

Bryn Offa CE Primary School

Religious Education Curriculum Map

RE Curriculum Intent

As a Church of England School, our vision and values are at the heart of everything we do. Our vision, 'Whatever you do, do it whole heartedly,' (Colossians 3:23), underpins our entire curriculum and our teaching in RE provides opportunities for pupils to further explore how this relates to our everyday lives. Through strengthening our pupil's understanding of our Christian Vision, Values and RE provision, our curriculum empowers children to make positive choices and develop themselves as unique, confident and compassionate individuals.

At Bryn Offa C of E Primary School, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE and the teaching of British Values, in promoting the spiritual, moral, social and cultural development of our children. Our RE curriculum ensures the lessons consist of well-planned lessons providing varied and high-quality, engaging activities to inspire children and enable them to explore religious key questions, reflect critically upon their learning and to develop skills to analyse, interpret and apply text. Each class has its own Reflection / RE area which provides children with an age-appropriate area in which to further respond to the current Value and unit of work outside of RE lessons.

Religious Education is taught from Reception to Year 6 on a carefully planned 4 year cycle, ensuring all pupils have the opportunity to revisit and deepen their understanding of key Christian concepts and other world faiths. The children are challenged to think, talk and ask questions about these concepts and world faiths. Our curriculum welcomes regular visits from church leaders and members of other faiths and external visits to local churches and further afield to experience first-hand the religious beliefs and practises of non-Christian faiths. Our children, working alongside Rotakids, are encouraged to become courageous advocates and champion causes which are special and meaningful to them, be it global issues or matters far more personal and closer to home.

Our RE curriculum ensures children at Bryn Offa children leave school as well-rounded individuals with respect and appreciation for religion, beliefs and morals – both their own and that of others, creating a deeper understanding of the world and their place within it.



Bryn Offa CE Primary School RE Long Term Plan

Our monthly Christian Values also need to be built in to our curriculum. In addition to the values being covered in Worship, teachers also need to ensure there is evidence of this in books / Reflection Book

‘Whatever you do, do it whole-heartedly’ (Colossians 3:23)

Monthly Values:

January – Honesty **February – Love** **March – perseverance** **April – Respect** **May – Friendship**
June – Appreciation **July – Self-belief / hope** **August – Thoughtfulness** **September - Acceptance**
October – Fairness **November - Forgiveness** **December – Patience**

We are now working on a four year cycle. This is to ensure pupils are exposed to main religions of the world and diverse cultures throughout their time at Bryn Offa. I would like to commit to two church visits a year (Harvest and Easter) and one visit to a different religious place of worship, or possibly a visitor coming in to school. Each cycle has a balance of units focusing on Christianity and other World religions, as well as key theological questions.

<https://www.salisbury.anglican.org/resources-library/schools1/re-support/assessment/understanding-christianity/assessment>

Christianity	Judaism	Islam	Hinduism	Sikhism	Buddhism	Key Questions
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Bryn Offa CE Primary School RE Long Term Plan - Cycle A



Class & Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 - EYFS	F6 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F6 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F4 What places are special and why?
Class 2 – Year 1 & 2	1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.8 Passover /shabbat How important is it for Jews to do what God asks of them?	1.9 How should we care for the world and for others, and why does it matter?
Class 3 – Year 2 & 3	L2.1 Who made the world?	Why does Christmas matter to Christians? (dig deeper)	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim? Visit to mosque / Muslim visitor	L2.4 What is the good news that Jesus brings?	L2.12 How and why do people try to make the world a better place?
Class 4 – Year 4 & 5	L2.1 What do Christians learn from the creation story?	How is belief expressed through symbols and action?	What are the 5 pillars of Islam?	L2.9 What can we learn from a Mosque? Visit to mosque / Muslim visitor	L2.4 What kind of world did Jesus want?	U2.11 Why do some people believe in God and some people not?
Class 5 – Year 5 & 6	U2.9 How do people express their faith through the arts?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today? Visit to mosque / Muslim visitor	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians?



Bryn Offa CE Primary School RE Long Term Plan - Cycle B



Class & Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 - EYFS	F6 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F5 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F4 What places are special and why?
Class 2 – Year 1 & 2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Class 3 – Year 2 & 3	What do Hindus believe?	L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	L2.8 What does it mean to be a Hindu in Britain today? Hindu Temple Trip	L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 For Christians, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life?
Class 4 – Year 4 & 5	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	What are festivals of light? Hindu Temple Trip	L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 For Christians, what was the impact of Pentecost ?	Is Life like a journey?
Class 5 – Year 5 & 6	U2.7 Why do Hindus want to be good?	U2.2 Creation & Science – Conflicting or Complementary?	How do Hindus worship? Hindu Temple Trip	U2.5 What do Christians believe Jesus did to 'save' people? Easter	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?



Bryn Offa CE Primary School RE Long Term Plan - Cycle C



Class & Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 - EYFS	F6 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F6 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F4 What places are special and why?
Class 2 – Year 1 & 2	1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.8 Passover /shabbat How important is it for Jews to do what God asks of them?	1.9 How should we care for the world and for others, and why does it matter?
Class 3 – Year 2 & 3	L2.1 Who made the world?	L2.2 What is it like for someone to follow God?	L2.10 How do festivals and family life show what matters to Sikh people?	L2.9 How do festivals and worship show what matters to a Muslims?	L2.4 What is the good news that Jesus brings?	L2.12 How and why do people try to make the world a better place?
Class 4 – Year 4 & 5	L2.1 What do Christians learn from the creation story?	RQ6. How should we relate to others and to the natural world?	U2.9 Why is the Gurdwara so important to Sikh people?	What is the best way for a Muslim to show commitment to God?	L2.4 What kind of world did Jesus want?	U2.11 Why do some people believe in God and some people not?
Class 5 – Year 5 & 6	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas	U2.1 What does it mean if Christians believe God is holy and loving?	U2.9 What are the 5 K's and why are they important to Sikh people?	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians?



Bryn Offa CE Primary School RE Long Term Plan - Cycle D



Class & Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 - EYFS	F6 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F5 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F4 What places are special and why?
Class 2 – Year 1 & 2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Class 3 – Year 2 & 3	Who was the Buddha?	L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	L2.10 What do Jews believe? L2.9	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life?
Class 4 – Year 4 & 5	How do Buddhists try to live a good life?	L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	L2.10 How special is the relationship Jews have with God?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, what was the impact of Pentecost ?	Is Life like a journey?
Class 5 – Year 5 & 6	How do the 4 Noble Truths teach Buddhists to live?	U2.7 Why is the Torah so important to Jewish people?	U2.2 Creation & Science – Conflicting or Complementary?	U2.5 What do Christians believe Jesus did to 'save' people? Easter	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Bryn Offa Religious Education - Skills Ladder for Christianity

	End of EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
New key vocabulary	Creation, God, pray, worship, Christian, belonging, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Baptism, Old Testament, New Testament (Faiths, special places, books and stories to fit curriculum)	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, (Faiths, beliefs, celebrations, key figures and festivals to fit curriculum)	Omnipotent , Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist (Comparisons of faiths and world views to fit curriculum)
Explore ~ know about and understand text, beliefs and context	Listen to religious stories and talk about their meaning. Recognise some religious words and symbols	Explore religious stories and teachings Identify features of different religious texts (e.g. parables, historical, poetry) Retell religious stories and recognise a link with a concept (e.g. Incarnation, Salvation, nature of God) Give clear accounts of what the religious texts might mean to believers	Explore the origins of texts and understand where they fit onto a timeline Make clear links with religious text and the concepts studied Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre Discuss and offer opinions on what texts might mean to believers	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied Explain connections between key theological terms and religious texts Suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith interpret those texts
Relate ~ identify how actions of believers are impacted by beliefs	Know about some religious festivals Know about how some people express their beliefs (e.g. what happens in church)	Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship	Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion) Identify the main	Understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view

	<p>Begin to understand what is important to some people of faith</p>	<p>Recognise how people of faith celebrate key festivals</p> <p>Explore and recognise features of religious life and practices including ways that people of faith celebrate key milestones in a person's life</p> <p>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths</p> <p>Identify ways in which religious texts impact how believers live</p>	<p>characteristics of an act of worship and discuss about the importance of worship for believers</p> <p>Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks)</p> <p>Show an understanding of how religious beliefs ideas and feelings can be expressed in a variety of forms (e.g. symbols and art work representing the Trinity)</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</p>	<p>they have of the wider world</p> <p>Identify the influences on, and distinguish between different viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians)</p> <p>Observe and interpret a wide range of ways in which a view point or belief can be expressed</p> <p>Understand the challenges a person may face when living out their faith in today's world</p>
<p>Apply ~ understand and reflect upon how the learning can relate to our own lives and the world around us</p>	<p>Show interest in the world around them and ask questions about what they see and experience</p> <p>Begin to express their own opinions and thoughts about the religious material studied</p> <p>Begin to understand what is</p>	<p>Reflect on examples of how believers live and consider how this impacts the world that we share</p> <p>Reflect on examples of how believers live and consider what we can learn from that for our own lives</p> <p>Consider, through</p>	<p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live</p> <p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied</p>	<p>Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally</p> <p>Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice</p>

	important to themselves	discussion, whether particular religious text have anything to say on how we should live	<p>might make a difference to the wider world around us</p> <p>Make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness and courageous advocacy)</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest ways that we may learn from their lives</p>	<p>Explain how the concepts studied have challenged or inspired our own thinking and actions</p> <p>Be able to present thoughtfully and with respect their own and others views. Considering how these views have been formed</p>
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Resources – Discovery RE (On server in RE folder)

Understanding Christianity – file in Class 3 or log on to

www.understandingchristianity.org.uk

Username: rachel.harvey78@googlemail.com

Password: blueangel3

Areas for Development:

- 1. Role of governors*
- 2. Utilise the local area – environment*
- 3. Opportunities to promote spirituality*

The core concepts

The following core concepts are explored in the Understanding Christianity approach, as part of the ‘big story’ of salvation, as understood within Christianity.

God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit
Creation	Christians believe the universe and human life are God’s good creation. Humans are made in the image of God.
Fall	Humans have a tendency to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called ‘the Fall’. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are ‘fallen’ and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a ‘messiah’ – a rescuer.
Incarnation	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.

Gospel	Christians believe Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.
Salvation	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.