

R.E enquiry curriculum map 2021/2022.

<u>Year group:</u>	<u>Enquiry one:</u> <u>Topic: Creation.</u>	<u>Enquiry two:</u> <u>Topic: Celebrations</u>	<u>Enquiry three:</u> <u>Topic: Who or what is God?</u>	<u>Enquiry four:</u> <u>Topic: Salvation</u>	<u>Enquiry five:</u> <u>Expressing beliefs in a religion. What does it mean to belong?</u>	<u>Enquiry 6:</u> <u>The BIG questions.</u>
<u>EYFS:</u>	How can we care for our wonderful world?	Why do Christians perform nativity plays at Christmas?	What makes every single person unique and precious?	Why do Christians put a cross in an Easter garden?	Why is the word God so important to Christians?	How can we help we help others when they need it?
1	<p>How did the Universe come to be? Christian, Hindu, Jewish <u>Age related expectations to cover:</u> Ask questions about the world around them and talk about these questions.</p> <p>Give a simple reason using the word 'because' when talking about religion and belief</p>	<p>How does a celebration bring a community together? Muslim, Christian <u>Age related expectations to cover:</u> Recognise that people have different beliefs and that some people follow religions and others nonreligious worldviews</p>	<p>What do Jewish people remember on Shabbat? (Greater depth study of Judaism). Jewish <u>Age related expectations to cover:</u> Give an example of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g the idea of stewardship/looking after the world</p>	<p>What does the cross mean to Christians? Christian <u>Age related expectations to cover:</u> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview e.g. the nativity story, the Golden Rule, the life of Moses</p> <p>Recognise that narratives, stories and texts used by at least one religion or worldview contain a range of beliefs e.g. belief (or not) in God, covenant, dharma, sewa</p>	<p>What happens in the daily life of a _____? Christian <u>Age related expectations to cover:</u> Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.</p> <p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>What do my senses tell me about the world of religion and belief? Multi/humanism <u>Age related expectations to cover:</u> Ask questions about the world around them and talk about these questions.</p> <p>How do people decide what is right and wrong? Multi/ humanism</p>

<p>2</p>	<p>Who made the world? Christian <u>Age related expectations to cover:</u> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief e.g how the story of Moses links beliefs about being a chosen people</p> <p>Give examples of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g how beliefs about God shape worship or prayer life</p>	<p>Why is light an important symbol for Christians, Jews and Hindus? Christian, Jewish, Hindu <u>Age related expectations to cover:</u> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief e.g how the story of Moses links beliefs about being a chosen people.</p> <p>Recognise different types of genre from within one text e.g. parables and guidance in the Bible</p> <p>Recognise the connections between beliefs within at least one religion or worldview e.g the links between the Jewish covenant and being a chosen people</p> <p>Give examples of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g how beliefs about God shape worship or prayer life</p>	<p>Why do people have different views about the 'idea of God'? Christian, Muslim, Hindu, Jewish. <u>Age related expectations to cover:</u> Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Why is Easter a special time for Christians? Christian <u>Age related expectations to cover:</u> Recognise that when people talk about 'religion' they can mean different things e.g a set of beliefs, a way of life...</p> <p>Identify evidence of religion and belief (e.g beliefs, stories, symbols, artefacts and practices) especially in the local area.</p> <p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. e.g during a festival or celebration</p>	<p>How do Jewish people celebrate Passover? Jewish <u>Age related expectations to cover:</u> Recognise that when people talk about 'religion' they can mean different things e.g a set of beliefs, a way of life...</p> <p>Identify evidence of religion and belief (e.g beliefs, stories, symbols, artefacts and practices) especially in the local area.</p> <p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. e.g during a festival or celebration</p>	<p><u>Age related expectations to cover:</u> Give a reason to say why someone might hold a particular belief using the word 'because'</p> <p>Using religious and belief stories or teachings, make connections between peoples' beliefs about right and wrong and the actions they carry out as a result of these beliefs</p>
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<p>3</p>	<p>What is the Trinity? Christian</p> <p><u>Age related expectations to cover:</u></p> <p>Recognise that beliefs are influenced by events in the past and present.</p> <p>Recognise ways in which beliefs might make a XXX (name of religion or worldview adherent) think about how they live their life, how they see the world in which they live and how they view others</p>	<p>What is worship? (A focus on celebrations and festivals). Christian, Muslim, Hindu</p> <p><u>Age related expectations to cover:</u></p> <p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. E.g. through art or culture</p>	<p>What do different religions teach about God? Christian, Hindu, Muslim.</p> <p><u>Age related expectations to cover:</u></p> <p>Show awareness of different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason) and how they link with beliefs. Identify different types of genre and give an example of how a religious or non-religious believer might interpret a source of authority e.g. in a teaching, piece of art</p> <p>Identify some links between beliefs being studied within and between religions and worldviews. Show awareness of some of the similarities and differences between, within and beyond religions and worldviews.</p>	<p>What does sacrifice mean? Christian</p> <p><u>Age related expectations to cover:</u></p> <p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view. Recognise that there are many different religious and non-religious views about what is right and wrong/good and bad. Recognise some of the similarities and differences between these ideas.</p>	<p>What does being a _____ make to daily life? Muslim</p> <p><u>Age related expectations to cover:</u></p> <p>Identify the different ways in which people use the term 'religion' when exploring religions, beliefs and worldviews.</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. E.g. through art or culture</p>	<p>What is philosophy? Multi/ Hinduism</p> <p><u>Age related expectations to cover:</u></p> <p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowledge, belief and opinion.</p>
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<p>4</p>	<p>How do _____ make sense of the world? Muslim <u>Age related expectations to cover:</u> Identify different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason) and how they link with beliefs.</p> <p>Make clear links between different beliefs being studied within and between religions and worldviews Identify some of the similarities and differences between, within and beyond religions and worldviews</p> <p>Identify ways in which beliefs might make a XXX (name of religion or worldview adherent) think about how they live their life, how they see the world in which they live and how they view others</p>	<p>How do religious groups contribute to society across the world? Links to religions and charities-help at Christmas. Hindu/ Christian <u>Age related expectations to cover:</u> Describe ways in which beliefs can impact on and shape individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p> <p>Describe the different ways in which the term 'religion' is used by followers of religions, worldviews and those who are not adherents of a particular belief system.</p>	<p>How do people make moral decisions? Multi/Humanism <u>Age related expectations to cover:</u> Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief Give reasons for more than one point of view, providing pieces of evidence to support these views</p> <p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Why do Christians call the day Jesus died 'Good Friday?' Christian <u>Age related expectations to cover:</u> Give examples of different genre and give examples of different ways in which religious and nonreligious believers interpret sources of authority e.g. in blogs, articles, artwork, music</p> <p>Identify events in history and society which have influenced some religious and non-religious worldviews</p> <p>Identify ways in which beliefs might make a XXX (name of religion or worldview adherent) think about how they live their life, how they see the world in which they live and how they view others</p>	<p>How do _____ express beliefs in modern Britain and in _____ (country)? Hindu India <u>Age related expectations to cover:</u> Describe ways in which beliefs can impact on and shape individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p> <p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p>	<p>What do we mean by truth? Is seeing believing? Buddhism. Christian. <u>Age related expectations to cover:</u> Describe different answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary (e.g. knowing, truth, proof, reality, fact, opinion) when discussing issues relating to truth, reality and knowledge.</p> <p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief Give reasons for more than one point of view, providing pieces of evidence to support these views</p> <p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are</p>
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5	<p>How do _____ make sense of the world?</p> <p>Hindu Age related expectations to cover:</p> <p>Describe ways in which beliefs shape the way XXX (Name of religion or worldview adherent) view the world in which they live and how they view others</p> <p>Describe how events in history and society have influenced some religious and non-religious worldviews</p>	<p>How is Christmas celebrated across the world?</p> <p>Christian Age related expectations to be covered:</p> <p>Explain how beliefs impact on and shape individual lives, communities and society, and how individuals, communities and society (e.g. culture) can also shape beliefs.</p> <p>Explain the different ways in which the term 'religion' is used by followers of religions, worldviews and those who are not adherents of a particular belief system. Show awareness that talking about religion and belief can be complex.</p>	<p>Is believing in God reasonable?</p> <p>Multi/ Humanism Age related expectations to cover:</p> <p>Explain different answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which people understand knowledge using philosophical vocabulary correctly.</p> <p>Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument</p>	<p>What did Jesus do to save human beings?</p> <p>Christian Age related expectations to cover:</p> <p>Describe ways in which beliefs shape the way XXX (Name of religion or worldview adherent) view the world in which they live and how they view others</p> <p>Describe the connections between sources of authority and beliefs studied. Describe some of the key theological or philosophical similarities and differences between, within and beyond religions and worldviews</p> <p>Describe different sources of authority (e.g. sacred text, statement of belief, reason, experience, tradition) and how they</p>	<p>Why do people go on Pilgrimages?</p> <p>Muslim, Christian Age related expectations to cover:</p> <p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Explain how beliefs impact on and shape individual lives, communities and society, and how individuals, communities and society (e.g. culture) can also shape beliefs.</p>	<p>differences.</p> <p>What is right and wrong?</p> <p>Christian, Hindu, Muslim. Age related expectations to cover:</p> <p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>
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				link with beliefs. Describe a range of different genre and interpretations of sources of authority and consider the reliability of these sources when enquiring into religions and worldviews		
6	<p>Creation and Science-conflicting or complimentary? Christian/ Humanism</p> <p>Explain how events in history and society have influenced some religious and non-religious worldviews</p> <p>Explain and discuss how beliefs shape the way XXX (name of religion or worldview adherent) view the world in which they live and how they view others</p>	<p>How and why does religion bring peace and conflict? Multi Age related expectations to cover: Begin to analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p> <p>Begin to analyse and evaluate the varying use of the term 'religion' by followers of religions, worldviews and those who are not adherents of a particular belief system Recognise some areas of</p>	<p>How do people make sense of the world we live in? Christian, Hindu, Muslim, humanism. Age related expectations to cover: Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p> <p>Begin to analyse and evaluate a range of different answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which people</p>	<p>What difference does the resurrection make to Christians? Christian Age related expectations to cover: Explain and discuss different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason, writings of influential thinkers) and the connections with beliefs.</p> <p>Explain and discuss a range of genre and interpretations of sources of authority and take into account the reliability of sources when enquiring into religions and worldviews.</p>	<p>How do beliefs shape identity for _____? Buddhists. Age related expectations to cover: Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Begin to analyse and evaluate how beliefs impact on, shape and change individual lives,</p>	<p>How do Buddhists explain suffering in the world? Buddhism Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion. Demonstrate (in oral or written form) evidence of</p>

		controversy when interpreting and explaining the nature of religion and belief.	understand knowledge, showing awareness that not everything can be known for certain.	Explain connections between sources of authority and key concepts or beliefs studied using theological terms Explain the key theological similarities and differences between, within and beyond religions and worldviews	communities and society, and how individuals, communities and society can also shape beliefs.	the process of reasoning when forming an argument
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Special events:

Interfaith week: 15th – 19th November 2021.

Diwali- 4th November

Hanukkah- 28th November -6th December.

Christian holidays and festivals 2021

Wednesday, January 6 – Epiphany.

10th January – Bodhi Day

World religion day- 16th January

Tuesday, February 16 – Shrove Tuesday.

Wednesday, February 17 – Ash Wednesday.

19th March – Holi

Sunday, March 28 – Palm Sunday.

Thursday, April 1 – Maundy Thursday.

Friday, April 2 – Good Friday.

2nd April – 1st May- Ramadan

Saturday, April 3 – Holy Saturday.

Sunday, April 4 – Easter Sunday.

15th April – 23rd April Passover