

**Religious Education Curriculum Map**

|                    | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|--------------------|---|---|---|---|--|--|
| <b>Autumn Term</b> | I wonder – what do Christians believe about God?<br><i>(Introduction to Christian faith)</i>                            | I wonder – what do Jewish people believe about God?<br><i>(Introduction to Judaism)</i><br><i>(Visit to Wimbledon synagogue if unable to visit in Summer 2)</i> | Is it important for Hindus to believe in different gods and goddesses?<br><i>(Introduction to Hinduism)</i><br><i>(Visit to a Hindu temple)</i> | Why do some people think life is a journey? What significant experiences mark this?<br><i>(Christianity, Hinduism and/or Judaism)</i> | Should what matters most to Christians and Humanists be the same?<br><i>(Christianity and Humanism)</i>                                  | Being a Christian in Britain today: challenging or empowering?<br><i>(Christianity)</i><br><i>(Christian speaker)</i>                                  |
|                    | I wonder - what do Muslims believe about Allah?<br><i>(Introduction to Islamic faith)</i>                               | I wonder – why and how do people celebrate Christmas and Hanukkah?<br><i>(Christianity and Judaism)</i>   | Can Christian and Muslim stories teach us similar lessons?<br><i>(Christianity and Islam)</i>   | Should all people of a religious faith go on a pilgrimage to deepen their faith?<br><i>(Christianity, Islam, Hinduism)</i>            | Being a Hindu in Britain today: challenging or empowering?<br><i>(Hinduism)</i><br><i>(Hindu speaker)</i>                                | Does religion help people to be good?<br><i>(Christianity, Islam and Humanism)</i>   |
| <b>Spring Term</b> | I wonder - what makes an object special or sacred?<br><i>(Christianity and Islam)</i>                                   | I wonder - can sacred books teach us anything?<br><i>(Christianity, Judaism and Islam)</i>  | Why are festivals important to religious communities?<br><i>(Christianity plus Hinduism and/or Judaism and/or Islam)</i>                        | Being a Muslim in Britain today: challenging or empowering?<br><i>(Islam)</i><br><i>(Muslim speaker)</i>                              | Is it better to express your beliefs in arts and architecture or in charity and generosity?<br><i>(Christianity, Islam and Humanism)</i> | Does living biblically mean obeying the whole Bible?<br><i>(Christianity)</i>  |
|                    | I wonder - what makes a religious leader special?<br><i>(Christianity and Islam)</i><br><i>(Imam or priest speaker)</i> | I wonder – why and how do people celebrate Easter and Ramadan?<br><i>(Christianity and Islam)</i>   | Is it okay for different people to believe different things about God?<br><i>(Christianity, Hinduism or Islam)</i>                              | What do different religions say about how we should treat our environment?<br><i>(Christianity, Judaism, Islam)</i>                   |  | Can religion and faith help us when life gets hard?<br><i>(Christianity, Hinduism and Humanism)</i>  |
| <b>Summer Term</b> | I wonder if the Bible is a good way of telling Christians about how the world was made?<br><i>(Christianity)</i>        | I wonder – why are religious buildings sacred?<br><i>(Judaism and Islam)</i><br><i>(Visit to a local mosque)</i>  | Does belonging to a faith community hold a special meaning to believers?<br><i>(Christianity and Islam)</i>                                     | Is the Bible relevant for Christians today?<br><i>(Christianity)</i>  | Where do ideas about God come from?<br><i>(Christianity, Hinduism, Humanism)</i>   | If Buddhists don't follow a god, are they religious?<br><i>(Introduction to Buddhism)</i><br><i>(Visit to a Buddhist temple, optional due to SATs)</i> |
|                    | I wonder - should we care for others and the world around us?<br><i>(Christianity and Islam)</i>                        | I wonder – why do religious people pray?<br><i>(Christianity and Islam)</i>   | Being Jewish in Britain today: challenging or empowering?<br><i>(Judaism)</i><br><i>(Jewish speaker)</i>  | Should Humanist beliefs be as important as religious beliefs?<br><i>(Introduction to Humanism)</i><br><i>(Humanist speaker)</i>       | If God is everywhere, do we need places of worship?<br><i>(Christianity, Hinduism, Islam)</i><br><i>(Visit to a church)</i>              | What do Sikhs think of God?<br><i>(Introduction to Sikhism)</i><br><i>(Visit to a Sikh Gurdwara)</i>   |

## Progression of Knowledge:

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| Strand of Learning 1: religious and non-religious groups and the existence of God                             |        |
| 1.1 I wonder - what do Christians believe about God? (Introduction to Christian faith)                        | Year 1 |
| 1.2 I wonder - what do Muslims believe about Allah? (Introduction to Islamic faith)                           | Year 1 |
| 1.3 I wonder – what do Jewish people believe about God? (Introduction to Jewish faith)                        | Year 2 |
| 1.4 Is it important for Hindus to believe in different gods and goddesses? (Introduction to Hindu faith)      | Year 3 |
| 1.5 Is it okay for different people to believe different things about God? (Christians, Hindus or Muslims)    | Year 3 |
| 1.6 Should Humanist beliefs be as important as religious beliefs? (Introduction to Humanism)                  | Year 4 |
| 1.7 Where do ideas about God come from? ( <i>Christianity, Hinduism, Humanism</i> )                           | Year 5 |
| 1.8 If Buddhists don't follow a god, are they religious? (Introduction to Buddhism)                           | Year 6 |
| 1.9 What do Sikhs think of God? (Introduction to Sikhism)   | Year 6 |
| Strand of learning 2: sacred objects and special religious people   |        |
| 2.1 I wonder - what makes an object special or sacred? (Christianity and Islam)                               | Year 1 |
| 2.2 I wonder - what makes a religious leader special? (Christianity and Islam)                                | Year 1 |
| Strand of learning 3: religious stories from religious sources  |        |
| 3.1 I wonder if the Bible is a good way of telling Christians about how the world was made? (Christianity)    | Year 1 |
| 3.2 I wonder - can sacred books teach us anything? (Christianity, Judaism and Islam)                          | Year 2 |
| 3.3 Can Christian and Muslim stories teach us similar lessons? (Christianity and Islam)                       | Year 3 |
| 3.4 Is the Bible relevant for Christians today? (Christians)  | Year 4 |
| 3.5 Does living biblically mean obeying the whole Bible? (Christianity)                                       | Year 6 |
| Strand of learning 4: ways of living, our values and commitments  |        |
| 4.1 I wonder - should we care for others and the world around us? (Christianity and Islam)                    | Year 1 |
| 4.2 What do different religions say about how we should treat our environment? (Christianity, Judaism, Islam) | Year 4 |
| 4.3 Should what matters most to Christians and Humanists be the same? (Christianity and Humanism)             | Year 5 |
| 4.4 Does religion help people to be good? (Christianity, Islam and Humanism)                                  | Year 6 |
| Strand of learning 5: religious and non-religious forms of expression and sacred events                       |        |
| 5.1 I wonder – how and why do people celebrate Christmas and Hanukkah? (Christianity and Judaism)             | Year 2 |

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| 5.2 I wonder – how and why do people celebrate Easter and Ramadan? (Christianity and Islam)   | Year 2 |
| 5.3 Why are festivals important to religious communities? (Christians plus Hindus and/or Jewish people and/or Muslims)                                  | Year 3 |
| 5.4 Why do some people think life is a journey? What significant experiences mark this? (Christians, Hindus and/or Jewish people)                       | Year 4 |
| 5.5 Should all people of a religious faith go on a pilgrimage to deepen their faith? (Christianity, Islam, Hinduism)                                    | Year 4 |
| 5.6 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious, e.g. Humanists) | Year 5 |
| Strand of learning 6: worship   |        |
| 6.1 I wonder – why are religious buildings sacred? (Judaism and Islam)  | Year 2 |
| 6.2 I wonder – why do religious people pray? (Christianity and Islam)   | Year 2 |
| 6.3 If God is everywhere, do we need places of worship? (Christianity, Hinduism, Islam)   | Year 5 |
| Strand of learning 7: belonging to a faith group in Britain today   |        |
| 7.1 Does belonging to a faith community hold a special meaning to believers? (Christianity and Islam)   | Year 3 |
| 7.2 Being Jewish in Britain today: challenging or empowering? (Judaism)   | Year 3 |
| 7.3 Being a Muslim in Britain today: challenging or empowering? (Islam)   | Year 4 |
| 7.4 Being a Hindu in Britain today: challenging or empowering? (Hinduism)   | Year 5 |
| 7.5 Being a Christian in Britain today: challenging or empowering? (Christianity)   | Year 6 |
| Strand of learning 8: religion, making a difference in life   |        |
| 8.1 Can religion and faith help us when life gets hard? (Christianity, Hinduism and Humanism)   | Year 6 |

**Assessment:**

|  | <b>Reception</b>   | <b>Year 1</b>  | <b>Year 2</b>   | <b>Lower KS2</b>   | <b>Upper KS2</b>   |
|--|--|--|---|--|--|
| <p><b>Assessment Objective 1 (AO1)</b></p> <p><i>Learning ABOUT religion and beliefs</i></p> | <p>Children should be able to talk about what items and people are important to them and to others. They should be able to show awareness and sensitivity towards their own, and others', needs and feelings as well as demonstrate respect for different ways of life. At this stage, they should also be able to describe some religious stories and describe some religious objects, such as those found in a church.</p> | <p>Pupils can remember religious stories and talk about them. They can remember the right names for things that are special to believers. They can talk about religious art, symbols and words.</p>  | <p>Pupils can tell religious stories and talk about them. They can talk about some of the things that are the same for religious people. They can say what some symbols stand for, and say what some of the art and music is about.</p>                     | <p>Pupils can describe some religious sources and explain that these teachings affect religious groups. They can use the right religious words to describe and to briefly compare different practices and experiences.</p>   | <p>Pupils can describe some reasons for why people belong to religions and explain how similarities and differences between religions can make a difference to the lives of individuals and communities. They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions.</p> |
| <p><b>AO1 Greater depth</b></p>  |  | <p>Pupils can describe a few things that a believer might learn from a religious story. They can briefly describe some similarities and differences between religions. They can use some religious words to describe some religious practices.</p>   |   | <p>Pupils can compare some of the things that influence them with those that influence others. They can ask important questions about life and compare their ideas with those of other people. They have begun to link things that are important to them and other people with the way people behave.</p>  |  |
| <p><b>Assessment Objective 2 (AO2)</b></p> <p><i>Learning FROM religion and beliefs</i></p>  | <p>Children should be able to talk about what a story might mean and what it means to them. They should begin to talk about what they find interesting and puzzling. They should be able to say what is wrong and what is right.</p>   | <p>Pupils can talk about things that happen to them. They can talk about what they find interesting or puzzling. They can talk about what is important to them.</p>  | <p>Pupils can ask about what happens to others with respect for their feelings. They can talk about some things in stories that make people ask questions. They can talk about what is important to them and to others with respect for their feelings.</p> | <p>Pupils can ask questions about the meaning of life and about identity. They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people. They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom.</p>  | <p>Pupils can give their own views and describe the views of others on questions about identity and the meaning of life. They use brief reasons and some references to sources of wisdom, such as inspirational people. They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views.</p>   |
| <p><b>AO2 Greater depth</b></p>  |  | <p>Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views. They have begun to explain the effects of beliefs and practices on individuals, communities and societies. They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers.</p> |   | <p>Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life. Pupils can consider some of the challenges of belonging to a religion today. They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics.</p> |  |

## Religion, Beliefs and Worldviews in the EYFS

### Specific early learning goal that RBW feeds into:

#### Understanding the world

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

| Wandsworth RE Syllabus   | How religion, beliefs and worldviews is accessed in the EYFS curriculum at Sheringdale  |
|--|---|
| <b>AO1 – Learning about religion and beliefs</b>   |   |
| <p>Children should be able to talk about what items and people are important to them and to others.</p>  | <p>Nursery and Reception begin the year with an 'All About Me' book if the children are new to Sheringdale. This has a page for a photo of the child as a baby, a photo of them now, a photo of their family, a photo of their home, a photo of their favourite toy, and a page for their favourite things, for example, food, places and interests. We use them throughout the year as we move through different topics and texts and they are the basis for a full understanding about how different we all are and how this is celebrated.</p> <p>If children have moved from Nursery into Reception, children bring in a 'Hello Box'. This is a box full of things that are important to them. They talk about their box and its contents in a 'show-and-tell' so pupils can celebrate their differences, and others can learn respect for different ways of life.</p>  |
| <p>They should be able to show awareness and sensitivity towards their own, and others', needs and feelings as well as demonstrate respect for different ways of life.</p>   | <p>The Nursery has a 'Family' display which highlights the ways families differ, what languages families speak and what country their families are from.</p> <p>Both Nursery and Reception create class charters which the children contribute ideas for to make the feelings of others very clear.</p> <p>The role play we set up is one of the ways we target understanding about different ways of life. For example, a 'home corner' would include recipe books from different cultures, as well as dressing up costumes that reflect our diverse inner-London intake. This moves on to things like a space station, builders' yard and vets' surgery - so lots of 'ways of life' involved there.</p> <p>The Power of Reading texts we use are geared towards personal, social and emotional development. For example, the book Ruby's Worry focuses on sharing worries between people to make them lighter and smaller. The book highlights that everyone has feelings and allows children to show sensitivity towards others' feelings.</p> |
| <p>At this stage, they should also be able to describe some religious stories and describe some religious objects, such as those found in a church.</p>  | <p>The EYFS highlight celebrations as the year goes along and build them into our continuous provision. For example, Christmas and Easter, but we also learn about Thanksgiving, Chinese New Year, Diwali and Eid. Often, we ask parents of families who celebrate these to come in and tell us about them.</p>   |
| <b>AO2 – Learning from religion and beliefs</b>  |   |
| <p>Children should be able to talk about what a story might mean and what it means to them. They should begin to talk about what they find interesting and puzzling. They should be able to say what is wrong and what is right.</p> | <p>Power of Reading within the EYFS allows pupils to study a text in depth and talk about the meaning behind the story and how it links in with their own lives. Teachers spend time fully 'dissecting' the text, discussing what is wrong and right in the book and clarifying any misconceptions.</p> <p>The EYFS take part in a 'book share' when children bring in a book that is important to them. The teacher reads it to the class and the child has the opportunity to explain why it is special to them.</p>  |

**How the EYFS curriculum feeds into the Key Stage 1 curriculum.**

***Evidence of the progression of knowledge and skills:***

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| <b>Wandsworth RE Syllabus</b> | <i>Children should be able to talk about what items and people are important to them and to others (AO1).</i> | <i>They should be able to show awareness and sensitivity towards their own, and others', needs and feelings as well as demonstrate respect for different ways of life (AO1).</i> | <i>At this stage, they should also be able to describe some religious stories and describe some religious objects, such as those found in a church (AO1).</i> | <i>Children should be able to talk about what a story might mean and what it means to them. They should begin to talk about what they find interesting and puzzling. They should be able to say what is wrong and what is right (AO2).</i> |
| <b>EYFS</b>                   | 'All about me' book<br>'Hello box'<br>Show-and-tell   | 'Family' display<br>Class charters<br>Role play<br>Power of Reading texts  | Major religious celebrations are highlighted throughout the year. Parents of religions are invited in to talk about them.                                     | Power of Reading texts<br>Book share   |



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| <b>Wandsworth RE Syllabus</b> | <i>They can talk about what is important to them (AO2).</i>   | <i>Pupils can talk about things that happen to them (AO2).</i>  | <i>They can remember the right names for things that are special to believers. They can talk about religious art, symbols and words (AO1).</i>  | <i>Pupils can remember religious stories and talk about them (AO1). They can talk about what they find interesting or puzzling (AO2).</i>   |
| <b>Year 1</b>                 | I wonder - what makes an object special or sacred?<br>I wonder - what makes a religious leader special?<br>(Pupils talk about what objects/people are important to them, before looking at objects/people that are important to religions)<br>I wonder - should we care for others and the world around us? | I wonder - what do Christians believe about God?<br>I wonder - what do Muslims believe about Allah?<br><br>(Introductions to both faiths allow pupils of these faith to talk about what happens to them in these major religions) | I wonder - what makes an object special or sacred?<br>I wonder - what makes a religious leader special?<br><br>(Pupils recall the right names for religious objects/leaders. Pupils will also familiarize themselves with the basic symbols and words associated with these religions). | I wonder if the Bible is a good way of telling Christians about how the world was made?<br><br>(Pupils look at the creation story in the Bible and discuss if it a good way of telling Christians how the world was made. They will discuss what they find interesting or puzzling) |



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|-------------------------------|---|---|---|--|
| <b>Wandsworth RE Syllabus</b> | <i>They can talk about what is important to them and to others with respect for their feelings (AO2).</i>   | <i>Pupils can ask about what happens to others with respect for their feelings (AO2).</i>   | <i>They can talk about some of the things that are the same for religious people. They can say what some symbols stand for, and say what some of the art and music is about (AO1).</i>  | <i>Pupils can tell religious stories and talk about them (AO1). They can talk about some things in stories that make people ask questions (AO2).</i>   |
| <b>Year 2</b>                 | I wonder – why and how do people celebrate Christmas and Hanukkah?<br>I wonder – why and how do people celebrate Easter and Ramadan?<br>(In both topics, pupils are encouraged to talk about whether they celebrate any of these festivals and why it is important to them. Pupils may wish to say why they don't celebrate these festivals, with respect for others' feelings) | I wonder – what do Jewish people believe about God?<br><br>(The introduction to the Jewish faith allows people to ask what happens in the faith group and respect their values) | I wonder – why are religious buildings sacred?<br>I wonder – why do religious people pray?<br><br>(Pupils begin to make links between different religions e.g. the all have sacred places of worship and they all pray. They begin to look at symbols, are and music within these sacred places on visits and discuss the importance of praying in all religions) | I wonder – why and how do people celebrate Christmas and Hanukkah?<br>I wonder – why and how do people celebrate Easter and Ramadan?<br>(Pupils explore the stories behind the religious festivals and talk about their significance)<br>I wonder - can sacred books teach us anything?<br>(Pupils look at simple stories in the Bible, Qur'an and Torah and talk about lessons behind them) |

