

NORTHSIDE SCHOOL RE CURRICULUM MAP

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Early Years	Myself (names/birth rituals)		Myself and my Family		Belonging to my Community	
Year 1	<p>Believing in God HINDUISM</p> <p>To understand that we all have beliefs about the world and these shape how we think we should behave.</p> <p>To know that religious people have beliefs on many issues and these affect the choices they make.</p> <p>To identify issues facing the local environment and understand the importance of caring for the world.</p>	<p>Celebration throughout the world Christmas & Harvest CHRISTIANITY</p> <p>To hear stories and learn about special occasions which are celebrated.</p> <p>To understand that religious believers celebrate important occasions with rituals and festivals.</p>	<p>What makes a good story? CHRISTIANITY</p> <p>To understand why books are special to pupils and others.</p> <p>To hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important.</p> <p>To understand why these writings are important and special to the various religious communities.</p>	<p>Special places in the home and community ISLAM</p> <p>To understand that we all have or own special places.</p> <p>To understand that religious people have special places in the home and in the community where they worship.</p>	<p>Symbols SIKHISM</p> <p>To understand why signs and words are special.</p> <p>To identify the symbols that religions use.</p> <p>To understand the use of symbol in stories.</p>	<p>Leaders and Teachers CHRISTIANITY</p> <p>To understand who is special to them and to others.</p> <p>The point of view of people who belong to a religious group.</p> <p>To know about key people who are important because of their influence in the founding and development of different faiths.</p>
Year 2	<p>Believing in God JUDAISM</p> <p>To understand that we all have beliefs about the world and these shape how we think we should behave.</p> <p>To know that religious people have beliefs on many issues and these affect the choices they make.</p> <p>To identify issues facing the local environment and understand the importance of caring for the world.</p>	<p>Celebration Chanukah and Diwali JUDAISM, HINDUISM</p> <p>To hear stories and learn about special occasions which are celebrated.</p> <p>To understand that religious believers celebrate important occasions with rituals and festivals.</p>	<p>Special places in the home and community JUDAISM</p> <p>To understand that we all have or own special places.</p> <p>To understand that religious people have special places in the home and in the community where they worship.</p>	<p>Special books JUDAISM</p> <p>To understand why books are special to pupils and others.</p> <p>To hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important.</p> <p>To understand why these writings are important and special to the various religious communities.</p> <p>To understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.</p>	<p>Leaders and Teachers Muhammad/ Jesus/Moses CHRISTIANITY ISLAM JUDAISM</p> <p>To understand who is special to them and to others.</p> <p>The point of view of people who belong to a religious group.</p> <p>To know about key people who are important because of their influence in the founding and development of different faiths.</p>	<p>Symbols JUDAISM</p> <p>To understand why signs and words are special.</p> <p>To identify the symbols that religions use.</p> <p>To understand the use of symbol in stories.</p>
Year 3	<p>Comparing inspirational people Jesus & Muhammad CHRISTIANITY, ISLAM</p> <p>To develop knowledge of the religious leaders of the world.</p> <p>To understand the position in the local community of religious leaders and other members of the community.</p>		<p>Religion and the Individual ISLAM</p> <p>To understand what it means for an individual to belong to a faith.</p> <p>To understand how religious identity is developed through dress and personal symbols.</p>		<p>Religion, family and the individual</p> <p>To understand that religion plays an important role in day to day life in Barnet and in the world.</p> <p>To know that religious beliefs</p>	<p>Places of Worship SIKHISM</p> <p>To understand the different ways that religious groups Worship.</p> <p>To identify the symbols and artefacts used in worship.</p>

	To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by people today.	To understand that there are similarities and differences in the ways in which faiths express and interpret these ideas.	are expressed using a variety of forms and symbols. To understand the links between faith and the key aspects of the places of worship. To know the variety of activities that happen in places of worship.	To understand some of the differences within and between religions in their approach to worship and it's significance.
Year 4	<p>Symbols and Religious Expression CHRISTIANITY</p> <p>To understand why signs and words are special.</p> <p>To identify the symbols that religions use.</p> <p>To understand the use of symbol in stories.</p>	<p>Places of worship HINDUISM</p> <p>To understand the different ways that religious groups Worship.</p> <p>To identify the symbols and artefacts used in worship.</p> <p>To understand some of the differences within and between religions in their approach to worship and it's significance.</p>	<p>Sacred Texts Teaching and Authority JUDAISM, ISLAM, CHRISTIANITY</p> <p>To explore a range of religious stories and sacred writings about God, the world and how we should treat it and human life.</p> <p>To understand that there are similarities and differences in the answers that faiths give to questions and the ways in which faiths express and interpret ideas.</p>	<p>Key Beliefs and Teachings of 8 Religions JUDAISM, ISLAM, CHRISTIANITY, HINDUISM BAHAI, JAINISM, BUDDHISM, SIKHISM</p> <p>To understand:</p> <p>That all people have values and beliefs that inform their actions.</p> <p>The ways in which religious beliefs about God, the world and other people affect the ways in which people live their lives and the choices they make.</p>
Year 5	<p>Places of Worship CHRISTIANITY, ISLAM</p> <p>To understand the different ways that religious groups Worship.</p> <p>To identify the symbols and artefacts used in worship.</p> <p>To understand some of the differences within and between religions in their approach to worship and it's significance.</p>	<p>Worship – The Jewish Home JUDAISM</p> <p>To understand the different ways that religious groups Worship.</p> <p>To identify the symbols and artefacts used in worship.</p> <p>To understand some of the differences within and between religions in their approach to worship and it's significance.</p>	<p>Inspirational People. Buddha and Modern Day BUDDHISM</p> <p>To develop knowledge of the religious leaders of the world.</p> <p>To understand the position in the local community of religious leaders and other members of the community.</p> <p>To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by people today.</p>	<p>Beliefs in Action CHRISTIANITY</p> <p>To identify and understand the responses of religions and beliefs to global issues.</p> <p>To identify and explain the similarities and differences within and between religions in their responses.</p>
Year 6	<p>Pilgrimage and Sacred Places ISLAM</p> <p>To understand why people make special journeys.</p> <p>To explore the variety and importance of sacred spaces in the local and wider community.</p> <p>To understand why these places are of religious significance to the particular faith groups.</p>	<p>Journey of Life and Death HINDUISM</p> <p>To understand:</p> <p>The ways in which religions often see life as a journey with rituals that celebrate the stages.</p> <p>The different beliefs about life after death and what teachings they are based upon.</p>	<p>Transition Unit – Post SAT's (Barnet Unit)</p> <p>What do we know and understand about the religions we have studied?</p>	