

Leigh Academy Molehill - RE Curriculum Map

	Who we are	How we express ourselves	How the world works	How the world works	Sharing the planet	Sharing the planet
Nursery CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Diwali	Christmas	Chinese new year	Easter	Our own religions	Eid
	Personal social and emotiona development Develop their sense of responsibility and membership of a community		Understanding the world Continue to develop positive attitudes about the differences between people.		Understanding the world Understand that some places are special to members of their community.	
	Who we are	How we express ourselves	Where we are in place and time	Where we are in place and time	Sharing the planet	Sharing the planet
Reception CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Diwali	Christmas	Chinese new year	Easter	Religions	Eid
	Understanding the world Talk about members of their immediate family and community.	Understanding the world Recognise that people have different beliefs and celebrate special times in different ways.	Understanding the world Understand that some places are special to members of their community.	Understanding the world Understand the past through settings, characters and events encountered in books read in class and storytelling. People and Communities Know some similarities and differences between diff	Personal social and emotional development See themselves as a valuable individual. Think about the perspectives of others.	Understanding the world Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Who is Christian and what do they believe?	How and why do we celebrate special and sacred times? - Celebrations - Christmas, Diwali, Shabbat, Hannuka, Christingle, Ramadan	How and why do we celebrate special and sacred times?	What makes some places sacred?	What makes some places sacred?	What does it mean to belong to a faith community?
	Recognise Christian symbols and images. Know and understand different Christian stories. Make links between what Jesus taught and what Christians believe.	Understand how and why do we celebrate special and sacred times. Understand how we should care for others and the world, and why it matters.	Identify similarities and differences between celebrations.	Recognise special places people go to. Identify objects and symbols of worship.	Recognise how people worship God in different ways and in different places. Discuss ways in which stories, symbols and objects used in sacred places show what people believe.	What does it mean to belong to a faith community. Understand how and why we celebrate special and sacred times

LKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	What do different people believe about God?	How do people from religious and non-religious communities celebrate key festivals?	Why do people pray?	What does it mean to be a Christian in Britain today?	Why is the Bible so important for Christians today?	How do family life and festivals show what matters to Jewish people?
	<p>Identify beliefs that are held by Christians and Muslims.</p> <p>Identify some similarities and differences between ideas about what God is like in different religions.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews.</p>	<p>Describe what some believers say and do when they pray.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Explain similarities and differences between how people pray.</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</p>	<p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Explain how the Bible uses different kinds of stories to tell a big story.</p> <p>Suggest why Christians believe that God needs to rescue/save human beings.</p>	<p>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Retell some stories behind festivals e.g. Yom Kippur, Pesach.</p> <p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.</p>
LKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Why do some people believe God exists?	What would Jesus do?	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?	Why go to a place of worship?	What do religions and non-religious world-views teach us about caring for the Earth?
	<p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p>	<p>Apply ideas about values and from scriptures to the title question.</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p>	<p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p>	<ul style="list-style-type: none"> • Make connections between beliefs about the earth and activist behaviour in different religions (A1). • Understand the challenges facing the planet and responses from different religions (B2). • Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).