



DOG KENNEL HILL PRIMARY SCHOOL

Year 1 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>How do you belong to Christianity? Children draw on their understanding of belonging, and then relate this to what Christians from different traditions understand about belonging.</p>	<p>How do Christians celebrate Christmas? What do Christians do to celebrate the birth of Jesus. Pupils consider why people give gifts at Christmas. This unit explores the Christian belief that Jesus is God's gift to the world.</p>	<p>How do you live well? In this unit the children are introduced to the importance of having an identity and a family.</p>	<p>How do you belong to Islam? This unit focuses on both the historical and living aspects of Islam. Children are given the opportunity to learn about current beliefs, practices and lifestyles by studying holy days, artefacts, festivals and leaders.</p>	<p>How do you belong to Sikhism? Children are given a sense of belonging in a Sikhism. They look at how children are welcomed into the Sikh tradition. They think about how people show they belong and what is special about belonging and find out how Sikh people remember the birth of Guru Nanak, the founder of this religion.</p>	<p>How do you belong to Hinduism? Investigate the concept of belonging, relating it to how the key beliefs and practices in Hinduism help Hindus to feel like they belong to their religion. Look at how the daily life and actions of a Hindu are influenced by the religion they belong to.</p>



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Year 2 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Forgiveness In this unit children explore a story where a child lies and fails to take responsibility for things they have done wrong. From this pupils are asked to consider why it is important to say sorry, and for others to forgive us when we are sorry.</p>	<p>Special foods & fasting In this unit children have the chance to find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in a religion.</p>	<p>Special books In this unit, pupils will reflect on what books are special for themselves and why. They will then learn about the important place of books in religious traditions and how people's attitudes to these books are shown in how they treat them.</p>	<p>How do we know Easter is coming? In this unit children will be learning about the various events leading up to Easter.</p>	<p>Where did the world come from? In this unit children are given the opportunity to learn about creation stories and beliefs in different religions.</p>	<p>Why did Jesus tell stories? In this unit children will learn about stories from the New Testament Gospels. Children will need to draw on their own experience and understanding of storytelling and story writing. They will learn about how important it was for Jesus to tell stories as a means of teaching about God.</p>



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Year 3 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>How do Jewish people celebrate?</p> <ul style="list-style-type: none"> • Explain 2 important symbols found in a synagogue • Describe their important features, connecting them to Jewish beliefs and • Jewish people's lives in 21st century • Explain how these objects help Jewish • People to worship God 	<p>Signs, symbols and sayings</p> <ul style="list-style-type: none"> • Create my own piece of art • Explain my choices with reference to a specific religion • Use and connect key R.E. vocabulary • Express my point of view 	<p>What is special about light?</p> <ul style="list-style-type: none"> • Explain the meaning of light to me and others • Make connections between what I and others believe and do and between different religious festivals of light • Understand how a festival can help people to deepen their faith 	<p>Why is Holi important?</p> <ul style="list-style-type: none"> • Relate the meaning from the story to Hindu practices today • Describe what a Hindu might learn about what God is like from celebrating Holi • Apply teachings from Holi to life today for a Hindu person 	<p>Sikh beliefs</p> <ul style="list-style-type: none"> • Investigate Sikh symbols and sayings • Apply how Sikh and English sayings impact people's lives today • Link similar teachings from different religions 	<p>How did Jesus and the Buddha make people stop & think?</p> <ul style="list-style-type: none"> • Explore the power of stories & sayings to challenge people to think about the way they lead their lives • Explore a number of stories and sayings which Jesus and the Buddha told • Reflect on how they challenged people at the time • And can still do today.



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Year 4 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Hinduism In this unit, pupils will explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life.</p>	<p>Religions in our neighbourhood In this unit pupils learn about religions in Southwark by collecting and interpreting evidence from a range of sources. They should develop their understanding of the ways individuals and communities express their identity.</p>	<p>What makes me the person I am? In this unit, pupils are given the opportunity to reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them.</p>	<p>Why is Easter important? This unit explores the events leading up to the death and resurrection of Jesus and the meaning of those events for Christians today.</p>	<p>Why do some people get married? This unit gives children the opportunity to explore one or two wedding ceremonies. Children will learn what happens in the ceremonies as well as symbolism contained in the customs and rituals.</p>	<p>Why is the Bible important to Christians? This unit enables pupils to enjoy some great stories, and also to reflect on the deeper meanings of the stories, exploring the ways these stories speak today about relationships, safety and danger, vulnerability and the 'hand of God' in human life</p>



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Year 5/6 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Art in Christianity (focus on Ethiopian Christian Art)</p> <p>This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith.</p>	<p>Similarities and Differences</p> <p>Work in this unit will enable children to explore the differences and similarities within Christianity, Islam and 2 other religions or world views. It will introduce children to the concept worship and community and will enable them to compare the meanings of both in their own lives and within the lives of human beings.</p>	<p>Religious Leaders</p> <p>In this unit children will explore the role of at least three different religious leaders in the local community.</p>	<p>What are the sources of the story about what happened on the first Easter Sunday?</p> <p>Work in this unit will enable pupils to focus on different accounts of the resurrection stories found in the gospels in the New Testament and allow pupils to explore what took place. Time is also given to Jesus' ascension and the sending of the Holy Spirit and the beginnings of the early church.</p>	<p>How do religions create celebrations?</p> <p>This unit gives pupils to chance to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so.</p>	<p>What do people believe about life after death?</p> <p>Work in this unit will enable pupils to learn about and from what different religions and world views believe about the purpose and end of life.</p>