



Religious Education

VISION

As a Church of England school, we believe RE should enable every child to flourish and live life to its fullness. Our aim is to build our school and curriculum on Christian principles and practices; promoting moral and social responsibility, a concern for the environment and a respect for other faiths and cultures. A fundamental part of that is the delivery of high quality RE which lies at the heart of the curriculum and has an important role in reflecting and conveying the distinctively Christian character of Christ Church SW9. Our RE curriculum:

- **Enables theological thinking** and engagement with challenging questions of meaning and purpose
- Develops a **rich, deep knowledge and understanding of Christian** belief and practice
- Enables children to know and understand **major world faiths** and their impact on society and culture
Develops the children's own **spiritual and philosophical ideas**, explore and enrich beliefs and values
- To stimulate curiosity, imagination and foster a sense of **awe, wonder, reverence for creation**

How do we plan and teach RE?

The school provides an RE curriculum which will engage, challenge and explore core concepts and questions. Following the SDBE syllabus, it ensures a structured and progressive curriculum with meaningful and informed learning of Christian practices and beliefs with a range of religions and world views. The coverage is two thirds focused on Christianity and a third other world faiths. The syllabus identifies opportunities for pupils to learn about and from religions. Learning develops a wide range of skills including inquiry, analysis, interpretation evaluation and reflection.

RE is connected to all aspects of our school; our children are encouraged to share their knowledge about their own religions, members of our community and invited in to our school and the children frequently visit our church and places of worship of other faiths. Our Christian values are reflected in RE; for example of the ideas of values wisdom and creation, which are fundamental to our school.

How do we evaluate learning in RE?

RE has a high profile and is a priority for teachers and leaders. RE is considered an academic subject and, as a core subject, pupil achievement in RE should be equal or better than comparable subjects. The school assesses RE to demonstrate children's progression based on knowledge and understanding of core and religious subjects. Assessment is made against AT1 and AT2 targets. Children's progress is tracked through the school's assessment programme and through key samples of work. The school engages with religious festivals of the major world faiths as well as Christian Holy Days and festivals. These may link to RE and be incorporated into planning. On an annual basis, inter-faith week raises awareness and discussion around different faiths. The impact of our History curriculum can be found in children's written work and the quality of their discussions. Children demonstrate their growing knowledge and understanding in a range of tasks and, over time, by making connections within a faith and making links across religions. The impact of our RE curriculum can also be found in our children's deep respect for one another and their attitude towards our community and the wider world.

Early Years Foundation Stage Religious Education

	As well as the termly topics in the curriculum, RE lays the foundation of our Christian values, bible story and church involvement that reflect the Christian ethos of our school as a church school. In the EYFS, it is fundamentally linked to our value 'creation', looking after God's world and our outdoor learning and wellbeing curriculum.					
Unit	Why do Christians believe Jesus is special?	Why is Christmas special for Christians?	Who made the wonderful world?	Easter Story	How did Jesus rescue people?	Who cares for the special world?
Knowledge Overview	<ul style="list-style-type: none"> -To know that we are unique –Christians believe that Jesus loves everyone, is God's son, was born as a human (Incarnation) - To know Jesus works miracles including healing people and teachers people to love others 	<ul style="list-style-type: none"> -To know the story of Jesus' birth and the characters of the Christmas story (and their emotions). - To know why Christmas is a special time for Christians: God came to each in human form as Jesus. Jesus' birth brings forth a message of joy, peace and good news. - To know how Christians celebrate Christmas 	<ul style="list-style-type: none"> - To know what Christians believe about creation, the Bible, the natural world and the concepts of valuable and precious. - To know the world is precious and why/how we should look after it. - To know each individual is unique and precious. 	<ul style="list-style-type: none"> -To know the events of Holy Week (the Easter story). Christians believe that Jesus died on a cross to show God's love to the world and that because of Jesus - To know everyone can be forgiven for their sins. -Christians believe that Jesus rose from the dead. Children begin to recognise the importance of bread and wine for Christians including remembering what happened at Easter 	<ul style="list-style-type: none"> -Exploring six Bible stories which demonstrate the Christian belief that Jesus came to save or rescue people and give them life in all its fullness. -Learning to retell simple Bible stories. Understanding why Christians believe Jesus is a 'saviour' who 'rescues' people. 	<ul style="list-style-type: none"> -Understand that Christians believe God created the world and Christians believe we are borrowing the world from God and are custodians of it while we are alive on earth. -To learn more about our outdoors, forest and garden. -To know that everyone can help care for our world and what we do at school and in our community matters.
SMSC	Reflection and reflective qualities; examining the right and wrong of people within Bible stories and how people react to different events.	Our Christian values and British values. Reflective practice, music and art appreciation; teamwork, sharing ideas and communicating.	Developing a sense of awe and wonder, appreciation, thankfulness and generosity.	Understanding how people celebrate and remember things that are important to them. The importance of saying sorry for the things we have done wrong and repairing relationships with each other and God.	Reflecting on and exploring emotions and what we need to help us. Thinking about people who help us and those who need help.	Awe and wonder of the world in which we live. How we belong to and care for a community including caring for our school, its garden and forest and the animals/people within it. Understanding how to value the world.

Early Years Foundation Stage Religious Education

Vocabulary	Special, Jesus, miracle, Christian, heal, Bible, son of God, Valuable, precious, special, unique,	Christian, special, Jesus, Mary, Jesus, Mary, Joseph, Angel Gabriel, innkeeper, shepherds, manger, special baby, Bible, Advent, wreath, candle, altar cloth, Christmas, good news, joy, peace	Christian, God, Creator, Bible, beginning, creation, natural, nature, world, wonderful, beauty, human being, care, love, thankfulness, church, harvest festival, share	Christian, Easter, festival, Palm Sunday, disciple, Last Supper, Garden of Gethsemane, Good Friday, cross, prayer, Easter Day, risen, tomb, celebrate	Jesus, rescue, Christian, The Bible, charity, blind, healing, God, pray, thankful, Zacchaeus, trust, belief, faith, joy, miracle, saviour	Christian, creation, community, church, world, God, creator
Key Question	Why is Jesus special? Who else is special in your life? What makes you special?	Why is Christmas special for Christians?	Who created our wonderful world? Why is it important to care for our world? What makes us unique (Gods image)?	Why is Easter special for Christians?	How does Jesus rescue people today? Why do Christians pray to God to help them? Does God answer prayers? How?	What responsibility do we have to take care of creation?

Year 1: RE Curriculum Map

Faith	Christianity	Christianity		Judaism	Christianity		Islam	Christianity
Unit	What responsibility has God given people about taking care about creation?	Why are Saints important in Christianity?	Understanding the characters of the nativity	What is it like to live as a Jew?	Noah	Why is Easter the most important Festival for Christians?	What does it mean to be a Muslim?	Why do Christians make promises before God?
Knowledge Overview	The Christian story of creation is found in The Bible; it includes animals, humans and the whole of the natural world. To identify how to be good stewards of creation. Similarities and differences between Christianity and other faiths.	The qualities that make someone a saint; what Christians can learn from the stories of a saint. An understanding of All Saints Day.	The importance of the Nativity story; who the characters were and how they impacted on the lives of others	To know Jewish symbols and place of worship. To understand the Jewish community and practices such as the Jewish Shabbat. To make some comparisons between faiths.	There are different understandings of the story of Noah. God chose to cleanse his creation of sin; God gives grace and second chances; God has made a covenant with his creation.	The Easter story including the events and meaning of the story including Palm Sunday, Maundy Sunday, Good Friday, Easter Day and Jesus' resurrection.	This unit teaches the important of Muhammad, the Qur'an what stories teach Muslim beliefs, Islamic practices and the significance of the mosque. The children will also know similarities and differences about Allah between Islam and other faiths.	Children will explore the idea and meaning of belonging. They will learn about infant baptism and Jesus' baptism. They will understand that a Christian wedding is an act of worship which in which promises are made to God and each other. How promises are important in baptism and marriage.
SMSC	Awe and wonder; respect, responsibility and stewardship, living and working with others including caring for others and the environment.	School Christian values; attributes of saints e.g. compassionate, humble, brave, wise, serving	Collaborative learning, discussion and reflection; cultural opportunities to discuss wider issues	Understanding of faith and other cultures; showing respect and ways of worshipping of another faith. To reflect on one's own beliefs and what is important to self and others	Ideas of right and wrong. Understanding of forgiveness.	Developing an understanding of how people's faith affect the way they behave and to reflect on own beliefs and what is important to self and others.	Respect for all faiths and listening to the views of others; appreciation of Islamic art and music.	Inclusiveness, moral guidance from belonging; making and keeping promises/vows. Belonging to different groups.

Year 1: RE Curriculum Map

Vocabulary	Creation, Christianity, God, Creator, Bible, Old Testament, pollution, steward, responsibility, Adam, Eve, natural world, 'God's image' Garden of Eden, respect, belief, value, wisdom	Saint, Bible, Christian, special, example, attributes, qualities, special, Jesus, apostle, disciple, holy, martyr	Angel, good news, God's favour, flock, announcement, shepherd, wise man, faith, love, church, nativity, refugees	Jew, Judaism, Jewish, Torah, Yad, Tallit, Kippah, Synagogue, Shabbat, Star of David, Challah loaf, Rabbi	Noah, ark, fall, sin, punishment, restoration, grace, promise, love, hope, salvation, covenant, creation, endurance	Easter, Christian, Holy Week, Palm Sunday, Good Friday, Easter Sunday, celebrate, festival, disciples, Jesus, Pharisees, Mary Magdelene, anoint, tomb, resurrection	Islam, Muslim, Allah, creator, Muhammad (pbuh), prophet, mosque, Qur'an, Arabic, calligraphy, salah, adhaan, call to prayer, wudu, Ka'bah, Mecca, imam, prayer mat, Islamic compass, madrasa, geometric shape, unity, respect	Belong, faith, community, belief, symbol, church, Christening, rite of passage, member, artefact, vicar, shell, oil, vows, ceremony, prayer, commitment, shine, John the Baptist, Jesus, forgiveness, marriage, love
Key Question	What the Biblical phrase 'made in God's image' means for Christians.	Can anyone be a saint?	What is the meaning of the gifts from the wise men?	What are the similarities and differences between Christianity and Judaism?	Why is important to forgive?	Why is Easter the most important festival for Christians?	Why do people belong to religions?	Why are making promises important?

Year 2: RE Curriculum Map

Faith	Christianity	Christianity		Hinduism	Christianity		Judaism	Christianity
Unit	Why is it good to remember the stories Jesus taught us?	Understanding Saints. St. George	Where is the light of Christmas	What is the importance of symbols, beliefs and teachings in Hinduism?	10 Commandments	How do Easter symbols help us understand the true meaning of Easter?	Why are they having a Jewish party?	What does The Lord's Prayer mean?
Knowledge Overview	To know that Jesus told stories to teach us about the way to live and the nature of God. To understand some of the key parables including The Sower, Who helps you when you were lost, Who is my neighbour?	St George - patron saint of England, sentenced to death for refusing to recant his Christian faith. George is said to have fought with a dragon torturing a town. Symbol of saint and what it means, way of life and teachings of the saint. Commitment to the Christian Faith that the saint showed.	Know that Christians believe Jesus is the light of the world and Jesus guides us in the dark.	Why do Hinduism have so many Gods Learning about the important Hindu text; the Bhagavad Gita To know that Hindus worship in a Mandir and how they worship at home. Learn about the significance of the Festival of Raksha Bandhan and the meaning of Diwali.	Understand how the 10 commandments are God's rules for living; what they teach about the nature of God.	To know the different Christian symbols linked to Easter, focusing on the cross and water as symbols of water and new life. Include a visit to the parish church.	Key festivals which are important to Jewish people, how they are celebrated and similarities to other faiths. Understanding festivals in own life and linking to feeling, behaviour and respect.	The importance of prayer to Christian's and in particular, the Lord's Prayer. How Jesus taught his followers to pray to God, The meaning of each phrase in The Lord's Prayer. How The Lord's Prayer is used by Christians worldwide.
SMSC	Reflect on the impact of Jesus' teachings on the people who listened and who listens to them. Reflecting on the relevance the pupils think Jesus' teaching has.	Moral values and teachings from the saint being studied, cultural heritage of the saint being studied.	Reflect on the impact of belief of Christians. How God can support in difficult times. Relationships	Making links between these teachings to their own life and thoughts.	Links with different faiths. Investigate moral issues and the rules we live by. Different perspectives on life.	Religious symbols in other faiths and appreciation of other faith groups. Easter Service and collective worship.	Learning about remembering, respectfulness, learning about other traditions and how they relate to ones' own.	Exploring prayer, understanding right and wrong, relationships, care and forgiveness. Appreciating art from around the world.

Year 2: RE Curriculum Map

Vocabulary	Story, parable, Jesus, God, Christianity, faith, teach, The Bible, New Testament, Gospel, lost, sower, 'prodigal son', neighbour, 'good Samaritan', love, forgiveness, cross, meaning, live, guide, wisdom	Saint, Saint's Day, patronal festival, parish church, dedicate, Christian, faith, beliefs, symbol, way of life, teachings, purpose, values, commitment	Light, source, Jesus, God, nativity, darkness, creation, sacred, halo,	God, Shiva, deities, Upanishads, Brahman, Brahma, avatars, Aum (Om), Vishnu, Trimurti. Bhagavad Gita, Mahabharata, Sanskrit, Lord Krishna, translation, Arjuna, Mandir, bell, shrine, bhajan, kirtan, Puja	Rules, Moses, commandment Old Testament, Christian, Jew, Torah	Christian, symbol, cross, palm cross, bread, wine, crown of thorns, lamb, passion flower, hot cross bun, simnel cake, water, baptism, forgiveness.	Judaism, Jew, Jewish, festival, Rosh Hashanah, story, shofar, shanah tovah, Sukkot, Sukkah, Hanukkah, Menorah, light, temple, miracle, purim, Torah	Prayer, The Lord's Prayer, heaven, hallowed, kingdom, trust, forgive, sin, cross, temptation, Amen, praise, power, glory, forgiveness.
Key Question	Why are the parables still used today? Still important? How can we learn from wisdom?	Why is St George important? How can the life of St George influence our lives?	Why is the light of the world important to Christians?	What is the importance of symbols, beliefs and teachings in Hinduism?	Are rules important? Why are rules important?	Why do Christians wear a cross? What would it feel like if you were not allowed to wear a symbol of your faith	Why are religious festivals important?	How can we live out the Lord's Prayer in our lives?

Year 3: RE Curriculum Map

Faith Unit	Christianity	Christianity		Buddhism	Christianity		Sikhism	Christianity
Unit	Who is Jesus?	Wisdom	How do Advent and Epiphany show us what Christmas is really about?	What is Buddhism?	What makes a Christian	Who is the most important person in the Easter story?	What do Sikhs believe?	How has the Christian message survived over 2000 years?
Knowledge Overview	Jesus made statements about himself through symbolism including the 7 'I am' statements of Jesus and their meanings to Christians. How they relate to the lives of Christians and the meanings and relevance to our lives.	Why is wisdom important? What wisdom can you offer and where does wisdom come from?	Advent as a time of preparation and the signs in the Bible that point to the birth of Jesus. The impact of the message of Christmas on the people of God; how Epiphany relates to Jesus' life.	Who Saddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment. Introduction to Buddhist virtues and beliefs using stories that Buddha told.	To understand the qualities that Christians hold and distinctively Christian values. How Christian qualities can support fame and you can also be a Christian without having to compromise your faith.	Identify the key characters in the Gospel accounts of Holy Week; describe how people may have different/range of responses in the Gospel accounts; use specific Christian language accurately to describe different beliefs about experiences.	To know the basic beliefs and practises of the Sikh faith. To develop understanding about they believe about belonging and making commitments.	To understand how the Christian message was spread in the past while understanding the events of Jesus's Ascension and how believers spread the message of God. To understand how persecution might inhibit the spread of the message. To make links between the First Pentecost and how the Christian message spread during this time. What does Pentecost show about the Trinity.
SMSC	Provision, hope, protection, guidance, community.	Reflecting on wisdom and wisdom to live by; wisdom that guides moral decisions and social relationships.	Reflective opportunities and influence on us; charitable giving and awareness of commonalities between different faiths.	Reflecting on other world faiths, creating kindness charters, reflecting on behaviour and consequence.	Inspiration and learning from others. Considering the contradiction of fame and that faith does not need to be compromised.	Moral issues relating to betrayal, denial and forgiveness. PSHE curriculum.	Equality and serving others. Reflecting on the beliefs of others and major world faiths.	Writing a message to the world and opportunities for reflection. They will consider persecution and its effects while working, collaboratively and understanding British values.

Year 3: RE Curriculum Map

Vocabulary	Jesus, human, divine, gospel, symbolism, Christian, body, mind, spirit, protection, guidance, spiritual, teaching, prophecy, resurrection, truth, hope, way, life	Wisdom, wise, faith, teachings, course, sacred writings, learn, leader, priest, Proverbs, value	Advent, advent candle/wreath, message, prophet, foretell, John the Baptist, prepare, hope, incarnation, Epiphany, gift value	Buddhism, Buddha, suffering greed, happiness, sacrifice, enlightenment, cruelty, values.	Quality, value, faith, belief, humility, kindness, generosity, guide, role-model, commitment, inspiration	Holy week, faith, Gospel, disciple, The Last Supper, betrayal, forgiveness, redemption, Garden of Gethsemane, crucifixion, resurrection, salvation, Ascension.	Guru Nanak, Guru Gobind Singh, Mool Mantra, IK Ongar, Khalsa, Amrit, Kesh, Kanga, Kara, Kachera, Kiran, Sikh, faith, belong.	Christianity, Christian, faith, message, Acts, New Testament, Bible, disciples /apostles, Ascension, Gospel, belief, persecution, refugee, asylum seeker, Pentecost, Holy Spirit, Trinity, Father, Son, Incarnation, Salvation, baptise, symbol, symbolism, blessing, Admitted Communion, Confirmation, Holy Communion, Eucharist, denomination.
Key Question	How else does Jesus portray himself in the bible?	What can we learn from wisdom?	How can advent help us prepare for Christmas?	How are the stories similar/different to those in other religions?	How do Christians follow Jesus' example?	How was each of the Easter people part of God's plan/ big story?	Why do people make commitments?	What ingredients does a message need to spread?

Year 4: RE Curriculum Map1

Faith	Christianity	Christianity		Islam	Christianity		Judaism	Christianity
Unit	People from the Old Testament	The two Greatest Commandments	Is Peace the most important message of Christmas?	How do Muslims uphold their faith by committing to Allah?	Monastic traditions within Christianity teach us about living in a community.	What happens in churches during Lent and Easter.	What does it mean to be a Jew?	Liturgy
Knowledge Overview	To know and explain teachings from the Old Testament including the story of the Judgement of Solomon, Jonah and Daniel's reaction to God's command, David's faith, Ruth's devotion, Moses and the burning bush and Abraham's decision to follow God. That Christians believe God calls us in different ways; God stands by them at all times.	To know Jesus' New Commandments/ The two greatest commandments. To begin to understand what they mean to Christians and reflect what this means in our own lives.	To know what peace is and what Christians might learn from the bible about peace. To ask and answer important questions about peace and understand what others believe about peace.	To know and understand how Muslims commit to Allah and uphold their faith. Understand that commitment is part of living as a practising believer; to know what commitment means and be able to identify things that they are committed to. To understand the importance of the 5 pillars of Islam and key festivals of Ramadan, Eid-ul-Fitr and Eid-ul-Adha.	There are monastic communities within the Church of England. There are particular and varied ways of living a monastic life. Living in a community presents challenges and opportunities. Christian commitment.	The events in church during Holy Week, an awareness and understanding of Christian beliefs and living out ritual in church at Easter, how it inspires and influences Christians. A visit to the parish church or Southwark Cathedral.	To know and understand Jewish symbols and the Jewish Sabbath as well as the Jewish Community and place of worship. To draw comparisons between faiths.	To consider what is worship and liturgy. To understand how prayer is at the heart of worship and music enhances Christian worship. To plan a liturgy for Collective Worship at school. To visit the parish church.
SMSC	Spirituality through art, making right choices, dealing with bullying, developing empathy, reflecting other's choices	Belief in action, work of charities such as Christian Aid, how we contribute through our care/charity giving	Reflecting on peace in our lives and values; how we can help bring peace to a community.	Religious commitment, understanding of living by values, developing understanding of and respect for local and world faiths.	The value placed on relationships with others and God; considering how religious beliefs lead to particular actions.	Understanding how worship and reflection can aid spiritual development; how Christians use life, death and resurrection and teachings of Jesus as inspiration and influence.	Understanding of other faiths and cultures; understanding the meaning of symbols and artefacts that are valued in other faiths.	Spiritual growth through reflection and prayer; worship as a community of faith and worship around the world.

Year 4: RE Curriculum Map1

Vocabulary	Old Testament, Bible, Solomon, Jonah, David and Goliath, Ruth, Moses, Abraham, belief, faith, judgement, choice, sacrifice, patriarch, commandment	Commandment, Jesus, love, disciple, value, charity, action, faith, Christian Aid.	Peace, shalom, messiah, prince of peace, wonderful counsellor, prophecy, dove.	Islam, Muslim, Allah, God, the Five Pillars of Islam, The Shahadah, Salah, Sawm, Hajj, Zakat, Prophet, Wudu, Mohammad, pilgrim, Mecca, Kaaba, prayer mat, Islamic compass	Monastic, monastery, convent, community, contemplative, habit, divine office, liturgy, vocation, vows	Easter, salvation, festival, Lent, Ash Wednesday, Passion, crucifix, Palm Sunday, Maundy Thursday, Eucharist, Good Friday, Paschal candle, Easter, resurrection	Jew, Judaism, Torah, Yad, Tallit, Kippah, Synagogue, Shabbat, Star of David, Challah loaf, Rabbi	Liturgy, faith, prayer, holy communion, Eucharist, liturgical year, advent, ordinary time, theology, identity, ritual, symbol, cross, represent
Key Question	How do we make good choices?	How can we show our faith in action?	What is peace?	How do the five pillars help Muslims uphold their faith?	What do the lives of those in monastic traditions teach us?	How can worship aid spiritual development?	How is Judaism similar and different to other faiths?	

Year 5: RE Curriculum Map

Year 5: RE Curriculum Map								
Faith	Christianity	Christianity		Hinduism	Christianity		Sikhism	Christianity
Unit	How has the Christian message survived over 2,000 years?	Remembrance	Christmas through art and music.	What does it mean to be a Hindu?	Should every Christian go on a pilgrimage?	Holy Communion	What does it mean to be a Sikh	Understanding faith in...
Knowledge Overview	To know how the Christian message spread in the past, Ascension and Pentecost. To understand persecution. How the Christian message spread and how Christians believe the Holy Spirit equips them to share the Christian message.	Why is it important to remember and how does remembering help the cause of peace?	To know that art and music are two ways to express the festival of Christmas and its meaning. To understand different religious sources and how they provide answers.	Key beliefs of Hinduism and how these are applied to daily life. Key practises and how values and ideals influence and underpin behaviour and attitude. Trip to Mandir at the start of the unit.	To understand what is a pilgrimage and different places for pilgrimages. The difference between special and sacred places. To reflect on what is more important for Christians – the journey or the destination. The physical and spiritual journey.	To know what Jesus said about communion and how Christians remember this today. How and why Christians share in the Body and Blood of Jesus, the act of sharing Communion and the legacy of Jesus.	What it means to belong to a community and the teachings of Sikhism. To know the Gurdwara and Guru Granth Sahib. What it means to be a Sikh. Visit to Gurwara at the beginning of the unit.	To investigate faith and belief in the local community of Brixton/Lambeth. To consider how and why these communities have changed over the past fifty years. How faith groups in our local community work in partnership and have been enriched by diversity that makes up the borough.
	SMSC	Opportunities for reflection and making promises; persecution and its effects; understanding British values; Christians around the world.	War, conflict and peaceful resolution; what peace means in an international context and peace between different cultures and faiths.	Reflection on music and art and how it contributes to spiritual development. Meaning and purpose of art and music in faith and life.	Sharing opinions and ideas; understanding people from different backgrounds and visiting new places.	Spiritual moral growth and how the experience of pilgrimage can deepen and enrich this. Reflection on our experiences of journeys. Pilgrimages in other faiths.	Building peace and love, legacy; reflecting on the Eucharist and community; cultural opportunities.	Reflection and cultural opportunities. Collaborative learning.

Year 5: RE Curriculum Map

Vocabulary	Faith, message, Acts ascension, belief, refugee, Pentecost, Holy Spirit, fruits of the spirit, Galatians, Trinity, grace, oil, incarnation, anoint, confirmation, Eucharist, Creator	Remembrance Day, All Souls Day, poppy, ceremony, cenotaph, ritual, peace, value, moral, influence, refugee, belief, God	Art, music, image, light, purpose, meaning, secular, sacred, celebrate, portray, convey, abstract	Ahisma, arti, Bhagavad Gita, chanting, Dharma, ghee, guru, incense, karma, Mandir, mantra, moksha, pilgrimage, reincarnation	Journey, pilgrim, pilgrimage, faith, religious artefact, sacred, devotion, connection, Canterbury, Walsingham, Iona, taize, Lourdes, Rome, The Holy Land	Altar, bread, Body, wine, Blood, Holy Communion, Eucharist, faith, Divine liturgy, The Lord's Supper, mass, sacrament	Langar, Guru Nanak, Kesh, Kara, Kachera, Kanga, Kaccha, Kirpan, Gurdwara, Guru Granth Sahib	Christan, Judiasm, Muslim, Sikh, choir, priest, vicar, rabbi, community, worship, beliefs, values, charity
Key Question	How has the Christian message survived?	Why is remembering important?	What makes a piece of art sacred?	What does it mean to be a Hindu?	Why is pilgrimage important to Christians?	What does the act of sharing Communion mean?	What does it mean to be a Sikh?	How is our community rooted in faith?

Year 6: RE Curriculum Map

Faith Unit	Christianity			Hinduism	Christianity		Buddhism	Christianity
	What is The Bible's big story?	The Beatitudes and what they mean to Christians	What does Christmas mean today?	The journey of life and death	The contemporary Anglican Church	Easter hope	What does it mean to be a Buddhist?	Rules and responsibilities
Knowledge Overview	<p>To know how The Bible came into being and to understand the term 'metanarrative'. To consider why The Bible is referred to as a map for Christian life and what it teaches about faith. How Christians have shown faith and show faith today in spreading 'The Good News'.</p>	<p>To understand where the Beatitudes came from, what they are and what they mean for Christians. To reflect on the moral decisions they and Christians make based on the Beatitudes.</p>	<p>To know how the meaning and central belief of Christmas is shown in secular advertising, the biblical narrative and in the life of the church.</p>	<p>Investigating beliefs about life and life after death and encouraging them to reflect on and express their hopes for the future.</p>	<p>To understand our school is part of a parish which belongs to an Anglican Diocese and is overseen by a bishop. To know the structure and workings of the Church of England and it is part of an international Anglican communion. Supports understanding of Christian teaching associated with the role of bishops e.g. pastoral care, apostolic authority</p>	<p>How Christians believe the Easter story helps people and how forgiveness, hope and salvation are shown in the Easter story. Forgiving others and the stations of the cross; salvation and resurrection. How the accounts of the resurrection of Jesus give hope?</p>	<p>How Buddhists live their lives through faith. How the teachings of Buddhism are arranged through the eight fold path, four noble truths, symbols and five precepts. To learn about the sanga and dharma.</p>	<p>Pupils will consider the implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Children will consider rules in religions and other sources of authority. This unit contains work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam.</p>

Year 6: RE Curriculum Map

SMSC	Inspiration, sharing personal views and feelings; learning about those of faith and no faith; people that guide and influence us and provide a moral compass for people; learning from the past.	Reflect on own beliefs and perspectives on life; to consider what people use to guide them in decisions and actions; similar blessings in other beliefs.	Secular, religious, message, meaning, purpose, truth, Gospel – ‘good news’, narrative, Nativity, Christian values, belief, concept, incarnation	Personal hopes for the future Beliefs about death Ultimate questions about meaning and purpose in religion. Remembering the lives of others	Understanding how learning helps spiritual growth; living by faith and a set of values; together being stronger and encouraging a global perspective on the Christian community including similarities and differences.	Understanding the concept of redemption and how to forgive others; how to respect others’ beliefs and personal reflection; value of hope.	Reflecting on other world faiths, discussing the meaning of life for Buddhists and negotiating our path in the world. Similarities and differences with their own faith.	raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments; apply their ideas to their own and other people’s lives; describe what inspires and influences themselves and others.
Vocabulary	The Bible, biblical, Christian, The Old Testament and The New Testament, version, translation, books, prophets, apostles, metanarrative, ‘big story’ The Fall, incarnation, Kingdom of God, The Apostles’ Creed, chapter, verse, Good News	Beatitude, blessing, Jesus, God, teaching, Mount of Olives, Christian, moral, value	Analysis of ancient text and what it means for Christians; awareness of the impact advertisements may have on the viewer	Loss, sadness, remembering, religious, community, reincarnation, Heaven, Karma, bereavement, grief, memorial, healing, burial, coffin, commemorate, cremation, epitaph, eulogy, grave, soul	Anglican, Church of England, faith, bishop, Christian, parish, deanery, archdeaconry, Episcopal area, diocese, international Anglican community, apostolic authority, spiritual leadership, biblical, shepherd, pastoral care	Faith, festival, Easter, hope, right, wrong, Jesus Christ, Saviour, repentance, impact, religious sources, cross, crucifixion, salvation, resurrection, The Stations of the Cross, God’s plan, eternal life, promise	Buddha, sangha, dharma, temple, Siddhartha, nirvana, karma, samsara, anitya, enlightenment.	environment, responsibilities, morality, respect, authority, sacred, rule, law, consequences, obedience, community, society, secular, creator, creed
Key Question	What does the Big Story reveal about having faith in God?	How do Jesus’ teachings compare to Jewish laws?	What does Christmas mean in secular and sacred terms?	How is life like a journey?	How do Bishops in Action help lead the Anglican Church in Christian faith today?	How does the festival of Easter offer hope?	What does it mean to be a Buddhist?	Who decides?