

Molehill Primary Academy Religious Education Curriculum Map

KS1 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Who is Jewish and what do they believe?	How and why do we celebrate special and sacred times?	Who is Muslim and what do they believe?	Who is Muslim and what do they believe?	What can we learn from sacred books?	How should we care for others and the world, and why does it matter?
	Recognise Jewish symbols and celebrations.	" Identify similarities and differences between celebrations."	Recognise and discuss idea that Muslims have about God. Identify objects used by Muslims and their importance.	Identify ways in which Muslims mark Ramadan and Eid-ul-Fitr	Identify differences between the sacred books from different religions. Retell stories from these books.	Understand the Creation story. Discuss different texts from different religions about the 'Golden Rule'
LKS2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	What does it mean to be a Hindu in Britain today?	Why are festivals important to religious communities?	Why do some people think that life is like a journey and what significant experiences mark this?	Why is Jesus inspiring to some people?	What can we learn from religions about deciding what is right and wrong?	How do family life and festivals show what matters to Muslim people?
	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. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 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.	Recognise and identify some differences between religious festivals and other types of celebrations. Identify similarities and differences in the way festivals are celebrated within and between religions.	Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.	Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.	Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good.	Retell some stories behind festivals. Describe how Muslim people show their beliefs through worship in festivals, both at home and in wider communities.

UKS2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	What matters most of Christians and Humanists?	What do religions say to us when life gets hard?	What would Jesus do?	What can be done to reduce racism? Can religion help?	What difference does it make to believe in ahimsa, grace and community?	Is it better to express your religion in arts and architecture or in charity and generosity?
	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <ul style="list-style-type: none"> Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering 	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <ul style="list-style-type: none"> Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	<p>Outline Jesus' teaching on how his followers should live (A2).</p> <ul style="list-style-type: none"> Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 	<p>Describe examples of connections between anti-racism and religion (A1).</p> <ul style="list-style-type: none"> Understand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). 	<p>Make connections between beliefs and behaviour in different religions (A1).</p> <ul style="list-style-type: none"> Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3). 	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <ul style="list-style-type: none"> Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values from scriptures to the title question (C2).