

# CURRICULUM MAP

## EYFS:

- i) 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;
- ii) 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.

In using the programmes of study set out in the Hertfordshire Agreed Syllabus of Religious Education 2012 - 2017, schools must ensure that pupils have had opportunities to learn about and from:

- Christianity and at least one other religion during the foundation stage

Religious Education-related activities can contribute to all early learning goals and will be of help when teachers are planning the curriculum.

**F:4 From the Programmes of Study should permeate the whole Foundation Stage**

	<b>NURSERY</b> RE will be taught flexibly according to the statutory requirements of the EYFS	<b>RECEPTION</b> RE will be taught flexibly according to the statutory requirements of the EYFS
<b>AUTUMN</b>	<p><b>CELEBRATION (F:6)</b> 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> <hr/> <p><b>CHRISTMAS (F:1, F:4, F:6)</b> Why giving presents is important at Christmas Including the Christmas story. Christian belief that Jesus is a gift from God</p>	<p><b>CELEBRATION (F:1, F:2, F:4, F:6, F:7, F:8)</b> Birthdays, anniversaries Choose from festivals, for example: Harvest (Christianity) Purim (Judaism) Diwali (Hinduism) Hanamatsuri - Buddha's Birthday (Buddhism)</p> <hr/> <p><b>CHRISTMAS (F:1, F:6)</b> Christmas as a birthday celebration for Christians Jesus' birthday story Cake, candles, cards, decorations, parties, presents, etc. Carols, crib scene, services</p>
<b>SPRING</b>	<p><b>BELONGING (F:2, F:6)</b> 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), etc.</p> <p><b>Ceremonies of belonging</b> Choose from, for example: Christening/dedication/baptism (Christianity) Aqqa (Islam)</p> <hr/> <p><b>EASTER (F:6, F:7)</b> Symbols of Easter New life at spring Changes in the natural world Symbols associated with Easter</p>	<p><b>CHANGE AND GROWTH (F:7)</b> 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 Why do leaves have to die? Questions about life and death</p> <hr/> <p><b>EASTER (F:1)</b> 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>
<b>SUMMER</b>	<p><b>RELATIONSHIPS (F:2, F:3)</b> Care and concern for each other through happy/sad times. People who help us. Important religious people Caring: Raksha Bandhan (Hinduism) Leaders of religious groups, for example: Vicar/priest/minister/pastor (Christianity) Imam (Islam) Rabbi (Judaism) Priest (Hinduism) Granthi (Sikhism) 'Puddles lends a Paw' by Gill Vaisey</p>	<p><b>SPECIAL PLACES AND PEOPLE (F:3, F:5)</b> Places and people special to the children. A local religious place and its leader What makes places special? Guided visualisation Special Places in the community The local religious place, how and why it is special Important religious people Important people in own lives</p>

**KEY STAGE ONE**

**Minimum time allocation: 60 hours over two years (approximately 10 hours per term) this may include RE visits, visitors to RE lessons and RE curriculum days but does not include collective worship time, school productions/rehearsal time, celebration assemblies**

*"In using the programmes of study, schools must ensure that pupils have learned about and from:*

- **Christianity at each Key Stage**
- **the six principal religions through the EYFS and Key Stages 1 and 2"** (Agreed Syllabus 2012 - 2017) the religions chosen for this Scheme of Work can be altered in the light of the experiences of the children.

**1:7 From the Programmes of Study should permeate the whole of Key Stage One**

	<b>YEAR 1</b>	<b>YEAR 2</b>
	Teachers should draw on the experiences and learning of children, including those received during the Foundation Stage	
<b>AUTUMN (10 hours)</b>	<p><b>THANKING GOD FOR NATURE (1:7, 1:8, 1:14)</b>  <b>The wonder of nature. Thankfulness for nature.</b>                      Exploring the Biblical Creation Story                      Harvest Festivals (Christianity)                      Sukkot (Judaism)                      Care of the natural world (Islam)</p> <p style="text-align: right;"><i>6 hours</i></p> <hr/> <p><b>LIGHT (1:7, 1:8, 1:9, 1:11)</b>                      Choose from, for example:                      Advent, Christingle (Christianity)                      Diwali (Hinduism)                      Hannukah (Judaism)</p> <p><b>CHRISTMAS (1:7, 1:8, 1:9; 1:11)</b>                      How is light used in the celebration of Christmas?</p> <p style="text-align: right;"><i>4 hours</i></p>	<p><b>SIGNS AND SYMBOLS (1:6, 1:9)</b>  <b>Signs and symbols in everyday life, the use of artefacts, symbolic behaviour.</b>                      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)                      Symbolic behaviour for Christians and Muslims</p> <p style="text-align: right;"><i>7 hours</i></p> <hr/> <p><b>CHRISTMAS (1:8, 1:13)</b>  <b>Giving and receiving at Christmas</b>                      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 style="text-align: right;"><i>3 hours</i></p>
<b>SPRING (10 hours)</b>	<p><b>BELONGING (1:2, 1:7, 1:8, 1:13, 1:15)</b>  <b>Belonging to a family and groups both in and out of school. Welcoming babies into the family</b>                      Welcoming Ceremonies. Choose from, for example:                      Christening/dedication/baptism (Christianity), Aqiqqa (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: right;"><i>7 hours</i></p> <hr/> <p><b>EASTER (1:1, 1:3, 1:11, 1:13)</b>  <b>Giving up something for love</b>                      Stories of Jesus' life,' Dogger' by Shirley Hughes</p> <p style="text-align: right;"><i>3 hours</i></p>	<p><b>SPECIAL PLACES (1: 1, 1:5, 1:6, 1:7, 1:9, 1:10, 1:15)</b>  <b>What do Christians do when they go to church? To include a visit to a church</b>                      Preparation for visit. The visit, including meeting with the leader, consideration of purpose for attending church. After the visit.</p> <p style="text-align: right;"><i>7 hours</i></p> <hr/> <p><b>EASTER (1:1, 1:3, 1:8, 1:10, 1:12, )</b>  <b>Why is Easter Important for Christians?</b>                      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 style="text-align: right;"><i>3 hours</i></p>
<b>SUMMER (10 hours)</b>	<p><b>BOOKS AND STORIES (1:3, 1:6, 1:7, 1:12, 1:13)</b>  <b>Holy books and how they are read and handled</b>                      Choose from, for example:                      Bible/Lectern (Christianity), Guru Granth Sahib/Chauri (Sikhism), Qur'an/Qur'an Stand (Islam), Torah/Ark (Judaism), Bhagavad Gita/Stand (Hinduism), Tripitaka (Buddhism)                      Select stories from the books chosen to show care and concern, for example:                      David and Goliath, David and Jonathan - Judaism/Christianity                      The Cat and the Dog, The Crying Camel - Islam</p> <p style="text-align: right;"><i>10 hours</i></p>	<p><b>RELIGIOUS LEADERS (1:4, 1:11, 1:15)</b>  <b>The work of religious leaders within the community</b>                      Authority figures within their own lives                      The role and work of, for example: Vicar/Priest/Minister/Pastor (Christianity), Rabbi (Judaism), Granthi (Sikhism), Priest (Hinduism), Imam (Islam)</p> <p style="text-align: right;"><i>5 hours</i></p> <hr/> <p><b>EASY QUESTIONS - DIFFUCULT ANSWERS (1:1, 1:11, 1:12, 1:14)</b>  <b>The ultimate questions raised by the natural world</b>                      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> <p style="text-align: right;"><i>5 hours</i></p>

**KEY STAGE TWO**

**Minimum time allocation: 156 hours over 4 years (approximately 13 hours per term) this may include RE visits, visitors to RE lessons and RE curriculum days but does not include collective worship time, school productions/rehearsal time, celebration assemblies**

*"In using the programmes of study, schools must ensure that pupils have learned about and from:*

- **Christianity at each Key Stage**
- **the six principal religions through the EYFS and Key Stages 1 and 2" (Agreed Syllabus 2012 - 2017)** the religions chosen for this Scheme of Work can be altered in the light of the experiences of the children.

**2.2 From the Programmes of Study should permeate the whole of Key Stage Two**

	<b>YEAR 3</b> <b>Christianity and Islam</b>	<b>YEAR 4</b> <b>Christianity, Hinduism and Sikhism</b>	<b>YEAR 5</b> <b>Christianity and Judaism</b>	<b>YEAR 6</b> <b>Christianity and Buddhism</b>
<b>Autumn</b> <b>(13 hours)</b>	<b>INTERACTIVE OVERVIEW (2.1, 2.2, 2.5)</b> 1 hour  <b>STORIES OF KEY RELIGIOUS LEADERS (2.2, 2.3, 2:6)</b> Muhammad (pbuh), Muslims today 6 hours  <b>WAYS OF DESCRIBING GOD (2.4, 2.8, 2.20)</b> The 99 Beautiful names of Allah 3 hours  <b>CHRISTMAS (2.8, 2.12)</b> Messengers – Angels Sending news at Christmas 3 hours	<b>INTERACTIVE OVERVIEW (2.2, 2.5, 2.6)</b> 2 hours  <b>BELONGING</b> <b>HINDU TEACHING ABOUT GOD (2:1, 2.4)</b> One God who takes many forms  <b>WORSHIP IN A HINDU HOME? (2.5, 2.9, 2.15, 2.24, 2.25)</b> In the home, a Hindu shrine Worship in a Hindu family 8 hours  <b>CHRISTMAS (2.1, 2.6, 2.12, 2.17 )</b> No room at the Inn Feeling accepted or rejected 3 hours	<b>INTERACTIVE OVERVIEW (2.2, 2.5, 2.6)</b> 1 hour  <b>RULES FOR LIVING (2.1, 2.15, 2.24, 2.25)</b> The Ten Commandments Laws from Deuteronomy (Kosher) 7 hours  <b>LIGHT AS A SYMBOL (2:17, 2:14)</b> Hannukah (Judaism) Advent and Christmas (Christianity) 6 hours	<b>INTERACTIVE OVERVIEW (2:2)</b> 1 hour  <b>CHRISTIAN AND BUDDHIST BELIEFS AND PRACTICES (2:1, 2.5, 2.22, 2.23, 2.24 )</b> <b>THE BUDDHA (2.1, 2.3, 2.7, 2.21, 2.23, 2.25)</b> Personal Heroes Prince Siddhartha, Buddhists today 8 hours  <b>CHRISTMAS (2:12, 2.15, 2:16, 2:23)</b> Sacred and secular 3 hours
<b>SPRING</b> <b>(13 hours)</b>	<b>EVENTS IN THE LIFE OF JESUS (2.3, 2.12, 2.16, 2.25)</b> Jesus' life and actions Stories of Jesus Lent and Easter 13 hours	<b>BELONGING (2:3, 2:15, 2:16, 2:18, 2:19)</b> Welcoming new babies in Christian and Sikh communities <b>THE IMPORTANCE OF SHARING FOOD (2:13, 2:15, 2:16)</b> Food as part of Christian worship The Langar, Kara Prashad (Sikhism) 6 hours  <b>EASTER (2.3, 2:15)</b> How did Jesus share his last supper? Holy Communion, Easter foods 7 hours	<b>CELEBRATIONS RELATED TO KEY FIGURES (2.3, 2.7, 2.12, 2.14, 2.15)</b> Purim – Esther (Judaism) Passover – Moses (Judaism) Easter- Jesus, the events of Holy Week (Christianity) Common themes 13 hours	<b>EXPRESSING FAITH IN ART, DRAMA AND SONG (2:8, 2:13, 2:15, 2:17)</b> Responding to Buddhist and Christian texts Expressing faith through meditation 8 hours  <b>THE IMPORTANCE OF JESUS TO CHRISTIANS (2.1, 2.3, 2.12, 2.21)</b> Easter - The importance to Christians today 5 hours
<b>SUMMER</b> <b>(13 hours)</b>	<b>RULES AND HOW THEY INFLUENCE ACTIONS (2.24, 2.25)</b> Five Pillars of Faith Two Commands of Jesus Charity 8 hours  <b>SPECIAL PLACES, SACRED SPACES (2:13, 2.25)</b> Personal places The Mosque and the musulla The Church 5 hours	<b>SPECIAL BOOKS AND SACRED TEXTS (2:9, 2:11, 2:15)</b> How holy books are regarded and handled Bible (Christianity) Guru Granth Sahib (Sikhism) Bhagavad Gita (Hinduism)  <b>SACRED WRITINGS AND STORIES (2:7, 2:16, 2:23)</b> Hindu traditional tales 13 hours	<b>LEADERS IN RELIGIOUS COMMUNITIES AND THE IMPORTANCE OF RELIGION TODAY (2.5, 2.6, 2.10, 2.13)</b> Authority figures. Rabbi Priest/Vicar/Minister/Pastor 5 hours  <b>CREATION STORIES AND THE ULTIMATE QUESTIONS THEY RAISE (2.1, 2.4, 2.14, 2.20, 2.21)</b> Ultimate and non ultimate questions How the world started Sabbath (Judaism) 8 hours	<b>IDEAS ABOUT GOD (2:4, 2.21)</b> One God. Many gods. No God. 5 hours  <b>HUMAN RESPONSIBILITY FOR THE ENVIRONMENT (2:1, 2:20, 2:22, 2.24, 2.25)</b> Issues and Beliefs 4 hours  <b>SUFFERING (2:1, 2.6, 2:17, 2:22, 2.24, 2.25)</b> Desire and Suffering (Buddhist) Holocaust and Genocide Overcoming evil, promoting goodness 4 hours