

RE Curriculum Map

Intent

At The Gillford Centre, we believe that Religious Education is an integral part of our pastoral curriculum that aims to engage, inspire, challenge and encourage all pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions that are followed in our multi-cultural society. We want them to know how religious education promotes tolerance and combats prejudice, producing positive citizens, preparing them for adult life, employment and life-long learning.

Our Religious Education curriculum is compliant with the Cumbria Agreed Policy on Religious Education.

Implementation

We follow the Local Authority RE schemes of work which reflect the fact that the religious traditions in Great Britain are in the main Christian whilst covering Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Christianity is taught in every year group, with Christmas and Easter given fresh treatment each year, developing children's learning in a progressive way. The scheme encourages discussion of the big questions in a safe enquiry space, enhances critical thinking and evaluation skills

Religious Education is taught within discrete weekly sessions focusing on one faith-based question each half term.

Impact

End of unit assessment pieces and teacher assessment are used to enable the pupils to show both the knowledge and understanding gained through a unit of study.

Primary: Year 1 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn term	Christianity Gifts and giving	<p>Pupils will learn about Christianity, its origins and its core values and beliefs. They will explore why God is important to Christians and what they believe God is like. They will also learn about Jesus and his teachings.</p> <p>Religion: Christianity</p> <p>Pupils will learn about the Christian celebration Christmas and the Islamic festival Eid al-Fitr. Children will learn why Christmas can be important to many Christians and why Eid al-Fitr can be important to many Muslims. Children will learn how they are both celebrated and will then go on to explore the importance of giving and gifts in both celebrations.</p> <p>Religion: Christianity and Islam</p>
Spring Term	Religion and rituals Easter	<p>Pupils will learn about what rituals are and how they differ to routines, they will learn about some important rituals in religions. Children will explore the rituals associated with prayer for Muslims, worship for Hindus and Holy Communion for Christians. They will finally compare the rituals studied from different religions.</p> <p>Religion: Christianity, Islam and Hinduism</p> <p>Pupils will learn about the Christian celebration of Easter; they will look at the different Holy days and the reasons behind these days.</p> <p>Religion: Christianity</p>
Summer Term	Caring for others Places of worship	<p>Pupils will learn about kindness and the importance of caring for others, by exploring the values of different religions. This includes reading stories from different faiths and learning about religious festivals and practices.</p> <p>Religion: Christianity, Hinduism, Sikhism, Islam and Buddhism</p> <p>Pupils will consider what a place of worship is, before exploring key features of a Jewish synagogue, Hindu mandir and Christian church. They will learn about objects, design and uses of each place of worship. Children will then discuss the importance of places of worship to religious believers and communities.</p> <p>Religion: Christianity, Hinduism and Judaism</p>

Primary: Year 2 RE

Term	Unit of Study	Key Skills Learning
Autumn Term	Nature and religion Light and dark	<p>Pupils will learn the Christian Creation story, about the importance of harvest to some Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam, which highlight the importance of looking after nature. They then go on to think about how the messages in these stories can help them in their everyday lives</p> <p>Religion: Christianity, Judaism, Buddhism and Islam Pupils will learn about the importance of light to many in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah. Children learn how and why light can be important to each festival through participating in lots of practical and creative activities. Children then go on to think about what light and darkness can represent and symbolise in each religion. Finally children will begin to make simple links and comparisons between the different religions.</p> <p>Religion: Christianity, Hinduism and Judaism</p>
Spring Term	Rules and routines Easter	<p>Pupils will learn about why we have rules and routines and how they help us in our everyday lives. Children will then find out about rules and routines from the viewpoint of different religions: Christianity, Judaism, Islam and Sikhism. Children will also be introduced to humanism and the beliefs of humanists</p> <p>Religion: Christianity, Judaism, Islam, Sikhism and Humanism. Pupils will learn about the Christian celebration of Easter; they will look at the different Holy days and the reasons behind these days.</p> <p>Religion: Christianity</p>
Summer Term	Beginning and ending Places of worship	<p>Pupils will explore how beginnings and endings are marked in special ways in different religions and their own lives. They will find out about religious rituals for the beginning of a child's life and a believer's journey of faith, as well as finding out how Sikhs celebrate the end of one year and beginning of a new year.</p> <p>Religion: Christianity and Sikhism Pupils will learn about what a place of worship is and what happens there. The children will learn about what a visitor to a mosque, a gurdwara and a Buddhist temple might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them. Children will explore similarities and differences between the places of worship they have been learning about.</p> <p>Religion: Christianity, Islam, Buddhism and Sikhism</p>

Primary: Year 3 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly		-
Autumn Term Christianity	Personal resonance with or reflection on... Knowledge and understanding of...	RE3.1 I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. RE3.2 I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. RE3.3 I can suggest how a person may rescue/help others who are in difficult situations. RE3.4 I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. RE3.5 I can explain one Christian viewpoint about one of Jesus' healing miracles. RE3.6 I can start to tell you why Christians believe Jesus' death is important.
Spring Term Christianity	Evaluation / critical thinking in relation to the enquiry question.	RE3.7 I can start to tell you what Christmas means to Christians and what it means to me. RE3.8 I can start to say whether I believe Jesus actually healed people or not. RE3.9 I can start to reflect on whether I agree with Christian beliefs about Jesus' death.
Summer Term Hinduism	Personal resonance with or reflection on... Knowledge and understanding of... Evaluation / critical thinking in relation to the enquiry question.	RE3.10 I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. RE3.11 I can explain some of the different roles I play whilst still being me. RE3.12 I can explain why water is important. RE3.13 I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. RE3.14 I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. RE3.15 I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. RE3.16 I can start to say why Divali might bring a sense of belonging to Hindus. RE3.17 I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. RE3.18 I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

Primary: Year 4 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly		-
Autumn Term Christianity	Personal resonance with or reflection on... Knowledge and understanding of...	RE4.1 I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. RE4.2 I can talk about what sort of help I might need to show forgiveness. RE4.3 I can explain some of the feelings my special place gives me and suggest why that is. RE4.4 I can describe one thing a Christian might learn about Jesus from a Christmas symbol. RE4.5 I can describe what a Christian might learn about forgiveness from a Biblical text. RE4.6 I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
Spring Term Christianity	Evaluation / critical thinking in relation to the enquiry question.	RE4.7 I can ask questions about what Christmas means to Christians and compare this with what it means to me. RE4.8 I can show an understanding of how Christians believe God can help them show forgiveness. RE4.9 I can start to understand the impact a Christian's special place has on him/her.
Summer Term Buddhism	Personal resonance with or reflection on... Knowledge and understanding of... Evaluation / critical thinking in relation to the enquiry question.	RE4.10 I can start to show an understanding of why people think it is difficult to be happy all the time. RE4.11 I can suggest why there may be problems in the world and how people could help solve them. RE4.12 I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. RE4.13 I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. RE4.14 I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. RE4.15 I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. RE4.16 I can begin to show an understanding of what being happy means to Buddhists. RE4.17 I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world RE4.18 I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.

Primary: Year 5 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly		-
Autumn Term Christianity	<p>Personal resonance with or reflection on...</p> <p>Knowledge and understanding of...</p>	<p>RE5.1 I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>RE5.2 I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>RE5.3 I can show an understanding of why people show commitment in different ways.</p> <p>RE5.4 I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>RE5.5 I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>RE5.6 I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p>
Spring Term Christianity	Evaluation / critical thinking in relation to the enquiry question.	<p>RE5.7 I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>RE5.8 I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>RE5.9 I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>
Summer Term Sikhism	<p>Personal resonance with or reflection on...</p> <p>Knowledge and understanding of...</p> <p>Evaluation / critical thinking in relation to the enquiry question.</p>	<p>RE5.10 I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>RE5.11 I can explain how some stories can teach people about what is important and how to behave.</p> <p>RE5.12 I can show an understanding of why people show commitment in different ways.</p> <p>RE5.13 I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>RE5.14 I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>RE5.15 I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>RE5.16 I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>RE5.17 I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>RE5.18 I can start to express what I think about the best way a Sikh could show commitment to God.</p>

Primary: Year 6 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly		-
Autumn Term Christianity	<p>Personal resonance with or reflection on...</p> <p>Knowledge and understanding of...</p>	<p>RE6.1 I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>RE6.2 I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>RE6.3 I can explain how the influence people have had on me has affected what I see as important.</p> <p>RE6.4 I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>RE6.5 I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>RE6.6 I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p>
Spring Term Christianity	Evaluation / critical thinking in relation to the enquiry question.	<p>RE6.7 I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>RE6.8 I can reflect on my own beliefs about whether anything is eternal.</p> <p>RE6.9 I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>
Summer Term Islam	<p>Personal resonance with or reflection on...</p> <p>Knowledge and understanding of...</p> <p>Evaluation / critical thinking in relation to the enquiry question.</p>	<p>RE6.10 I can show an understanding of why people show commitment in different ways.</p> <p>RE6.11 I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>RE6.12 I can give examples of times when I misinterpreted something.</p> <p>RE6.13 I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>RE6.14 I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>RE6.15 I can explain two different Muslim interpretations of Jihad.</p> <p>RE6.16 I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>RE6.17 I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>RE6.18 I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>

Secondary: Year 7 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly		Within the teaching of RE we aim to engage students in philosophical and ethical debate through the study of religious belief and practice. Through studying the major world religions we challenge bias and prejudice and encourage students to see the world through other people's eyes. We operate an environment where individuals are free to express their own views and beliefs and an area where pupils opinions are valued , regardless of beliefs or ability.
Autumn Term	Philosophy of religion Christianity	Introduction to philosophy of religion Key beliefs of Christianity with a focus on the special nature of Jesus Knowledge and Understanding: <ul style="list-style-type: none"> - Historical sources exist about Jesus, know key facts about Jesus' life - The different biblical views about God, about the Trinity and importance of creed - The life and teachings of Jesus, miracles, death and resurrection Evaluation: <ul style="list-style-type: none"> - Representations of the Trinity in art - Reflect on the natural of the Christian God - The importance of the miracles in Christians belief of Jesus the son of God
Spring Term	Judaism	Jewish beliefs and practices including the Shema and Passover Knowledge and Understanding: <ul style="list-style-type: none"> - Judaism is a monotheistic religion originating in a polytheistic culture - Key Jewish beliefs, why they believe they are the chosen people - What the Shema is and why it is important - The influence of Jewish beliefs in the home, and jewish people - The key events of Pesach Evaluation: <ul style="list-style-type: none"> - The idea of promises & the importance of the covenant to Jewish people - The influence of the Shema on Jewish daily life - The difficulty of keeping laws in a secular society

Summer Term	Spirited Arts	Spirited Arts, Prayer space
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Secondary: Year 8 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly		Within the teaching of RE we aim to engage students in philosophical and ethical debate through the study of religious belief and practice. Through studying the major world religions we challenge bias and prejudice and encourage students to see the world through other people's eyes. We operate an environment where individuals are free to express their own views and beliefs and an area where pupils opinions are valued , regardless of beliefs or ability.
Autumn	Hinduism Islam	<p>Hinduism and Islam with a focus on the influence of religious leaders (including Muhammad and Gandhi)</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Key facts and beliefs of Hinduism - The idea of the caste system, Gandhi's work and key points in his life - The influence of Gandhi on Hinduism, India & the wider world <p>Evaluation:</p> <ul style="list-style-type: none"> - Consider how beliefs affect behaviour - Personal response to using violence, listen to others and share own views <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Key facts and beliefs of Islam - Muhammad, facts, key events and stories about him and his life <p>Evaluation:</p> <ul style="list-style-type: none"> - Look at own beliefs and views about non violence and the treatment of animals - Reflect on Muhammad, his generosity and influence as a role model to Muslims and non Muslims
Spring	Buddhism	<p>Buddhism (this includes a trip to a Buddhist monastery as part of an investigation on worship and meditation)</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Key facts and beliefs of Buddhism and of Buddhist worship - The story of the Buddha, the 4 noble truths - What enlightenment is - The ethical principles of Buddhists and how the religion spread <p>Evaluation:</p> <ul style="list-style-type: none"> - Express own understanding of enlightenment through poetry

		<ul style="list-style-type: none"> - Apply Buddhist teachings to own situations - Experience relaxation techniques
Summer	Multifaith centre	Multifaith centre

Secondary: Year 9 RE

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly		Within the teaching of RE we aim to engage students in philosophical and ethical debate through the study of religious belief and practice. Through studying the major world religions we challenge bias and prejudice and encourage students to see the world through other people's eyes. We operate an environment where individuals are free to express their own views and beliefs and an area where pupils opinions are valued , regardless of beliefs or ability.
Autumn	Festivals	<p>A study of festivals including Ramadan, Paganism & Samhain, Hannukkah and Christmas</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Of main UK festivals and celebrations, distinction between religious and secular festivals - How and why Buddhists celebrate Wesak - Eid and Ramadan - The use of symbolism in expressing beliefs in paganism, Samhain and paganism in British culture - Remembrance day – reflect on and express own views - How Hindus celebrate Diwali, the story of Rama and Sita - Impact celebrating Hanukah has on individuals <p>Evaluation:</p> <ul style="list-style-type: none"> - Consider the importance of celebrating festivals to Buddhists today - Consider the importance of celebrating festivals to Muslims today - The purpose of WW1, suffering and the purpose of remembrance
Spring	Ethics	<p>A study of moral issues including war and peace and the environment</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - What ethics is and the different sources that guide our decision making - Why the environment & war/peace are moral issues, the effects of war and use of nuclear weapons - Christian ideas of stewardship - Consider arguments for and against animal rights - Crime and punishment, laws, moral views, religious views

		<ul style="list-style-type: none">- Abortion – laws, rights, religious views <p>Evaluation:</p> <ul style="list-style-type: none">- Consider the meaning & importance of moral issues. Explore own moral responses- Explore personal responses to the treatment of animals- Understand different moral standpoints
Summer	Ethics	Prejudice and discrimination with a focus on racism and community cohesion