

Casterton Primary Academy – Religious Education Curriculum Map Year A (September Odd Years)

Title or Question National Curriculum  Stimulus and Enrichment   Outcome World of Work Link British Values 

Class	Autumn	Spring	Summer
EYFS Why are some things special?	<i>Special times: How and why do we celebrate? What times are special to different people and why?</i> <u>People Culture and Communities</u> Children at the expected level of development will: 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. - Food tasting linked to festivals e.g. fruits and vegetables at Harvest; fig rolls at Eid. - Treading fruit onto skewers to create fruit kebabs. - Place books read during adult led activity into reading area for children to revisit. - Provide materials for the making of invitations, cards and decorations linked to the festivals and personal celebrations. - Rangoli pattern outlines for colouring/fine motor. - Thread story events onto string to create a necklace. - Collage using materials from nature walk. - Wrapping presents.	<i>Special stories: Why are some stories special? What special messages can we learn from stories?</i> <u>People Culture and Communities</u> Children at the expected level of development will: 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. - Small world/ Role play – act out one or more stories using small world characters. - Leave simple versions of the stories in the book corner for children to re-read. Record some stories for the listening station. - Construct a strong and a weak house in the construction/ junk modelling area? What made the difference? - Writing table – write own messages and thank you cards. Sequence the stories and write captions. Make bravery medals. - Creative area- create a large Goliath and a small David – make puppets for storytelling. Talk about/ recall some religious stories e.g. through role play, art, model making. Share	<i>Special places: What buildings and places are special to different people? OR What is special about our world?</i> <u>People Culture and Communities</u> Children at the expected level of development will: 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. - Re-enact a visit to a place of worship with the persona doll within the role play area. Use specific vocabulary for different artefacts. - Sort/ match artefacts with the correct place for worship. Talk about their special place and explain why it is special. Be aware that some Christians, Muslims and Hindus have places that are special to them. Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple/mandir is a holy place for a Hindu. Identify some significant features/ objects found inside and outside a church or mosque. Identify new vocabulary. Talk about some of the things Christians and Muslims do when they are visiting a church, mosque or mandir How to be respectful.

	• Nativity figures in small world area for retelling. • Use playdough for making diva lamps. • Make stick puppets to retell the story of Rama and Sita for use in role-play/small world. • Provide dressing up clothes for a celebration. • Decorate the home corner for a celebration. • Water resistant painting of fireworks using wax crayons. Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas/Harvest/ Diwali and Eid. Say why festivals are special times for believers of different faiths. Understand what it's like to be part of a celebration.		features of a story that they like and explain why. Identify a sacred text e.g. Bible, Qur'an. Identify that the Bible and Qur'an are special. Appreciate to be thankful.			
Years 1 and 2 What do people say about God?	<i>Why do Christians say that God is a 'Father'?</i> Y1 Christianity: God Visit to a church. Learn God the Father, prayer and the importance of prayer. God the Father, prayer.	<i>Why is Jesus special to Christians?</i> Y1 Christianity: Jesus A visit from an expectant or new mum. The nativity story. Beliefs about Jesus as God incarnate, Christmas.	<i>How might beliefs about creations affect the way people treat the world?</i> Y1 Islam Nature walk and Mr Arnfield to visit the class. Painting of the natural world. God as creator, care for the planet.	<i>Why might some people put their trust in God?</i> Y1 Judaism Visit from Rainbow, Brownie or Guide Leader – Mrs Rawcliffe. Class promise and/or a Sukkot celebration. God's promise, Noah, Abraham, trusting in God.	<i>What do Hindus believe about God?</i> Y1 Hindu Dharma Visitors with different job roles. Design an item of clothing that they could wear to express all the different aspects of themselves. One God in many forms, God in all things expressing ideas about God.	<i>How might some people show that they 'belong' to God?</i> Y1 Christianity: Church Baptism objects – candle, photos of families, ointment. Church visit to see the font. Write invitations to invite other children from the school community to a Baptism. Baptism, belonging.

Years 3 and 4 Who should we follow?	<i>Why is the Prophet Muhammad (pbuh) an example for Muslims?</i> Y3 Islam Local Imam to visit and talk about charity work. Create an advice board on how to make the world a better place. The Prophet, Muhammed (pbuh), Zakah.	<i>How (and why) have some people served God?</i> Y3 Christianity: God Visitor from the Salvation Army or leader of the local church. Debate about the idea of being a servant. Prophets, service to God, inspirational people.	<i>What does it mean to be a disciple of Jesus?</i> Y3 Christianity: Jesus Diamond nine activity. Vote and debate. Discipleship, following the example of Jesus, helping others.	<i>What do Christians mean by the 'Holy Spirit'?</i> Y3 Christianity: Church Church candles and banners. Discussion. The Holy Spirit, gifts of the spirit.	<i>Why are the Gurus important to Sikhs?</i> Y3 Sikhism Resources and artefacts about the Guru Granth Sahib, visit a Gurdwara or invite a representative of the Sikh faith into school. Design a T-shirt that would show their own values and commitments. Guru Nanak, The 10 gurus, Baisakhi.	<i>Why is family an important part of Hindu life?</i> Y3 Hindu Dharma Artefacts, resources and photographs of the festival celebration Raksha Bandhan. Design and write a thankyou note to family member as a way of expressing gratitude for the relationship. Religious duty, Hindu scriptures (the Ramayana), Raksha Bandhan.
Years 5 and 6 Where do we find guidance about how to live our lives?	<i>Why is the Qur'an so important to Muslims?</i> Y5 Islam Qur'an stand and links to the World Religion News Presentation. The Qur'an, The Night of Power.	<i>Why is it sometimes difficult to do the right thing?</i> Y5 Christianity: God Visitors from Catholic and Protestant church. Discussion. Sin, Adam and Eve's disobedience, temptation and morality.	<i>What might Hindus learn from stories about Krishna?</i> Y5 Hindu Dharma Stories about the Hindu deity Krishna. Create a story with an important message. Krishna, Holi.	<i>What do we mean by a miracle?</i> Y5 Christianity: Jesus Visit from a journalist – how do they report events, write an article or record a news report. Hold a class debate. Miracles of Jesus, pilgrimage.	<i>How do people decide what to believe?</i> Y5 Christianity: Church Visit to a church to look at the art work of the Trinity. Lead a discussion. The Trinity, use of symbols and metaphors, The Worldwide Church.	<i>Do people need laws to guide them?</i> Y5 Judaism Visit a synagogue - https://shulbythesea.co.uk/school-group-visits/ Or 'Email a believer' resource at http://pof.reonline.org.uk/ Conscience Alley drama activity. The Torah, the synagogue.

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	• Make stick puppets to retell the story of Rama and Sita for use in role-play/small world. • Provide dressing up clothes for a celebration. • Decorate the home corner for a celebration. • Water resistant painting of fireworks using wax crayons. Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas/Harvest/ Diwali and Eid. Say why festivals are special times for believers of different faiths. Understand what it's like to be part of a celebration.		Identify a sacred text e.g. Bible, Qur'an. Identify that the Bible and Qur'an are special. Appreciate to be thankful.			
Years 1 and 2 How do we respond to the things that really matter?	<i>Does how we treat the world matter?</i> Y2 Christianity: God Links with local church to find out about Christian groups – CAFOD, Christian Aid, and A Rocha. Create a collage.	<i>Why do Christians say Jesus is the 'light of the world'?</i> Y2 Christianity: Jesus Advent resources – calendar, services, Christingle. Interview or email a Christian. Create a poster, poem or writing.	<i>How might people express their devotion?</i> Y2 Hindu Dharma Invite a Hindu or visit a Mandir. Create an area in the classroom to put special objects.	<i>Why do Muslims believe it is important to obey God?</i> Y2 Islam Visit a mosque or invite a Muslim into the class to demonstrate prayer positions and talk about the importance of prayer in Islam. Reflection on their own life.	<i>What unites the Christian community?</i> Y2 Christianity: Church Visit local church – investigate the interior and how parts are used during worship. Look at the church noticeboard. What else is the church used for other than worship? How and why a church might serve the local community. Design/build a model church.	<i>What aspects of life really matter?</i> Y2 Judaism Create a Sabbath plate with items traditionally eaten. Create an invitation.

Years 3 and 4 How should we live our lives?	<i>What might a Hindu learn through celebrating Diwali?</i> Y4 Hindu Dharma Photos and resources to show how Hindus in the UK celebrate Diwali. Collage.	<i>How and why might Christianity use the Bible?</i> Y4 Christianity: God Selection of bibles. Record their best guidance for life they have ever been given.	<i>How do Sikhs express their beliefs and values?</i> Y4 Sikhism Invite visitors into school who wear a uniform to work. Create a class list of actions that could be done to fill the buckets of others.	<i>Is a sacrifice an important part of religious life?</i> Y4 Christianity: Jesus Semantic maps and scenarios. Organise a collection for a local food bank or charity.	<i>Why do Muslims fast during Ramadan?</i> Y4 Islam Visual representations of the Five Pillars. Debate the importance of commitment.	<i>What does love your neighbour really mean?</i> Y4 Christianity: Church Aesop's Fables and/or support from Christian charities – Christian Aid, CAFOD OR the St Vincent de Paul Society. Identify one or two key messages that they would like to be passed on.
Years 5 and 6 Is life like a journey?	<i>Is there one journey or many?</i> Y6 Hindu Dharma Cycle of samsara. Plan a ceremony that could be used to mark and celebrate the transition from primary school to secondary.	<i>How do Christians mark the 'turning points' on the journey of life?</i> Y6 Christianity: Church Scenarios of forgiveness. As the pupils prepare to move on to high school, what do they feel is the purpose of their life? Who or what gives their life meaning?	<i>What is Hajj and why is it important to Muslims?</i> Y6 Islam Virtual Hajj around school Journey map.	<i>Why do Christians believe Good Friday is 'good'?</i> Y6 Christianity: Jesus Visit a church to witness a Eucharist celebration or interview a Christian about the Eucharist. Make a personal set of Stations of the Cross showing challenges from their journey of life or through school so far in images and words.	<i>What do we mean by a 'good life'?</i> Y6 Buddhism Eightfold Path. Reflect on happiness.	<i>If life is like a journey, what's the destination?</i> Y6 Christianity: God Art work depicting the baptism of Jesus. Discuss to what extent the phrase 'life is like a journey' is true.