# St. John's CE Primary RE Curriculum Map

(includes Pan-Berkshire Syllabus 2018 questions, Understanding Christianity units and JigsawRE units)

| Christianity | Judaism | Islam | Sanatana Dharma | Buddhism | Sikhi | Bahai | Humanism | Ethical Veganism |
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| Age Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Pan-Berkshire RE Syllabus states:<br>Pupils MUST encounter Christianity PLUS at least one other religion from Hinduism, Islam, Judaism and Sikhi during the EYFS<br>It is expected that learning will be experimental and thematic in EYFS | | | | | | |
| **Ages 3-4** | What makes people special to me and others?<br><br>Christianity, Judaism | What is Christmas to me and others?<br><br>Christianity concept: Incarnation | How do I and other people celebrate?<br><br>Sanatana Dharma, Mixed Worldviews | What is Easter to me and others?<br><br>Christianity concept: Salvation | What can I and other people learn from stories?<br><br>Christianity, Islam, Sanatana Dharma, Sikhi | What makes places special to me and others?<br><br>Christianity, Islam, Judaism |
| **Ages 4-5** | What makes people special?<br><br>Christianity, Judaism | What is Christmas?<br><br>Christianity concept: Incarnation | Celebrations<br><br>Sanatana Dharma, Mixed Worldviews | What is Easter?<br><br>Christianity concept: Salvation | What can we learn from stories?<br><br>Christianity, Islam, Sanatana Dharma, Sikhi | What makes places special?<br><br>Christianity, Islam, Judaism |

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| Key Stage 1 Key Questions (from Pan-Berkshire RE syllabus):<br>Qu.1 How do some religions demonstrate that everyone is special? (Yr2)<br>Qu.2 Why are some religious celebrations important to some people but not to others? (Yr1x2, Yr2)<br>Qu.3 Does everyone believe the same things about God? (Yr1x2, Yr2)<br>Qu.4 Why do symbols and stories play important roles in religions? (Yr1, Yr2x2)<br>Qu.5 Why do some people follow religious leaders and teachings? (Yr1)<br>Qu.6 How do some people's religious beliefs encourage them to care for the world? (Yr2) | | | | | | |
| **Ages 5-6 YEAR 1** | What do Christians believe about God? **5-7, Christianity Autumn 1** | Why Does Christmas Matter to Christians? **Understanding Christianity Unit** | Who is God to Sanatanis? **5-7, Sanatana Dharma, Enquiry 1** | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? **5-7, Christianity Spring 2** | What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? **5-7, Sanatana Dharma, Enquiry 2** | Why do Sanatanis use symbols? **5-7, Sanatana Dharma, Enquiry 3** |
| Pan-Berkshire Syllabus link | Qu.3 Does everyone believe the same things about God? | Qu.2 Why are religious celebrations important to some people but not to others? | Qu.3 Does everyone believe the same things about God? | Qu.5 Why do some people follow religious leaders and teachings? | Qu.2 Why are religious celebrations important to some people but not to others? | Qu.4 Why do symbols and stories play important roles in religions? |
| **Ages 6-7 YEAR 2** | Is it possible to be kind to everyone all of the time? **Understanding Christianity Unit** | Why do Christians believe God gave Jesus to the world? **6-7, Christianity Autumn 2** | Who is God to the Jews? **5-7, Judaism Enquiry 1** | How important is it to Christians that Jesus came back to life after his crucifixion? **6-7, Christianity Spring 2** | Is Shabbat important to Jewish children? **5-7, Judaism Enquiry 2** | Does visiting the synagogue help Jewish children feel closer to God? **5-7, Judaism Enquiry 3** |
| Pan-Berkshire Syllabus link | Qu.1 How do some religions demonstrate that everyone is special? | Qu.4 Why do symbols and stories play important roles in religions? | Qu.3 Does everyone believe the same things about God? | Qu.2 Why are religious celebrations important to some people but not to others? | Qu.6 How do some people's religious beliefs encourage them to care for the world? | Qu.4 Why do symbols and stories play important roles in religions? |

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| Age Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
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| Key Stage 2 Questions (Pan-Berkshire Syllabus 2018)<br>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Yr3, Yr5)<br>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Yr3, Yr4, Yr5)<br>Qu.3 How can music and the arts help express and communicate religious beliefs? (Yr3, Yr4, Yr6)<br>Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Yr3, Yr4)<br>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Yr3, Yr4, Yr5, Yr6)<br>Qu.6 How well does faith help people to cope with matters of life and death? (Yr3, Yr5, Yr6)<br>Qu.7 What difference might it make to believe in God as Creator? (Yr5, Yr6)<br>Qu. 8 How might beliefs and community shape a person's identity? (Yr4, Yr5, Yr6) | | | | | | |
| **Ages 7-8 YEAR 3** | Does praying at regular intervals help Muslims in their everyday lives?<br>**7-9, Islam**<br>**Enquiry 1** | What is the Trinity?<br>**Understanding Christianity** | Could Jesus heal people? Did He perform miracles or was there some other explanation?<br>**7-8, Christianity**<br>**Spring 1** | What is 'good' about Good Friday?<br>**7-8, Christianity**<br>**Spring 2** | Does completing a pilgrimage make a person a better Muslim?<br>**7-9, Islam**<br>**Enquiry 2** | What is the best way for a Muslim to lead a good life?<br>**7-9, Islam**<br>**Enquiry 3** |
| Pan-Berkshire Syllabus link | Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? | Qu.3 How can music and the arts help express and communicate religious beliefs? | Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? | Qu.6 How well does faith help people cope with matters of life and death? | Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? | Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? |
| **Ages 8-9 YEAR 4** | Does joining the Khalsa make someone a better Sikh?<br>**7-9, Sikhi,**<br>**Enquiry 1** | What is the most significant part of the nativity story for Christians today?<br>**8-9, Christianity**<br>**Autumn 2** | Do Sikhs think it is important to share?<br>**7-9, Sikhi**<br>**Enquiry 2** | Is forgiveness always possible for Christians?<br>**8-9, Christianity**<br>**Spring 2** | When Jesus left, what was the impact of Pentecost?<br>**Understanding Christianity** | What is the best way for a Sikh to lead a good life?<br>**7-9, Sikhi**<br>**Enquiry 3** |

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| Age Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Pan-Berkshire Syllabus link | Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? | Qu. 3 How can music and the arts help express and communicate religious beliefs? | Qu.8 How might beliefs and community shape a person's identity? | Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? | Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? | Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? |

Key Stage 2 Questions (Pan-Berkshire Syllabus 2018)
Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Yr3, Yr4, Yr5)
Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Yr3, Yr4, Yr5)
Qu.3 How can music and the arts help express and communicate religious beliefs? (Yr3, Yr4, Yr6)
Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Yr3, Yr4)
Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Yr3, Yr5, Yr6)
Qu.6 How well does faith help people to cope with matters of life and death? (Yr3, Yr5, Yr6)
Qu.7 What difference might it make to believe in God as Creator? (Yr5, Yr6)
Qu. 8 How might beliefs and community shape a person's identity? (Yr4, Yr5, Yr6)

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| **Ages 9-10**<br><br>**YEAR 5** | **What is the best way for a Buddhist to show commitment to their beliefs**<br>**9-12 Buddhism Enquiry 1** | Was Jesus the Messiah?<br>**Incarnation:**<br><br>**Understanding Christianity Unit** | How is the Qur'an vital to Muslims today?<br>**9-12, Islam, Enquiry 2** | How significant is it for Christians to believe that God intended Jesus to die?<br>**9-10, Christianity, Spring 2** | How are sacred teachings and stories interpreted by Jews today?<br>**9-12, Judaism, Enquiry 3** | What is the best way for a Christian to show commitment to God?<br>**9-10, Christianity, Summer 2** |
| Pan-Berkshire Syllabus link | Qu.8 How might beliefs and community shape a person's identity? | Qu.7 What difference might it make to believe in God as Creator? | Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? | Qu.6 How well does faith help people cope with matters of life and death? | Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? | Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? |
| **Ages 10-11**<br>**YEAR 6** | How do inspirational people impact on how Humanists lives today?<br>**9-12, Humanists Enquiry** | Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?<br>**10-11, Christianity, Autumn 2** | Creation and Science: conflicting or complimentary?<br><br>**Understanding Christianity Spring 1 Creation** | Is Christianity still a strong religion over 2000 years after Jesus was on Earth?<br>**10-11, Christianity, Spring 2** | Do Beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?<br>**9-12, Sanatana Dharma, Enquiry 3** | **How are Buddhist teachings interpreted by believers?**<br><br>**9-12 Buddhism Enquiry 3** |

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|---|---|---|---|---|---|---|
| **Pan-Berkshire Syllabus link** | Q.8 How might beliefs and community shape a person's identity? | Qu. 8 How might beliefs and community shape a person's identity? | Q.7 What difference might it make to believe in God as Creator? | Qu.6 How well does faith help people cope with matters of life and death? | Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? | Q.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? |

The Pan-Berkshire RE syllabus from 2018 specifies:

- During the Reception Year (ages 4-5), pupils MUST encounter Christianity PLUS at least one other religion from Hinduism, Islam, Judaism and Sikhi. It is expected that learning will be experimental and thematic during the EYFS.
- By the end of Primary Phase (ages 5-11) pupils MUST have studied Christianity in every year group PLUS Hinduism, Islam, Judaism and Sikhi, by exploring key questions for the relevant Key Stage.