Model RE Curriculum Map

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|  | **Aut 1** | **Aut 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Christianity** | **Christianity** | **World Faith** | **Christianity** | **World Faith** | **Christianity** |
| Reception | Who made the wonderful world and why? | Why is Christmas special for Christians? | Why do Christians believe Jesus is special? | What is so special about Easter? | Who cares for this special world? | How did Jesus rescue people? |
| 1 | What responsibility has God given people about taking care of creation?  (6 sessions) | Why is each person important in the Nativity story?  (5 sessions) | Judaism  What is it like to live as a Jewish person?  (6 sessions) | Why is Easter the most important festival for Christians?  (4 sessions) | Islam  What does it mean to be a Muslim?  (6 sessions) | Why did Jesus tell stories?  (6 sessions) |
| 2 | Why did Jesus teach the Lord’s prayer as the way to pray?  (6 sessions) | How does the symbol of light help us to understand the meaning of Christmas for Christians?  (4 sessions) | Judaism  Why are they having a party?  (6 sessions) | How do the symbols of Easter help us to understand the meaning of Easter for Christians?  (4 sessions) | Islam  How do the five pillars of Islam help a Muslim to show commitment to God -Allah?  (6 sessions) | Why do Christians make and keep promises before God?  (6 sessions) |
| 3 | What is the Bible’s Big Story?  (6 or 8 sessions) | How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?  (5 sessions) | Judaism  What does it mean to be Jewish?  (6 sessions) | Who is the most important person in the Easter story?  (5 sessions) | Buddhism  What did the Buddha teach his followers about life?  (6 sessions) | Who is Jesus (I am …..statements)  (6 sessions) |
| 4 | How did belief in God affect the actions of people from the Old Testament?  (6 sessions) | Is the Christmas message of peace still relevant to today’s world?  (6 sessions) | Hinduism  How do Hindus worship?  (6 sessions) | What is Holy Communion and how does it build a Christian community?  (4 sessions) | Hinduism  What does it mean to be a Hindu?  (6 sessions) | Liturgy  Why is liturgy important to many Christians?  (6 sessions) |
| 5 | What do the miracles tell us about Jesus?  (6 sessions) | How do art and music convey Christmas?  (5 sessions) | Sikhi  How did the first five Sikh Gurus shape Sikhism?  (6 sessions) | What happens in churches during Lent, Holy Week and Easter Sunday?  (6 sessions) | Sikhi  [**How did the final five human Sikh Gurus shape Sikhi?**](https://ldbs.co.uk/wp-content/uploads/2022/04/How-do-the-final-five-human-Gurus-shape-Sikhi.docx)  (6 sessions) | Islam  How do Muslims live and embrace their faith in a diverse world?  (6 sessions) |
| 6 | What might the journey of life and death look like from a Christian perspective?  (6 sessions) | How would Christians advertise Christmas to show what Christmas means today?  (5 sessions) | Buddhism  What does it mean to be a Buddhist?  (6 sessions) | How does the Christian festival of Easter offer hope?  (6 sessions) | Christianity  How has the Christian message survived for over 2000 years?  (6 sessions) | Who decides?  (Version a or b)  (6 sessions) |

**To note:**

It is recommended that the Easter and Christmas units are taught over a six-week period to allow enough time to teach the units in depth. Some units only 4 or 5 sessions have been planned. However, allowing six weeks, gives teachers the flexibility to teach 1 session over two lessons.

**Two-week units:**

It is the school’s decision as to whether they wish to include the two-week units in their curriculum design or not.

Many of the two-week topics would provide a good theme for a whole school RE learning day.

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