



R.E. Curriculum Map – Based on the New Diocesan Syllabus For Religious Education

Reception Class

| Term | Name of Unit | Description of Unit | Sessions |
|-----------------|---|--|-----------------|
| Autumn 1 | Who Made The Wonderful World and Why? (Creation) | What Christians believe about Creation, Harvest, thanksgiving, sharing and caring, Christian living, and places of worship, The Bible, Growth | 6 |
| Autumn 2 | Why is Christmas Special For Christians? (Incarnation) | Christmas is a special time for Christians, story of Jesus’ birth, emotions of the characters in the Christmas story. Why Christmas is a special time for Christians: God came to earth as Jesus, Jesus’ birth brings a message of joy, peace and good news | 6 |
| Spring 1 | Why do Christians believe Jesus is special? (Incarnation) | Jesus’ identity – pictures of Jesus, Stories about Jesus, i.e. Feeding the 5,000, Jesus being lost in the Temple. Jesus teaches people about God, welcoming children. Belonging to a religion, i.e. Christian community, Church school. | 6 |
| Spring 2 | Easter Story (Salvation) | New life in the natural world, the cross as a special symbol for Christians, the story of Zacchaeus, events of Palm Sunday, Good Friday as a sad day for Christians, Easter Sunday as a happy time for Christians. | 6 |
| Summer 1 | Who Cares For This Special World? (Creation) | Christians believe God created the world, We are all borrowing the world from God, How everyone can help care for our world. | 6 |
| Summer 2 | How did Jesus Rescue People? (Salvation) | Who is special to you? God is special to some people, we are special too. | 6 |



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Year One

| Term | Name of Unit | Description of Unit | Sessions |
|-----------------|--|--|-----------------|
| Autumn 1 | What Responsibility Has God Given People About Taking Care of Creation? | The Christian story of creation is found in the Bible. Creation refers to humans, animals and the natural world. To identify how to be good stewards. | 6 |
| Autumn 2 | Christmas: Why is each person important in the Nativity Story? | What Christians believe about the Nativity, The importance of the Characters, who they were, and how they impacted on the lives of others. Christian living, the Church, Ordinary people. Belonging and the importance of love, respect and faith. | 6 |
| Spring 1 | What Is It Like To Live As a Jewish person in Tower Hamlets? | Jewish symbols (Star of David, The Torah, etc) Jewish Sabbath (Shabbat) The Jewish community Jewish place of worship (Synagogue,) Jewish Worship Comparisons between faiths | 6 |
| Spring 2 | What Are God's Rule For Living? Why Is Easter The Most Important Festival for Christians? | Core Christian belief: Basis of Christian morality. Story of 10 Commandments, Moses, etc. The events of the Easter story, as told in the Bible. Palm Sunday, The last supper and Good Friday, Jesus' death and resurrection looking at the complete story of Easter. | 2 4 |
| Summer 1 | What is the Story of Noah Really About? | What the story is really about, biblical account, Promise, Fall, hope, sin, punishment, salvation, restoration. | 4 |
| Summer 2 | What does it mean to be a Sikh? | An introduction to the basic beliefs and practices of the Sikh faith. Pupils are given the opportunity to develop their own understanding of what they believe about belonging and making commitments. | 6 |



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Year Two

| Term | Name of Unit | Description of Unit | Sessions |
|-----------------|---|--|-----------------|
| Autumn 1 | Why did Jesus Tell Stories? | Why Christians believe stories Jesus told are important; selection of different parables – what they teach about life and about the nature of God. | 6 |
| Autumn 2 | How does the symbol of light help us to understand the meaning of Christmas ? | Christians’ understanding of Jesus as light of the world, the Christingle, light in art to show Jesus as the light of God, the Wise Men being guided by a light, guiding lights in our lives. | 6 |
| Spring 1 | Why Are They Having a Jewish Party? | Key festivals which are important to Jewish people; How they are celebrated with reference to specific symbols; How these are similar to other festivals, both in Judaism and in other faiths. Understanding of important festivals in own life and life of Jewish people | 6 |
| Spring 2 | How Do Easter Symbols Help Us To Understand The Meaning of Easter for Christians? | This unit covers the different Christian symbols linked to the Easter Story, specifically focussing on the cross and water as symbols of forgiveness and new life. | 4 |
| Summer 1 | Why Did Jesus Teach The Lord’s Prayer As The Way To Pray? | The importance of prayer to Christians, and this particular prayer. The meaning of each phrase in the Lord’s Prayer: God the “father” as loving and caring figure; trust in God for providing daily needs; forgiveness; temptation; praise. | 6 |
| Summer 2 | What Does It Mean To Be a Muslim? | Importance of Muhammad Importance of the Qur’an and how it is treated by Muslims What stories teach about Muslim beliefs Islamic practices (including prayer, birth rites and Islamic art) Significance of the mosque Similarities and differences of worship and ideas about Allah, (God,) between Islam and other faiths. | 6 . |



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Year 3

| Term | Name of Unit | Description of Unit | Sessions |
|-----------------|--|---|-----------------|
| Autumn 1 | The Bible's Big Story! | Understanding of The Bible as the source of authority for Christians. Background and context to Bible including concept cards. | 6 |
| Autumn 2 | How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? | Advent as a time of preparation to Christmas for some Christians, Epiphany showing the true impact of Jesus' birth for Christians. | 6 |
| Spring 1 | What Does It Mean To Be Jewish? | How the Jewish faith was founded; That the Jewish faith believes in One God; The significance of Passover to Jewish people; The importance of the Seder meal to Jewish people; About the root and significance of the 10 commandments to Jewish people. | 6 |
| Spring 2 | Who Is The Most Important Person In The Easter Story? | Role of different people within the Easter narrative. | 4 |
| Summer 1 | How Did Belief In God Effect The Action of People From In The Old Testament? | Christians believe God calls us in different ways. Christians believe that God stands by them at all times. We have difficult decisions to make in life and the right choices are not always the easiest or the most popular. | 6 |
| Summer 2 | What Is Buddhism? | Who Siddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment. | 6 |



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Year 4

| Term | Name of Unit | Description of Unit | Sessions |
|----------|---|---|----------|
| Autumn 1 | Liturgy | Prayer, psalms, word, silence, music, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy, different styles of worship, | 6 |
| Autumn 2 | What Are The Beatitudes and What Do They Mean To Christians? | What? Why? Who? Explore meanings, application, individually, collectively; Jesus’ teaching, how it challenged people? Impact on that time and on the life of Christians today? What do they tell us about God, Jesus, humanity, responsibilities? | 2 |
| | What Do Christians Mean by Peace At Christmas? | What is peace? How do we find peace within ourselves? What does the Bible tell us about peace? How does the Church live out its message of peace at Christmas? | 4 |
| Spring 1 | What Does It Mean To Be a Buddhist? | Introduction to Buddhist virtues and beliefs using stories that Buddha told. How Buddhists live their lives through their faith. How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts. The sangha (Buddhist community) and Dharma (ultimate truth). | 6 |
| Spring 2 | What is a Holy Communion and how does it build a Christian Community? | Clean slate and forgiveness, forgiving others, Stations of the Cross, Salvation and resurrection. | 4 |
| Summer 1 | What Does It Mean To Be a Hindu? | Key beliefs of Hinduism and how these are applied to daily life for some Hindus. Key practices and how values and ideals influence and underpin behaviour and attitude. | 6 |
| Summer 2 | Who Is Jesus? | Jesus made statements about himself, describing himself through symbolism About the 7 “I Am” statements of Jesus and their meanings to Christians About how the “I Am” statements relate to our personal lives | 6 |



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Year 5

| Term | Name of Unit | Description of Unit | Sessions |
|-----------------|---|--|----------|
| Autumn 1 | What do the miracles tell us about Jesus? | The miracles Jesus performed, What constitutes a miracle? The importance of faith, Comparing and identifying similarities and differences between faiths. | 6 |
| Autumn 2 | What can we learn from wisdom? | Concept of wisdom, Proverbs, other Christian wisdom, | 2 |
| | How Do Art and Music Convey Christmas? | What makes a piece of artwork sacred? Images of Jesus from birth to the cross, representation of Christmas through art, Christmas Carols. | 4 |
| Spring 1 | How do Hindu's worship? | Diwali; Holi; sacred books; worship – in the home, in the Hindu Mandir; belief in 1 God. | 6 |
| Spring 2 | What happens in churches during lent, Holy Week and Easter? | Through major services and celebrations, this unit explores the concepts of repentance and salvation. It looks at Ash Wednesday, Palm Sunday, Good Friday and Easter Sunday. | 6 |
| Summer 1 | How do the five pillars of Islam help a Muslim to show commitment to God Allah? | Importance of the following: The Shahadah: Call to faith. Salah: The role prayer plays in a Muslim's life. Zakat: Giving to charity Hajj: The importance of pilgrimage Eid-ul-Fitr. Eid-ul- Adha | 6 |
| Summer 2 | How Has The Christian Message Survived For Over 2,000 Years? | Spreading a message, preventing a message being spread, how the Christian message spread after Jesus' Ascension? Confirmation, Longevity of the Christian message. | 6 |



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Year 6

| Term | Name of Unit | Description of Unit | Sessions |
|----------|--|--|----------|
| Autumn 1 | Understanding Faith in . . . | What can we discover about the faiths and beliefs in our class and school? What can we discover about the faiths and beliefs in the local community and our borough? How have faith and belief communities in your borough changed over the past 50 years? What are the reasons for changes in these communities in your borough? | 6 |
| Autumn 2 | Why Is Remembrance Important? | Importance of remembering conflicts and need for peace; Christians' response to war and peace; peacemakers; Jesus as the bringer of peace. | 2 |
| | How Would Christians Advertise Christmas To Show What Christmas Means Today? | How the meaning of Christmas is shown in secular advertising, the biblical narrative and in the life of the church. | 4 |
| Spring 1 | What might the journey of life and death look like from a Christian perspective? | Investigating beliefs about life and life after death and encouraging pupils to reflect on and express their hopes for the future, share their feelings of loss caused by separation, learn about how faith can provide believers with answers to life's most challenging and ultimate questions and also how faith challenges our attitudes, values and commitments in life. Consider how important it is to celebrate the lives of those we have lost and how remembering can help the healing process. Examine their attitudes, values and commitments in the light of this learning. | 6 |
| Spring 2 | How does the Christian Festival of Easter offer Hope? | How do Christians believe the Easter Story helps people when they do wrong? How are forgiveness, hope and salvation shown in the Easter Story and what does this mean for Christians? "Clean slate" and forgiveness, forgiving others and the stations of the cross; How does the Easter Story relate to God's plan of salvation? - Salvation and resurrection; How do the accounts of the resurrection of Jesus Christ give hope? | 6 |
| Summer 1 | What Does It Mean To Be a Muslim in Tower Hamlets? | Importance of the Qur'an and how it is treated by Muslims The meaning of prophet and what do they do (compare with other faiths, does it mean the same for all faiths?) sacred texts (compare with other faiths, Hinduism, Christianity, Buddhism) Similarities and differences of worship and ideas about Allah, (God,) between Islam and other faiths. | 6 |



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| Summer 2 | Bridging Unit: Who Decides Version A? Who Decides Version B? | The implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Rules in religions and other sources of authority. Work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam. | 6 |
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