

RE Long Term Map – 2023/24

	Autumn 2	Summer 1
<p>Phase 0</p> <p>Key Vocab to be taught across topics</p> <p><i>God, Right, Wrong, Empathy, Retell, Belief, Pray, Islam, Christianity, Judaism</i></p>	<p><u>How did God create the World (Islam / Christianity / Judaism)?</u></p> <p><u>Concepts of Faith</u></p> <p>What happened on each day of the Creation? Who were the first people that God created? What happened in the Garden of Eden?</p> <p><u>Empathy</u></p> <p>Why do you think Eve ate the apple? How did Adam and Eve feel when they were removed from the Garden of Eden?</p> <p><u>Vocabulary:</u> <i>Creation, light, dark, sky, water, earth, land, trees, plants, moon, stars, Sun, sky, sea, animals, rested,</i></p> <p><u>CC Links -</u> Science Phase 0 – Night and Day, Plants, Parts of the Body, Science Phase 1 – Seasonal Changes, Materials, Plants and Humans, Science Phase 2 – Planets, Science Phase 3 – Sound, Water Cycle, Human Body Science Phase 5 – Evolution,</p> <p>PSHE (All Phases)</p> <p>Music Phase 2 - Space</p> <p><u>BV Links -</u> Respect and tolerance of multi-faith society Controversial issues and safe space for debate Individual liberty</p> <p><i>The art topic could all be based on this theme if needed. (See art overview for skills progression)</i></p>	<p><u>Who was Noah and how did he help save the Earth?</u></p> <p><u>Concepts of Faith</u></p> <p>Why was God angry and what did he do? Who did Noah save and why? How did Noah know that the flood had ended?</p> <p><u>Empathy</u></p> <p>How would it have felt not to be on the ark? What would it have been like to be on the ark? What do you think people did when they got to dry land?</p> <p><u>Vocabulary:</u> <i>animals, ark, bad, branch, dove, family, flood, forty, good, Noah, rain, rainbow, raven, two, wash</i></p> <p><u>CC Links -</u> Science Phase 0 – Materials, Science Phase 1 – Seasonal Changes, Materials, Push and Pull, Science Phase 2 - Science Phase 3 – Water Cycle Science Phase 4 – Food Chains Science Phase 5 – Saving the Planet, Chemicals PSHE (All Phases)</p> <p>Geography Phase 3 – Cities built on River Banks Geography Phase 4 – Damaging the World Geography Phase 5 - Humans Damaging the World</p> <p>Music Phase 1. – Under the Sea, Animals Music Phase 3 - Mountains Music Phase 4 – Rivers</p> <p><u>BV Links -</u> Respect and tolerance of multi-faith society Controversial issues and safe space for debate Individual liberty</p> <p><i>The art topic could all be based on this theme if needed. (See art overview for skills progression)</i></p>

Phase 1

Key Vocab to be taught across topics

Respect, Similar, Different, Holy, Belief, Right, Wrong, Values,

Who was Muhammed and what was the Qur'an?

Concepts of Faith

Why is the Qur'an so sacred for Muslims?
Why do Muslims call Muhammed 'the prophet of Allah'?

Empathy

When would you like to have 'stillness and silence' in your life?
Why should we show respect to others?
Why is it important that we care for our world?

Vocabulary: Muslim, Allah, Islam, Mosque, Qur'an, Mecca, Hijab, Stillness, Silence, Reflection, Pray

CC Links -

[PSHE \(All Phases\)](#)

BV Links -

Respect and tolerance of multi-faith society
Controversial issues and safe space for debate
Individual liberty

Why do Christians celebrate Christmas?

Concepts of Faith

What do Christians believe happened at Christmas? (What do they believe about Jesus?)
Why do Christians exchange gifts on Christmas day? (3 wise men)

Empathy

Why might people be sad or find it difficult at Christmas and how can we help? (Loneliness / bereavement / poverty / illness)

Vocabulary: Advent, Bethlehem, Frankincense, Holly, Joseph, Mary, Baby Jesus, Manger, Mistletoe, Myrrh, Nativity, Shepherd, Star of Bethlehem, Gabriel, Christianity, Christ, Holy

CC Links -

[Science Phase 1 - Seasonal Changes, Materials](#)
[Science Phase 2 - Planets \(The star\)](#)

[PSHE \(All Phases\)](#)

BV Links -

Respect and tolerance of multi-faith society
Controversial issues and safe space for debate
Individual liberty

Phase 2

Key Vocab to be taught across topics

Sacred, Holy, Forgive, Temptation, Heaven, Sin, Celebrate,

Why do Muslims celebrate Ramadan and Eid?

Concepts of Faith

Why do Muslims fast during Ramadan?
Why is food an important part of Eid? (What does Ramadan celebrate?)

Empathy

Why might it be important to eat together as a family?
Are there people in London that don't have enough to eat?

Vocabulary: *Muslim, Allah, Islam, Mosque, Qur'an, Mecca, Hijab, Ramadan, Eid - al-Fitr, Fasting, Sunrise, Salat, Fidyah, Prayer, Festival, Mehndi,*

CC Links -

[PSHE \(All Phases\)](#)

BV Links -

*Respect and tolerance of multi-faith society
Controversial issues and safe space for debate
Individual liberty*

Why do Christians celebrate Easter?

Concepts of Faith

What do Christians believe happened on Good Friday and Easter Sunday?
Why do people share Easter eggs with each other?

Empathy

How does the Easter story give Christians hope and comfort?

Vocabulary: *Christians, Jesus, Church, cross, Bible resurrection, crucifixion, execution, Easter eggs, Good Friday, Easter Sunday, hope, comfort, rise from the dead, new life, symbolise*

CC Links -

[PSHE \(All Phases\)](#)

BV Links -

*Respect and tolerance of multi-faith society
Controversial issues and safe space for debate
Individual liberty*

<p>Phase 3</p> <p>Key Vocab to be taught across topics</p> <p><i>Symbol, Belonging, Ceremony, Trust, Faith, Rituals, Community,</i></p>	<p style="text-align: center;"><u>What are the 5 pillars of Islam?</u></p> <p style="text-align: center;"><u>Concepts of Faith</u></p> <p>What are the 5 Pillars of Islam so important to Muslims? What is the Hajj and why is it so important for Muslims?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>Why do you think Muslims are expected to pray 5 times?</p> <p><u>Vocabulary:</u> <i>Muslim, Allah, Islam, Mosque, Qur'an, Mecca, Hijab, Ramadan, Eid - al-Fit, Salat, Fidyah, Prayer, Festival, Hajj, Pilgrimage, Tawaf, Safa, Kabah, Saudi Arabia, Arafat,</i></p> <p><u>CC Links -</u></p> <p>PSHE (All Phases)</p> <p><u>BV Links -</u> <i>Respect and tolerance of multi-faith society Controversial issues and safe space for debate Individual liberty</i></p>	<p style="text-align: center;"><u>What are the 10 Commandments?</u></p> <p style="text-align: center;"><u>Concepts of Faith</u></p> <p>What are the 10 commandments? Why did God give Moses the 10 commandments to the Israelites?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>Are all 10 commandments equally relevant today? What would your 11th commandment be? Do you think all sins are forgivable? (If truly repented?)</p> <p><u>Vocabulary:</u> <i>Scriptures, story, Christianity, Jesus, Christ, followers, believers, commandments, God, Moses, Israel, sin, forgiveness, Judaism, Exodus, Torah, Hebrew</i></p> <p><u>CC Links -</u></p> <p>PSHE (All Phases)</p> <p><u>BV Links -</u> <i>Respect and tolerance of multi-faith society Controversial issues and safe space for debate Individual liberty Rules of Law</i></p>
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Phase 4

Key Vocab to be taught across topics

Guidance, Wisdom, Community, Religious, Commitment, Disciplined, Spiritual, Trust, Faith,

What happens in a Mosque?

Concepts of Faith

Why are Mihrabs so important in Mosques?
What must a Muslim do before prayer in a Mosque?

Empathy

What objects must you treat with respect and why?
Why is the Mosque such an important part of a Muslim community?

Vocabulary: *Muslim, Allah, Islam, Mosque, Qur'an, Mecca, Hijab, Ramadan, Eid - al-Fit, Prayer, Festival, Hajj, Imam, Prayer Mat, Qubba, Crescent Moon and Star, Minbar, Washroom, Tasbih Prayer Beads, Minaret, Mihrab, Islamophobia,*

CC Links -

[Geography Phase 1 - Our Local Area](#)

PSHE (All Phases)

BV Links -

[Respect and tolerance of multi-faith society](#)
[Controversial issues and safe space for debate](#)
[Individual liberty](#)
[Democracy](#)
[The Rule of Law](#)

What happens in a church?

Concepts of Faith

Why are Christians baptized, married and buried in church?
Do all churches look the same?

Empathy

Why do many Christians choose to go to church every Sunday?
How has the definition of marriage changed over the last 10 years?

Vocabulary: *Church, Vicar, Priest, Bride, Groom, Service, Bishop, Altar, Organ, Lectern, Font, Stained Windows, Candle, Pew, Hymn, Chapel, Sunday*

CC Links -

[Geography Phase 1 - Our Local Area](#)

PSHE (All Phases)

BV Links -

[Respect and tolerance of multi-faith society](#)
[Controversial issues and safe space for debate](#)
[Individual liberty](#)
[Democracy](#)
[The Rule of Law](#)

<p>Phase 5</p> <p>Key Vocab to be taught across topics</p> <p><i>Commitment, Impact, Grace, Forgiveness, Service, Mission, Teachings, Reflection, Submission, Meditation, Immersion, Eternal, Beliefs,</i></p>	<p style="text-align: center;"><u>Why are Christians and Muslims expected to be charitable?</u></p> <p style="text-align: center;"><u>Concepts of Faith</u></p> <p>What does Christianity and Islam teach about the duty to be charitable? (Islamic/Muslim/Christian Aid) How do international and national charities improve peoples' lives?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>Which people in my community, and internationally, deserve the most support?</p> <p><u>Vocabulary:</u> <i>Christians, Jesus, Church, cross, Bible, giving, charity, duty, community, support, Islam, Muslim, Muhammed, Zakat, charitable, Qur'an, prayer, 5 pillars, charitable, donation, fairness, justice, generosity, kindness, Ummah, fellowship</i></p> <p><u>CC Links -</u> History Phase 5 – World War II</p> <p>PSHE (All Phases)</p> <p><u>BV Links -</u> Respect and tolerance of multi-faith society Controversial issues and safe space for debate Individual liberty Democracy The Rule of Law</p>	<p style="text-align: center;"><u>What are the religious values in the world today?</u></p> <p style="text-align: center;"><u>Concepts of faith</u></p> <p>What are some of the religious rules of Islam and Christianity? Can some rules be broken? Which ones should never be broken? What are Christian and Muslim understanding of values and commitment?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>Should you always follow rules? How do people live by these values in the modern world? What does belief, value and commitment mean to me? Is belief or fear of God necessary for good values?</p> <p><u>Vocabulary:</u> <i>Muslim, Allah, Islam, Mosque, Qur'an, Mecca, Hijab, Ramadan, Eid -al-Fit, Prayer, Festival, Hajj, Imam, Islamophobia, Persecution, Similarities, Differences, Compare, Contrast, Community, commandments, rules, follow, haram, helal, authority</i></p> <p><u>CC Links -</u> History Phase 4 – MLK</p> <p>PSHE (All Phases)</p> <p><u>BV Links -</u> Respect and tolerance of multi-faith society Controversial issues and safe space for debate Individual liberty Democracy The Rule of Law</p>
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Intent - It is essential that our pupils have an understanding of the importance of faith in the lives of individuals and communities. They should also appreciate how the central messages of the major world religions underpin public morality for believers and non-believers alike both in terms of the rituals and festivals which punctuate the year and the established social and legal order. We judge that our pupils will derive the most benefit from studying the 2 faiths most relevant to them and their families namely Christianity and Islam. The major precept of the major 4 other religions will be shared but not studied in depth. Pupils will study 2 topics a year which will focus on the central messages of Christ and Mohammed as expressed in the major festivals and how these impact on believers and the wider society. Pupils will have the opportunity to visit and understand the significant features of a church and a mosque. These topics will support and contribute to the understanding of work across the curriculum. The development of literacy and communication is at the heart of everything we do, as is the opportunity to reflect on human motivation and behaviours.

Key Skills and Processes we aim to teach through our RE curriculum

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow • Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism • Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern • Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media