



Whipton Barton Federation Religious Education Long Term Curriculum Map

The Religious Education Curriculum at Whipton Barton Federation aims to ensure children explore what people believe and what difference this makes to how they live. This means that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Children in our Reception classes are prepared for future RE learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions in a respectful manner. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. Throughout the year, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. Through the year they have focus weeks on religious celebrations from a variety of religions. Through linked texts, they learn about special stories, dress, customs and places of worship. In the second half of the Spring term, they learn about the lives of people in Africa and make comparisons to their own lives and way of living. Through SMSC assemblies children learn that different communities have different ideas, values and identities. Children move to Year 1 with a firm foundation of understanding; it is this understanding that will prepare them for the next stage of their RE learning.



RE is taught for one hour a week in every Key Stage One and Key Stage Two class. Each unit is planned in detail and will develop the skills below:

- ☉ Children can ask challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- ☉ Children have knowledge about religions and beliefs in local, national and global contexts.
- ☉ Children can weigh up the value of wisdom from different sources.
- ☉ Children can agree or disagree respectfully.
- ☉ Children can articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- ☉ Children can develop their ideas, values and identities.
- ☉ Children can participate positively in our society, with its diverse religions and beliefs.



At Whipton Barton Federation, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Teachers plan Religious Education lessons in 'blocks' so learning can progress over the course of a number of days. We enhance our religious curriculum with trips to various places of worship. Children complete termly reflections on the unit of RE that they have been learning and will write answers to philosophical/open questions.

We use the Plymouth, Devon and Torbay Locally Agreed Syllabus to inform the RE curriculum.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Reception	<p>Children in our Reception classes are prepared for future RE learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. Throughout the year, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. Through the year they have focus weeks on religious celebrations from a variety of religions. Through linked texts, they learn about special stories, dress, customs and places of worship. In the second half of the Spring term, they learn about the lives of people in Africa and make comparisons to their own lives and way of living. Through SMSC assemblies, children learn that different communities have different ideas, values and identities.</p>						
	Books used to introduce children to key RE concepts during EYFS						
		Religion	Book	Link to EYFS			
		Christianity	Dear Santa by Rod Campbell Spot's First Easter by Eric Hill Norman the Slug Who Saved Christmas by Sue Hendra We're Going on an Egg Hunt by Laura Hughes Hope and Life An Easter Story	Continue developing positive attitudes about the differences between people Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways.			
		Islam	The Proudest Blue by Ibtihal Muhammed Sweet Dates to Eat A Ramadan and Eid Story by Jonny Zucker	Continue developing positive attitudes about the differences between people Recognise that people have different beliefs and celebrate special times in different ways.			
	Hinduism	Lighting a Lamp A Diwali Story by Jonny Zucker	Continue developing positive attitudes about the differences between people				



			<p>Understand that some places are special to members of the community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>			
	Buddhism	Lanterns and Firecrackers. A Chinese New Year Story by Jonny Zucker	<p>Continue developing positive attitudes about the differences between people</p> <p>Understand that some places are special to members of the community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>			
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>What do Christians believe God is like?</p> <p>I can identify a parable.</p> <p>I can explore the Story of the Lost Son.</p> <p>I can discuss the Story of the Lost Son means to Christians.</p> <p>I can explain how Christians show their belief in God.</p>	<p>Why does Christmas matter to Christians?</p> <p>I can recognise that Jesus is believed to be God on Earth.</p> <p>I can recognise the importance of baby Jesus.</p> <p>I can retell the Nativity story.</p> <p>I can explain why Christmas is important for Christians.</p>	<p>Who do Christians say made the world?</p> <p>I can listen to the story of creation from Genesis.</p> <p>I can retell the story of creation from Genesis.</p> <p>I can identify how to show gratitude.</p> <p>I can identify ways that Christians show gratitude.</p>	<p>What is the 'good news' Christians believe Jesus brings?</p> <p>I can discuss the 12 disciples.</p> <p>I can identify how Jesus teaches us about forgiveness.</p> <p>I can identify how Jesus teaches us about peace.</p>	<p>Why does Easter matter to Christians?</p> <p>I can listen to and discuss the story of Holy Week.</p> <p>I can participate in an Easter Labyrinth.</p> <p>I can discuss the emotions of Jesus' followers.</p> <p>I can define the term resurrection.</p>	<p>Who is a Muslim and how do they live?</p> <p>I can state what a Muslim is.</p> <p>I can explore the name of the pillars of Islam.</p> <p>I can explain the Salah Pillar and what it means.</p> <p>I can explain the Zakat Pillar and what it means.</p>



	<p>I can explain how Christians put their beliefs into practise.</p> <p>I can write about what I have learnt from the Story of the Lost Son.</p>	<p>I can define what 'advent' means.</p> <p>I can compare religious and non-religious views about Christmas.</p>	<p>I can ask questions about Creation.</p> <p>I can explain what I have learnt from Genesis.</p>	<p>I can identify ways that Christians bring Jesus' good news to others.</p> <p>I can identify ways that Christians say sorry to God.</p> <p>I can explain what I have learnt from the Gospel of Jesus.</p>	<p>I can talk about how Holy Week is celebrated.</p> <p>I can reflect on the way the story changes from sadness to happiness.</p>	<p>I can explain the Sawm Pillar and what it means.</p> <p>I can explain the Hajj Pillar and what it means.</p>
<p>Year 2</p>	<p>Who is Muslim and how do they live?</p> <p>I can identify the 99 names of Allah.</p> <p>I can recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>I can begin to consider how their beliefs impact how a Muslim lives.</p> <p>I can give an example of a story about the Prophet.</p> <p>I can give an example of a story about the Prophet.</p>	<p>Who is Jewish and how do they live?</p> <p>I can consider what is meaningful to me.</p> <p>I can learn the special objects to Jewish people.</p> <p>I can learn what the mezuzah is.</p> <p>I can learn what the Shema is.</p> <p>I can learn what a mezuzot is.</p> <p>I can decide on my own important messages.</p>	<p>Who is Jewish and how do they live?</p> <p>I can learn what Shabbat is.</p> <p>I can learn the traditional Shabbat greeting.</p> <p>I can reflect on what Jewish people do on Shabbat.</p> <p>I can learn the story of David and Goliath.</p> <p>I can learn the story of Chanukah.</p> <p>I can reflect on the importance of Chanukah.</p>	<p>What makes some places sacred to believers?</p> <p>I can understand the terms 'holy' and 'sacred'.</p> <p>I can identify a place of worship sacred to Christians.</p> <p>I can identify a place of worship sacred to Jewish people.</p> <p>I can identify a place of worship sacred to Muslims.</p> <p>I can compare and contrast places of worship.</p>	<p>How should we care for others and the world and why does it matter?</p> <p>I can understand the Christian belief that each person is valuable.</p> <p>I can recognise caring actions.</p> <p>I can understand Jesus' teachings about being a good neighbour.</p> <p>I can understand the meaning of the story the Good Samaritan.</p>	<p>What does it mean to belong to a faith community?</p> <p>I can explore the concept of belonging.</p> <p>I can understand symbols of Christian belonging.</p> <p>I can understand symbols of Muslim belonging.</p> <p>I can understand symbols of Jewish belonging.</p> <p>I can learn about Christian baptism.</p>



	I can reflect on Muslim beliefs and ways of living.			I can compare religious places of worship to non-religious special places.	I can recount the story of Genesis. I can understand the meaning in the story of Genesis.	I can learn how a baby is welcomed in Islam.
Year 3	<p>What do Christians learn from the Creation story?</p> <p>I can appreciate the natural world.</p> <p>I can define God.</p> <p>I can understand God as Creator.</p> <p>I can identify how Christians look after the world.</p> <p>I can compare Christian views to non-Christian views.</p> <p>I can explain why Christians say sorry to God.</p>	<p>What is it like for someone to follow God?</p> <p>I can understand the purpose of the Bible.</p> <p>I can learn the story of Noah.</p> <p>I can understand God's covenant.</p> <p>I can recognise covenants that people make.</p> <p>I can identify the promises made at a Christian wedding.</p> <p>I can describe what it is like to follow God.</p>	<p>What is the trinity and why is it important for Christians?</p> <p>I can define the Trinity.</p> <p>I can explore the Gospel of Matthew.</p> <p>I can explain the symbolism of water.</p> <p>I can compare and contrast art about baptism.</p> <p>I can write a baptism prayer.</p> <p>I can use art to express the Trinity.</p>	<p>What kind of world did Jesus want?</p> <p>I can identify a text from the Gospel.</p> <p>I can identify the Beatitudes and their purpose.</p> <p>I can learn the story of when Jesus healed the blind man.</p> <p>I can learn the story of when Jesus healed the paralysed man.</p> <p>I can learn the story of when Jesus fed the 5000.</p> <p>I can explore Jesus' teachings about love.</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>I can revisit the story of Holy Week.</p> <p>I can imagine how Mary felt during Holy Week.</p> <p>I can learn how Christians mark Holy Week.</p> <p>I can explore the emotions Christian experience during Holy Week.</p> <p>I can create a performance of Palm Sunday with a group.</p>	<p>For Christians, what was the impact of the Pentecost?</p> <p>I can revisit my learning on Holy Week.</p> <p>I can explore artwork about the Pentecost.</p> <p>I can learn about the Christian belief that the world is God's kingdom.</p> <p>I can explore beliefs about the Holy Spirit.</p> <p>I can identify how Pentecost is celebrated by Christians.</p> <p>I can identify and explain my own beliefs.</p>
Year 4	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	How do festivals and worship show what matters to Muslims?	How do festivals and family life show what	How and why do people mark the	How and why do people try to make the world a better place?



	<p>I can define what 'Aum' is.</p> <p>I can retell the story of Svetaketu.</p> <p>I can recognise that deities are ways of understanding God.</p> <p>I can recognise some Hindu deities.</p> <p>I can define the Hindu belief of reincarnation.</p> <p>I can learn what Puja is.</p>	<p>I can learn how Hindus show their faith.</p> <p>I can learn about Hindu worship in the community.</p> <p>I can learn how Hindus show their faith at home.</p> <p>I can understand the story of Diwali.</p> <p>I can understand what it means to be a Hindu.</p>	<p>I can recap my prior learning about Islam.</p> <p>I can learn what the opening chapter of the Qur'an teaches Muslims about God.</p> <p>I can explore how Muslims pray.</p> <p>I can explore the significance of prayer to Muslims.</p> <p>I can recognise why the mosque is a special place for Muslims.</p> <p>I can explain what matters to Muslims.</p>	<p>matters to Jewish people?</p> <p>I can explain how Jewish families celebrate every week.</p> <p>I can explain how Jewish families celebrate every week.</p> <p>I can explain why people celebrate Rosh Hashanah and Yom Kippur.</p> <p>I can explore the story 'Jonah and the Big Fish'.</p> <p>I can learn the Story of Exodus.</p> <p>I can explain why Pesach is important to Jewish people.</p>	<p>significant events of life?</p> <p>I can appreciate that life is a journey.</p> <p>I can learn about Bar and Bat Mitvahs.</p> <p>I can explain Bar and Bat Mitvahs.</p> <p>I can learn how Hindus mark the journey of life.</p> <p>I can learn about upanayana ceremonies.</p> <p>I can consider why people get married.</p>	<p>I can explore views on what is wrong with the world.</p> <p>I can explore the 'Golden Rule'.</p> <p>I can explore Jewish teachings about repairing the world.</p> <p>I can research an inspiring Christian person.</p> <p>I can describe examples of how Muslims practice charity.</p> <p>I can consider how to make the world a better place.</p>
<p>Year 5</p>	<p>What does it mean if Christians believe God is holy and loving?</p> <p>I can develop my own ideas on the concept of a divine being.</p>	<p>Creation and science: conflicting or complementary?</p> <p>I can recall the story of Genesis.</p> <p>I can consider how the Big Bang theory contradicts with Genesis.</p>	<p>Why do Christians believe Jesus was the Messiah?</p> <p>I can identify the 'big story' of the Bible.</p>	<p>How do Christians decide how to live? 'What would Jesus do?'</p> <p>I can explore 'The Wise and Foolish Builders'.</p> <p>I can explore 'The Sermon on the Mount'.</p>	<p>What do Christians believe Jesus did to 'save' people?</p> <p>I can revise my understanding of Holy Week.</p>	<p>For Christians, what kind of king is Jesus?</p> <p>I can consider how to make the world a better place.</p> <p>I can explore what the Kingdom of God is.</p>



	<p>I can explore the Bible for ideas about God.</p> <p>I can explore Christian music for ideas about God.</p> <p>I can explore Cathedrals and Churches for ideas about God.</p> <p>I can consider why Christians believe God is holy and loving.</p> <p>I can decide on guidelines for living.</p>	<p>I can consider how the theory of evolution contradicts with Genesis.</p> <p>I can ask philosophical questions.</p> <p>I can consider my opinion on Genesis.</p> <p>I can explain my opinion on Creation vs Science in detail.</p>	<p>I can explore prophecies in the Old Testament.</p> <p>I can identify Jesus as the Messiah in the New Testament.</p> <p>I can use evidence that suggests Jesus is the Messiah.</p> <p>I can consider whether Jesus is the Messiah.</p>	<p>I can explore 'The Centurion's Servant'.</p> <p>I can examine how prayer and healing are inspired by Jesus.</p> <p>I can examine how friendship and justice are inspired by Jesus.</p> <p>I can question whether Jesus' teachings make Christians better people.</p>	<p>I can recognise that Jesus' death was a sacrifice.</p> <p>I can question whether life is determined by God.</p> <p>I can explain what a Holy Communion is.</p> <p>I can consider types of sacrifice.</p> <p>I can explore the statement: Sacrifice is good and necessary for making the world a better place.</p>	<p>I can explore the parable of the Great Banquet.</p> <p>I can explore what kind of King Jesus is.</p> <p>I can explore how Churches work towards a better world.</p> <p>I can consider what kind of King Jesus is to Christians.</p>
<p>Year 6</p>	<p>Why do Hindus want to be good?</p> <p>I can explain the key concepts of Hinduism.</p> <p>I can understand the Hindu belief of reincarnation.</p> <p>I can understand the Hindu concept of karma.</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>I can learn facts about Muslims in Britain today.</p> <p>I can understand the meaning of the Five Pillars.</p> <p>I can create Islamic art, using geometric patterns.</p> <p>I can understand Hajj.</p>	<p>Why is the Torah so important to Jewish people?</p> <p>I can recognise different Jewish communities.</p> <p>I can state what Jews believe about God.</p> <p>I can understand messages in the Torah.</p>	<p>What matters most to Humanists and to Christians?</p> <p>I can explain the difference between good and bad actions.</p> <p>I can understand the meaning of a conscience.</p> <p>I can define what a Humanist is.</p>	<p>Why do some people believe in God and some people not?</p> <p>I can recognise how many people believe in God.</p> <p>I can question if God is real.</p> <p>I can question why people believe in God.</p>	<p>How does faith help people when life gets hard?</p> <p>I can begin to explore what happens after we die.</p> <p>I can consider the existence of a soul.</p> <p>I can explore the concept of judgement by a higher being.</p>



	<p>I can consider how Hindu beliefs impact how they live.</p> <p>I can research the life of Gandhi.</p> <p>I can answer the question: Why do Hindus want to be good?</p>	<p>I can understand the Qu'ran.</p> <p>I can understand the architecture of a mosque.</p>	<p>I can learn about the significance of the Torah.</p> <p>I can understand Jewish Kosher.</p> <p>I can understand Jewish law.</p>	<p>I can consider what values matter most to Christians.</p> <p>I can consider the importance of different values and give my own opinion.</p> <p>I can explore the agreements and disagreements about values between Humanists and Christians.</p>	<p>I can explore the debate around science and God.</p> <p>I can consider how beliefs affect actions.</p> <p>I can explore the Big Question: Is God real?</p>	<p>I can explore Christian and Muslim views on life after death.</p> <p>I can compare Christian, Muslim and Hindu views on life after death.</p> <p>I can consider Humanist's views on death.</p>
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