

## **Whole School Curriculum Map by Subject: RE (promoting spiritual, moral and cultural development)**

<b><u>West Sussex RE curriculum</u></b>	<b><u>By the end of Year 2...</u></b>	<b><u>By the end of Year 6...</u></b>
<p><b><u>Know about and understand a range of religions and worldviews, so that they can:</u></b></p> <ul style="list-style-type: none"> <li>• describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;</li> <li>• identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;</li> <li>• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>• Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</li> <li>• 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.</li> <li>• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>
<p><b><u>Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:</u></b></p> <ul style="list-style-type: none"> <li>• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</li> <li>• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;</li> <li>• appreciate and appraise varied</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> <li>• Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>• Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>• 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 and in their own lives.</li> <li>• Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li> </ul>

dimensions of religion or a worldview.		
<p><b><u>Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:</u></b></p> <ul style="list-style-type: none"> <li>• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</li> <li>• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;</li> <li>• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Find out about and respond with ideas to examples of co-operation between people who are different.</li> <li>• Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li> <li>• 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.</li> <li>• Discuss and apply 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.</li> </ul>

### Christianity

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b><u>Christmas story</u></b> What is it all about? Why is it special?</p>	<p><b><u>Christmas story</u></b> How is this celebrated around the World?</p>	<p><b><u>Christmas story</u></b> What does it mean? Puzzling questions symbols of Christmas.</p>			<p><b><u>Christmas story</u></b> compared to the birth of the Hindu, Islam, Judaism faith leader.</p>
<p><b><u>Easter story</u></b> What is it all about? Why is it special?</p>	<p><b><u>Easter story</u></b> How is it celebrated around the World?</p>	<p><b><u>Easter story</u></b> What does it mean? Puzzling questions symbols of Easter.</p>			
<p><b><u>The Bible</u></b> stories with a meaning (Linked to school values see below)</p>	<p><b><u>The Bible</u></b> stories with a meaning (Linked to school values see below)</p>	<p><b><u>The Bible</u></b> What do we know about Jesus? What were Jesus' experiences as a child? Stories about Jesus Parables Jesus told.</p>			

<u>Learning about different faiths</u>					
	<b><u>Hinduism</u></b> What is it like being a Hindu? Origins Place of worship Symbols and beliefs Text Divali (festival of light, summer/winter solstice) How and why do Hindus celebrate Divali  (This should include a visit to the place of worship)	<b><u>Festivals and celebrations</u></b> Compare elements of Hinduism to Christianity	<b><u>Islam</u></b> What is it like being a Muslim? Origins Place of worship Symbols and beliefs Text Festivals and celebrations Compare elements of Islam to Christianity  (This should include a visit to the place of worship)	<b><u>Buddism</u></b> What is it like being a Buddhist? Origins Place of worship Symbols and beliefs Text Festivals and celebrations Compare elements of Buddhism to Christianity  (This should include a visit to the place of worship)	<b><u>Judaism</u></b> What is it like being a Jew? Origins Place of worship Symbols and beliefs Text Festivals and celebrations Compare elements of Judaism to Christianity  (This should include a visit to the place of worship)
<u>Comparisons between faiths</u>					
Places of worship in the village St Mary's Anglican Church (Reverend David) The United Reformed Church (Reverend Anne) St Gabriel's Catholic Church (Father Alan) Key physical features: altar, candles, iconography, vessels of worship, Physical aspects such as decoration. Stained glass / plain.	Symbols from other faiths Hindu, Islam, Judaism.	focusing on spiritual ways of celebrating different festivals (naming ceremonies, weddings, funerals) and reflect on the reasons why some people value such celebrations very highly, but others not at all	Sacred Texts from Hindu, Islam, Judaism. How are they treated differently?	Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent)	Explore what different religions, Hindu, Islam, Judaism, believe happens after death.  What do people of no faith believe?
<u>Belonging:</u>					
	where and how people belong and why belonging	Myself and my beliefs. (How to be a good	What is faith and what difference does it	<u>Themes</u> – figures who have an influence on	<u>Themes</u> – figures who have an influence on

	is important	citizen) Valuing others and their beliefs	make? Be able to reflect on what it means to belong to a faith community.	others: Such as Mother Theresa, Ghandi, Martin Luther King, Jesus, Muhammad,	others: Such as Nelson Mandela, Rosa Parks, Anne Frank, Malala Yousafzai
<b><u>Beliefs and Teachings</u></b>					
	Be able to reflect upon and consider religious and spiritual feelings, experiences and concepts, for example concern, joy and sadness.	Be able to reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks.	What people believe?  What do people of no faith believe?  Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like. Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins	How do the beliefs influence actions? To be able to reflect on ideas of right and wrong and their own and others' responses to them Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief A Rocha and Oxfam	To be able to reflect on ideas of right and wrong and their own and others' responses to them. Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all including Humanism.

### **Stories from the Bible to accompany school values**

Use the book: The Lion Storyteller Bible by Bob Hartman; this has accompanying CDs and are age appropriate with modern day language.

<b><u>HAPPINESS</u></b> God's Friend : Abraham and Sarah p 16 Spies in Canaan : Hebrews and the Promised Land p 36 The First Christmas: p84 A Happy Day : Jesus risen p 140	<b><u>LEARNING</u></b> Samuel Hears a Voice : God's calling p 50 The Boy in the Temple: Jesus as a boy p88 The Two Sisters: Martha and Mary p 106 The Unforgiving Servant: p 108	<b><u>KINDNESS</u></b> Ruth finds a new home : p48 The Man Who Came Back : story of the Leper p124
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	On the Road to Emmaus : p142 On the Road to Damascus : p150	
<b><u>TRUST</u></b> A Special Promise: Noah and the Ark p12 The Burning Bush : Moses commandments p 30 A Long Journey : Hebrews p35 Samuel the Kingmaker: p52 A Jar and a Jug : woman trusting Elijah p60 Hezekiah Trusts God : p68 The Storm on the Lake : Jesus calms the Storm p 98 Time To Get Up : Jairus' daughter p 100 Jesus and the Children : p128	<b><u>PRIDE</u></b> Joseph the Dreamer : p22 Samson and Delilah : p44 David the Giant Killer: Goliath p 54	<b><u>EQUALITY</u></b> Esther Was a Star : p78 The Big Party : rich man p114 The Man Who Came Back : story of the Lepers p124 Jesus and the Tax Man : p 130
<b><u>SAFETY</u></b> The Great Escape: parting of the Red Sea: p 32 Elijah and the Ravens : p58 The Storm on the Lake : p98 The Two Houses : Foolish man building a house p 12 The Good Shepherd :p 116	<b><u>AMBITION</u></b> Joseph the Dreamer : Gideon p 40 A Time To Build : Nehemiah p80 Big Bags of Money : a story Jesus told p122 Jesus and the Taxman : p130 The Helper Arrives : Peter p146	<b><u>CARE</u></b> The Secret Baby : Moses p 28 Down Through the Roof : Lame man miracle p94 The Marvellous Picnic : 5 loaves and fishes p 102 The Kind Stranger : Samaritan p 104
	<b><u>EXCELLENCE</u></b> The Wise King : Solomon p56	<b><u>RESPECT</u></b> The Boy Who Liked To Say No : Daniel p 72 The Wise Men's visit : to Jesus after his birth p86 The Centurion's Servant p 96 The Big Spender : The Prodigal Son p 120 The Widow's Coins: p134