Christians to save and serve others?</i>	<u>Islam</u> <u>Prophethood</u> Why do Muslims call Muhammad the 'Seal of the Prophets'?	<u>Hinduism</u> <u>Dharma</u> How does the story of Rama and Sita inspire Hindus to follow their dharma?	<u>Sikhism</u> <u>Guru / Waheguru</u> How does the teaching of gurus move Sikhs from light to dark?	<u>Christianity</u> <u>Mission</u> Why do Christians believe they are people on a mission?	<u>Sikhism</u> <u>Sewa/Equality</u> How do Sikhs put their beliefs about equality into practice?

Silver Class: Year 5 and Year 6

Cycle A:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BELIEFS AND QUESTIONS What key beliefs do people hold about God, the world and humans. <i>Grouped to allow for a comparison across the religions</i>			JOURNEY OF LIFE AND DEATH Why some occasions are sacred to believers and what people think about life after death. <i>Grouped to allow for a comparison across the religions</i>		
<u>Islam</u> How does Tawhid create a sense of belonging to the Muslim community?	<u>Christianity</u> <u>Incarnate</u> <i>How do Christians show their belief that Jesus is God incarnate?</i>	<u>Hinduism</u> How do questions about Brahman and atman influence the way a Hindu lives?	<u>Buddhism</u> How does the Triple Refuge help Buddhists in their journey through life?	<u>Christianity</u> <u>Resurrection</u> Should believing in the resurrection change how Christians view their life and death?	<u>Humanism</u> Why do Humanists say happiness is the goal of life?

Cycle B:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHINGS AND AUTHORITY What sacred texts and other sources say about God, the world and human life. <i>Grouped to allow for a comparison across the religions</i>			SYMBOLS AND RELIGIOUS EXPRESSION How religious and spiritual ideas expressed.	WORSHIP, PILGRIMAGE AND SACRED PLACES Where, how and why people worship. <i>Grouped to allow for a comparison across the religions</i>	
<u>Christianity</u> <u>Gospel</u> <i>Why is the gospel such good news for Christians?</i>	<u>Islam</u> <u>Revelation</u> _What does the Qur'an reveal to Muslims about Allah and his guidance?	<u>Hinduism</u> What spiritual pathways to Moksha are written about in the Hindu scriptures?	<u>Buddhism</u> How did Buddha teach his followers to find Enlightenment?	<u>Judaism</u> _What is holiness for Jewish people: a place, a time, an object or something else?	<u>Christianity</u> <u>Eucharist</u> What is the great significance of the Eucharist for Christians?