Alderman Cogan's CE Primary Academy
Religious Education Curriculum Map

Updated Sept 26

Intent	Implementation	Impact
At Alderman Cogan's CE Primary Academy, we intend to present those all-important bridges from RE knowledge and curriculum content to provide children with a relevant and deep understanding of what faith and practice mean not only to believers but also to themselves, regardless of their personal stance. At Alderman Cogan's, we work together to provide a solid foundation for children to learn, grow and achieve through our Christian values of hope, perseverance, friendship and respect. We intend to provide rich experiences and opportunities for children to develop their religious literacy through the inclusion of worldviews and the connecting lenses of Theology, Philosophy and Social Sciences. Religious Education is at the heart of our curriculum, and never has it been more relevant to encourage learners to consider and question, relating the views of believers to their own experiences. Through religious literacy, we intend to equip children with systematic and powerful knowledge, deepening as they progress through the school. We believe RE provides multiple opportunities to develop an understanding of key concepts from a range of religions and worldviews while enabling children the opportunity to interpret and critically evaluate texts, sources of wisdom and authority. We want our young people to learn to weigh up the value of wisdom from different sources, to develop and articulate their insights in response, and to agree or disagree respectfully. Our commitment to spiritual, moral and social values is a critical feature of our curriculum and provides exciting ways to ignite curiosity and foster all that high-quality Religious Education can bring. It offers bridges to our local, incredibly rich cultural and faith heritage and provides many opportunities for exciting and meaningful learning.	RE at Alderman Cogan's CE Primary Academy is taught predominantly through the York Agreed Syllabus and Understanding Christianity. The York Agreed Syllabus, supported by the York Diocese, enables children to build their knowledge and understanding in RE through three statutory areas of learning: Beliefs and Practices, Identity and Values, and Meaning and Purpose, explored through the lenses of Theology, Philosophy and Social Sciences. Children deepen their understanding of these areas by studying a range of different religions. As a school, we have chosen to deepen our understanding of Judaism, Islam and Hinduism alongside our main focus of Christianity. Worldviews are incorporated through our teaching to provide children with a breadth of understanding and the tools to develop their own personal views. Understanding Christianity builds pupils' encounters with biblical concepts through key texts, placing these texts and concepts within the wider biblical narrative. Each unit addresses a concept through key questions, exploring core Bible texts, their impact on Christians and the possible implications for pupils. Each unit incorporates the three elements of Making Sense of Beliefs, Understanding the Impact and Making Connections. It aims to develop children's ability to 'think theologically' through an interwoven and overlapping structure. This is supplemented through daily collective worship and our school's behaviour policy, which is rooted in our Christian values. The curriculum is taught over a two-year cycle. Assessment of key knowledge is carefully planned through the curriculum map as an integral part of our curriculum to measure children's understanding of the key principles of our chosen religions and worldviews.	At Alderman Cogan's CE Primary Academy, we endeavour to instil an outstanding level of religious understanding and knowledge through meaningful engagement with a range of ultimate questions about the meaning and significance of existence. Through our RE and Worldviews curriculum, we endeavour to develop a deep and meaningful understanding of others, their ways of life and views on the world while firmly knowing our own place in the world around us, fulfilling our school's vision statement by giving children 'a firm place to stand'. We develop in children the ability to ask significant and highly reflective questions about religion and worldviews through Theology, Philosophy and Social Sciences, nurturing a strong understanding of how beliefs, values, practices and ways of life shape religions and worldviews. We encourage exceptional independence and the ability to think for themselves by asking questions, carrying out investigations, evaluating ideas and working constructively with others. We inspire significant levels of originality, imagination and creativity, demonstrated through children's responses to their learning in RE. We provide opportunities to link the study of religion and worldviews to personal reflections on meaning and purpose, deepening children's knowledge and understanding across a wide range of religions and worldviews.

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 & Petals	Myself: -My life -People who are special to me	Special times and celebrations: -Diwali -Christmas -Bonfire Night	People Who Help Us: -Friendships -Belonging -Caring for others	Special celebrations: -Easter -Spring -New life	Our Community: -The natural world -Special places	Special books and stories: -The Creation story -The Bible -Special stories
FS2	F2: Why is the word God so important for Christians? The word God is a name. Christians believe that 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	F4: Being Special: Where do we belong? (Christianity, Islam and Humanist) Re-tell religious stories Retell and record times and things that have made us feel special Recall a traditional child baptism Recall what happens when a baby enters the Muslim faith	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.	F5: Which places are special and why? (Christianity, Islam and Judaism). Talk about why places are special. Recognise that some religious people have special places. Identify features of a place of worship. Recognise different places of worship. Talk about how people feel in special places.	F6: Which stories are special and why? (Christianity, Islam and Hinduism) Talk about some religious stories Recognise some religious vocabulary Identify their own feelings in the stories they hear Identify a sacred text eg. Bible, Qur'an 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.

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