

# Ben Jonson Primary School Mapping of Religious Education NC Across Whole School

Mapped by Prenash Desai



	Autumn	Spring	Summer
<b>EYFS</b>	<b>Celebrations and festivals celebrated in our community and around the world</b>		
<b>RE Threads</b>	<b>Knowing about and understanding religions and worldviews.</b>	<b>Expressing and communication ideas related to religions and worldviews.</b>	<b>Gaining and deploying the skills needed for studying religions and worldviews.</b>
<b>Year 1</b>	<p><b>1.7 What does it mean to belong to a faith community?</b></p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Respond to examples of co-operation between different people</p>	<p><b>1.6 What makes some places sacred and how and why we celebrate sacred times?</b></p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations study.</p>	<p><b>1.1 Who is a Christian and what do they believe?</b></p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p>
<b>Year 2</b>	<p><b>1.8 How should we care about the world and others.</b></p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p><b>1.4 What can we learn from sacred books?</b></p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p><b>1.6 How and why do we celebrate special and sacred times (include harvest festivals).</b></p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p>

	<p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>		<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations stud.</p>
<b>Year 3</b>	<p><b>L2.7 What does it mean to be a Christian?</b></p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p><b>L2.1 What do different people believe about God?</b></p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>	<p><b>L2.5 Why are festivals important to religious communities?</b></p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>
<b>Year 4</b>	<p><b>L2.8 What does it mean to be a Hindu today?</b></p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p><b>L2.3 Why is Jesus inspiring to some?</b></p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p>	<p><b>L2.9 What can we learn about right and wrong?</b></p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about.</p>
<b>Year 5</b>	<p><b>U2.6 What does it mean to be a Muslim in Britain today?</b></p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p>	<p><b>U2.7 What matters most to Christians and to Humanists?</b></p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p> <p>Describe some Christian and Humanist values simply.</p>	<p><b>U2. 5 Is it better to express your religion in arts and architecture of in charity and generosity.</b></p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p>

	<p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title question.</p>	<p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>	<p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title question.</p>
<p><b>Year 6</b></p>	<p><b>U2.8 What difference does it make to believe in Ahimsa Grace and Ummah community?</b></p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p>	<p><b>U2.3 What do religions say to us when life gets hard?</b></p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Explain some similarities and differences between beliefs about life after death</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>	<p><b>U2.4 If God is everywhere, why go to a place of worship.</b></p> <p>Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matter to believers.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>