

# Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.



## KS1/2 Curriculum Map RELIGIOUS EDUCATION

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	<ul style="list-style-type: none"> <li>• Christianity <ul style="list-style-type: none"> <li>➢ Symbols and artefacts</li> <li>➢ Places of worship</li> <li>➢ Main Christian festivals and how families celebrate them</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Generate and answer questions about characters in a story, other possible decisions they could have made and their outcomes</p>	<ul style="list-style-type: none"> <li>• Hinduism <ul style="list-style-type: none"> <li>➢ Symbols and artefacts</li> <li>➢ Places of worship</li> <li>➢ Main Hindu festivals and how families celebrate them</li> <li>➢ Begin to compare and link to other religions</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain a clear moral for a religious story and how a person might respond to this</p>	<ul style="list-style-type: none"> <li>• Hinduism <ul style="list-style-type: none"> <li>➢ Origins, places and stories</li> <li>➢ Practices, beliefs and festivals</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Use religious language accurately to describe and compare Hindu practices to those previously learnt/their own religion</p>	<ul style="list-style-type: none"> <li>• Christianity <ul style="list-style-type: none"> <li>➢ Christianity in the world today - Britain, Mediterranean, South America, China</li> <li>➢ New Testament stories – Jesus’s parents’ stories and the annunciation</li> <li>➢ Links to the Old Testament and Judaism</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Compare the annunciation to another important Christian story: which do you think is more significant and why?</p>	<ul style="list-style-type: none"> <li>• Islam <ul style="list-style-type: none"> <li>➢ Muslim beliefs and Islam around the world – focus on Pakistan and North Africa</li> <li>➢ The Quran &amp; how Muslims use it</li> <li>➢ Festival of Eid</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Compare different ways to showing commitment to the Islam belief and practice</p>	<ul style="list-style-type: none"> <li>• Summary overview of the two major families of religion <ul style="list-style-type: none"> <li>➢ Abrahamic religions (Judaism, Christianity, Islam) and Dharmic religions (Hinduism, Buddhism and Sikhism)</li> <li>➢ Comparisons of place, culture, time, belief</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Is there a wider range of beliefs within the Abrahamic religions or the Dharmic religions? Explain your reasoning.</p>
Spring	<ul style="list-style-type: none"> <li>• Islam <ul style="list-style-type: none"> <li>➢ Symbols and artefacts</li> <li>➢ Places of worship</li> <li>➢ Main Islamic festivals and how families celebrate them</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> How are Islam and Christianity’s places of worship similar of different</p>	<ul style="list-style-type: none"> <li>• Buddhism <ul style="list-style-type: none"> <li>➢ Symbols and artefacts</li> <li>➢ Places of worship</li> <li>➢ Main Buddhist festivals and how families celebrate them</li> <li>➢ Begin to compare and link to other religions</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Construct links between</p>	<ul style="list-style-type: none"> <li>• Judaism <ul style="list-style-type: none"> <li>➢ How have stories from the Hebrew Bible shaped Judaism, including stories from the Torah (law), the Nevi’im (prophets), the Ketuvim (writings)?</li> <li>➢ Links with history – ancient civilisations of the Middle East provide place and cultural context that makes these stories make</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Christianity <ul style="list-style-type: none"> <li>➢ New Testament stories – the life of Jesus and it’s meaning for Christians: <ul style="list-style-type: none"> <li>- Nativity Story</li> <li>- Last Supper (Maundy Thursday)</li> <li>- Crucifixion (Good Friday)</li> <li>- Resurrection (Easter Sunday)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Islam <ul style="list-style-type: none"> <li>➢ Islam in Britain and London</li> <li>➢ Visits to mosques: how to ‘read’ a mosque</li> <li>➢ Interviews with Muslims from various traditions</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Prediction: Describe how their experiences of Islam</p>	<ul style="list-style-type: none"> <li>• Christianity in the UK – splits and schisms <ul style="list-style-type: none"> <li>➢ Henry VIII and the break with Rome</li> <li>➢ Protestant and Catholic</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> In relation to Henry VIII’s actions, debate a point of view against a contrasting</p>

		things that are important to them and other people with the way they think and behave	sense. These stories in turn reinforce knowledge of geography and history of early civilisations.  <u>Suggested Extended Abstract/Greater Depth Task:</u> Explain how the morals of religious stories might be a good way of communicating certain beliefs	<u>Suggested Extended Abstract/Greater Depth Task:</u> Ask questions about the moral decisions made in the stories told, and suggest what might happen as a result of different decisions	(either as a Muslim or a non-Muslim living in a multi-faith society) compare and contrast with information gained from the interviews with Muslims	opinion in a sensitive and respectful way
Summer	<ul style="list-style-type: none"> <li>• Judaism <ul style="list-style-type: none"> <li>➢ Symbols and artefacts</li> <li>➢ Places of worship</li> <li>➢ Main Jewish festivals and how families celebrate them</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Talk about some of the things that are the same for different religious people, e.g. notice that Christians, Jews and Muslims respect their holy books</p>	<ul style="list-style-type: none"> <li>• Sikhism <ul style="list-style-type: none"> <li>➢ Symbols and artefacts</li> <li>➢ Places of worship</li> <li>➢ Main Sikh festivals and how families celebrate them</li> <li>➢ Begin to compare and link to other religions</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Compare and contrast their own ideas on how to behave with those of the Sikhism faith</p>	<ul style="list-style-type: none"> <li>• Judaism <ul style="list-style-type: none"> <li>➢ <b>Abraham</b>, Isaac, Joseph, <b>Moses</b>, Exodus, <b>the Promised Land</b>. Then <b>David and Goliath</b> and King David</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Generate a range of questions based on stories from Judaism</p>	<ul style="list-style-type: none"> <li>• Buddhism <ul style="list-style-type: none"> <li>➢ Links to ancient civilisations</li> <li>➢ Origins, places and stories</li> <li>➢ Practices, beliefs and festivals</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Discuss ways they personally relate to aspects of this religion's practices and beliefs (e.g. possible link to mindfulness and the zones of regulation)</p>	<ul style="list-style-type: none"> <li>• Sikhism <ul style="list-style-type: none"> <li>➢ Origins, places and stories</li> <li>➢ Practices, beliefs and festivals</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Interpret different religious stories and suggest alternative interpretations, discussing why there may be more than one interpretation</p>	<ul style="list-style-type: none"> <li>• Deepening understanding of religious traditions through religious art, music and poetry <ul style="list-style-type: none"> <li>➢ Traditions in Islamic art, music and poetry</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Debate whether art, music or poetry gives us more information and insight into a religion</p>

## IT Resources

LGFL - [Busythings – Religious Education](#)

LGFL – [Espresso Faiths](#)

[Purplemash](#) – Celebrations and Faith

[Textmarker](#)

Username: n178nn

Password: writing