

West Malling CE Primary School Religious Education Curriculum Map - KS2

Year 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	People of God – What is it like to follow God?	Sikhi – What is important for Sikh people?	Incarnation – What is the Trinity? (Core)	Salvation – Why do Christians call the day that Jesus died ‘Good Friday?’ (Core)	Kingdom of God – When Jesus left, what was the impact of Pentecost?	Sikhi – How do Sikh people worship and celebrate?
Substantive Knowledge	- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. - The People of God try to live in the way God wants, following his commands and worshipping him. - They believe he promises to stay with them and Bible stories show how God keeps his promises.	- Sikhs believe that there is only one God, who they have several names for. (Waheguru) - Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. - It is important for Sikhs to belong to a community of believers called the Khalsa. - Khalsa Sikhs wear 5 articles of faith which remind them of their faith and duty as a Sikh.	- Christians believe God is Trinity: Father, Son and Holy Spirit. - Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. - Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. - Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. - Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.	- Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. - The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. - Christians today trust that Jesus really did rise from the dead, and so is still alive today. - Christians remember and celebrate Jesus’ last week, death and resurrection.	- Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). - Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. - Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God. - Christians celebrate Pentecost as the beginning of the Church.	- Sikhs can worship at any time or day, at home or in the Gurdwara. - Sikhs are expected to pray three times a day and meditate and recite words from the holy scriptures. - Sikh people respect and regard The Guru Granth Sahib as a living Guru. - The Gurdwara is a place that is welcome and open to everyone and is known as the ‘doorway to the house of God’ - All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service. - Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.
Disciplinary Know.	Emerging Identify beliefs Retell and suggest the meanings of stories Recall and name Recognise		Expected Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others’ ideas Explore and suggest ideas Link up some questions and answers		Exceeding Identify some similarities and differences Discuss and present their own ideas about why Express their own understanding Present their own ideas about attitudes Make connections between key concepts and the big story of the Bible Consider and evaluate Suggest how and why Express ideas	

Year 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Creation/Fall - What do Christians learn from the creation story?	Incarnation – What is the Trinity? (Digging Deeper) (Why is Incarnation important to Christians?)	Gospel – What kind of world did Jesus want?	Salvation – Why do Christians call the day that Jesus died ‘Good Friday?’ (Digging Deeper)	Hindu Dharma – What does it mean to be a Hindu in Britain today?	Journeys - Why do some people think that life is a journey? What significant experiences mark this?
Substantive Knowledge	- God the Creator cares for the creation, including human beings. - As human beings are part of God’s good creation, they do best when they listen to God. - The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).	- Christians believe God is Trinity: Father, Son and Holy Spirit. - Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. - Understanding God is challenging; people spend their whole lives learning more and more about God. - Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.	- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. - Jesus shows love and forgiveness to unlikely people. - Christians try to be like Jesus — they want to know him better and better. - Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	- Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. - The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. - Christians today trust that Jesus really did rise from the dead, and so is still alive today. - Christians remember and celebrate Jesus’ last week, death and resurrection.	- I can 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. - I can describe some ways in which Hindus express their faith through puja, aarti and bhajans. - I can 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. - I can 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.	- I can suggest why some people see life as a journey and identify some of the key milestones on this journey. - I can describe what happens in Christian, Jewish, Hindu and Humanist ceremonies of commitment and say what these rituals mean. - I can suggest reasons why marking the milestones of life are important for people. - I can explain similarities and differences between ceremonies of commitment. - I can link up questions and answers about how believers show commitment with their own ideas about community, belonging and belief. - I can discuss and present my own ideas about the value and challenge of religious and nonreligious commitment in Britain today.
Disciplinary Know.	Emerging Identify beliefs Retell and suggest the meanings of stories Recall and name Recognise		Expected Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others’ ideas Explore and suggest ideas Link up some questions and answers		Exceeding Identify some similarities and differences Discuss and present their own ideas about why Express their own understanding Present their own ideas about attitudes Make connections between key concepts and the big story of the Bible Consider and evaluate Suggest how and why Express ideas	

West Malling CE Primary School Religious Education Curriculum Map - KS2

Year 5						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	God – What does it mean if God is loving and holy?	Incarnation – Was Jesus the Messiah?	People of God – How can following God bring freedom and justice?	Salvation – What did Jesus do to save human beings?	Judaism – What does it mean to be a Jewish person in Britain today?	Islam - What do Muslim people believe about the way they should live their lives and why? Part 1
Substantive Knowledge	- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. - Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. - Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. - Christians believe getting to know God is like getting to know a person rather than learning information.	- Jesus was Jewish. - Christians believe Jesus is God in the flesh. - They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. - The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. - Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) - Christians see Jesus as their Saviour (See Salvation).	- The Old Testament pieces together the story of the People of God. - The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.	- Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. - The Gospels give accounts of Jesus’ death and resurrection. - The New Testament says that Jesus’ death was somehow ‘for us’. - Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light. - Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). - Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	- I can make connections between Jewish practice, teaching from the Torah and their beliefs about God. - I can give examples of Jewish festivals and explain how they impact Jewish people today. - I can explain the meaning and significance of Jewish rituals and practices. - I can comment thoughtfully on how the role of women varies within Judaism. - I can answer the key question from different perspectives, including my own. - Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray. - Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. - Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. - Jewish people celebrate Pesach each year to remember God’s rescue and faithfulness to the Israelites. - Tzedakah means ‘healing the world’ which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.	- Express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah. - Re-tell some stories about the life of the Prophet Muhammad and recognize what they might say about him. - Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith. - Recognise some objects and places used by Muslim people and evaluate why they are important. - Find out about and respond with their own ideas to examples of different beliefs, prayer, generosity and worship. - Muslim people all over the world build their lives on the beliefs expressed in the five pillars of Islam. - Muslim people believe in the Oneness of God (Tawhid). - Muslim people believe that the Prophet Muhammad (PBUH) is the prophet of Allah. - The Shahadah is the key statement of belief held by Muslim people. - Muslim people believe that they have a duty to pray five times every day (Salah). - Zakah is the generous giving of money which Muslims believe that they have a duty to give to those in need. - The mosque is an important place of prayer, learning and meeting for the Muslim community.
Disciplinary Know.	Emerging Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe		Expected Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect		Exceeding Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own Apply ideas ... Consider and evaluate	

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Year 6						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Creation/Fall - Creation and science: conflicting or complementary?	Gospel – What would Jesus do?	Islam - What do Muslim people believe about the way they should live their lives and why? Part 2	Salvation – What difference does the resurrection make to Jesus?	Is it better to express your religion in arts and architecture or in charity and generosity?	Kingdom of God – What kind of a king is Jesus?
Substantive Knowledge	- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? - There are many scientists throughout history and now who are Christians. - The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. - Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. - Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.	- Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith. - Find out about and respond with their own ideas about these beliefs and practices. - Describe and reflect on the significance of the Holy Qur'an to Muslim people. - Describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow. - The five pillars of Islam are practised by Muslim people including by Muslim people living in Britain today. - Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm). - Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able. - That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah).	- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. - The Gospels give accounts of Jesus' death and resurrection. - Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. - This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	- Describe and make connections between examples of religious creativity (buildings and art). - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity and charity as more important than buildings and art. - Apply ideas about values and from scriptures to the title question.	- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. - The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. - Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
Disciplinary Know.	Emerging Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe		Expected Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect		Exceeding Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas ... Consider and evaluate	