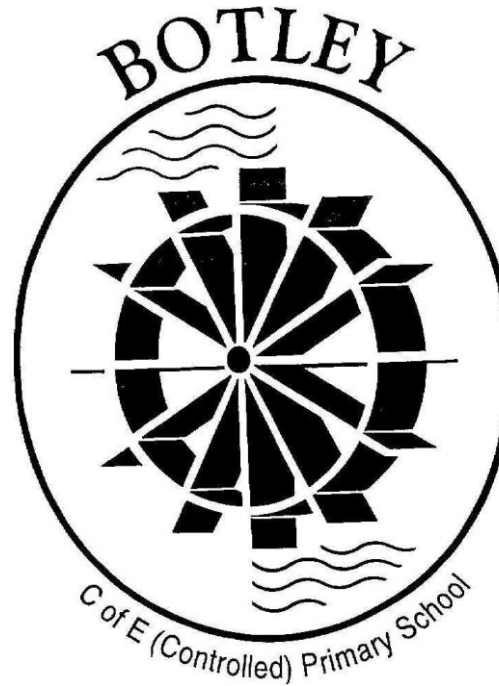


Botley C of E Primary School



Curriculum Subject Map: Years 1-6

Religious Education

Year 1/2 Cycle A	
Autumn 1	<p>Precious: Water - Hinduism</p> <ul style="list-style-type: none"> • identify and talk about the concept of <i>ritual</i> • simply describe how Christians use water in the baptism ritual and simply describe some Hindu rituals in the River Ganges • describe in simple terms the value of these rituals to Christians and Hindus and talk about an issue raised • describe in simple terms their own water rituals • identify simple examples of how their response to water rituals relates to their own lives.
Autumn 2	<p>Incarnation: Why does candlelight at Christmas matter to Christians? Candlelight at Divali and Advent</p> <ul style="list-style-type: none"> • describe, in simple terms, their response to candlelight • identify simple examples of responses to candlelight in different situations • simply describe how candlelight can be a symbol and what <i>symbol</i> means • simply describe how candles are use at Divali and Advent • evaluate the use of candlelight as symbol by describing, in simple terms its value to Hindus and Christians.
Spring 1	<p>Remembering Holi - Hinduism</p> <ul style="list-style-type: none"> • describe, in simple terms, what remembering means • describe ways in which Hindus remember • evaluate the importance of remembering by describing how Hindus value the celebrations and devotions paid to Vishnu • describe, in simple terms, ways in which they remember events or people • identify examples of situations when remembering is important to themselves or others.
Spring 2	<p>Salvation: Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
Summer 1	<p>Gospel: What is the good news Jesus brings?</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn exploring different ideas.
Summer 2	<p>Creation: Who made the world?</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1-2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world.

	<ul style="list-style-type: none">• Give at least one example of what Christians do to say thank you to God for the Creation.• Think, talk and ask questions about living in an amazing world.
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	Year 1/2 Cycle B
Autumn 1	<p>Creation: How do we show that we are thankful? Harvest- Thankfulness</p> <ul style="list-style-type: none"> • identify and talk about the concept of <i>thanks</i> • simply describe how Christians show thanks at harvest time • describe in simple terms why they think Christians need to thank God • describe in simple terms their response to <i>being thankful</i> • identify simple examples of how their response to <i>being thankful</i> relates to their own and others' lives.
Autumn 2	<p>Incarnation: Why do Christmas journeys matter to Christians?</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time.
Spring 1	<p>Creation: Hinduism</p> <ul style="list-style-type: none"> • identify and talk about the concept of creation • simply describe the Christian and Hindu creation stories • describe in simple terms why they think Christians and Hindus value these stories • describe in simple terms their response to creation • identify simple examples of how their response to creation relates to their own and others' lives.
Spring 2	<p>Salvation: Why does Palm Sunday matter to Christians? Welcoming</p> <ul style="list-style-type: none"> • describe in simple terms the concept of <i>welcoming</i> • simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today • evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday • describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i> • simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility.
Summer 1	<p>Special places: Hinduism</p> <ul style="list-style-type: none"> • talk about or describe in simple terms their ideas about special places • identify how their ideas about special places relate to their own lives and those of others • identify and talk about or describe in simple terms the concept of specialness in relation to special places • recognise that the church is a special place for Christians. Simply describe how a church is a special place for Christians • talk in simple terms or describe in simple terms the importance of the church as a special place for Christians.
Summer 2	<p>God: What do Christians believe God is like?</p> <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

	<ul style="list-style-type: none">• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
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Year 3/4 Cycle A	
Autumn 1	<p>Authority: Judaism</p> <ul style="list-style-type: none"> • Describe simply /describe simply what authority means • Describe why rules are important for everybody • Describe how authority was shown in the Torah through the 10 commandments • Describe how the authority of the 10 commandments could be applied to modern life • Describe how important authority is in our lives
Autumn 2	<p>Gospel: What kind of a world did Jesus want?</p> <ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.
Spring 1	<p>Incarnation/God: Food Rituals</p> <ul style="list-style-type: none"> • describe what people mean by ritual. • describe how the ritual of Eucharist is important to Christians (or how other food rituals are important to followers of other faiths) • evaluate, by describing the value of people's interpretations of ritual • express a personal response to the concept of ritual • describe how food rituals affect their own and others' lives.
Spring 2	<p>Salvation: The Cross as a Christian symbol</p> <ul style="list-style-type: none"> • describe what a symbol is. • describe how different crosses have different meanings. • evaluate, by describing, the importance and relevance of a symbol to Christians. • describe a personal response to the concept of a symbol. • describe how the concept can be applied in their own and others' lives.
Summer 1	<p>Good vs Evil: Purim: Judaism</p> <ul style="list-style-type: none"> • describe the meaning of identity • describe how Jews express the concept of identity at Purim • describe the importance of identity to Jews • describe their own responses to identity • describe examples of how their identity affects their's and others' lives.
Summer 2	<p>People of God: What is it like to follow God?</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world.

Year 3/4 Cycle B	
Autumn 1	<p>Family: Judaism</p> <ul style="list-style-type: none"> • describe their own responses to family. • describe examples of how their family affects their's and others' lives. • describe the concept of family. • describe how Jewish people apply the concept of family during Shabbat. • evaluate the importance of family to Judaism by describing the Shabbat and Friday night meal and raising any issues.
Autumn 2	<p>Incarnation/God: What is the Trinity?</p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way, they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.
Spring 1	<p>Forgiveness: Judaism</p> <ul style="list-style-type: none"> • explain the meaning of forgiveness • explain how and why the forgiveness are used by Christians • explain the importance of the forgiveness to Christians • explain their own responses and ideas about forgiveness • explain example of how feelings/ responses to forgiveness affect their own and others' lives.
Spring 2	<p>Salvation: Why do Christians call the day Jesus died 'Good Friday?'</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
Summer 1	<p>Kingdom of God: When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
Summer 2	<p>Creation/Fall: What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation.

	<ul style="list-style-type: none">• Describe what Christians do because they believe <i>God is Creator</i>. (For example, follow <i>God</i>, wonder at how amazing <i>God's creation</i> is; care for the earth in some specific ways.)
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Year 5/6 Cycle A	
Autumn 1	<p>Justice: Islam</p> <ul style="list-style-type: none"> • explain what the concept of justice means. • explain how justice is significant in the stories of Jewish people, Christians and Muslims. • explain the value of justice to Jewish people, Christians and Muslims and identify and explain issues raised. • explain their own response to justice. • explain how justice can be applied in own and others' lives.
Autumn 2	<p>People of God: How can following god bring freedom and justice?</p> <ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.
Spring 1	<p>Faith: Islam</p> <ul style="list-style-type: none"> • describe / explain the meaning of the term faith. • describe/explain how the concept faith is expressed in the 5 pillars • evaluate by describing/explaining the importance of faith for Muslims • describe/ express (with explanations) a personal response to the concept of faith • describe/explain examples of how faith might affect their own lives or the lives of others.
Spring 2	<p>Salvation: What did Jesus do to save human beings?</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in • Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
Summer 1	<p>God: What does it mean if God is holy and loving?</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
Summer 2	<p>Kingdom of God: What kind of a king is Jesus?</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.

	<ul style="list-style-type: none">• Relate Christian teachings or beliefs about <i>God's Kingdom</i> to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
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Year 5/6 Cycle B	
Autumn 1	<p>Creation/Fall: Creation and science: conflicting or complementary?</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
Autumn 2	<p>Incarnation: Was Jesus the Messiah?</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' • Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
Spring 1	<p>Umma: Islam</p> <ul style="list-style-type: none"> • Recount the details of the 2 main festivals of Islam. • Talk about the importance to Islam of giving to the poor. • Describe similarities and differences between the Abraham story of the bible and Qu'ran. • Know what community means.
Spring 2	<p>Salvation: What difference does the resurrection make for Christians?</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.
Summer 1	<p>Gospel: What would Jesus do?</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which • Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, • Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

	<ul style="list-style-type: none"> Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
Summer 2	<p>Pilgrimage: Islam</p> <ul style="list-style-type: none"> Describe in detail/ Explain the meaning of pilgrimage Describe in detail/ Explain the hajj Describe in detail/ Evaluate the significance of pilgrimage by explaining its importance to Muslims and identifying some of the issues raised Describe in detail/ Explain their own responses to the concept of pilgrimage Describe in detail and explain how responses to the idea of pilgrimage affect the way people live.