

## RELIGIOUS STUDIES CURRICULUM MAP 2021-22

**PLEASE NOTE: 2021-22 is the transition year from the previous Bradford Agreed Syllabus to the Kirklees Agreed Syllabus, and the transition year from a two year to a three year KS3 (and three year to two year KS4). As a result, it may appear on this Curriculum map that some critical content has been omitted or has been repeated while the new syllabus is established.**

***The Local Agreed Syllabus for RE requires all pupils to:***

**A. *Investigate the beliefs and practices of religions and other world views, including:***

- 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;*
- 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.*

**B. *Investigate how religions and other world views address questions of meaning, purpose and value, including:***

- 1. The nature of religion and belief and its key concepts;*
- 2. Ultimate Questions of belonging, meaning, purpose and truth.*

**C. *Investigate how religions and other world views influence morality, identity and diversity, including:***

- 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;*
- 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.*

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Where do we live and who lives there?</b></p> <p>Our homes and local area.</p> <p>Different families and homes.</p> <p>People in schools and their roles.</p> <p>What objects are special to me?</p> <p>Artefacts, books, objects special to Muslims/ Christians.</p>	<p><b>How people celebrate Autumn/Winter festivals?</b></p> <p>Importance of celebrations.</p> <p>Christians and Harvest/ Christmas</p> <p>Jewish people and Rosh Hashanah/ Hannukah</p> <p>Chinese people and Mid-Autumn festival.</p> <p>Hindus/Sikhs and Diwali. Story of Rama and Sita.</p>	<p><b>Who helps us?</b></p> <p>Why do we need rules?</p> <p>How to be helpful to others.</p> <p>Friendship and how we should treat others.</p> <p>Christians and Jesus</p> <p>Christians- Priests/ministers/ vicars</p> <p>Muslims- Prophet Muhammed</p> <p>Muslims and Imams.</p>	<p><b>What can we see in our wonderful world?</b></p> <p>The world around them- create artwork.</p> <p>Christians and creation</p> <p>Jews and creation</p> <p>Muslims and creation</p> <p>Hindus and creation</p> <p>Comparing similarities and differences</p>	<p><b>How do people celebrate spring festivals?</b></p> <p>Find out about their own celebrations</p> <p>Chinese New Year</p> <p>Hindus and Holi</p> <p>Sikhs and Vaisakhi</p> <p>Jewish people and Pesach</p> <p>Christians and Easter</p> <p>Muslims and Eid ul-Fitr/ Eid ul- Adha</p>	<p><b>Which places are special to us?</b></p> <p>Special places to us and others</p> <p>Christians and Churches</p> <p>Muslims and Mosques</p> <p>Compare special places</p>
1 Christianity Islam	<p><b>Which books and stories are special?</b></p> <p>Which books are special to them? Why?</p> <p>The Bible and how its treated</p>	<p><b>How do we celebrate special events?</b></p> <p>Celebrations. Why is saying thank you important?</p> <p>Religion and festivals</p> <p>Gifts given at Harvest</p>	<p><b>What does it mean to belong to a church or mosque?</b></p> <p>Know what it means to belong</p> <p>Muslim and Christian symbols</p>	<p><b>How and why do we care for others?</b></p> <p>People we care about</p> <p>Listen to stories that encourage caring (Islam/Christian stories)</p>	<p><b>Who brought messages about God and what did they say?</b></p> <p>Who brings us messages?</p> <p>Listen to various stories from Old</p>	<p><b>Who brought messages about God and what did they say?</b></p> <p>What is a promise?</p> <p>Learn the sequence of events of Jesus' birth</p>

	<p>The Quran and how its treated</p> <p>Christianity/Islam- explore stories with a meaning.</p> <p>Stories with morals</p>	<p>Story of Ramadan</p> <p>Design a celebration</p>	<p>What can you see in a Mosque/Church</p> <p>Christians and Sunday. What do Christians do at Church.</p> <p>Muslims and belonging. Muslim prayer.</p> <p>Compare what it means to belong to Church/Mosque</p>	<p>How can we care for others?</p>	<p>Testament (see resource pack)</p> <p>Understand what covenants are</p>	<p>Know why Jesus is so special to Christians.</p> <p>Christians believe that Jesus is the son of God. Compare to Islam.</p>
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<p>2</p> <p>Christianity Islam</p>	<p><b>How is new life welcomed?</b></p> <p>How do we welcome someone new?</p> <p>Consider how a new baby is welcomed. Importance of names</p> <p>How Christians/Muslims welcome a new baby</p> <p>Investigate other naming rituals.</p>	<p><b>How can we make good choices?</b></p> <p>What makes a happy classroom?</p> <p>Behaviour and positive guidance.</p> <p>Ten commandments and their importance.</p> <p>5 pillars of Islam</p> <p>Stories and parables</p>	<p><b>How and why do people pray?</b></p> <p>The meaning of prayer</p> <p>Christians and prayer What symbols help</p> <p>Muslims and prayer</p> <p>Special prayers associated with festivals/seasons</p> <p>What places are special for prayer</p>	<p><b>How can we look after the planet?</b></p> <p>What is good about our world?</p> <p>Being creative</p> <p>Creation story- Muslims and Christians</p> <p>Right and wrong. Our impact on the world.</p> <p>Ways of conserving the environment</p> <p>Beliefs and how it affects a person's actions</p>	<p><b>What did Jesus teach and how did he live?</b></p> <p>What is a calling?</p> <p>Jesus and baptism</p> <p>Jesus and his disciples</p> <p>Explore stories about Jesus-how he healed/cared.</p>	<p><b>What did Jesus teach and how did he live?</b></p> <p>Jesus and forgiveness</p> <p>Jesus and love</p> <p>Palm Sunday</p> <p>Jesus' death and resurrection</p>
<p>3</p> <p>Christianity Islam Judaism Sikhism</p>	<p><b>How do Jews remember God's covenant with Abraham and Moses?</b></p> <p>Promises/covenants. Story of Noah</p>	<p><b>How do Jews remember God's covenant with Abraham and Moses?</b></p> <p>Pesach. First Pesach/Pesach today</p>	<p><b>What is Spirituality and how do people experience this?</b></p> <p>The meaning of spirituality</p> <p>Christian images</p>	<p><b>What do Christians believe about a good life?</b></p> <p>Christians and the Bible</p> <p>Christians rules. Right and wrong.</p>	<p><b>What to the creation stories tell us?</b></p> <p>Jewish beliefs about creation</p> <p>Islamic beliefs about creation</p>	<p><b>Who can inspire us?</b></p> <p>Qualities of a leader.</p> <p>Why did Jesus make a good leader?</p>

	<p>Judaism and Abraham. Importance of Abraham. Stories.</p> <p>Judaism and Moses. Story of the exodus</p>	<p>Shabbat- importance to Jewish people.</p> <p>Synagogue. The work of a rabbi</p> <p>Torah</p>	<p>Islam and calligraphy.</p> <p>99 names of Allah</p> <p>Music as an expression of beliefs- Sikhism. Music in other religions.</p> <p>Religions and dance- Judaism</p>	<p>Jesus and parables. Explore parables.</p> <p>Friendship. 'Befriending of Zacchaeus by Jesus'</p> <p>Jesus- healing stories. How to show you care.</p> <p>Religion- real-life scenarios.</p>	<p>Sikhism and creation</p> <p>Judaism and creation. 'Day of rest' in different religions</p> <p>Relevance of creation stories today. Looking after the environment.</p> <p>Other creation stories (not religious)</p>	<p>Prophet Muhammed as a role model/inspiration</p> <p>Moses as role model/inspiration.</p> <p>Modern day leaders.</p> <p>Who inspires you?</p>
<p>4</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p>	<p><b>How are important events remembered?</b></p> <p>The story of Hannukah</p> <p>Sikh Diwali- Festival of Bandi Chor Divas</p> <p>Hindus and Diwali- the story of Rama and Sita</p> <p><i>(may be more than one lesson each)</i></p>	<p><b>How are important events remembered?</b></p> <p>The importance of light (different civilisations)</p> <p>Pagans and solstices</p> <p>Light in other aspects- religious and non-religious.</p>	<p><b>What faiths are shared in our country?</b></p> <p>What does belonging mean?</p> <p>Religions in the local community (cross circular links to Geography and IT)</p> <p>Religions in the UK- compare to local community</p> <p><i>(may be more than one lesson each)</i></p>	<p><b>What faiths are shared in our country?</b></p> <p>Diversity- less common faiths in our area.</p> <p>Denomination- differences and similarities within faiths.</p> <p>Key features/artefacts in a place of worship</p> <p>Different faiths working together- community cohesion</p>	<p><b>How do the Five Pillars guide Muslims?</b></p> <p>Important features of Islam</p> <p>Origins of Islam- Prophet Muhammed (pbuh)</p> <p>Main features of 5 pillars</p> <p>Monotheism. First pillar- Shahadah.</p> <p>Second pillar- Salaah</p> <p>Third pillar- Sawm</p> <p>Fourth pillar- Zakat</p>	<p><b>Why are Gurus at the heart of Sikh belief and practice?</b></p> <p>What is a teacher? What is a guru?</p> <p>Early life of Guru Nanak</p> <p>Guru Nanak's 3-day disappearance</p> <p>Guru Nanak's teachings/stories</p> <p>Sikh beliefs: Guru Granth Sahib, music, God</p>

					Fifth pillar- Hajj	Golden Temple and the Gurdwara
5 Christianity Islam Judaism Sikhism	<p><b>Why are some journeys and places special?</b></p> <p>Special places</p> <p>Jewish people and the Western Wall</p> <p>Muslims and Makkah</p> <p>Christians- special places/ journeys</p>	<p><b>Why are some journeys and places special?</b></p> <p>Sikhs and reflection.</p> <p>Amritsar- The Golden Temple</p> <p>Importance of Jerusalem to Christians, Jews and Muslims</p>	<p><b>What values are shown in codes for living?</b></p> <p>Concept of being bad/good.</p> <p>What is a Humanist?</p> <p>Being 'good without God'</p> <p>Bible texts- Jesus' values</p> <p>Prophet Muhammed (pbuh) stories.</p>	<p><b>What values are shown in codes for living?</b></p> <p>How can we fix a 'broken world?'</p> <p>Jewish values- Tikkun Olam. Jewish charities.</p> <p>Why is peace important to all people?</p> <p>'Codes for Living'</p> <p>Creating a code for living</p>	<p><b>Should we forgive others?</b></p> <p>Reconciliation and forgiveness</p> <p>Jesus and forgiveness</p> <p>Christians and confession</p> <p>Forgiveness that reflects Christian teaching</p> <p>Jesus' teaching of reconciliation in real-life scenarios</p>	<p><b>What to Christians believe about the old and new covenants?</b></p> <p>Covenant between Abraham and God</p> <p>Abraham- Muslims, Christians and Jews</p> <p>Moses -Jews and Christians</p> <p>King David- Christians and Jews</p> <p>Jesus- a Messiah</p> <p>Jesus' titles</p>
6 Christianity Islam Judaism Sikhism	<p><b>How do Sikhs show commitment?</b></p> <p>What values are important?</p> <p>How do Sikhs show commitment?</p>	<p><b>How do Sikhs show commitment?</b></p> <p>Amrit</p> <p>5 K's</p> <p>Sewa</p>	<p><b>What do Christians believe about Jesus' death and resurrection?</b></p> <p>Gospel- Jesus' last days and death</p>	<p><b>What do Christians believe about Jesus' death and resurrection?</b></p> <p>Jesus' death- sacrifice</p> <p>Resurrection</p>	<p><b>How does growing up bring responsibilities?</b></p> <p>When do children become adults? Rites of passage</p>	<p><b>How do Jews remember the Kings and Prophets in worship and life?</b></p> <p>Judaism- what do you already know?</p>

	<p>Sikhs- symbols</p> <p>Sikh teachings/stories</p>	<p>What can we learn about Sikh beliefs?</p>	<p>Gospel- Palm Sunday</p> <p>The Last Supper, Maundy Thursday</p> <p>Good Friday, Crucifixion</p>	<p>Victory- Christian perspective</p> <p>The Day of Pentecost</p> <p>Kingship</p> <p>Churches- Holy Week</p>	<p>Promises- rites of passage</p> <p>Jewish- rites of passage</p> <p>Amrit. Formation of Khalsa</p> <p>Confirmation and Believers' Baptism</p> <p>Reflect on learning about rites of passages</p>	<p>Shabbat</p> <p>King David. Prophets</p> <p>The story of Esther. Purim</p> <p>The Ten Commandments.</p> <p>Jews- Near Year festivals</p> <p>How do Jews contribute to the world today?</p>
7	<p><b>What is Religion?</b></p> <p>The importance of RE.</p> <p>What is Empathy?</p> <p>Facts and beliefs.</p> <p>What do we know about the Big 6?</p> <p>The difference between religions and worldviews.</p>	<p><b>What do Hindus believe?</b></p> <p>Hindu Gods and Goddesses (Brahman, Trimurti)</p> <p>Avatars of Vishnu - The Ramayana</p> <p>Puja</p> <p>Key Hindu beliefs (dharma, samsara, moksha, karma, reincarnation)</p>	<p><b>What do Hindus believe?</b></p> <p>The caste system</p> <p>The life of Gandhi and his influence.</p> <p><b>How do Sikhs show commitment?</b></p> <p>-Introduction- establishing prior knowledge/ building on KS2</p>	<p><b>How do Sikhs show commitment?</b></p> <p>Features of the Gurdwara and how this reflects Sikh beliefs.</p> <p>Langar – equality and empathy</p> <p>Sewa</p> <p><b>What does it mean to be a Jew?</b></p> <p><b>Jewish beliefs and practices</b></p>	<p><b>What does it mean to be a Jew?</b></p> <p>Exodus, Pesach and the importance of freedom for Jews today.</p> <p>Evaluating the 10 Commandments.</p> <p>Being Jewish – commitment to the faith</p> <p>Jewish food laws – Kashrut, Kosher and Treifah.</p>	<p><b>PROJECT TBC</b></p> <p><b>(Spirited Arts)</b></p>

	How does religious belief impact believer's lives?	Being Hindu – rites of passage	Life and teachings of Guru Nanak.  Birth of the Khalsa – Discussion of why someone would choose to be a Khalsa Sikh.	Revisiting Abraham and the Covenant.  Jewish artefacts and how they reflect worship (Tallit, Mezuzah, Torah, yad, menorah, tefillin)		
8	<p><b>What does it mean to be Muslim?</b></p> <p>The life of Prophet Muhammad.</p> <p>The Sunni/Shi'a split</p> <p>Muslims beliefs about God – reflected in Islamic art.</p> <p>Authority in Islam – evaluating the importance of the Qur'an, Hadith/Sunnah and Ummah</p> <p>Showing commitment to the faith.</p>	<p><b>What does it mean to be Muslim?</b></p> <p>The impact of following the Five Pillars</p> <p>Malala</p> <p><b>How do Buddhists view life?</b></p> <p>Introduction- establishing prior knowledge</p> <p>The life of Siddhartha Gotama</p> <p>The Three Universal Truths</p> <p>The Four Noble Truths</p>	<p>The 8-fold Middle Path</p> <p>The 5 precepts</p> <p>Right Livelihood</p> <p>Buddhist worship and symbols.</p> <p>Applying Buddhist teachings</p> <p><b>Was Jesus the Son of God?</b></p> <p>The Incarnation</p> <p>Trinity and Baptism</p>	<p><b>Was Jesus the Son of God?</b> Continued</p> <p>Discipleship</p> <p>Miracles</p> <p>Jesus' moral teachings</p> <p>Crucifixion and Resurrection</p>	<p><b>How do beliefs affect death and mortality?</b></p> <p>Beliefs about the relationship between the body and soul.</p> <p>What happens when a person dies?</p> <p>-Christian -Muslim -Hindu -Humanist</p> <p>How do funeral rites reflect beliefs about life after death?</p> <p>Is there any evidence for life after death?</p> <p>Expressing students ideas about death and the afterlife</p>	<p><b>What is Marriage and how is it celebrated?</b></p>



9	<p><b>Is it reasonable to believe in God in the 21<sup>st</sup> Century?</b></p> <p>Arguments, evidence and the nature of proof.</p> <p>The nature of God: Omnipotence, omnibenevolence, omniscience.</p> <p>Arguments for God – the First Cause argument</p> <p>Arguments for God – the Design Argument.</p> <p>Arguments for God - Miracles</p> <p>Arguments for God – Religious Experiences</p>	<p><b>Is it reasonable to believe in God in the 21<sup>st</sup> Century?</b></p> <p>Atheism and Agnosticism</p> <p>Arguments against God – The problem of evil.</p> <p>Assessment: Is it reasonable to believe in God in the 21<sup>st</sup> century? .....</p> <p><b>How do we know how to behave??</b></p> <p>Introduction to ethics. What is meant by ethics and morality? How to people make moral decision- what influences them?</p>	<p><b>How do we know how to behave?</b></p> <p>Different ways of thinking – teleological vs deontological :</p> <ul style="list-style-type: none"> <li>• Utilitarianism</li> <li>• Situation Ethics</li> <li>• Natural Law</li> </ul> <p>Application of teleological and deontological thinking to ethical dilemmas</p> <p><b>Case Study: Organ donation</b></p>	<p><b>Does religion promote or prevent equality?</b></p> <p>What does it mean to be equal?</p> <p>Human rights and social Justice - Amnesty International</p> <p>Freedom of Religious Expression</p> <p>Prejudice and discrimination – Gender and sexuality</p> <p>Religious discrimination - racism</p>	<p><b>Does religion promote or prevent equality?</b></p> <p>Positive discrimination.</p> <p>Religious attitudes towards poverty and wealth: -causes of poverty -religious organisations which help the poor.</p>	<p>TBC - Student research /presentation project: Research an example of a person or group who has fought for equality from a religious perspective. (National or local)</p>
10	<p><b>AQA GCSE RS Theme B -Religion and Life</b></p>	<p><b>AQA GCSE RS: Muslim beliefs</b></p>	<p><b>AQA GCSE RS: Muslim beliefs</b></p>	<p><b>AQA GCSE RS Christian Practices</b></p>	<p><b>AQA GCSE RS: Christian Practices</b></p>	<p><b>Consolidation /Revision/ Student presentations</b></p>

	<p>Origins of the universe</p> <p>Value of the world</p> <p>The use and abuse of the environment</p> <p>Pollution</p> <p>The use and abuse of animals</p> <p>The origins of human life</p> <p>Abortion</p> <p>Euthanasia</p> <p>Death and the afterlife</p>	<p>The oneness of God</p> <p>Key beliefs in Sunni and Shi'a Islam</p> <p>The nature of God</p> <p>Angels</p> <p>Predestination</p>	<p>Life after Death</p> <p>Prophethood and Adam and Ibrahim</p> <p>Muhammad and the Imamate</p> <p>The Holy books</p> <p>Revision/Assessment</p>	<p>Worship – Liturgical and non-liturgical</p> <p>Prayer – including the Lords Prayer</p> <p>The sacraments; Infant and believer's baptism</p> <p>The sacraments; Holy Communion</p> <p>Pilgrimage: Lourdes and Iona</p> <p>Celebrating Festivals: Christmas and Easter</p>	<p>The role of the church in the local community: Street pastors and food banks.</p> <p>·Mission and evangelism</p> <p>Church growth</p> <p>The importance of the worldwide church</p> <p>Christian persecution</p> <p>Poverty – Christian relief organisations (Christian Aid, Tear Fund CAFOD)</p>	
11	<p><b>AQA GCSE RS: Christian Practices</b></p> <p>Worship – Liturgical and non-liturgical</p> <p>Prayer – including the Lords Prayer</p>	<p><b>AQA GCSE RS: Christian Practices</b></p> <p>The role of the church in the local community: Street pastors and food banks.</p>	<p><b>AQA GCSE RS Theme A: Relationships and families</b></p> <p>Christian teachings about human sexuality</p>	<p><b>AQA GCSE RS Theme D: Religion, Peace and Conflict</b></p> <p>Violent protest and terrorism</p> <p>Reasons for war</p>	<p><b>REVISION/EXAMS</b></p>	

	<p>The sacraments; Infant and believer's baptism</p> <p>The sacraments; Holy Communion</p> <p>Pilgrimage: Lourdes and Iona</p> <p>Celebrating Festivals: Christmas and Easter</p>	<p>·Mission and evangelism</p> <p>Church growth</p> <p>The importance of the worldwide church</p> <p>Christian persecution</p> <p>Poverty – Christian relief organisations (Christian Aid, Tear Fund CAFOD)</p>	<p>Sexual relationships before and outside marriage</p> <p>Contraception and family planning</p> <p>Christian teachings about marriage</p> <p>Divorce and remarriage</p> <p>Religious teachings about the nature and purpose of families in the 21st century</p> <p>Religious attitudes to gender equality</p>	<p>Nuclear war and weapons of mass destruction</p> <p>The just war theory</p> <p>Holy war and religion as a cause of violence</p> <p>Pacifism and peace making</p> <p>Religious responses to victims of war</p>		

### **General skill development**

In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas.

In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences.

In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.

In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.