



Tatsfield Primary School

RE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who am I and where do I belong?	Why do we have celebrations?	Why are stories special?	What makes something special?	What makes our world wonderful?	What makes a place special?
Year 1	CHRISTIANITY: Why do Christians call God 'creator'?	CHRISTIANITY: Christmas Y1: What is the 'Nativity and why is it important to Christians?	CHRISTIANITY: What do Christians learn from stories of Jesus? (Easter)	CHRISTIANITY: What do Christians learn from stories of Jesus? (Easter)	JUDAISM: Why do Jewish families celebrate Shabbat? What is the Torah and why is it important to Jews?	Thematic Unit: Is prayer important to everyone?
Year 2	CHRISTIANITY: What is God like for Christians?	CHRISTIANITY: Christmas Y2: Why is giving important to Christians?	CHRISTIANITY: Why do Christians call Jesus 'saviour'?	CHRISTIANITY: Why do Christians call Jesus 'saviour'?	ISLAM: Who is Allah, and how do Muslims worship him? What is important for Muslim families?	Thematic Unit: Why should we look after our world?
Year 3	CHRISTIANITY: How can artists help us to understand what Christians believe and do?	CHRISTIANITY: What's the Bible's 'big story' - and why is it like treasure for Christians?	CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?	JUDAISM: What are important times for Jewish people?	HUMANISM: How do non-religious people celebrate new life?	Thematic Unit: Why do people make promises?
Year 4	CHRISTIANITY: What did God promise to his people?	CHRISTIANITY: What did Jesus say about God's kingdom and why is it 'good news'?	ISLAM: How does 'ibadah' (worship) show what's important to Muslims?	CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	SIKHI: What do Sikhs value?	Thematic Unit: What is the 'Golden Rule' and why do so many people live by it?
Year 5	JUDAISM: What does it mean to be part of a synagogue community?	CHRISTIANITY: What do Christians believe about creation?	HINDU (SANATANA) DHARMA: What helps Hindus (Santanis) to worship?	CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?	CHRISTIANITY: How did the Church begin, and where is it now?	Thematic Unit: What does it mean to live a good life?
Year 6	CHRISTIANITY: How is God Three - and yet One?	CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?	ISLAM: What helps Muslims to live a good life?	CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?	BUDDHISM: What is the 'Buddhist way of life'?	Thematic Unit: Who am I and where do I belong?



Tatsfield Primary School RE Curriculum Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reflection	Stepping back to appreciate the different ways in which they and others celebrate, or reflecting on the idea of 'special', relating to theirs and others' communities and experiences	Responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask	Responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask	Responding to religious text, stories, places or people in ways that demonstrate some understanding of the world of religion and belief, making insightful contributions to class discussions	Responding to religious text, stories, places or people in ways that demonstrate some understanding of the world of religion and belief, making insightful contributions to class discussions	On concepts studied, such as the meaning and significance of incarnation / salvation for Christians or Shabbat rest for Jewish families, relating to their own experiences in the world today; appreciating how someone's beliefs might influence their 'worldview'	On concepts studied, such as the meaning and significance of incarnation / salvation for Christians or Shabbat rest for Jewish families, relating to their own experiences in the world today; appreciating how someone's beliefs might influence their 'worldview'
Empathy	Becoming aware that other people regard different things as special and that other peoples' ideas may be different from their own	Considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently	Considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently	Considering the thoughts feelings, experiences, beliefs and values of others in the way that they talk, expressing & identifying feelings in different ways and developing and appreciation that others view the world / feel differently	Considering the thoughts feelings, experiences, beliefs and values of others in the way that they talk, expressing & identifying feelings in different ways and developing and appreciation that others view the world / feel differently	Being able to appreciate the value of belief for different groups of people, even if it is different to their own; demonstrating respect for different ideas and beliefs	Being able to appreciate the value of belief for different groups of people, even if it is different to their own; demonstrating respect for different ideas and beliefs
Investigation	Using their senses & observation to explore stories, objects and places, asking questions together in a way that demonstrates interest in what other people think, feel and value	Asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as 'evidence' of the things that people believe	Asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as 'evidence' of the things that people believe	Asking questions / enquiring about religions and beliefs, using subject specific vocabulary; selecting relevant sources (such as art, artefacts and text) as evidence of people's beliefs and actions	Asking questions / enquiring about religions and beliefs, using subject specific vocabulary; selecting relevant sources (such as art, artefacts and text) as evidence of people's beliefs and actions	Selecting and exploring a variety of sources of evidence (including data) of the things that people believe, using accurate religious vocabulary; using these sources to draw conclusions about similarities and differences in people's lived experience	Selecting and exploring a variety of sources of evidence (including data) of the things that people believe, using accurate religious vocabulary; using these sources to draw conclusions about similarities and differences in people's lived experience
Interpretation	Being introduced to the idea that some things have a 'meaning'	Suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people	Suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people	Suggesting meanings of religious text, artefacts, art, and symbols; appreciating that these meanings might be different for different people and considering what might influence this	Suggesting meanings of religious text, artefacts, art, and symbols; appreciating that these meanings might be different for different people and considering what might influence this	Being able to explain the meaning in religious texts, artwork and artefacts; suggesting reasons why people might interpret key texts or stories differently, or express belief in different ways; explaining how symbols might represent concepts or ideas	Being able to explain the meaning in religious texts, artwork and artefacts; suggesting reasons why people might interpret key texts or stories differently, or express belief in different ways; explaining how symbols might represent concepts or ideas

Expression	Demonstrating their knowledge in a variety of ways such as through emotions, role play, talk, drawing or writing, sharing their own views	Demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing, being able to explain to others their thinking behind this expressive work	Demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing, being able to explain to others their thinking behind this expressive work	Demonstrating their knowledge and understanding of faith and belief (including some concepts and practices) in a variety of ways such as through, talk, drama, creative artwork or writing	Demonstrating their knowledge and understanding of faith and belief (including some concepts and practices) in a variety of ways such as through, talk, drama, creative artwork or writing	Explaining concepts in a range of different ways such as art, poetry, descriptions & explanations, or using symbols as a way to express an idea	Explaining concepts in a range of different ways such as art, poetry, descriptions & explanations, or using symbols as a way to express an idea
Synthesis		Through teacher modelling, appreciating that there are links between different parts of their learning such as between someone's beliefs and their actions, or images and what they show about people's beliefs	Through teacher modelling, appreciating that there are links between different parts of their learning such as between someone's beliefs and their actions, or images and what they show about people's beliefs	Through making links between different religions and beliefs and being able to identify aspects that are similar; showing connections between different elements of learning such as beliefs, practices and ways of life	Through making links between different religions and beliefs and being able to identify aspects that are similar; showing connections between different elements of learning such as beliefs, practices and ways of life	Linking concepts within and across religions and beliefs, using existing knowledge to draw conclusions about less familiar ideas or concepts.	Linking concepts within and across religions and beliefs, using existing knowledge to draw conclusions about less familiar ideas or concepts.
Evaluation		Through discussion, meanings of parables/stories or which elements might be 'more important' than others	Through discussion, meanings of parables/stories or which elements might be 'more important' than others	Through discussion and debate, comparing their own and other people's ideas about answers to big questions using evidence to inform their opinion	Through discussion and debate, comparing their own and other people's ideas about answers to big questions using evidence to inform their opinion	Ranking ideas according to their importance for different people, including themselves; making decisions informed by their learning.	Ranking ideas according to their importance for different people, including themselves; making decisions informed by their learning.
Application		With the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment	With the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment	Making associations between a faith or belief and the actions of an individual and a faith community local or national, such as in the provision of food for the community	Making associations between a faith or belief and the actions of an individual and a faith community local or national, such as in the provision of food for the community	Describing the impact of religion and belief on different groups of people and cultures, locally, nationally or globally	Describing the impact of religion and belief on different groups of people and cultures, locally, nationally or globally
Analysis				By asking questions to distinguish between the features of different religions and beliefs	By asking questions to distinguish between the features of different religions and beliefs	Distinguishing between historical facts and belief, or different ideas across / within religions and beliefs, drawing on their learning as evidence	Distinguishing between historical facts and belief, or different ideas across / within religions and beliefs, drawing on their learning as evidence