

# Lancasterian Primary School

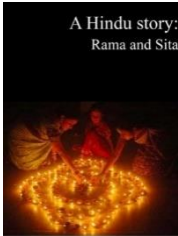
A safe and welcoming learning community where:

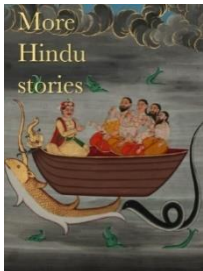
- we all aim high;
- everyone is included;
- creativity is valued.

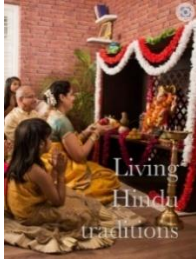

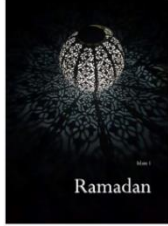
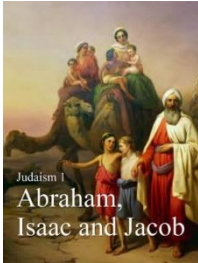
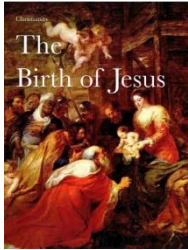


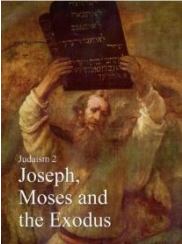
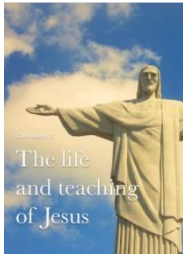
## KS1/2 Curriculum Map RELIGIOUS EDUCATION

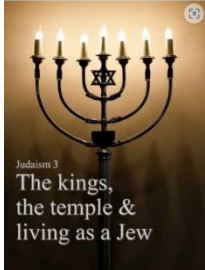
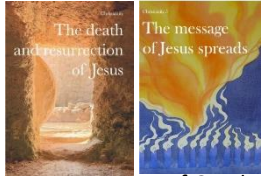
<b>Please complete 1 RE trip each year – add in any others you think are valuable</b>	
<b>Christianity</b>	St Mary's Church Tottenham
<b>Islamic</b>	Said Nursi Mosque
<b>Jewish</b>	Jewish Museum in Camden South Tottenham Synagogue

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Key Vocab</b>	festival celebration symbols worship Christmas faith	symbol special moral values belonging temple	Indus beliefs epic significance oath kingdom	afterlife beliefs compare	pillar fast prayer worship Qur'an morals	Abrahamic Dharmic compare belief
<b>Autumn 1</b>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>➤ Places that are special to me and why</li> <li>➤ Places of worship (Churches and places within the home)                             <ul style="list-style-type: none"> <li>- Do they have any special pictures, symbols or objects?</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Imagine your special place; draw it and add 5 special people or things to it</p>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>➤ Understand where I belong (inside and outside the classroom)</li> <li>➤ Places of worship (Temples and places within the home)                             <ul style="list-style-type: none"> <li>- Do they have any special pictures, symbols or objects?</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Construct links between things that are important to them and other people with the way they think and behave.</p>	<p><b>Hinduism</b></p>  <ul style="list-style-type: none"> <li>➤ Where Hinduism originated from</li> <li>➤ Why Rama and Sita were worshiped and the significance of light in Hinduism.</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>➤ Beliefs about the afterlife</li> <li>- Compare to Christianity</li> <li>➤ What the Four truths are and why they are important to Buddhists</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</p>	<p><b>Islam (linked to History year 4)</b></p> <ul style="list-style-type: none"> <li>➤ Where and how the religion of Islam began.</li> <li>➤ The 5 pillars of Islam. (Sunni)</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Research how Muslims know where and how the religion of Islam began (IPAD use)</p>	<p><b>Summary overview of the two major families of religion</b></p> <ul style="list-style-type: none"> <li>➤ Abrahamic religions (Judaism, Christianity, Islam) and Dharmic religions (Hinduism, Buddhism and Sikhism)</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>

			<p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain how Diwali links to the story of Rama and Sita and why it is so important.</p>	mindfulness and the zones of regulation)		
Autumn 2	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>➤ How songs and poems depict God</li> <li>➤ Main Christian festivals and how families celebrate them.</li> </ul> <p>(Use the story of Advent the Christmas story to support)</p> <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>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>➤ Understand the moral of the story of Ganesha and why it is important to Hindus.</li> <li>➤ Describe what people do when part of the Hindu faith (e.g. Festivals)</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>	<p><b>Hinduism</b></p>  <ul style="list-style-type: none"> <li>➤ What the Vedas are and why they are sacred</li> <li>➤ Story of Vishnu</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Can you tell another story to a friend with the same moral as in the story of Vishnu?</p>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>➤ Eightfold Path and why it is important to Buddhists.</li> <li>➤ The story of Kisa Gotami and the Mustard Seed</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Do our school values have any similarities the Eightfold Path and what are they?</p>	<p><b>Islam (linked to History in year 4)</b></p> <ul style="list-style-type: none"> <li>➤ The 10 obligatory acts (Shia)</li> <li>➤ Stories from the Qur'an</li> <li>➤ (stories of the prophets)</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Compare different ways to showing commitment to the Islamic beliefs and practices.</p>	<p><b>Compare</b></p> <ul style="list-style-type: none"> <li>➤ Comparisons of place, culture, time, belief in relation to Abrahamic religions and Dharmic religions</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create a timeline of all the major religions, using previous learning to recall chronology.</p>
Key Vocab	Mosque Prophet Muslims worship artifact moral	moral compare Worship Community symbol temple	shrine impure	Judea Messiah anointed temple High Priest Gospel	suhoor fast Jibril scriptures reverence	Protestant Catholic split

<p>Spring 1</p>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>➤ Places of worship (Mosques and places within the home) <ul style="list-style-type: none"> <li>- Do they have any special pictures, symbols or objects?</li> </ul> </li> <li>➤ Main Islamic festivals and how families celebrate them.</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Consider festivals you have been to; can you find some similarities between them?</p>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>➤ Describe what people do when part of the Buddhist faith (e.g. festivals)</li> <li>➤ Places of worship (Temples and places within the home) <ul style="list-style-type: none"> <li>- Do they have any special pictures, symbols or objects?</li> </ul> </li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Generate a list using the 5 senses of things people would touch, see, hear, smell and taste at a Buddhist festival.</p>	<p><b>Hinduism</b></p>  <ul style="list-style-type: none"> <li>➤ Hindus believe about endings and beginnings.</li> <li>➤ Teej festival</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 or their own religion</p>	<p><b>Christianity</b></p>  <ul style="list-style-type: none"> <li>➤ How Christianity is linked to Judaism via the Old Testament</li> <li>➤ The significance of Mary and Joseph in the Bible and the story of Annunciation</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>	<p><b>Islam (linked to History in year 4)</b></p>  <ul style="list-style-type: none"> <li>➤ Why Ramadan is the holiest month of the year for Muslims</li> <li>➤ To understand how some Muslims celebrate Ramadan</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Imagine it is Ramadan, list 4 things you would do with your family and friends during this time.</p>	<p><b>Christianity in the UK – splits and schisms</b></p> <ul style="list-style-type: none"> <li>➤ Henry VIII and the break with Rome</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 opinion in a sensitive and respectful way.</p>
<p>Spring 2</p>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>➤ How the story of the prophet Muhammed can teach us life lessons</li> <li>➤ Why the story of the prophet Muhammed is important to Muslims.</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u></p>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>➤ Moral of the story of Buddha and why it is important to Buddhists.</li> <li>➤ Compare Buddhism and Hinduism</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain a clear moral for a</p>	<p><b>Judaism</b></p> 	<p><b>Christianity</b></p>  <ul style="list-style-type: none"> <li>➤ The New Testament and</li> </ul>	<p><b>Islam (linked to History in year 4)</b></p> <ul style="list-style-type: none"> <li>➤ Islam in Britain and London</li> <li>➤ The Qur’an and how Muslims use it</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Describe how their own experiences of Islam</p>	<p><b>Christianity in the UK – splits and schisms</b></p> <ul style="list-style-type: none"> <li>➤ Protestant and Catholic</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Have a class debate from the two perspectives, why do they believe ‘their’ religion should be the main faith of the country at that time?</p>

	How are Islam and Christianity's places of worship similar or different?	religious story and how a person might respond to this	<ul style="list-style-type: none"> <li>➤ To understand the importance of stories in Judaism</li> <li>➤ To retell important stories from Judaism</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain how the morals of religious stories might be a good way of communicating certain beliefs</p>	<p>the first Christmas (Jesus' birth)</p> <ul style="list-style-type: none"> <li>➤ Why stories are important to Christians.</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> What is the importance of religions sharing their stories with the world? What do we learn from this?</p>	(either as a Muslim or a non-Muslim living in a multi-faith society) compare and contrast with information gained from lessons and the media.	
Key Vocab	<p>symbol</p> <p>Synagogue</p> <p>Menorah</p> <p>moral</p> <p>God</p> <p>Life lessons</p>	<p>worship</p> <p>celebration</p> <p>commitment</p> <p>duty</p> <p>Temple</p> <p>beliefs</p>	<p>envy</p> <p>enslaved</p> <p>Israelites</p> <p>Exile</p> <p>plagues</p>	<p>baptised</p> <p>synagogue</p> <p>sin</p> <p>mercy</p> <p>faith</p> <p>miracles</p>	<p>origins</p> <p>founded</p> <p>duties</p> <p>compare</p>	<p>humanism</p> <p>traditions</p> <p>belief</p> <p>belonging</p> <p>understanding</p> <p>Importance</p>
Summer 1	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>➤ Places of worship (Synagogue and places within the home)</li> <li>- Do they have any special pictures, symbols or objects?</li> <li>➤ Main Jewish festivals and how families celebrate them.</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> How are Islamic, Christian and Jewish places of worship similar or different?</p>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>➤ Places of worship (Temples and places within the home)</li> <li>- Do they have any special pictures, symbols or objects?</li> <li>➤ Describe what people do when part of the Sikh faith (e.g. festivals)</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Do the symbols and objects from Sikhism remind you of any other religions and why?</p>	<p><b>Judaism</b></p>  <ul style="list-style-type: none"> <li>➤ What happened to the Israelites in Egypt and what happened after they were freed.</li> <li>➤ Ten commandments</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Generate a range of</p>	<p><b>Christianity</b></p>  <ul style="list-style-type: none"> <li>➤ What a baptism is and why it is important to Christians.</li> <li>➤ The story of 'The Sermon on the Mountain'</li> </ul>	<p><b>Sikhism – Link to History in Autumn 1</b></p> <ul style="list-style-type: none"> <li>➤ Origins of Sikhism and who founded it</li> <li>➤ What are the main duties of a Sikh</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> How are the duties of a Sikh similar or different to the 5 Pillars of Islam or the 10 Commandments of Christianity?</p>	<p><b>Deepening understanding of religious traditions through religious art, music and poetry</b></p> <ul style="list-style-type: none"> <li>➤ Traditions in Islamic art, music and poetry</li> <li>➤ Traditions in other religions; art, music and poetry</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>

			<p>questions based on stories from Judaism</p>	<p><u>Suggested Extended Abstract/Greater Depth Task:</u> How can we link 'The Sermon on the Mountain' to other religions and their principles?</p>		
<p>Summer 2</p>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>➤ How the story of Jonah can teach us life lessons</li> <li>➤ How the story of Jonah is important to Jewish people</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>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>➤ Understand what the main beliefs of Sikhism are</li> <li>➤ What community do you belong too?</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>	<p><b>Judaism</b></p>  <p>Judaism 3 The kings, the temple &amp; living as a Jew</p> <ul style="list-style-type: none"> <li>➤ The importance of the Torah and how the teachings of Moses helped the Israelites.</li> <li>➤ How King Solomon showed his commitment to God</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Can you think of anyone today who shows a high level of commitment and explain how this is similar to King Solomon?</p>	<p><b>Christianity</b></p>  <ul style="list-style-type: none"> <li>➤ Story of Good Friday (Crucifixion)</li> <li>➤ Story of Easter Sunday (Resurrection)</li> </ul> <p><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.</p>	<p><b>Sikhism – Link to History Autumn 1</b></p> <ul style="list-style-type: none"> <li>➤ Understand what Sikh holy book is and how it is used.</li> <li>➤ Compare Sikhism to another religion</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>	<p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>➤ What is Humanism?</li> <li>➤ My belief and why it is important to me</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Reflect on your own beliefs, create a list of principles that you live by.</p>

## **IT Resources**

LGFL - [Busythings – Religious Education](#)

LGFL – [Espresso Faiths](#)

[Purplemash](#) – Celebrations and Faith

[Textmarker](#)

Username: n178nn

Password: writing

1. [awarenessmysteryvalue.org](http://awarenessmysteryvalue.org) – the agreed syllabus for RE in Bath & North East Somerset, Bristol, North Somerset, Haringey and The Isles of Scilly.
2. [reonline.org.uk](http://reonline.org.uk) – thousands of searchable RE resources and lesson ideas, including KS1 'Charlie and Blue' film clips, guidance for RE subject leaders, and knowledge about religions and beliefs.
3. [bbc.co.uk/religion](http://bbc.co.uk/religion) – Religion and Ethics, including new 'iWonder' content.
4. [bbc.co.uk/religion/religions/](http://bbc.co.uk/religion/religions/) – archived page, giving overviews of major world faiths.
5. <https://www.bbc.co.uk/education/subjects/zb48q6f> – BBC Bitesize revision site for GCSE Religious Studies. See also for KS1: <https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8>
6. [truetube.co.uk](http://truetube.co.uk) – videos, lesson plans and assemblies for RE, PHSE and Citizenship.
7. [ltlre.org](http://ltlre.org) – details of local hubs for all teachers of RE across the south-west, plus area events.
8. [natre.org.uk/](http://natre.org.uk/) – National Association of Teachers of RE – includes details of the Spirited Arts competition.