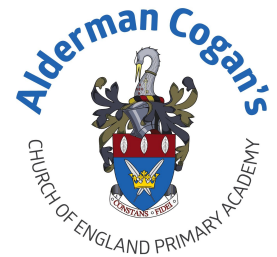


Alderman Cogan's CE Primary Academy

EYFS - Religious Education Curriculum Map



Understanding of the World	At the end of the EYFS, children at the expected level of development will:-
People and Communities	- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

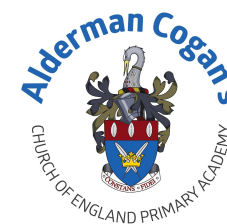
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Myself My life People who are special to me	My special things Special times/celebrations: Diwali, Christmas, Bonfire Night People who help us	Our Community Natural World	Special Books Stories	Special Places	Friendships Belonging
FS2	F4: Being Special: Where do we belong? (Christianity, Islam and Humanist) Re-tell religious stories Re-tell and record times and things that have made us feel special Re-call a traditional child baptism Re-call what happens when a baby enters the Muslim faith F2: Why is the word God so important for Christians? The word God is a name. Christians believe God is Creator of the universe. Christians believe God made our wonderful world and so we should look after it.	Why do Christians perform nativity plays at christmas? Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. Perform nativity	F3: Why do Christians put a cross in an Easter Garden? Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.	F6: Which stories are special and why? (Christianity, Judaism, Islam or Hinduism) Talk about some religious stories Recognise some religious vocabulary Identify own feelings in the stories they hear Identify a sacred text ie. Bible, Qu'ran Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.	F5: Which places are special and why? (Christianity, Islam and Judaism or another). Talk about why places are special to them Recognise that some religious people have special places to them Talk about things that are special and valued in a place of worship Identify some significant features of sacred places Recognise a place of worship Use appropriate words and phrases to say how they feel in places of worship Express a personal response in a place of worship	

Alderman Cogan - Religious Education Curriculum Map

Understanding Christianity unit

Others faiths from Leeds/York Syllabus

Unit comparing faiths from Leeds / York Syllabus



	Autumn Term	Spring Term	Summer Term
Year 1	<p>1.1 What do Christians believe God is like?</p> <p>1.3 Why does Christmas matter to Christians (core)</p>	<p>1.6 Who is Jewish and how do they live?</p> <p>1.5 Why does Easter matter to Christians (core)</p>	<p>1.8 Who am I? What does it mean to belong? (Christianity, Judaism and Humanism).</p> <p>1.4 What is the 'good news' Christians believe Jesus brings?</p>
Year 2	<p>1.2 Who do Christians say made the world?</p> <p>1.3 Why does Christmas matter to Christians (digging deeper)</p>	<p>1.10 How should we care for the world and for others, and why does it matter? (Christianity, Judaism and non-religious).</p> <p>1.5 Why does Easter matter to Christians (digging deeper)</p>	<p>1.9 What makes some places sacred to believers? (Christianity, Judaism and Islam).</p> <p>1.2 Digging Deeper: Who made the world?</p>
Year 3	<p>L2.1 What do Christians learn from the Creation story?</p> <p>L2.2 What is it like to follow God?</p>	<p>L2.8 What does it mean to be a Sikh in Britain today?</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>L2.6 When Jesus left, what was the impact of Pentecost?</p> <p>L2.1 Digging deeper: What do Christians learn from the Creation story?</p>
Year 4	<p>L2.4 What kind of world did Jesus want?</p> <p>L2.9 What are the deeper meanings of festivals? (Christianity, Hinduism and Sikhism (comparison of Diwali)).</p>	<p>L2.3 What is the Trinity?</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>L2.10 How and why do believers show their commitments during the journey of life? (Christianity, Humanist/non-religious, Hinduism)</p> <p>2.4 Digging Deeper: What kind of world did Jesus want?</p>
Year 5	<p>U2.9 What does it mean for Muslims to follow God?</p> <p>U2.4 Was Jesus the Messiah?</p>	<p>U2.1 What does it mean if God is holy and loving?</p> <p>U2.6 What did Jesus do to save human beings? [Y5]</p>	<p>U2.5 What would Jesus do?</p> <p>U2.14 How do religions help people live through good times and bad times? (Christianity, Humanism/non-religious and Hinduism).</p>
Year 6	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>U2.11 Why do some people believe in God and some people not? (Christianity, Humanism/non-religious, Islam)</p>	<p>U2.3 How can following God bring freedom and justice?</p> <p>U2.7 What difference does the Resurrection make for Christians?</p>	<p>U2.13 Why is pilgrimage important to some religious believers? (range of religions and worldviews studied with focus on Christianity and Islam).</p> <p>U2.12 What will make our city/town/village a more respectful place? (range of religions and worldviews studied in school).</p>