

West Winch Primary School RE Curriculum Map						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Harvest Festival	Diwali Hanukkah Christmas	Lent Chinese New Year	Easter Mothering Sunday Holi	Ramadan and Eid	Bible stories and tales
Religions Explored	Christianity	Judaism Sikhism Hinduism Christianity	Christianity	Christianity Hinduism	Islam	Christianity Islam Judaism
Understanding the World	- Talk about the lives of people around them and their roles in society. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.					
Vocabulary	Harvest, crop, festival, celebrate. togetherness	Diwali, fireworks, lantern, festival, diwa lamp, candle, miracle, menorah, advent, Christmas story,	Fasting, celebration, sharing, fortune,	Palm leaves, tomb, cross, Jesus, celebrating, festival, Hindu, Rangoli	Ramadan, fasting, Qur'an, Five Pillars, Salah	Samaritan, friendship, kindness, moral
Year 1	Caring for Others	Gifts and Giving	Friendship	Easter and Surprises	Religion and Rituals	Places of Worship
Religions Explored	Hinduism Christianity	Christianity Islam	Buddhism Hinduism Christianity	Christianity	Islam Hinduism Christianity	Judaism Christianity Hinduism
Norfolk Syllabus Core Question	What might Christians learn from the Good Samaritan narrative?	What does it mean to be part of a religious family?	What questions do religious stories make us ask? Can we find any answers?	Why does Easter matter to Christians?	Why are symbols and artefacts important to some people?	
Knowledge	- explain why it is important to care for others; - explain what would happen if people didn't care for one another; - explain simple messages from faith stories; - understand what a sacrifice is; - name different ways different religions show they care for other people.	- Explain how it feels to give a gift; - Explain how it feels to receive a gift; - Suggest different types of gifts; - Explain why Christmas can be important to many Christians; - Explain why Eid al-Fitr can be important to many Muslims.	- understand why it is important to have good friendships; - retell some religious stories of friendship; - explain how some of the characters from the stories were good friends.	- understand that Easter Sunday follows Holy Week; - explain why Easter is important to Christians; - share a surprise they have had and how it made them feel; - explain how Easter is celebrated.	- explain what a ritual is and give some examples of rituals; - identify how a ritual is different from a routine by discussing key features; - explain that Salat is one of the Pillars of Islam and know that many Muslims pray five times a day; - design a prayer mat, understanding that their design should not include drawings of people or animals; - give many examples of how the senses are used during the ritual of puja; - explain how when Hindus perform the worship ritual of puja, they might act as if they are welcoming God like a special visitor; - explain how the Holy Communion ritual is a re-enactment of the Last Supper	- talk about a place that is special to them; - explain what worship is; - name and talk about some examples of places of worship; - discuss how a place of worship is a special place for religious believers; - talk about some important things that Jews believe; - name and talk about some important parts of, and objects in, a Jewish synagogue; - talk about some important things Hindus believe; - name and talk about some important parts of a Hindu mandir; - talk about examples of Hindu art; - create their own artwork inspired by Hindu art; - talk about some important things that Christians believe; - name and talk about some

					and understand what the bread and wine symbolise; • use key vocabulary to write about Holy Communion; • compare and contrast rituals from more than one religion; • work with others to design a ritual.	important parts of a Christian church; • place objects within a church plan accurately and know that the shape of a church is important; • begin to think about what happens in a church; • name and talk about some events that happen in places of worship; • talk about some of the ways a place of worship might make a religious believer feel; • think about why a place of worship might be important to different people; • design a building and justify their design choices; • present their building design to an audience and use key words to describe it.
Vocabulary	Raksha Bandan, Gurdwara, langar, langar hal, Samaritan, Bible, Levite, the Prophet Muhammad, prophet, sacrifice, consequence,	Christmas, nativity, Ramadan, fasting, Qur'an, Eid al-Fitr, Eid Mubarak, Zakat	Friendship, qualities, humorous, trustworthy, respect, disagreement, advice, conflict, united, resolve	Easter, Jesus, crucified, resurrection, disciples, Holy communion, sins, tomb, eternal, heaven, bible and hymns	Ritual, Salat, mosque, Mecca, gesture, punja, shrine, murtis, Holy Communion	Murtis, yantras, karma, bimah, ark, font, Holy Communion,
Year 2	Harvest/Nature and God	Light and Dark	Rules and Routines	Beginnings and Endings	Ceremonies	Places of Worship
Religions and World Views Explored	Christianity Judaism	Christianity Judaism Hinduism	Judaism Christianity Islam	Christianity Sikhism Judaism	Islam Hinduism	Sikhism Buddhism Islam
Norfolk Syllabus Core Question	Who made the world?	Why is light an important symbol for many religious believers?	How do people decide what is right and what is wrong?	How do festivals and celebrations bring people together?	How do worship gatherings/ceremonies give _____ a sense of identity and belonging?	
Knowledge	• Explain how some Christians believe God created the world and everything in it; • Explain why Sukkot can be important to some Jews; • Explain why it is important to look after animals; • Explain why it is important to protect nature.	• explain why light can be important to many Christians at Advent and Christmas; • explain why light can be important to many Hindus at Diwali; • explain why light can be important to many Jewish people at Hanukkah.	• understand the difference between a rule and a routine; • explain why Shabbat is important to Jews; • explain why the Ten Commandments are important to Christians and Jews; • explain why the Five Pillars of Islam are important to Muslims; • explain why the 5Ks are important to Sikhs; • explain how humanists make decisions.	• discuss key words associated with beginnings and endings; • talk about why and how people celebrate a beginning or an ending; • talk about, with some detail, a beginning or ending they have celebrated; • think about how endings can also be beginnings, and vice versa; • understand and recall key facts about Sikhism; • talk about more than one way Sikhs celebrate Vaisakhi; • name and describe at least one of the Panj Pyare; • talk about, with some detail, their own experiences of	• give a detailed explanation of what a ceremony is and name and describe some religious and non-religious ceremonies; • share their experiences and reflections on ceremonies they may have attended; • know what happens at an Aqiqah ceremony and reflect on the importance of giving in this important ceremony for Muslims; • explain what it means to be a Bar Mitzvah or Bat Mitzvah and describe what happens at this Jewish ceremony; • give an opinion on when a	• talk about a place that is special to them and to effectively describe how they feel there and explain why the place is special to them; • give a detailed explanation of what a place of worship is and name some places of worship; • talk about some of the things that happen in a place of worship and reflect upon why they are important places; • know that a mosque is a place of worship for Muslims and describe the things a visitor might see in a mosque;

				welcoming or naming a new baby; • describe what happens at a Naam Karan ceremony with detail; • discuss the meanings of different names; • identify and discuss the main events in the Bible story of Jesus' baptism; • explain what happens at a baptism and what they symbolise in Christianity; • identify and explain the main events in the Christian story of Easter; • choose colour, shape and images to create art that represents new life; • plan a ceremony for a beginning or ending.	child should become responsible for their own actions, backing up any argument made with reasons; • ask and answer questions about what happens at a Dastar Bandi ceremony, reflecting on the feelings a young Sikh might have after this ceremony; • describe what happens at a Hindu wedding and reflect on the similarities and differences between a Hindu wedding and a wedding they may have attended; • understand and use the vocabulary used to describe objects or rituals involved in the ceremonies they have learnt about; • work with others to plan and act out their own ceremony, reflecting on how this ceremony contained features from other ceremonies they have learnt about.	• explain how a visitor should behave when visiting a mosque;
Vocabulary	Creation, create, refection, harvest, produce, Sukkot, Sukkah, synagogue, Prince Siddhartha, Prophet Muhammad	Advent, Christians, Christmas, Jesus, Bethlehem, celebrate, Diwali, Hindu, exile, victory, evil, diva, Lakshmi, Hanukkah, Jewish, miracle	Rule, routine, The Ten Commandments, Christians, Jews, Shabbat, Sabbath, Torah, Synagogue, Bible, Muslims, Symbol, Punjabi, Khalsa, Sikhs, Humanist	Beginnings, celebrate, ending, reflect, Vaisakhi, founding, Sikh, Panj Pyare, justice, Gurdwara, baptism, symbolises, sins, Christian, resurrection, crucifixion, Bar Mitzvah	Ceremony, Bar Mitzvah, Torah, rite of passage, dastar, wedding, sari, safā,	Worship, mosque, Mecca, Gurdwara, Buddhist temple, enlightenment, Buddha, Malas, mantra, Three Jewels
Year 3	Judaism	The Nativity Story	Hinduism	Good Friday	Sikhism	Islam
Religions and World Views Explored	Judaism	Christianity	Hinduism	Christianity	Sikhism	Islam
Norfolk Syllabus Core Question	Where do religious beliefs come from?	Is seeing believing?	How do Hindus talk about God?	Why do Christians call the day Jesus died 'Good Friday'?	What difference does being a Sikh or Muslim make to daily life?	
Knowledge	• Explain how Abraham founded Judaism. • Explain one of the Ten Commandments through illustrations. • Label the key objects in a synagogue.	• make a puppet of Mary, Joseph and an angel; • relate Mary and Joseph's journey to modern travel and route planning; • create a stable scene and make additional puppets to	• Locate where Hinduism was founded. • Explain the main beliefs that Hindus share. • Know that Hindus have more than one holy book.	• Match captions to images of the Easter story. • Explain why they have chosen the act they have for their friend. • Write three prayers which focus on sorry, please and	• locate where Sikhism was founded and explain the main beliefs that Sikhs share; • demonstrate an understanding of how different Gurus contributed to the Sikh faith;	• Create a jigsaw to show a map of where Islam was founded • Name some of the prophets as well as the key prophet in Islam • Fill in the missing words using calligraphy to list the main Muslim beliefs

	• Explain the relevance of each item on a Seder plate at Passover. • Know the Torah is written in Hebrew. • Match definitions to Jewish symbols.	show which animals might have been present; • create a storyboard about the shepherds and then turn this into an animation with puppets; • write about the wise men by filling in missing words on an information sheet; • explain who King Herod wanted to find and where he might be found.	• Explain what the main Hindu symbols mean or represent.	thank you. • Fill in a fact sheet about Maximilian Kolbe and compare to the example set by Jesus. • Create a stained-glass window cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection. • Answer questions about their Easter egg design in relation to new life.	• identify and name the main Sikh symbols.	• Label key parts to create a mosque • Use question prompts to create a documentary about Muslim festivals • Use keywords to create a presentation about the Muslim Holy book • Design a new symbol for Islam
Vocabulary	The Ten Commandments, sabbath, pilgrimage, synagogue, rabbi, Ark, Tora, Hebrew, Hanukah Menorah, fast, Bar mitzvah,	Nativity, Nazareth, pregnant, Bethlehem, census, inn, manager, saviour, worship, astrologer, Jerusalem, King Herod, frankincense, myrrh,	Hindu, Vishnu, Brahma, Trimurti, Tridevi, Brahman, mandir, puja, murtis shrine, hruti, Smriti, Vedas, moksha, eternal and reincarnation	Good Friday, The Last Supper, disciples, Judas, sacrifice, cross, Pontius Pilate, betray, Mary Magdalene, resurrection, prayer, crucifixion and tomb	Sikhism, Sikh, Guru, Guru Nanak, Gurdwara, Guru Granth Sahib, sargun, nirgun, Nam Japna, Kirt Karna, Vand Chkakna, shabads	Islam, Muslim, Allah, Five Pillars of Islam, Prophets, Muhammad, Mecca, Hajj, The Qur'an, Ramadan, fast, mosque, pilgrimage,
Year 4	Christianity	Food and Fasting	Buddhism	Pilgrimages	The Bible	People of Faith
Religions and World Views Explored	Christianity Judaism	Christianity Islam Judaism	Buddhism	Buddhism Hinduism Christianity Islam Judaism Sikhism	Christianity Judaism	Islam Sikhism Buddhism
Norfolk Syllabus Core Question	What is the Trinity?	How do people respond to issues of poverty and injustice?	What do Buddhist believe about God?	How do people express commitment to a religion or worldview in different ways?	What is the Bible and how do people interpret it?	How do people express commitment to a religion or worldview in different ways?
Knowledge	• represent Jesus in an image considering what he means to them; • act out one of the Ten Commandments in a role play; • write a paragraph about each of the Christian special places; • explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 10 missing words in a cloze procedure; • locate Bible verses after being given the book name and chapter to find them in; • design a Christian symbol, paint this symbol on a stone and then complete detailed information about the symbol and its meaning.	• give examples of how food is used in their own life; • talk about food used for different purposes, such as celebration or remembrance; • discuss the role of food in different religions and communities; • identify food used for different reasons; • identify foods that would be kosher or not kosher; • explain what kosher means and how it applies to different foods; • discuss why Jewish believers follow the laws of kosher; • understand how following food rules can be a spiritual act for a religious believer; • explain the laws of kosher to others; • talk about when they gave something up for a special reason; • know what Lent is and recall key facts about it;	• Explain that Siddhartha Gautama founded Buddhism. • Design a board game which symbolises the Buddhist view of the journey to Nirvana. • Identify and show how Buddhists worship. • Explain how Wesak lanterns are used and draw other Wesak celebrations. • Use images and key words to explain the Tipitaka. • Match key Buddhist symbols to their definitions.	• describe the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites; • they will be able to explore the thoughts, feelings and experiences of those who undertake a pilgrimage.	• define what 'sacred' means; • ask and answer questions about whether an item is sacred or not; • know that the Bible is sacred to Christians and why; • know that the Old Testament is different to the New Testament and explain why; • name more than one Bible author and share facts about them; • discuss the different text types in the Bible and their purpose; • know what a Psalm and Proverb is in the Bible and why they are used; • explain what a parable is and why Jesus told them, giving an example; • retell a Bible story using drama or pictures; • explain different ways Christians study the Bible and why; • explain why something is sacred to them and how to be	• examine what a challenge is and how these can be overcome; • identify meaning from quotes and restate these in their own words.

					respectful of things that are sacred to others.	
Vocabulary	Jesus, The Ten Commandments, The Trinity, Old Testament, pilgrimage, catholic, miracle, resurrection, lent, fasting	sustenance, community, kosher, Jewish people, poultry, parve, abstain, sacrifice, fast, Islam, Sawm, Ramadan, Diwali	Buddha, meditate, enlightenment, Eightfold Path, Dharmachakra, Nirvana, paja, shrine, Wesak, Dhvaja,	Sacred, holy, miracle, guru	sacred, Christians, The Bible, revelation, Jewish, psalms, parable, proverb, gospel, prophecy	Faith, Muslim, Talban, campaigned, inspired monastery, Buddhist, Rabi, Jewish, Sikh, Christian, overcome
Year 5	Peace	The True Meaning of Christmas	Worship	Forgiveness	Commitment	Humanism (Y6 unit)
Religions and World Views Explored	Hinduism Muslim Sikhism Christianity Judaism	Christianity	Christianity Hinduism Sikhism	Judaism Christianity Buddhism	Christianity Judaism Islam	Non-religious Worldviews
Norfolk Syllabus Core Question	Does religion bring peace, conflict or both?	Was Jesus the Messiah?	Is believing in God reasonable?			How do humanists make sense of the world?
Knowledge	- choose their own acts of peace to carry out, - create a peace poster on a religion's view on peace with prompts for support, - draw each religion's symbol on the international symbol of peace to show comparisons within religions, - reflect on the mindfulness activity by answering questions about their experiences and inner peace techniques, - create a pyramid of actions to show the priority of peace acts and then explain each choice, - create a new symbol of peace and explain how it shows peace.	- create word art with 15 Christmas topic words on; - use key words to create a role play to explain Christian acts of love at Christmas; - use title boxes to create a poster to explain how people can help refugees; - create a design for a Christian Christmas card; - analyse 'We Three Kings' and explain the meaning of the lyrics; - use key words to take part in a class debate on whether the true meaning of Christmas is lost.	- explain what worship is and how it is connected to the idea of worth; - explain similarities and differences between worship music in different religions; - explain how prayer is used within different religions; - reflect on the emotions of an artist and viewer when looking at a piece of religious art; - explain a specific religious artefact to others; - explain the importance of religious freedom.	- define what is meant by 'forgiveness' and discuss ideas linked to the concept of forgiveness; - work with others to create a role play to show the feelings that are involved when people forgive and are forgiven; - know that Jews follow the Ten Commandments and be able to describe the nature of the covenant agreement Jews believe they have with God; - understand the process of 'teshuvah', whereby Jews seek to repent and mend their relationship with God; - describe the significance of Yom Kippur for Jews, explaining some of the things that happen at Yom Kippur; - understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness; - explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others; - identify some similarities and	- define what 'commitment' means; - comment on why someone may wish to make a commitment; - give examples of religious and non-religious commitments; - make a commitment of their own and plan how they will achieve it; - discuss what is meant by 'coming of age'; - define what is meant by 'sacrifice' and give examples; - know that 'sawm' is the practice of fasting within Islam; - recognise that fasting shows commitment and explain why; - recognise that marriage is a form of commitment which can be made in a religious or non-religious way; - comment on the importance of commitment; - reflect upon their own commitment and identify areas for improvement.	- explain the difference between a religious and nonreligious worldview; - name at least two influential and two humanist thinkers; - identify the key humanist ideas; - explain what the Happy Human symbol represents.

				differences between what Jews and Buddhists believe about forgiveness; • give a detailed explanation of why they chose their symbol for forgiveness.		
Vocabulary	peace, conflict, non-violence, pacifist, inner peace, mindfulness, symbols, community cohesion, fair trade	Christmas, gratitude, tradition, love, associate, incarnation, paradox, carol, commercialism, charity, vulnerable, secular	worship, worth, puja, Gurdwara, Sikhs, artefacts, call to prayer, Qur'an, synagogue,	sin, confess, repent, Ten Commandments, covenant, atonement, Dhammapada, Eightfold Path, meditation, The Prophet Muhammad, Desmond Tutu	rituals, bar mitzvah, Torah, bat mitzvah, sacrifice, lent, fasting, sawm, Ramadan, marriage	humanist, secular, atheist, worldview, ethical, rationality, BHA
Year 6	Humanism (Understanding Humanism unit)	The Christmas Story	Creation Stories	Easter	Freedom and Justice	Eternity
Religions and World Views Explored	Humanism	Christianity	Hinduism Christianity Abrahamic Sikhism	Christianity	Religious and non-religious world views	Dharmic religions Abrahamic religions
Norfolk Syllabus Core Question	Is being happy the greatest purpose in life?	One narrative, many beliefs: Why do people interpret things differently?	Creation and Science: conflicting or complementary?	What difference does the resurrection make for Christians?	What does it mean to be part of a global religious/worldview community?	
Knowledge	• Understand the belief that human beings are special and human life is valuable. • Explain that they have the absence of belief in a god or gods. • The belief that human beings can find their own way to be happy. • The belief that human beings should be good to each other.	• recall The Christmas Story on a storyboard using pictures, and then create their own captions; • draw their own comparisons between the two gospel accounts of The Christmas Story; • identify which Gospel each part of The Christmas Story comes from and evaluate the importance of the details to Christians; • make a Christingle and then answer questions about Christingles; • use key words to create a role play explaining a Russian Christian story.	• Compare and contrast some creation stories. • Identify the type of creation story. • Explain why Jews and Christians have the same creation story.	• Use key words to create a timeline of events in Holy Week. • Order real life and hypothetical events from total 'free will' to 'determinism'. • Use prompts for support to rate events in their own life from 'free will' to 'determinism'. • Sort the events from Luke's Gospel by drawing pictures and ordering them. • Reflect on their own commitments in life and the difference it makes to their life. • Relate their own moral choices to the life and choices of Jesus.	• explain the different religious concepts of freedom and justice, and give examples; • state the role of religious beliefs and how they have influenced the human rights and nonviolent protest movements; • examine and explain why concepts of freedom and justice can conflict.	• explain and represent their ideas about eternity; • be able to compare and contrast Abrahamic, Dharmic and Humanist ideas about death.
Vocabulary	freedom, natural, celebrate, evolution, wonder, curiosity, responsibility, happiness, empathy,	nativity, significant, interpret, recount, compare, gospel, literal, metaphorical, Advent, symbolism, St Mathew, St Luke	creation, creation story, Judeo-Christian, Old Testament, Abrahamic, Islamic,	Easter, Holy week, Passover, Disciple, crucifixion, resurrection, ascension, free will, determinism, morality, God's plan, destiny, atonement	Freedom, Moses, Hebrews, The Commandments, EightFold Path, moksha, guru, justice, human rights, non-violent action, independence, campaign, catholic, protestant, strike, boycott, apartheid	Eternity, Abrahamic religions, soul, Dharmic religions, Reincarnation, Emancipation, Nirvana, Humanists