



## Religious Education Curriculum Map

### **RE Curriculum Intent:**

At Heather Avenue Infant School, we understand and recognise the needs of all our children and families; in response, we offer a story rich, topic based curriculum, underpinned by Early Years Foundation Stage or national Curriculum.

In Religious Education, we provide the opportunity to learn and discover through an enquiry-based approach. Through this approach, the children engage, enquire, explore, evaluate and express. Children are encouraged to develop skills for learning, including the ability to listen, discuss, think, question and reflect, investigate, create and build on knowledge and understanding.

Through three key disciplines, we aim for children to grow a religious literacy, which enables them to make sense of religion and worldviews around them and begin to understand the complex world in which they live. Our children are given the opportunity to explore through;

Theology – thinking through believing

Philosophy – thinking through thinking

Human/Social Sciences – thinking through living.

Using these disciplines our children learn about a range of religious and non-religious worldviews (please see our curriculum map below for a more detailed overview). Our children gain knowledge and understanding of the correct vocabulary for each area. Skills developed in reading and writing support the children as they learn through the enquiry-based approach and develop their religious literacy.

We strive to promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region, the country and other countries. We affirm each child has their own family tradition, religious or secular.

We encourage children to develop a better understanding of themselves, the people around them, the world in which they live and the wider world.



We believe that each child should complete their time with us as an enthusiastic learner across all areas of a broad and balanced curriculum, ready for the next phase of their educational journey. We strive to prepare pupils for the opportunities, responsibilities and experiences of the next phase of their education and future life by giving them a wide range of real-life, memorable experiences.

#### **RE Curriculum Implementation:**

All staff members receive training on our curriculum areas and how to effectively implement them; the majority of this is completed as part of our staff meetings and led by subject leaders, but also by relevant external providers. Teachers have a good understanding of Religious Education and their component parts including knowledge and understanding of a range of religious and non-religious worldviews.

Our Curriculum maps (with identified key vocabulary) are used to create medium term plans. These show the sequence of learning and links to our class topics. Religious Education is taught in accordance with the Norfolk Agreed Syllabus. This ensures that identified schemes / concepts are taught correctly and in line with the research on which the schemes are based.

Religious Education in the Early Years Foundation Stage (EYFS) will prepare children for the balanced disciplinary approach. Pupils will begin to explore religion and worldviews. This knowledge and understanding is built upon as they journey through Key Stage 1.

During their time with us, children learn from high quality stimuli. All teachers scaffold learning and skills so that children develop their understanding as well as building the confidence needed to carry out and complete their own work, resulting in a product/outcome created independently/collaboratively by the children. Further links are made across the curriculum for all subjects to ensure learning is embedded and revisited.

All staff ensure that there are high expectations across school, with high challenge/low threat leading to a growth mindset and lots of genuine positive praise for positive behaviours, progress and success in all areas of school life.

Teachers are adept at assessing children using their own professional knowledge via formative and summative assessments, assessments are recorded on Classroom Monitor and Tapestry. Children who require additional support are quickly identified and supported via differentiation / intervention. Those requiring extension are identified and mastery approaches used to further progress their learning.



Consistently high standards of teaching are implemented across the curriculum and can be seen via learning walks, book scrutiny and through discussions with children and staff. Both the Senior Leadership Team and subject leaders play a pivotal role in monitoring this process. Our Local Advisory Board and Trust further monitor our provision.

### **RE Curriculum Impact:**

Children achieve well at Heather Avenue Infant School and leave with firm foundations in Religious Education. They have a good religious literacy and through the multi-disciplinary approach of theology, philosophy and the human/social sciences, they have developed skills in thinking and enquiry. Our children are prepared for continued success and the next phase of their educational journey.

### **Religious Education Curriculum Map**

	Skills	Knowledge	Topic Titles
Reception	<p><u>Theology – thinking through believing</u></p> <ul style="list-style-type: none"><li>• Recognise simple religious beliefs or teachings.</li><li>• Talk about some aspects of a religious or belief story.</li><li>• Introduce key theological vocabulary such as 'God'.</li><li>• Recreate religious and belief stories through small world play.</li><li>• Talk about sacred texts</li></ul> <p><u>Philosophy – thinking through thinking</u></p> <ul style="list-style-type: none"><li>• Raise puzzling and interesting questions about religious and belief stories.</li><li>• Raise puzzling and interesting questions about</li></ul>	<p><u>Theology – thinking through believing</u></p> <p>Begins to understand stories related to religious festivals and celebrations.</p> <p><u>Philosophy – thinking through thinking</u></p> <p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p> <p>Uses some vocabulary related to religions and beliefs to talk about what they know.</p> <p>Can talk about right and wrong decisions. What does right, wrong and 'good' mean?</p>	Autumn: Magical Me  Spring: To Infinity and Beyond / Dinosaur Roar  Summer: Journeys and Teddy Bear Picnic



	<p>the world around them.</p> <ul style="list-style-type: none"><li>• Talk about what concerns them about different ways in which people behave.</li><li>• Say what matters to them or is of value.</li><li>• Use their senses to investigate religion and belief</li></ul> <p><u>Human/Social Sciences – thinking through living</u></p> <ul style="list-style-type: none"><li>• Identify simple features of religious life and practice in a family context.</li><li>• Recognise a number of religious words.</li><li>• Know where some religious worldviews originated</li><li>• Name some religious symbols.</li><li>• Name some religious artefacts.</li><li>• Talk about religious events that they see or hear about e.g. festivals, ceremonies.</li><li>• Talk about what people wear because of their beliefs.</li><li>• Visit a local place of worship.</li><li>• Talk to someone who holds a particular religious belief.</li></ul>	<p><u>Human/Social Sciences – thinking through living</u></p> <p>Can talk about how different people celebrate. Explore a variety of artefacts from different religions and talk about how they are used in daily life.</p> <p>Begins to recognise how a belief can impact on a believer's daily life and family.</p> <p>Children will talk about their own experiences of celebrations, special people, places, times and objects.</p> <p><u>Religions Studied</u></p> <p>Christianity, Judaism and Hinduism</p> <p><u>Vocabulary</u></p> <p>Celebration, festival, right, wrong, God/s, Christianity, Jesus, Church, Hinduism, Diwali, shrine, Mandir, Judaism, Synagogue, Torah</p>	
Year One	<p><u>Theology – thinking through believing</u></p> <ul style="list-style-type: none"><li>• Where beliefs come from</li><li>• How beliefs relate to each other</li></ul>	<p><u>Theology – thinking through believing</u></p>	<p><b>Autumn:</b> Muck, Mess and Mixtures or Turn Back Time</p>



	<ul style="list-style-type: none"><li>• How beliefs shape the way believers see the world</li></ul> <p><u>Philosophy – thinking through thinking</u></p> <ul style="list-style-type: none"><li>• The nature of knowledge, meaning and existence</li><li>• How and whether things make sense</li><li>• Issues of right and wrong, good and bad</li></ul> <p><u>Human/Social Sciences</u></p> <ul style="list-style-type: none"><li>• The diverse nature of religion</li><li>• Diverse ways in which people practice and express beliefs</li><li>• The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</li></ul>	<p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> <p>Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p> <p>Give an example of how Christians / Hindus / Humanists use beliefs to guide their daily lives.</p> <p><u>Philosophy – thinking through thinking</u></p> <p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p> <p>Give a simple reason using the word ‘because’ when talking about religion and belief.</p> <p>Using religious and belief stories to talk about how beliefs impact on how people behave.</p> <p><u>Human/Social Sciences – thinking through living</u></p> <p>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.</p>	(alternating)  <b>Spring:</b> Let's Go On a Super Safari or Jungle Fever (alternating)  <b>Summer:</b> Get Set Go! or My Amazing Body (alternating)
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		<p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.</p> <p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p> <p><u>Religions Studied</u></p> <p>Christianity, Judaism and Hinduism, Humanism (world views)</p> <p><u>Vocabulary</u></p> <p>Religion, belief, worship, celebration, Christian, community, Easter, Hanukkah, Jew, Jewish, Judaism, Candles, Challah Bread, Havdalah, Kiddush Cup, Menorah, Shabbat, Synagogue, cross, crucifixion, Jesus, resurrection, salvation, Brahma, creation, God, Hindu, origin, universe, Vishnu</p>	
Year Two	<p><u>Theology – thinking through believing</u></p> <ul style="list-style-type: none"><li>• Where beliefs come from</li><li>• How beliefs relate to each other</li><li>• How beliefs shape the way believers see the world</li></ul> <p><u>Philosophy – thinking through thinking</u></p>	<p><u>Theology – thinking through believing</u></p> <p>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.</p> <p>Recognise different types of writing from within one text.</p> <p>Recognise that some beliefs connect together and begin to talk about these connections.</p>	<p><b>Autumn:</b> Muck, Mess and Mixtures or Turn Back Time (alternating)</p> <p><b>Spring:</b> Let's Go On a Super Safari or Jungle Fever (alternating)</p>



<ul style="list-style-type: none"><li>• The nature of knowledge, meaning and existence</li><li>• How and whether things make sense</li><li>• Issues of right and wrong, good and bad</li></ul> <p><u>Human/Social Sciences</u></p> <ul style="list-style-type: none"><li>• The diverse nature of religion</li><li>• Diverse ways in which people practice and express beliefs</li><li>• The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</li></ul>	<p>Give different examples of how Christian/Jewish/Humanist beliefs influence daily life.</p> <p><u>Philosophy – thinking through thinking</u> Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something. Give a reason to say why someone might hold a particular belief using the word 'because'. Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p> <p><u>Human/Social Sciences – thinking through living</u> Recognise the names of different religions, religious beliefs and worldviews and use them correctly. Identify evidence of religion and belief especially in the local area.</p>	<p><b>Summer:</b> Get Set Go! or My Amazing Body (alternating)</p>
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	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p> <p><u>Religions Studied</u> Christianity, Judaism and Hinduism, Humanism (world views)</p> <p><u>Vocabulary</u> Diwali, Havdalah, Menorah, Shabbat, worship, Advent, Christmas, incarnation, Jesus, nativity, salvation, Son of God, covenant, hesed, faith, Torah, Mitzvot Worship, Matzah bread, Moses, Passover, Pesach, Seder plate, agnostic, Allah, atheist, Brahman, God, Humanist, theist</p>	
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