



FORSBROOK PRIMARY SCHOOL RELIGIOUS EDUCATION CURRICULUM MAP Staffordshire Agreed Syllabus & 'Understanding Christianity'

Reception, KS1 & KS2

← Builds on/Leads on from
→ Leads onto/Sows the seeds for

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>Unit 1</u> Christianity CREATION/GOD Why is the word God so important to Christians? In this unit, pupils are introduced to some key beliefs for Christians such as creation, stewardship and God. SPECIAL PLACES SPECIAL BOOKS → Units 7, 12, 23, 24, 34 that explore creation/stewardship	<u>Unit 2</u> Christianity INCARNATION Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) In this unit, pupils will build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to, the Christmas story. They will begin to understand that some stories change over time and that it is important for believers to return to and study the original text	<u>Unit 3</u> Christianity Hindu Dharma Islam THEMATIC Being special: where do we belong? The children will develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the	<u>Unit 4</u> Christianity SALVATION Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?) In this unit, pupils further develop their understanding of some key beliefs for Christians from units 1 and 2 by finding out about the key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of Easter and be able to talk	<u>Unit 5</u> Islam Christianity THEMATIC Which places are special and why? This unit builds on learning about Muslims and Christians and focuses on special places. Pupils develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims	<u>Unit 6</u> Christianity Judaism Islam THEMATIC Which stories are special and why? In this unit, pupils further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find



	➡ Units 10, 20 and 31, that explore Christian ideas about God	SPECIAL BOOKS SPECIAL TIMES SPECIAL PEOPLE ⬅ Unit 1, exploring Christian ideas about God ➡ Unit 4 that explores Easter ➡ Units 8, 20 and 38 that explore Incarnation	welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan. SPECIAL THINGS SPECIAL TIMES SPECIAL PEOPLE ⬅ Unit 1 and 2, exploring Christian ideas about God ➡ Unit 11 that explores community ➡ Unit 27, 29 and 39 that explore Hindu Dharma, beliefs about God and what it might be like to be a Hindu in Britain today	about why these are important for believers. SPECIAL TIMES SPECIAL BOOKS ⬅ Units 1 and 2, exploring Christian ideas about God ➡ Units 16, 28 and 40 that explore Christian beliefs about salvation	SPECIAL PLACES ⬅ Units 1, 2 and 4, exploring Christian beliefs ➡ Unit 18 that explores special places	out about why these might be special to a believer. SPECIAL BOOKS ⬅ Personal knowledge explored in unit 3 ➡ Unit 13 and 14 that explore Christian stories linked to the Gospel concept ➡ Units 9 and 33 that explore Jewish stories and the importance of the Torah for Jewish people.
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			→ Units 15, 17, 21 and 32 that explores what it means to be a Muslim.			
Yr1 Christianity Judaism	<u>Unit 7</u> Christianity CREATION Who do Christians say made the world? In this unit, pupils will learn about the Christian creation story and begin to understand that some Christians believe different things about creation. They will link this with Christian concept of stewardship. ← Unit 1, exploring Christian ideas about Creation → Units 12, 23 and 34 that develop understanding of	<u>Unit 8</u> Christianity INCARNATION Why does Christmas matter to Christians? In this unit pupils will build on their own personal knowledge and will find out about how Christmas is celebrated today considering which traditions are secular and which are religious. ← Unit 2, exploring Christian ideas about Incarnation → Units 20 and 38 that develop understanding of Christian beliefs about Incarnation, Trinity and the Messiah	<u>Unit 9</u> Judaism Who is Jewish and how do they live? GOD TORAH GOD'S PEOPLE In this unit, pupils will learn about ways of life, the Torah and key celebrations for Jewish people. Pupils have been introduced to Jewish people in unit 6 and this is their first systematic study of Judaism. This unit lays foundations for work on festivals, family life and Torah in KS2. ← Unit 6 exploring stories special for Jewish people → Units 11 and 12 that develops understanding of being part of a Jewish community and Jewish	<u>Unit 10</u> Christianity GOD What do Christians believe God is like? In this unit, pupils will build on their knowledge of Christianity from unit 7 and explore some key parables and stories from the bible that help Christians to learn about the nature of God. ← Unit 1 exploring Christian ideas about God →	<u>Unit 11</u> Christianity Judaism THEMATIC What does it mean to belong to a faith community? In this unit, the pupils will focus on what it means to belong to a faith community. They will build on their knowledge from Foundation Stage units and revisit knowledge from prior systematic units about ways of life for Christian and Jewish people, considering how members of these communities show that they belong. ←	<u>Unit 12</u> Christianity Judaism THEMATIC How should we care for the world and for others, and why does it matter? In this unit, pupils will build on what they know about key texts and practices important to Christian and Jewish people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christian and Jewish people about caring for the world, and think carefully about different ways in which they might care for people in the world. ←



	Christian beliefs about Creation		beliefs about creation and stewardship ➔ Units 22 and 33 exploring festivals, family and Torah	Units 20 and 31 that develops understanding of Christian belief about God	Unit 3 exploring community and belonging ➔ Units 30 which explores how people from different communities mark significant events in life	Units 1, 7, 12, 23 and 34, exploring Christian ideas about Creation. ➔ Unit 24 that develops understanding how Christians, Jews, Muslims and people with non-religious worldviews how people try to make the world a better place
Yr2 Christianity Judaism Islam	<u>Unit 13</u> Christianity GOSPEL What is the good news Christians believe Jesus brings? In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the	<u>Unit 14</u> Christianity GOSPEL What is the good news Christians believe Jesus brings? In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.	<u>Unit 15</u> Islam GOD TAWHID IBADAH Who is a Muslim and how do they live? (part 1) In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to	<u>Unit 16</u> Christianity SALVATION Why does Easter matter to Christians? In this unit, pupils will explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider	<u>Unit 17</u> Christianity Islam Judaism THEMATIC Who is a Muslim and how do they live? (part 2) In this unit, pupils will find out about various places of worship and why they are important to many believers. They will build on prior learning about Christians, Muslims and special places. Pupils will focus on the key features of churches, mosques and synagogues how they	<u>Unit 18</u> Christianity Islam Judaism THEMATIC What makes some places special to believers? In this unit, pupils will find out about various places of worship and why they are important to many believers. They will build on prior learning about Christians, Muslims and special places. Pupils will focus on the key



	example and teachings of Jesus. ← Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus → Units 25 and 37 that develop understanding of Christian beliefs about Gospel	Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus → Units 25 and 37 that develop understanding of Christian beliefs about Gospel	explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning. This is a unit in 2 parts ← Units 3, 5 and 6 where pupils are introduced to Islam → Units 17, 21 and 32 that develops understanding of Muslim beliefs about God Tawhid and Ibadah	what the story of Easter means for Christians today. ← Units 4 exploring Easter ← 13 and 14 Christian beliefs about Jesus → Units 28 and 40 that develop understanding of Christian beliefs about Salvation	support their local communities in practical ways. This is a unit in 2 parts ← Units 3, 5, 6 and 15 where pupils are introduced to Islam, G-d, Tawhid and Ibadah → Units 21 and 32 that develops understanding of Muslim beliefs about God Tawhid and Ibadah	features of churches, mosques and synagogues how they support their local communities in practical ways ← Units 5 exploring special places → Units 8, 10, 13, 14, 15, 16, 17 which are systematic studies of Christians and Muslims. Progression Planning Key Stage 1
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3	<u>Unit 19</u>	<u>Unit 20</u>	<u>Unit 21</u>	<u>Unit 22</u>	<u>Unit 23</u>	<u>Unit 24</u>
Christianity	Christianity	Christianity	Islam	Judaism	Christianity	Christianity Judaism Islam
Islam	PEOPLE OF GOD	INCARNATION/GOD	IBADAH	GOD/TORAH/GODS PEOPLE	CREATION/FALL	
Judaism	What is it like for someone to	What is the Trinity and why is	How do festivals and worship show what matters to a Muslim?	How do festivals and family	What do Christians learn from the creation story?	THEMATIC How and why do people try



	follow God? In this unit, pupils build on their knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books ➔ Units 35 develops understanding of the People of God concept	it important for Christians? In this unit, pupils build on their understanding if the significance of Jesus and God to Christians by exploring what the Trinity is. ➔ Units 1, 2, 8 and 10 where pupils are introduced to Christian beliefs about Incarnation and G-d ➔ Units 31 and 38 develops understanding of Christian beliefs about God, and Incarnation	In this unit, pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. ➔ Units 3, 15 and 17 where pupils are introduced to and explore Muslim beliefs about Ibadah ➔ Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action	life show what matters to Jewish people? In this unit, pupils will build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. ➔ Unit 9 where pupils explore Jewish beliefs about God and Jewish ways of life ➔ Unit 33 develops understanding of why the Torah is important to Jewish people. ➔ Units 35 develops understanding of the People of God concept	This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians. ➔ Units 1, 7, and 12 where pupils explore Christian beliefs about creation ➔ Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis	to make the world a better place? In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings. ➔ Unit 12 where pupils explore Christian and Jewish ideas about creation and ways of caring for people in the world. ➔ Unit 36 develops understanding of actions, values and religious and non-religious worldviews. Progression Planning Key Stage 2
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Yr4	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30
Christianity	Christianity	Christianity	Hinduism	Christianity	Hindu Dharma	Christianity
Hinduism		KINGDOM OF GOD	HINDU DHARMA	SALVATION	HINDU DHARMA	Judaism
Islam	GOSPEL		ATMAN			Islam
Judaism		For Christians when Jesus left, what was the impact of Pentecost?	BRAHMAN	Why do Christians call the day that Jesus died 'Good Friday'?	What does it mean to be a Hindu in modern Britain today?	Non-religious world views
NON Religious World Views	What kind of world did Jesus want?		What do Hindus believe God is like?			THEMATIC
	In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus.	In this unit, pupils will build on their understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for many Christians today	This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.	Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.	This unit develops and extends the learning from Unit 27 and builds on pupils' understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2.	In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.
	←	←	←	←	←	←
	Units 13 and 14, exploring the Christian concept of Gospel	Units 4 and 16 exploring Easter	Units 3 where pupils were introduced to Hindu Dharma	Units 4 and 16 where pupils explored Christian beliefs about Salvation	Units 3 and 27 where pupils were introduced to Hindu Dharma and Atman	Unit 3 where pupils were introduced to key life events and ceremonies linked to them
	→	→	→	→	→	→
	Units 37 that develops	Unit 41 that develops understanding of Christian	Units 29 and 39 that develops understanding of what it might be like to be a Hindu in	Unit 40 that develops understanding of Christian beliefs about Salvation	39 that develops	Progression Planning Key Stage 2



	understanding of Christian concept of Gospel	beliefs about Kingdom of God and sources of wisdom on this	Britain today, Hindu Dharma, Atman, Karma and Moksha		understanding of Hindu Dharma, Atman, Karma and Moksha	
Yr5	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Christianity	Christianity	Islam	Judaism	Christianity	Christianity	Christianity
Humanism	GOD	IBADAH/TAWHID	TORAH/GOD	CREATION/FALL	PEOPLE OF GOD	HUMANISM
Islam	What does it mean if Christians believe God is Holy and loving?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	Creation and science, conflicting or complimentary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?
Judaism	In this unit, pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving.	In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.	In this unit, pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.	In this unit, pupils will build on what they have previously learn about the importance of creation within the 'Big Story' of the Bible for Christians. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says	In this unit, pupils will find out about the story of the Exodus, make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why many Christians believe the People of God were given these and what they mean for believers today.	In this unit, pupils will think carefully about actions, sources of authority, values, religious and non religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live. Units 30 where pupils were introduced to key life events and ceremonies linked to them
	← Units 10 and 20 exploring	← Units 3, 5 and 6 where pupils are introduced to Islam → Units 15,17 and 21 where	← Units 9 and 22 where pupils explore Jewish beliefs about God, Jewish ways of life and why the	← Units 1, 7, 12, 23 and 34		



	Christian ideas about God and Incarnation ➡ Units 34, 35, 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	pupils explore Muslim beliefs about Ibadah and Tawhid in action	Torah is important to Jewish people. ➡ Thematic units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events	where pupils explored creation ➡ Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	Unit 19 where pupils developed their understanding of the People of God concept ➡ Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	Unit 42 where pupils develop their understanding of non-religious worldviews
Yr6 Christianity Hinduism NON RELIGIOUS WORLD VIEWS	<u>Unit 37</u> Christianity GOSPEL Christians and how to live: what would Jesus do? In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian	<u>Unit 38</u> Christianity INCARNATION Why do Christians believe that Jesus was the Messiah? In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils	<u>Unit 39</u> Hindu Dharma HINDU DHARMA ATMAN KARMA MOKSHA What do Hindus want to be good? Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how	<u>Unit 40</u> Christianity SALVATION What difference does the resurrection make to Christians? In this unit, pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and	<u>Unit 41</u> Christianity KINGDOM OF GOD For Christians, what kind of king is Jesus? In this unit, pupils will build on work done in Lower KS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that	<u>Unit 42</u> THEMATIC Why do some people believe in God and some not? How does faith help people when life gets hard? Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the



	communities today act and how this is based on Jesus' teachings. Units 13, 14 and 25 where pupils explored Christian beliefs about Gospel ➔ Units 38, 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible	will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition. ➔ Units 2, 8 and 20 explored understanding of Christian beliefs about Incarnation ➔ Units 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible	a Hindu chooses to live their life using the example of two charities. ➔ Unit 3, in which pupils are introduced to Hindu Dharma, alongside units 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha	resurrection and comparing their thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways. ➔ Unit 4, 16 and 28 that developed understanding of Christian beliefs about Gospel, Incarnation and salvation ➔ Unit 41 develops understanding of Christian concepts in line with the 'Big Story' of the Bible	Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. ➔ Unit 26 that developed understanding of Christian beliefs about Kingdom of God and sources of wisdom on this	context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God. ➔ Units 30, 34 and 36 that developed understanding of nonreligious worldviews
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