



RE Curriculum Mapping Whole school Overview

What religions are to be taught?

Religious traditions are to be studied in depth as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

Time for RE

Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents (see p.11).

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

There is no single correct way of making appropriate provision for RE as long as the outcomes are met.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is **a minimum allocation of 5 per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

4–5s	36 hours of RE , e.g. 50 minutes a week or some short sessions implemented through continuous provision
5–7s:	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s:	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

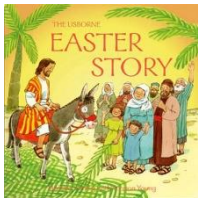
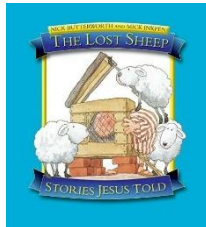
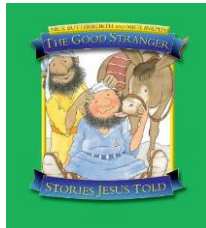
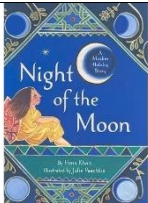
RE Curriculum Mapping Overview – Whole School (2 Year cycle)

	Cycle A Autumn Term		Cycle A Spring Term		Cycle A Summer Term		Cycle B Autumn Term		Cycle B Spring Term		Cycle B Summer Term	
EYFS												
KS1 Year 1 & Year 2	1.8 How should we care for others and the world, and why does it matter?		1.1 Who is a Christian and what do they believe?	celebrate special and sacred times	1.5 What makes some places sacred?		1.7 What does it mean to belong to a faith community?		1.4 How can we learn from sacred books?	1.6 How & why do we celebrate special and sacred times	1.2 Who is a Muslim and what do they believe?	
LKS2 Year 3 & Year 4	L2.7 What does it mean to be a Christian in Britain today?		L2.1 What do different people believe about God?	L2.5 Why are festivals important to religious communities?	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?	L2.8 What does it mean to be a Hindu in Britain today?		L2.4 Why are festivals important to religious communities (Eid)	L2.6 Why do some people think that life is like a journey?	L2.9 What can we learn from religion about deciding what is right and what is wrong?	L2.3 Why is Jesus inspiring to some people?
UKS2 Year 5 & Year 6	U2.1 Why do some people believe God exists?	U2.4 If God is everywhere, why go to a place of worship?	U2.2 What would Jesus do? (21 st century values)		U2.6 What does it mean to be a Muslim in Britain today?		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does belief in Ahimsa, Ummah, or Grace make?	U2.7 What matters most to Christians and Humanists?		U2.3 What do religions say to us when life gets hard?	

Yellow = Living strand

Pink = Believing strand

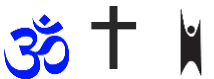
Purple = Expressing strand

KS1	Cycle A Autumn Term	Cycle A Spring Term		Cycle A Summer Term	Cycle B Autumn Term	Cycle B Spring Term		Cycle B Summer Term
Unit	1.8	1.1	1.6 (split unit over 2 yr)	1.5	1.7	1.4	1.6 (split unit over 2 yr)	1.2
Key Question	How should we care for others and the world, and why does it matter?	Who is a Christian and what do they believe?	How & why do we celebrate special and sacred times	What makes some places sacred?	What does it mean to belong to a faith community?	How can we learn from sacred books?	How & why do we celebrate special and sacred times	Who is a Muslim and what do they believe?
Book Link		Lost sOn story				 	PASSOVER STORY	
RE strand	Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>
Religions and worldviews	Christians and Jewish People 	Christians 	Christians, Jewish people and/or Muslims 	Christians, Muslims and/or Jewish people 	Christians, Muslims and Jews 	Christians, Muslims, Jewish people 	Christians, Jewish people and/or Muslims 	Muslims 

Questions in this thread:	F6. What is special about our world? L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ...? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in ...? 3.12 Is religion a power for peace or a cause of conflict in the world today?	1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence?	F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?	F3 Which places are special and why? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving?	F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?	F1 Which stories are special and why? L2.2 Why is the Bible so important for Christians today? 3.2 Does living biblically mean obeying the whole bible?	F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?	1.1 Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence
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LKS2	Cycle A Autumn Term	Cycle A Spring Term		Cycle A Summer Term		Cycle B Autumn Term	Cycle B Spring Term		Cycle B Summer Term	
Unit	L2.7	L2.1	L2.5	L2.4	L2.2	L2.8	L2.4	L2.6	L2. 9	L2. 3
Key Question	What does it mean to be a Christian in Britain today?	What do different people believe about God?	Why are festivals important to religious communities?	Why do people pray?	Why is the Bible so important for Christians today?	What does it mean to be a Hindu in Britain today?	Why are festivals important to religious communities (Eid)	Why do some people think that life is like a journey?	What can we learn from religion about deciding what is right and what is wrong?	Why does Jesus inspiring some people?
Book link										
RE strand	Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Living <i>(Religious practices and ways of living; questions about values and commitment s)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>
Religions and worldvie w	Christians ✝	Christians, Hindus or Muslims 🌙🌟🕉️ ✝	Christians plus Hindus and/or Jewish people and/or Muslims 🌟🌙✡️ ✝	Hindus, Christians and Muslims 🌙🌟🕉️ ✝	Christians ✝	Hindus ॐ		Christians, Hindus and/or Jewish people ✡️🕉️ ✝	Christians, Jewish people, non-religious people (eg Humanist) ✡️ ✝	Christians ✝
Questions in	F5 Where do we belong? 1.7 What does it mean to belong to a faith community?	1.1-3 Who is Christian / Muslim / Jewish and what do they believe?	F4 Which times are special and why? 1.6 How and why do we celebrate	F3 Which places are special and why?	F1 Which stories are special and why?	F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today?		FS: Which times are special and why? 1.6 How and why do we	1.8 How should we care for others and the world, and	F2 Which people are special and why? U2.2 What would Jesus do? Can

this thread:	L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?	U2.1 Why do some people believe God exists? 3.2 Do we need to prove God's existence?	special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?	1.5 What makes some places sacred? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving?	1.4 What can we learn from sacred books? 3.2 Does living biblically mean obeying the whole Bible?	U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?		celebrate special and sacred times?	why does it matter? U2.7 What matters most to Christians and Humanists? 3.10 Does religion help people to be good?	we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus?
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UKS2	Cycle A Autumn Term		Cycle A Spring Term	Cycle A Summer Term	Cycle B Autumn Term		Cycle B Spring Term	Cycle B Summer Term
Unit	U2.1	U2.4	U2.2	U2.6	U2.5	U2.8	U2.7	U2.3
Key Question	Why do some people believe God exists?	If God is everywhere, why go to a place of worship?	What would Jesus do? (21 st century values)	What does it mean to be a Muslim in Britain today?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What difference does belief in Ahimsa, Ummah, or Grace make?	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?
Book link								
RE strand	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>
Religions and worldviews	Christians, non-religious e.g. Humanist 	Christians, Hindus and Jewish people 	Christians 	Muslims 	Christians, Muslims and non-religious, e.g. Humanists 	Christians, Muslims and Hindus 	Christians and non-religious (in this case, Humanism) 	Christians, Hindus and non-religious responses (e.g. Humanists). 

Questions in this thread:	1.1-3 Who is Christian/ Muslim / Jewish and what do they believe? L2.1 What do different people believe about God? 3.1 Do we need to prove God's existence?	F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray? 3.6: Should religious buildings be sold to feed the starving?	F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people? 3.3 What is so radical about Jesus?	F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?	3.7 How can people express the spiritual through the arts?	1.8 How should we care for others and the world, and why does it matter? 3.11 What difference does it make to believe in...?	1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding right and wrong? 3.10 Does religion help people to be good?	3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any solutions?
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	Cycle A	Cycle B				
	Autumn	Spring	Summer	Autumn	Spring	Summer
KS1	1.8 How should we care for others and the world and why does it matter? I can ask and respond to questions that show what communities do and and why and how they might feel. I can express ideas and opinions about right and wrong. I can recall/name some beliefs and practices. I can retell religious stories. I can recognise the traditions stories come from and discuss meanings.	Who is a Christian and what do they believe? How and why do we celebrate sacred and special times? I can recognise some Christian symbols. I can talk about Christian beliefs about Jesus and God. I can recall/ respond sensitively to different religious practices. I can express my own ideas about belonging. I can express (creatively) my own ideas about God. I can suggest meanings in stories.	What makes some places sacred? I can name Religious artefacts. I can recognise religious symbols. I can say why places of worship are important to communities. I can notice similarities and differences between Jewish, Muslim and Christian places of	1. What does it mean to belong to a faith community? I can ask and respond to questions that show how communities can make a difference to a person's life. I can recognise some symbols of belonging to a community. I can express ideas and opinions about right and wrong. I can recall/name some beliefs and practices.	How can we learn from sacred books? How and why do we celebrate sacred and special times? I can recognise religious symbols. I can recall/name some beliefs and practices. I can recall/ respond sensitively to different ways of expressing identity and belonging. I can express (creatively) my own ideas about truth and or meaning.	Who is a muslim and what do they believe? I can name Religious artefacts. I can ask and respond to questions that show how what communities do, and why and how they might feel. I can recall/name some beliefs and practices. I can notice similarities and differences between cultures and religions

		I know some symbols and actions that show peoples culture & beliefs. I can say how people cooperate with others who are different. I can ask questions about Christian beliefs.	worship and respond sensitively. I can express (creatively) my own ideas about truth and or meaning. I can ask questions respectfully of believers.	I can retell religious stories. I can recognise the traditions stories come from and discuss meanings.	I can suggest meanings in stories. I know some symbols and actions that show peoples culture & beliefs. I can say how people cooperate with others who are different.	and respond sensitively. I can express (creatively) my own ideas about truth and or meaning. I can say how people cooperate with others who are different.
LKS2	What does it mean to be a Christian in Britain today? I can describe some examples of what Christians do to show their faith,(entering) and make connections with some Christian beliefs and teachings (developing). I can say the similarities and differences of two Christian churches and their Holy Communion. (secure) I can describe a hymn that shows a Christian belief. (developing) I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. I can describe links between the reasons people of different faiths or no faith give for helping others. I can ask questions about holy communion.	1. What do different people believe about God? 2. Why are festivals important to religious communities? I can retell and suggest meanings in the story of God and Moses. I can think of reasons why some people believe in God I can identify that the Quran guides Muslims in their everyday life. I can describe some symbolism in beliefs about Hindu gods and goddesses. I can describe what many Hindus say about God. I can describe the Muslim Shahada or declaration of faith. I can discover what many Christians mean when they talk about God, the father and the Holy Spirit I can look for similarities in beliefs about God. I can consider questions like 'Does God help to be	1. Why do people pray? 2. Why is the Bible so important for Christians today? I can describe some ways Christians pray including the Lord's Prayer. I can describe how Muslims pray. I can describe how Hindus use the Gayatri Mantra. I can make connections between the ways different people pray. Respond thoughtfully to why prayer is helpful for some people. I can give examples of how Christians use the Bible.	What does it mean to be a Hindu in Britain today? I can describe ways Hindus express their faith. I can make connections between Hindu beliefs and responsibilities. Give reasons why being a Hindu is a good thing and why it might be hard. I can describe how the life of Gandhi shows Hindu belief in action I can explain similarities and differences between Hindu belief and belief in another religion.	1. Why are festivals important to religious communities (Eid) 2. Why do some people think that life is like a journey? I can make connections between stories and beliefs related to what happens in two festivals. I can ask questions and suggest answers to what matters most to Muslims at Eid or to Christians at Easter. I can identify similarities and differences in the way festivals celebrated within	1. What can we learn from religion about deciding what is right and what is wrong? 2. Why is Jesus inspiring? I can talk about some rules for living in religious traditions. I can make connections between stories of temptation and why people might find it hard to be good. I can express my own ideas about right and wrong. I can connect the stories of Jesus with Christian belief. I can describe how Christians celebrate the events of Holy Week.

		good?’ and ‘How can we good without God?’ I can make links between beliefs about Jesus and the celebration of Easter. I can make links between the symbols of Seder plate and their meaning. I can make links between Diwali and the story of Lakshmi.	I can make connections between the Bible story of Creation and what people believe about Creation, the Fall and Salvation.	I can ask questions about puja and how it shows faith. Discuss ideas about Dharma for Hindu children and make links with my own experiences.	and between different religions. I can suggest what is worth celebrating in religious communities and in my own life.	Suggest an example of how to treat people connecting it with a story from the life of Jesus.
UPKS2	1,Why do some people think God exists? 2.If God is everywhere, why go to a place of worship? I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. I can give two reasons why a Christian believes in God and one why an atheist does not . I can express thoughtful ideas about the impact of believing or not believing in God on someone’s life. I can present different views on why people believe in God or not, including my own ideas. Give examples of support places of worship give believers. I can make connections between how believers feel about places of worship in different traditions (A3).	What would Jesus do? (21st century values) I can outline how Jesus taught his followers should live. I can offer interpretations of some parables and say how they might teach Christians to live. I can express my own ideas of how Jesus might respond to a moral dilemma today. Explain the impact of Jesus teaching on modern Charity work. I can discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions. I can Explain the links between Jesus’ death on the cross and Christian belief in love	What does it mean to be a Muslim in Britain today?	1. Is it better to express your beliefs in arts and architecture or in charity and generosity? 2. What difference does belief in Ahimsa, Ummah, or Grace make? Understand different reasons why some buildings are sacred I can Consider, discuss and weigh up different views about why mosques and Christian sacred buildings are important and why religious art is important. I can Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important I can make connections between belief and	What matters most to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. Describe some Christian and Humanist values simply . Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.	What do religions say to us when life gets hard? Describe the Hindu belief in reincarnation and Karma Explain how believing in reincarnation might affect the way someone lives their life Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life. Give reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs Describe and explain their own ideas about life after death reflecting on ideas

		and forgiveness, giving reasons why Christians want to follow Jesus.		behaviour in different religions. I can make connections between belief in Ahisma (harmlessness) Grace (generosity of God) and Ummah (community).	Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	from at least two religions studied. Interpret artistic and poetic expressions of what happens when we die
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