

THE R.E. CURRICULUM MAP

By the end of Reception, it is desirable for children to have had some or all of the following, taking examples from more than one faith in addition to Christianity; It must be noted that it is a legal requirement for all children on the 'school' register to have religious education. It is not a requirement for children in nursery schools or nursery classes, but the curriculum must help to promote children's spiritual, moral, social and cultural development. This scheme will aid the teacher planning for this aspect of the law. Pupils in nursery schools or nursery classes should be provided with 'non-statutory entitlement' to RE. RE will be taught flexibly according to the statutory requirements of the EYFS. Religious Education-related activities can contribute to all early learning goals and will be of help when teachers are planning the curriculum.

	NURSERY RE will be taught flexibly according to the statutory requirements of the EYFS	RECEPTION RE will be taught flexibly according to the statutory requirements of the EYFS
AUTUMN	<p>CELEBRATION The nature and purpose of a group celebration Involving, for example: The ritual of a birthday - singing Happy Birthday, candles, presents, cake My special day Belonging and ceremonies of belonging</p> <p>-----</p> <p>CHRISTMAS Why giving presents is important at Christmas Including the Christmas story. Christian belief that Jesus is a gift from God</p>	<p>CELEBRATION Birthdays, anniversaries Choose from festivals, for example: Harvest (Christianity) Purim (Judaism) Diwali (Hinduism) Humanlight (humanism) Hanamatsuri - Buddha's Birthday (Buddhism)</p> <p>-----</p> <p>CHRISTMAS Christmas as a birthday celebration for Christians Jesus' birthday story Cake, candles, cards, decorations, parties, presents, etc. Carols, crib scene, services</p>
SPRING	<p>BELONGING Belonging to a family and groups both in and out of school. Signs of belonging Choose from, for example: 5 Ks (Sikhism), Kippah (Judaism), chador (Islam), Humanism etc.</p> <p>Ceremonies of belonging Choose from, for example: Christening/dedication/baptism (Christianity) Aqiqah (Islam) Why do leaves have to die? Questions about life and death</p> <p>-----</p> <p>EASTER Episodes from the Easter story (Palm Sunday, Good Friday, Easter Day) Happy and sad times from their own experience, people around Jesus who were happy and sad, then happy again</p>	<p>CHANGE AND GROWTH Awe and wonder, aspects of the natural world, spring and new life Change in the natural world. Exploring the natural world. The beginning of the world</p> <p>-----</p> <p>EASTER Symbols of Easter New life at spring Changes in the natural world Symbols associated with Easter</p>

<p>SUMMER</p>	<p style="text-align: center;">RELATIONSHIPS</p> <p style="text-align: center;"><i>Care and concern for each other through happy/sad times. People who help us. Important religious people</i></p> <p style="text-align: center;"><i>Caring: Raksha Bandhan (Hinduism)</i></p> <p style="text-align: center;"><i>Leaders of religious groups, for example:</i></p> <p style="text-align: center;"><i>Vicar/priest/minister/pastor (Christianity)</i></p> <p style="text-align: center;"><i>Imam (Islam) Rabbi (Judaism) Priest (Hinduism) Granthi (Sikhism)</i></p> <p style="text-align: center;"><i>'Puddles lends a Paw' by Gill Vaisey</i></p>	<p style="text-align: center;">SPECIAL PLACES AND PEOPLE</p> <p style="text-align: center;"><i>Places and people special to the children. A local religious place and its leader</i></p> <p style="text-align: center;"><i>What makes places special?</i></p> <p style="text-align: center;"><i>Guided visualisation</i></p> <p style="text-align: center;"><i>Special Places in the community</i></p> <p style="text-align: center;"><i>The local religious place, how and why it is special</i></p> <p style="text-align: center;"><i>Important religious people</i></p> <p style="text-align: center;"><i>Important people in own lives</i></p>
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KEY STAGE ONE

	<p style="text-align: center;">YEAR 1</p> <p style="text-align: center;">Teachers should draw on the experiences and learning of children, including those received during the Foundation Stage</p>	<p style="text-align: center;">YEAR 2</p>
<p>AUTUMN</p>	<p style="text-align: center;">THANKING GOD FOR NATURE The wonder of nature. Thankfulness for nature. Exploring the Biblical Creation Story Harvest Festivals (Christianity) Sukkot (Judaism) Care of the natural world (Islam)</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">LIGHT Choose from, for example: Advent, Christingle (Christianity) Diwali (Hinduism) Hannukah (Judaism) Humanlight (humanism)</p> <p style="text-align: center;">CHRISTMAS How is light used in the celebration of Christmas?</p>	<p style="text-align: center;">SIGNS AND SYMBOLS Signs and symbols in everyday life, the use of artefacts, symbolic behaviour. The main symbols from each faith and their meaning: Cross (Christianity), Wheel of Life (Buddhism), Om (Hinduism), Star and Crescent (Islam), Menorah (Judaism), Khanda (Sikhism), Happy Human (humanism) Symbolic behaviour for Christians and Muslims</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">CHRISTMAS Giving and receiving at Christmas Story of the wise men. Significance of the gifts they gave. The purpose of giving gifts at Christmas. Invisible gifts. God's gift of Jesus (Christianity)</p>
<p>SPRING</p>	<p style="text-align: center;">BELONGING Belonging to a family and groups both in and out of school. Welcoming babies into the family Welcoming Ceremonies. Choose from, for example: Christening/dedication/baptism (Christianity), Aqiqa (Islam), etc People who belong to religious communities: Visit from a Christian, visit from a person of a different faith. What it means to belong to a religious community? How do our actions reflect our values?</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">EASTER Giving up something for love Stories of Jesus' life,' Dogger' by Shirley Hughes</p>	<p style="text-align: center;">SPECIAL PLACES What do Christians do when they go to church? To include a visit to a church Preparation for visit. The visit, including meeting with the leader, consideration of purpose for attending church. After the visit.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">EASTER Why is Easter Important for Christians? The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of the Crucifixion, the joy of the Resurrection.'Badger's Parting Gifts' by Susan Varley</p>

<p>SUMMER</p>	<p style="text-align: center;">BOOKS AND STORIES</p> <p style="text-align: center;">Holy books and how they are read and handled</p> <p style="text-align: center;">Choose from, for example:</p> <p style="text-align: center;">Bible/Lectern (Christianity), <i>Guru Granth Sahib/Chauri</i> (Sikhism), <i>Qur'an/Qur'an Stand</i> (Islam), <i>Torah/Ark</i> (Judaism), <i>Bhagavad Gita/Stand</i> (Hinduism), <i>Tripitaka</i> (Buddhism) <i>Humanist Manifesto</i> (Humanism) Select stories from the books chosen to show care and concern, for example:</p> <p style="text-align: center;">David and Goliath, David and Jonathan - Judaism/Christianity The Cat and the Dog, The Crying Camel - Islam</p>	<p style="text-align: center;">RELIGIOUS LEADERS</p> <p style="text-align: center;">The work of religious leaders within the community</p> <p style="text-align: center;">Authority figures within their own lives The role and work of, for example: Vicar/Priest/Minister/Pastor (Christianity), Rabbi (Judaism), Humanist <i>Granthi</i> (Sikhism), Priest (Hinduism), Imam (Islam)</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">EASY QUESTIONS - DIFFICULT ANSWERS</p> <p style="text-align: center;">The ultimate questions raised by the natural world</p> <p style="text-align: center;">People's relationship with the natural world Who is God? Why am I here? What is good? What is bad? Is death the end?</p>
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