



**Lower Farm Academy**  
**RE**  
**Curriculum Map**



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	F1. Which stories are special and why?	F2. Which people are special and why? <i>Nativity story</i>	F3. Which places are special and why?	F4. Which times are special and why? <i>Chinese visit</i>	F5. Where do we belong?	F6. What is special about our world?
<b>Year 1</b>	1.1 Who is a Christian and what do they believe?	1.2 Who is a Muslim and what do they believe?	1.6 How and why do we celebrate special and sacred times? <i>Easter and Eid al-Fitr</i>		1.5 What makes some places sacred?	1.7 What does it mean to belong to a faith community?
<b>Year 2</b>	1.3 Who is Jewish and what do they believe? <i>Synagogue visit</i>	1.6 How and why do we celebrate special and sacred times? <i>Yom Kippur and Hanukkah focus.</i>	L2.7 What does it mean to be a Christian in Britain today?		1.4 How can we learn from sacred books?	1.8 How should we care for others and the world, and why does it matter?
<b>Year 3</b>	1.10 Who is a Sikh and how do they live?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? <i>Easter focus</i>		L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?
<b>Year 4</b>	L2.8 What does it mean to be a Hindu in Britain today? <i>Mandir visit</i>	L2.5 Why are festivals important to religious communities? <i>Diwali focus</i>	L2.9 What can we learn from religions about deciding what is right and wrong?		L2.1 What do different people believe about God? <i>Christian focus and both Hindus and Muslims</i>	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
<b>Year 5</b>	U2.1 Why do some people think God exists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship?		U2.6 What does it mean to be a Muslim in Britain today? <i>Mosque visit</i> <i>Eid al-Fitr</i>	
<b>Year 6</b>	U2.9 What does it mean to be a Sikh in Britain today? <i>Gurdwara visit</i>	U2.3 What do religions say to us when life gets hard?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?		3.13 The Buddha: how and why do his experiences and teachings have meaning to people today	

## Progression

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
<p><b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>	<p>Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;</p>
<p><b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p>	<p>Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world;</p>
<p><b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>	<p>Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;</p>
<p><b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>	<p>Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;</p>
<p><b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity,</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied</p>	<p>Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world</p>

diversity, meaning and value;		and in their own lives;	views, accounting for the impact of diversity within and between communities;
<b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
<b>Gain &amp; deploy skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
<b>Gain &amp; deploy skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;
<b>Gain &amp; deploy skills:</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.