Religious Education Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Throughout the year, Nursery will learn about Religious Education through festivals. They and their parents share the festivals and celebrations marked at home. Children compare and contrast them in terms of every day understanding such as food, places or decorations.					
Reception	**Identity** ***All about me*** • Can I talk about myself? • Can I recognise myself in photos, drawings, mirrors? • What do I want to know about my friends? • What makes me special? What makes my friend special?	**Celebration** ***Diwali, Hannukah and Christmas*** • Can I talk about celebrations I know? • Can I join in with songs, lights, food, or special objects? • Why do people light candles or lamps? Why are these times special? • Which celebrations do I enjoy and why?	**New life** ***Lunar New Year*** • Can I talk about new beginnings and celebrations? • Can I join in with traditions like decorations, music, and food? • Why do people clean their homes? Why do they wear red? • What new beginning am I excited about?	**Special** ***Why are Easter and Ramadan special for some?*** • Can I talk about special times I know? • Can I join in with special activities, stories, and symbols? • Why do people pray more? Why do they share food? • What is special to me and why?	**Special** ***Why are some clothes special?*** • Can I talk about the clothes I wear and why? • Can I dress up and role play different outfits? • Why do people wear special clothes at special times? • Which clothes are special to me and why?	
Year 1	**Care** ***Ethical principles of not harming humans, plants or animals (Buddhism)*** • Can I talk about ways I care for others, animals, and plants? • Can I show care? • What might happen if people do not show care? • How can my actions help or hurt living things?	**Love** ***Nativity Story*** • Can I talk about people who love and care for me? • Can I act out the Nativity story and show caring actions? • Why did people want to visit baby Jesus? • How can I show love to others every day?	**Belonging** ***What do different religions believe about God? (Multi Faith)*** • Can I talk about what I already know about God? • Can I recognise religious symbols and places of worship? • Why do people believe in God? • What helps people feel they belong to their religion	**Good and bad** ***Holi*** • Can I talk about good and kind actions? • Can I take part in Holi activities like colour art or music? • Why is it important to choose good actions? • What good choices can I make every day?	**Creation** ***Creation stories (multi-faith)*** • Can I talk about how the world began according to different religions? • Can I create my own picture or model of the world? • Why do people tell creation stories? • What do these stories teach us about the world and people?	
Year 2	**Storytelling** ***Stories with morals (Multi-faith)*** • Can I tell a story and explain what happens? • Can I act out the story and show the moral in action? • Why did the characters make certain choices? • Which story teaches the most important lesson to me? • How can I use this moral in my life?	**Celebration** ***Celebrating Christmas around the World*** • Can I talk about Christmas traditions I know? • Can I compare Christmas celebrations in different countries? • Why do people celebrate Christmas in these ways? • What can I learn from other countries' traditions?	**Community** ***Eid al Fitr and Eid al Adha*** • Can I talk about the Eid celebrations I see or hear about? • Why do Muslims celebrate Eid? • Why is sharing important during Eid? • How do these celebrations make the community stronger? • What can we learn about caring and sharing from Eid?	**Remembering** ***What Bible stories led Christians to believe Jesus is God on Earth? (Easter)*** • Can I retell Bible stories about Jesus? • Can I act out stories of Jesus helping others? • Why do Christians believe Jesus is God on Earth? • What do these stories teach Christians about God's love? • How can we use these lessons in our own lives?	**Special (rituals)** ***Shabbat rituals, Holy Communion, Wudu and Puja (multi-faith)*** • Can I talk about rituals I have seen or heard about? • Can I try a simple ritual activity respectfully, like lighting a candle or washing hands? • Why do people perform these rituals? What do rituals show about people's beliefs? • How do these rituals help people feel connected to God or their faith? • Why are rituals important in daily life?	
Year 3	**Thanking - Harvest** ***Sukkot, Mid-Autumn Festival, Christian harvest*** • Can I describe harvest celebrations I know? • Why do people celebrate harvest in different ways? • What do these festivals teach about thankfulness? • Why is giving thanks important? • How can we show gratitude in our daily lives?	**Light as a symbol** ***Why is light an important symbol of Hannukah and Advent?*** • Can I talk about symbols I know and what they mean? • Can I make a symbol of light (candle, drawing, or lantern)? • Why do Jews and Christians use light during these celebrations? • How can symbols of light help people remember important ideas or events?	**Special** ***Why are some places sacred?*** • Can I talk about sacred places I know? • Can I describe what happens in sacred places respectfully? • Why do people visit sacred places? What makes a place sacred? • How do sacred places help people connect with God or their faith? • How do sacred places help communities feel united?		**Community** ***Hindu worship*** • Can I explain what worship is and what happens during puja? • Can I describe or act out key parts of Hindu worship respectfully? • Why do Hindus worship in these ways? How does worship help people feel connected to God and community? • How does worship help Hindus feel part of a community? • How can we show respect and care in our own communities?	

Year 4	**The Golden Rule** ***The moral standards to use in life*** • Can I explain the Golden Rule in my own words? • Can I show the Golden Rule in action through stories, role play, or choices? • Why is the Golden Rule considered important by humanists and many religions? • How can it help people make moral decisions? • Can everyone follow it in the same way?	**Remembering** ***What is Advent?*** • Can I explain what Advent is and why it is important? • Can I interpret Advent symbols and explain their meanings? • Why is waiting and preparing important in religion and life? • How does Advent help Christians think about their lives and actions?	**Belonging** ***Shahada/Salat*** • Can I explain what the Shahada and Salat are? • Can I recognise prayer actions, prayer mats, and directions (Qibla)? • Why do Muslims repeat the Shahada every day? • Why is prayer so important in Islam? • How do shared beliefs and routines help people feel they belong?	**Freedom** ***Passover*** • Can I retell the story of Moses and the Exodus? • Can I explain the meaning of Passover symbols? • Why is remembering past struggles important? • How does remembering help people value freedom today? • How can remembering help us make fair choices today?	**Love (as service or sewa)** ***As wisdom and service in Sikhism*** • Can I explain what service and sewa means? • Can I give examples of people helping others? • Why do some people choose to help without reward? • How does helping others make communities stronger? • Why is helping others important for a good life?
Year 5	**Sacred Books** ***Multi-Faith*** • Can I explain what a sacred book is and name key examples? • Can I use examples from sacred texts to explain beliefs or values? • Why do people follow guidance from ancient texts? • Should sacred books still guide people today? How do people decide what is right and wrong?		**Comunity/Ummah** ***Hajj and Zakat*** • Can I explain what the Ummah is and describe Hajj and Zakat? • Can I use examples of Hajj and Zakat to show how Muslims help one another? • Why are these two pillars so important in Islam? • How do they affect Muslims' everyday lives? • How do Hajj and Zakat help create fairness and unity? • What responsibilities do people have to their community?	**Identity** ***Mezuzah and Shema*** • Can I explain what the Mezuzah and Shema are? • Can I use examples to show how Jewish people use them in daily life? • How do repeated actions shape identity? • How do reminders influence our values and actions? • What helps me remember what is important to me?	**Teaching (Buddhism)** ***Dukkha*** • Can I explain what dukkha means in simple terms? • Can I give examples of everyday challenges that link to dukkha? • Why do people feel unhappy even when things seem good? • Can learning about dukkha help people become happier? • How can Buddhist ideas about dukkha help people cope with problems? • Which strategies help me when things are difficult?
Year 6	**Belonging** ***The Good life (Humanism)*** • Can I explain Humanist ideas about living well? • Can I use Humanist values to discuss real-life situations? • Where do values come from if not from religion? • Can people be good without believing in God? • What values matter most to me? • How do beliefs affect belonging?	**Imagery** ***Angels*** • Can I explain what imagery is and describe different ideas about angels? • Can I analyse pictures, stories, and symbols of angels? • Why do humans use images and stories to explain spiritual ideas? • Why do angels appear in so many cultures? • Are angels best understood as real beings, symbols, or both?	**Love** ***Ramadan and Sawm*** • Can I explain Ramadan and Sawm clearly? • Can I use examples to show how Muslims practise self-control and generosity? • Why do people choose to give up comfort for something they believe in? • How does sacrifice show love? • How does self-discipline help people become kinder? • Is giving something up always helpful? Why or why not?	**Resurrection** ***The empty cross*** • Can I explain the Easter story and the meaning of the empty cross? • Can I interpret Christian symbols in art and churches? • Why do Christians believe Jesus rose from the dead? • Why is resurrection central to Christian faith? • Why do people find hope in the idea of resurrection? • How do beliefs about life after death affect how people live?	**Interpretation** ***How do people express their faith through imagery in the arts?*** • Can I describe and interpret religious images and artworks? • Can I analyse how symbols, colour, and design show belief? • Why do different religions choose different artistic styles? • How does culture affect religious art? • Is art necessary for expressing faith? • Can images mean different things to different people?