



# Abbots Ripton CE Primary School - RE Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Reception</b>	<b>Christianity- Incarnation</b> What makes every single person unique and precious? (EP)	<b>Christianity- Incarnation</b> Why do Christians perform nativity plays at Christmas? (UC)	<b>Christianity- Incarnation</b> How can we help others when they need it? (EP)	<b>Christianity- Salvation</b> Why do Christians put a cross in an Easter garden? (UC)	<b>Christianity- God/Creation</b> Why is the word 'God' so important for Christians? (UC)	<b>Christianity- Creation</b> How can we care for our wonderful world? (EP)
<b>Possible Visits/Visitors</b>	Meet a Vicar, Wild Wood Visit, Church Visit					
<b>Rationale</b>	Link to the PSHE Curriculum- Beginning and Belonging Encounter with Hinduism; Rakshan Bandhan/Diwali Link to our curriculum topic 'Marvellous Me!'	Link to Christmas	Link to our curriculum topic 'My World- people who help us'	Link to Easter Link to our curriculum topic 'My World'	Reference back to the Harvest Celebration in the Autumn Term	
<b>Year 1/2 Year A</b>	<b>Judaism- Teshuvah/ G-D</b> Why do Jewish families talk about repentance at New Year? (EP)	<b>Christianity- Incarnation</b> Why does Christmas matter to Christians? (UC)	<b>Islam- Mercy/Compassion</b> How do Muslims show that Allah is compassionate and merciful? (EP)	<b>Christianity- Salvation</b> Why does Easter matter to Christians? (UC)	<b>Christianity- Gospel</b> What is the good news that Jesus brings? (UC)	<b>Judaism- Torah/Rabbi</b> Why is the Torah such a joy to the Jewish Community? (EP)
<b>Year1/2 Year B</b>	<b>Christianity- God</b> What do Christians believe	<b>Judaism- Mitzvot/tzedakah</b> Why is learning to	<b>Christianity- Creation</b> Who made the	<b>Christianity- Salvation</b> What are the best	<b>Judaism- Creation/blessings</b> Why do Jewish	<b>Christianity- People of God</b> Why do Christians

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	God is like? (UC)	do good deeds so important for Jewish people? (EP)	World? (UC)	symbols of Jesus' death and resurrection at Easter time? (EP)	families say so many prayers and blessings? (EP)	pray to God and worship him? (EP)
<b>Possible Visits/Visitors</b>	Visit places of worship through virtual tours including a Mosque and a synagogue. Visit from a vicar. Visit a church					
<b>Rationale</b>	Link to Jewish new year in September	Link to Christmas	Foundational knowledge to support the teaching of Islam in Year 3/4	Link to Easter		
<b>Year 3/4 Year A</b>	<b>Christianity- People of God</b> What is it like to follow God? (UC)	<b>Judaism</b> What symbols and stories help Jewish people remember their covenant with God? (EP)	<b>Hinduism- Karma</b> Why do Hindus want to collect Karma? (EP)	<b>Christianity- Incarnation</b> What is the trinity? (UC)	<b>Christianity- Children of God</b> When Jesus left, what was the impact of Pentecost? (UC)	<b>Islam- Submission</b> How does a Muslim show their submission and obedience to Allah? (EP)
<b>Year 3/4 Year B</b>	<b>Islam</b> Why do Muslims call Muhammad the 'seal of the prophets?' (EP)	<b>Christianity- Kingdom of God</b> What do Christians mean when they talk about the Kingdom of God? (UC)	<b>Hinduism- Dharma</b> How does the story of Rama and Sita inspire Hindus to follow their Dharma?(EP)	<b>Christianity- Salvation</b> How do Christians show reconciliation? (EP)	<b>Sikhism</b> How do the gurus move Sikhs from dark to light? (UC)	<b>Sikhism</b> How do Sikhs put their beliefs about equality into practice? (UC)
<b>Possible Visits/Visitors</b>	KS2 Faith Tour (church, mosque and Gurdwara), personal encounters with people from different religions either through video or in person					



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<b>Rationale</b>		Link to Incarnation at Christmas time and the link to supporting others		Link to Easter	Pentecost link to the Church Calendar	
<b>Year 5/6 Year A</b>	<b>Christianity- Kingdom of God</b> What kind of King is Jesus? (UC)	<b>Islam- Tawhid</b> How does Tawhid bring a sense of belonging to the Muslim Community? (EP)	<b>Humanism- Happiness</b> Why do humanists say happiness is the goal of life? (EP)	<b>Christianity- Salvation</b> What difference does the resurrection make for Christians? (UC)	<b>Hinduism-</b> How do questions about Brahman and Atman influence the way a Hindu lives? (EP)	<b>Christianity-Creation</b> Creation or Science: conflicting or complimentary? (UC)
<b>Year 5/6 Year B</b>	<b>Buddhism</b> How did Buddha teach his followers to find enlightenment? (EP)	<b>Christianity- Incarnation</b> Was Jesus the Messiah? (UC)	<b>Hinduism- Moksha</b> What spiritual pathways to Moksha are written about in Hindu Scriptures? (EP)	<b>Christianity- Salvation</b> Should believing in the resurrection change how Christians view death? (EP)	<b>Islam- Revelation</b> What does the Qur'an reveal about Allah and his guidance? (EP)	<b>Christianity- God</b> What does it mean if God is holy and loving? (UC)
<b>Possible Visits/Visitors</b>	KS2 Faith Tour (church, mosque and Gurdwara), Visit from The Faraday Institute, international links to Christians and charities in other countries, Vellore focus with a visit from the Bishops Adviser for World Missions					
<b>Rationale</b>		The Judaism Units covered in KS1 and Year 3/4 support the understanding of Messiah.		Link to Easter		We end the Year 6 cycle with Christian Units



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## Whole School Rationale

As a Voluntary Aided School, the expectation with regards to our RE teaching is set within our original trust deed which states that, 'Religious Education is taught according to the National Society for Promoting Religious Education in accordance with the Principles of the Church of England'. Further details can be found in the Church of England [Statement of Entitlement](#) for RE.

Following this Statement of Entitlement means that here at Abbots Ripton CofE Primary School, we teach 50:50 Christianity and alternative world religions. We believe that this ensures that children are prepared for a world beyond Abbots Ripton and are ready to leave our school with an understanding that people have a wide variety of beliefs.

We ensure that our Reception and KS1 children have a firm foundational knowledge of Christianity. The curriculum in KS1 has an extra unit to support this. We also plan for the developing skills of being curious and questioning, and this supports the teaching and comparison of other faiths in KS2.

Following the lockdowns in school, we adjusted our curriculum to ensure that all units had been covered. In the academic year 2021-2022, we had to ensure that Year 4 did not repeat units they had already been covered in Year 2 as they were then in a Yr2/3 mixed age class. We also taught Year 3/4 RE separately to each year group to ensure that all children had a voice and to teach to the gaps that Year 4 had in their knowledge about Islam as Year 3 completed a unit about Islam in the summer term of 2021.

We had identified that the children in Year 5/6 needed a greater understanding of the Old Testament in order to access the Christianity Unit 'Was Jesus the Messiah?' The Judaism units throughout KS1 and Year 3/4 now support this.

Our catchment Secondary School, St Peters, supports '*students to understand differences and celebrate diversity*' through their RE Curriculum. They believe that '*to understand the views and opinions of people whose beliefs and values differ from their own, is vital in equipping our students to handle issues in their lives, preparing them for the workplace and adult life*'. We believe that our RE curriculum will support our children to be able to successfully engage in this secondary curriculum, equipping them with the skills and knowledge to build on.

## Key:

UC = Understanding Christianity

EP = Emmanuel Project