

# Primary Phase Curriculum Map



## Subject Area: **Religious Education**

Religious Education at WHGS provides opportunities for pupils to explore big questions about life. It also allows them to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living. We are always seeking to show the similarities in our religion and cultures and how this unites us. This starts from Early Years and permeates through as teachers make links with religions, not only to embed knowledge, but to explore and question values. At William Hulme's Grammar School, we follow the RE Today scheme of work, which is used as a spine to ensure continuity and progression. A key part of our curriculum is to use the local area, visiting places of worship.

Furthermore, an integral part of our whole school RE curriculum is to use religious festivals as a focus throughout the year and to come together as a school to celebrate and reflect the values and beliefs of our families and wider community. Our RE curriculum reflects the British Values document, in that the subject offers opportunities to build an accurate knowledge base about religions and beliefs in relation to values. This will then support our children, so that they are able to move beyond attitudes of tolerance, towards increasing respect, so that they can celebrate diversity and take it forward into their adult life.

Our Curriculum starts in the Early Years with the concept of discovery, where the children are beginning to make sense of their world, family customs and values. We then move on to the concept of exploration in Key Stage 1, where the children start to develop their knowledge and understanding of religions and world views, using basic subject-specific vocabulary. They start to explore key questions and express their own views in response to topics presented to them. In Key Stage 2, children move to the connecting phase, extending their knowledge and understanding of religions and world views, linking it to local, national and global contexts. The vocabulary taught should be more subject-specific, reflecting their understanding and maturity. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life.

**Our curriculum** - The RE Curriculum consists of:

- **A Long-Term Plan:** This gives teachers an overview of the areas that are going to ensure National Curriculum coverage.
- **RE Today lesson plans:** To provide a cohesive and progressive curriculum.
- **Knowledge Organisers:** These are focused on the key vocabulary and concepts that will be taught.

Vertical Concept	Definition	Coverage
Believing	This concept allows the children to explore different religious beliefs, teachings, and sources. It encourages them to question about meaning, purpose and truth. It is important that the children can recognise similarities in beliefs as well as differences between Key Religions and Humanist beliefs.	<p>Year 1 Who is a Christian and what do they believe?</p> <p>Year 2 Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What can we learn from sacred books?</p> <p>Year 3 Why is the Bible important for Christians today? What do different people believe about God?</p> <p>Year 4 Why is Jesus' inspiring to some people?</p> <p>Year 5 What would Jesus do? Why do some people believe God exists?</p> <p>Year 6 What do religions say to us when life gets hard?</p>
Living	This concept concentrates on religious practices and ways of living and allows the children to explore key questions around values held by different religions and the commitments they practise. Again, it is important that similarities are made clear between Key religions and humanist beliefs.	<p>Year 1 What does it mean to belong to a faith community?</p> <p>Year 2 How should we care for others and the world?</p> <p>Year 3 What does it mean to be a Christian in Britain today?</p> <p>Year 4 What can we learn from religions about deciding what is right and wrong? How do family life and festivals show what matters to Jewish people?</p> <p>Year 5 What does it mean to be a Muslim in Britain today? Green religion?</p> <p>Year 6 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)</p> <p>Year 6 What can be done to reduce racism? Can religion help?</p>

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Marvellous Me</b> Begin to make sense of their own life-story and who and what is important to them. Starting to show respect for differences between people.</p>	<p><b>It's getting Cold out Here/Festivals</b> Know that there are differences between different individuals and families and what they believe. Become involved in celebrating festivals: focus on Diwali and Christmas.</p>	<p><b>On the move</b> Talk about immediate members of their family and community. Explore festival of Chinese New Year and talk about what people do. Explore other celebrations Pancake Day: including non-religious: Valentines Day.</p>	<p><b>On the farm</b> Learn about how people celebrate Easter and Holi. Why Spring is important to people. Become involved in the Easter Show Visit to the Hindu Temple and Holi celebration in school.</p>	<p><b>Once upon a time</b> Continue developing positive attitudes about the differences between people. Become involved in celebration of Eid.</p>	<p><b>Creatures great and small</b> Explore why we should be kind to animals and what different people believe about that. Look at the Christian Hymn of All Creatures great and small.</p>
Reception	<p><b>Me and My World</b> Name and describe people and who are familiar to them and begin to talk about family activities. Continue to develop respect for difference between people.</p>	<p><b>My Heroes</b> Recognise that people have different beliefs and celebrate special times in different ways. Talk about their celebrations and notice similarities and differences in festivals. Focus on Diwali/Hanukkah and Christmas – talk about how families prepare for these festivals. Explore Nativity and begin to understand why Christmas story and why it is important to some people. Visit from a Christian speaker.</p>	<p><b>Castles and Knights</b> Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Focus on Chinese New Year and start to pinpoint differences and similarities between festivals. Talk about Pancake Day and the importance of Lent:</p>	<p><b>Spring in our step</b> Continue developing positive attitudes about differences between people and start to recognise similarities in what people believe. Focus on the Celebration of Easter Children to be involved in Easter Show. Explore the Easter Story and why Christians celebrate Easter. Explore the importance of Ramadan – focus on Acts of Kindness.</p>	<p><b>Where we live</b> Understand that some places are special to members of their community. Look at different buildings: church, mosque, temples. Eid celebration and start to understand why it is important to some people: make links between this and other festivals.</p>	<p><b>Science Detectives</b> Explore why we should be kind to animals and how different religions have animals that are important to them. Tell the story of: The Thirsty Camel – Muslim Story – what is the message behind this? Explore other animal Stories from different religions. Continue to explore why we should look after our environment and the world.</p>

		Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Key Question:</b> Who is a Christian and what do they believe?</p> <p><b>Religions and World Views taught in this unit are:</b> Christianity</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> What makes some places sacred?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Muslims and/or Jewish people (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Trip</b> Trip to Temple/Church</p>	<p><b>Key Question:</b> How and why do we celebrate special and sacred times?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Jewish people and/or Muslims (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Expressing</p>	<p><b>Key Question:</b> What does it mean to belong to a faith community?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Muslims, Christians And Jews</p> <p><b>Vertical Concept:</b> Living</p>			
	<p><b>Key Question:</b> Who is a Muslim and what do they believe?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Muslims</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> Who is Jewish and what do they believe?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Jewish</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Trip (Spring 1)</b> Visit from a Jewish person or Trip to Synagogue.</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Muslims, Jewish people</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> How should we care for others and the world, and why does it matter?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians and Jewish people (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Living</p>			

		Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Key Question:</b> Why is the Bible important for Christians today?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians (other examples of sacred writing could be selected by the school)</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> What does it mean to be a Christian in Britain today?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians</p> <p><b>Vertical Concept:</b> Living</p>	<p><b>Key Question:</b> What do different people believe about God?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Hindus or Muslims</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> Why do people pray?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Hindus, Christians and Muslims (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Expressing</p>	<p><b>Key Question:</b> How do people from religious and non-religious communities celebrate key festivals?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Jewish and non-religious worldviews (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Trip</b> Trip to religious place of worship or a visit from a speaker</p>		

		Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Hinduism</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Trip</b> Trip to Hindu temple</p>	<p>Shared with Year 3</p> <p><b>Key Question:</b> Why are festivals important to religious communities?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians plus Hindus and/or Jewish people and/or Muslims</p> <p><b>Vertical Concept:</b> Expressing</p>	<p><b>Key Question:</b> Why is Jesus inspiring to some people?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christianity</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> What can we learn from religions about deciding what is right and wrong?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Jewish people, non-religious people (e.g. Humanist)</p> <p><b>Vertical Concept</b> Living</p>	<p><b>Key Question:</b> How do family life and festivals show what matters to Jewish people?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Jewish people</p> <p><b>Vertical Concept:</b> Living</p>	<p><b>Key Question:</b> Why do some people think that life is a journey? What significant experiences mark this?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Hindus and/or Jewish people (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Expressing</p>	
	Year 5	<p><b>Key Question:</b> What does it mean to be a Muslim in Britain today?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Muslims</p> <p><b>Vertical Concept:</b> Living</p>	<p><b>Key Question:</b> If God is everywhere, why go to a place of worship?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Hindus, and Jewish people (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Trip</b> Trip to a Mosque</p>	<p><b>Key Question:</b> What would Jesus do? Can people live by the values of Jesus in the twenty-first century?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christianity</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> Why do some people believe God exists?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christian and humanists</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> Green religion? How and why should religious communities do more to care for the Earth?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Hindus, Christians, Muslims, and Jewish people (other examples can be selected by the school)</p> <p><b>Vertical Concept:</b> Living</p>	

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Year 6	<p><b>Key Question:</b> What can be done to reduce racism? Can religion help?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Hindu, Muslim and non-religious worldviews. The school can select other examples.</p> <p><b>Vertical Concept:</b> Living</p>	<p><b>Key Question:</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Muslims, and Hindus</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Trip</b> Trip to a monastery or other very ornate churches or mosque</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Hindus, and non-religious responses (e.g. Humanists)</p> <p><b>Vertical Concept:</b> Believing</p>	<p><b>Key Question:</b> Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Muslims, and non-religious, e.g. Humanists</p> <p><b>Vertical Concept:</b> Expressing</p>				

KS3	Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	7	Origins of Abrahamic faith	The study of Judaism	The study of Judaism 2	The study of Christianity	The study of Christianity 2	The study of Buddhism
8	Inspirational figures.	The study of Hinduism/Sikhism	The study of Islam	The study of Islam 2	Study of Philosophy of Religion.	Revision	<p><b>Assessments</b> End of year exam on one religion and the Philosophy unit.</p>

	9	Introduction to GCSE – religion 1.	Prejudice and equality.	Introduction to GCSE – ethics.	Introduction to GCSE – religion 2.	Extremism and the media	Developing GCSE thinking
		<b>Assessments</b> <ul style="list-style-type: none"> <li>Regular knowledge tests in class and as homework quiz</li> <li>End of unit tests</li> </ul>					<b>Assessments</b> <p>An end of year assessment is integrated into the final unit, preparing students for KS4 style assessments.</p>