

RE Curriculum Map – from September 2022-23 – New Agreed Syllabus

RE is a statutory part of the core curriculum for all pupils. Good quality teaching in RE will tailor the planning of the syllabus carefully to the needs of all pupils. At Thorpe we want all of our pupils to be Religiously Literate. Religious Literacy is the knowledge of, and the ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain.

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to informed debates” (Why RE Matters – The RE Council).

In each unit a key question is explored through a number of smaller questions over a series of lessons. All units are based on the community of enquiry approach to teaching and learning. Teachers must teach to the key questions in each unit but may choose alternative ways to teach the key questions or use schemes of work.

EYFS

- Reception (not nursery) – Christianity and other religions or beliefs systems as represented in the school and local area.
- RE is taught within the EYFS framework across several areas of learning and development. Topics include: Our Family, Celebrations & Festivals (Chinese New Year, Christmas Diwali, Easter, Eid, Harvest, and Weddings).
- Children are entitled to a minimum of 30 hours of adult led activities.

KS1

- Christianity and Islam are taught, representing the background of most pupils at Thorpe, as well as Sikhism, Buddhism and Humanism.
- Children are entitled to a minimum of 36 hours of RE per year.
- RE is taught using an experiential and enquire approach. Starting with family, neighbourhood and special times. Learning concentrates on the similarities of religions.

18/19	Autumn 1 (7)		Autumn 2 (7)		Spring 1 (7)		Spring 2 (6)		Summer 1 (5)		Summer 2 (7)
	wks 1-4	wks 5-7	wks 1-4	wk 5-7	wks 1-5	wks 6-7	wks 1-4	wk 5-6	wk 1	wks 2-5	Wks1-7
Year 1	Places in Christianity – What makes a place special for Christian people?	Harvest – Who celebrates Harvest and Why?	Celebrations – Why is Light and Dark important in Celebrations?	Christmas – Why is Christmas important to Christians?	Babies– How do Muslims and Christians welcome babies?	People in Christianity – Who do Christians say Jesus was?	People in Christianity – Who do Christians say Jesus was?	Easter – Why is Easter important to Christians?		Humanism – Why are humans special? How can we be happy?	The family in Islam – How does being a Muslim make a difference to a family?
Visit	Wk 3 Church (St Andrews)										Book Church visit for Sept
	wks 1-4	wks 5-7	wks 1-4	wks 5-7	wks 1-7		wks 1-4	wks 5-6	wk 1	wks 2-5	Wks1-7
Year 2	The family in Christianity – What difference does belonging to a faith make to a family? How do Christians give thanks at Harvest time?	Harvest - Who do we need to thank for the bread we eat?	Special Books – Why are some books special to some people?	Christmas – What does the Christmas story teach us about giving?	How does the Khalsa influence the lives of Sikh families?	How do stories from the gurus and the concept of seva (selflessness) affect Sikh children?	Humanism - What are the special ways Humanists celebrate in their lives?	Easter – What are the symbols of Easter and what do they mean?		Easter - Why do Christians say the Holy spirit is so important?	What message did the prophet Muhammad (pbuh) bring? Keeping the 5 Pillars – What difference does it make?
Visit										Book Mosque trip	Wk 3 Mosque (Faizan E Madina)

KS2

- Christianity and five other world religions (Buddhism, Hinduism, Islam, Judaism, Sikhism,), humanism and an acknowledgement of other world views are taught.
- Children are entitled to a minimum of 45 hours of RE per year.
- RE is taught using an experiential and enquire approach, moving from the local to the national and international examples of religion. Teaching and learning should explore diversity, similarities and differences within and between religions, humanism and other world views.

18/19	Autumn 1 (7)		Autumn 2 (7)		Spring 1 (7)		Spring 2 (6)		Summer 1 (5)		Summer 2 (7)	
Year 3	wks 1-4	wks 5-7	wks 1-4	wk 5-7	wks 1-7		wks 1-4	wk 5-6	wk 1	wks 2-5	Wks1-2?	Wks3-7
	Who are the 'saints of God' and why are they important? (link to church calendar)	Harvest - Why is Harvest a time to give thanks?	The Church Year – Is Christmas a festival of light or love?	Christmas – What special journeys are made in the Christmas story?	Buddhism – Why is Buddha an inspiration to many? (make links to Humanism similarities and differences)		The Church Year – Is Easter a festival of new life or sacrifice?	Easter – Why is forgiveness important in the Easter story?		Sikhs in Britain – What is it like to be a Sikh in Peterborough?		Is Life Fair? <i>If the world were a villiage</i> by David J Smith Link to RRS / Unicef – link to Humanism
Visit							Book trip for next term			Gudwara (Royce R) wk 3		
Year 4	wks 1-4	wks 5-7	wks 1-4	wk 5-7	wks 1-7		wks 1-4	wk 5-6	wk 1	wks 2-5	Wks1-2?	Wks3-7
	Why Pray? Make links to local, national and international examples of religion (similarities and differences)	Harvest - How and why do Jews celebrate Sukkot?	Peace - Why should we give it a chance?	Christmas – What message does the Christmas story give us about Jesus?	Words of wisdom – How does the Torah influence the lives of Jewish people?		Christianity / Islam - Why do People go on Pilgrimages? (link to several faiths and non-faith journeys of importance)	Easter – Can there be a fresh start from sin?		The Church, the People – Why is the church important to Christians? What does the Bible mean to Christians?		Islam – Being a Muslim – Why is prayer important to Muslims?
Visit							Book trip for next term			Church (St Botolphs) wk 3 or 4		
Year 5	wks 1-4	wks 5-7	wks 1-4	wk 5-7	wks 1-7		wks 1-4	wk 5-6	wk 1	wks 2-5	Wks1-2?	Wks3-7
	Is religion what you say or what you do? Make links to local, national and international examples of religion (similarities and differences)	Harvest - What in 'my world' is given to me; what belongs to me and what should people share?	Would the Christian Church support a war?	Christmas – Does the birth of Jesus deserves such a nearly worldwide celebration?	Hinduism in Britain – How and why do Hindus worship at home and at the Mandir in Peterborough? Where else do Hindus worship in the world?		Jesus – Why is Jesus an inspirational leader for some people?	Easter on Trial – Who killed Jesus?		The Church and Christian Worship – What is the Church and why is it important to Christians?		Words of wisdom – What can we learn from reflecting on Christian, Sikh and Muslim wisdom?
Visit			Book the Mandir for next term		Mandir							

18/19	Autumn 1 (7)		Autumn 2 (7)		Spring 1 (7)	Spring 2 (6)		Summer 1 (5)		Summer 2 (7)	
Year 6	wks 1-5	wks 6-7	wks 1-4	wk 5-7	wks 1-7	wks 1-4	wk 5-6	wk 1	wks 2-5	Wks1-2?	Wks3-7
	Wk1 - Faith Timeline Wk2 – How does the Christian Calendar affect our lives? Wk3-5: Times and Seasons – How is Harvest celebrated around the world?	Harvest - What can we learn about ourselves at Harvest time?	Is the Bible a handbook or a story of love? (Link to Humanism and similarities and differences)	Christmas - Why do you think people started celebrating the birth of Jesus? (link to faith time line and non-faith significance of Christmas)	God and Creation What do different faiths say about how the world began? (Can start next unit early if you wish and overlap the two)	Stories of faith – What can we learn from stories shared by Christians, Jews and Muslims?	Easter – Is Easter about sacrifice or salvation?		Reminder of Faith Timeline. Religions in our community – How can we build a more respectful Peterborough / World? (Link to Humanism and non-faith viewpoints, if time allows move from the local to the national and international examples of religion and non-faith world views. Explore diversity, similarities and differences within and between religions, humanism and other world views)		
Visit	Cathedral wk4 (tour and significance of building to history of Peterborough – link to Y6 history topic)										Book Cathedral Trip

Attainment targets

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

- AT1 (Learning about religion and belief) Enquiring into, investigation and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.
- AT2 (Learning from religion and belief) Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Aims and Purpose (statutory)

The aims of the RE curriculum are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world vies represented in the United Kingdom;
- to develop an understanding of the influences of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principle religions and world views represented locally and in the United Kingdom.

Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.