



William Penn Curriculum Map – RE

Green = KS1 Blue = KS2

	Autumn	Spring	Summer
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2 Cycle A	Community Heroes	Shiver and Sizzle	Oh I do like to be beside....
Year 1/2 Cycle B	Who Lives Here?	Spring Has Sprung	Back in Time for...
Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains	The Roman Empire	Groovy Greeks
Year 3/4 Cycle B	Ancient Ancestors (Stone Age to Iron Age)	We're Sailing down the Nile (Ancient Egypt)	Our World
Year 5/6 Cycle A	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)	Vikings (Life and Legend)
Year 5/6 Cycle B	Wonders of the Universe	Super Settlers (Anglo Saxons and Scots)	Friends And Heroes (Quakerism and Democracy) A local History Study

EYFS coverage:

Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Outcomes	<p><u>Autumn 1</u> Religions: Christianity, Judaism Key Question: What makes people special? Activities: What activities do they love to do with special people/families? Chn to paint families. Phograph chn playing with friends. Make a role model poster. Story - Jesus heals the paralysed man. Story of Moses receiving the Ten Commandments – rules activity.</p> <p><u>Autumn 2</u> Religion: Christianity Key Question: What is Christmas? (Incarnation) Activities: Why do we give presents? Saying thank you. The Christmas Story – A Christian Celebration. The Wise Men story.</p>	<p><u>Spring 1</u> Religion: Hinduism Key Question: How do people celebrate? Activities: Celebrating New Year – resolutions. Chinese New Year – A Story from China. Persian New Year (A Nowruz Story) Holi – A Hindu festival.</p> <p><u>Spring 2</u> Religion: Christianity Key Question:What is Easter? Activities: Signs of spring. Life cycle of an animal. Easter (A Christian Celebration) Easter baskets/posters. Why is Easter so important to Christians.</p>	<p><u>Summer 1</u> Religion: Christianity, Islam, Hinduism, Sikhism Key Question: What can we learn from stories? Activities: The Boy Who Cried Wolf (An Aesop Fable) – honesty The Crocodile and The Priest (A Sikh Story) – praise and encourage each other. Bilal and the Beautiful Butterfly (A Muslim Story) - Beatutiful world. The Gold-Giving Serpent Best Friends (A Story from Asia) The Lost Coin (A Christian Parable)</p> <p><u>Summer 2</u> Religion: Christianity, Islam, Judaism Key Question: What makes places special? Activities: Homes around the world/Design your own home. Our world/holidays. Churches – design your own stained glass window. Mosques – design a special buildings. Synagogues – design an outfit for a special event.</p>
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Key Stage 1 and 2 Coverage:

Year 1/2 Cycle A	Community Heroes	Shiver and sizzle	Oh I do like to be beside...
<p>Outcomes</p>	<p>Autumn 1 Religion: Christianity - What did Jesus teach? Is it possible to be kind to everyone all of the time? Activities: Conscience Alley – about being kind. The Kind Man (The Good Samaritan, Luke 10: 25-37) ‘Love your neighbour as yourself’ (Mark 12:28-31) Children to draw the part of the story of The Kind Man which they think is the most important and write why. Jesus healing the Paralysed Man (Mark 2: 1-12) Make a Kindness Charter or poems reflecting how to be kind and read one each morning in the class reflection time.</p> <p>Autumn 2 Religion: Christianity: Christmas - Jesus as gift from God Why do Christians believe God gave Jesus to the world? Activities: Read ‘George saves the world by lunchtime’- discuss that Christians believe that God sent Jesus to save/help the world. Christmas story – story bag Heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that.. Children to explain how they show love to the world.</p>	<p>Spring 1: Religion: Judaism: Passover How important is it for Jewish people to do what God asks them to do? Activities: Respect/consequences Re-enact a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Children rank order cards with pictures/words relating to the things Jews do that God asks them to do e.g. Passover/ Seder/Shabbat/Chanukah/Synagogue/help each other. Plan a special meal for someone.</p> <p>Spring 2 Religion: Christianity: Easter Resurrection How important is it to Christians that Jesus came back to life after His crucifixion? Activities: Easter story – symbols of new life Easter cards</p>	<p>Summer 1 Religion: Judaism: The Covenant How special is the relationship Jews have with God? Activities: New year resolutions/agreements/promises. Tell the Covenant (covenant/promise) story of Abraham as told in the Book of Genesis Genesis 17: 1-7. Explore the Ten Commandments. Make their own mezuzah and write the Shema. This is a reminder of the Covenant between Jewish people and God. How special is the relationship Jews have with God? Make promise mobiles.</p> <p>Summer 2 Religion: Judaism: Rites of Passage and good works What is the best way for a Jew to show commitment to God? Activities: Timeline of own lives so far. Preparing for Bat Mitzvah Doing good in the world/looking after our environment. Pie chart relating to the things/beliefs/people in the children's lives they are most committed to – wheel of commitments</p>
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Year 1/2 Cycle B	Who lives here?	Spring Has Sprung	Back in Time for...
Outcomes	<p>Autumn 1 Religion: Christianity – Creation story Does God want Christians to look after the world? Activities: Sequencing the creation story/creation wheel Investigation: Do Christians feel God want them to look after the world? Look at positive negatives of how people treat the world.</p> <p>Autumn 2 Religion: Christianity – Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Activities: This gift is special to me because (tag). Retell the Christmas story using story sticks. Pictures of what presents Christians might want to give to Jesus if He was born today.</p>	<p>Spring 1 Religion: Christianity – Jesus as a friend Was it always easy for Jesus to show friendship? Activities: 'Say Hello' friendship story Story of Zacchaeus (Luke 19:1-9) Jesus showing friendship Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time. Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home. Was it always easy for Jesus to show friendship? Make friendship bracelets.</p> <p>Spring 2 Religion: Christianity – Easter, Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Activities: Listen to the Easter story up to Palm Sunday Make palm leaves reflecting how they would welcome Jesus if they were Christians. Easter story.</p>	<p>Summer 1 Religion: Judaism – Shabbat Is Shabbat important to Jewish children? Activities: Days of the week wheel – Which day is a rest day/family day? Introduce Shabbat. Children to learn about the significance of the food, the blessings, the ceremony and family time. Scenarios - Is Shabbat important to Jewish children? Write a thank you prayer/reflection</p> <p>Summer 2 Religion: Judaism - Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children? Activities: Sorry/forgiveness Learn about Rosh Hashanah and relate to children's work on what they would like to achieve in Year 2 after letting go of Year 1. Discuss pictures of Jewish people in synagogue at Rosh Hashanah with thought bubbles...what are they thinking. Rank the pictures and explain what might be</p>

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Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains	The Roman Empire	Groovy Greeks
Outcomes	<p><u>Autumn 1</u> Religion: Hinduism: Divali Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Activities Right and wrong/belongings Story of Rama and Sita – Good vs Evil How do Hindus celebrate Divali?</p> <p><u>Autumn 2</u> Religion: Christianity: Christmas Has Christmas lost its true meaning? Activities Big Christmas Gift Box – explore meaning of Christmas Christmas story – What does it mean to Christians? Christmas tree activity: to non-Christians and to Christians</p>	<p><u>Spring 1</u> Religion: Christianity: Jesus' Miracles Could Jesus heal people? Were these miracles or is there some other explanation? Activities 'Bear Feels Sick' by Karma Wilson. How do you feel/get better when you are ill? Bible stories: Blind Man (John 9: 1-12) – Explore concept of Jesus healing ability. Bible stories: Paralysed Man (Mark 2: 1-12) Could Jesus heal people activity Paint your miracle.</p> <p><u>Spring 2</u> Religion: Christianity: Easter – Forgiveness What is 'good' about Good Friday? Activities: Easter Story – Last Supper Make sequences cards for the days and discuss Good Friday – Why was Jesus' death important for Christians?</p>	<p><u>Summer 1</u> Religion: Hinduism: Hindu Beliefs How can Brahman be everywhere and in everything? Activities: Who are you and what do you mean to different people? 'Brahman' box activity – find out what Hindus believe about Brahman. Make a class mobile of their cubes and their Hindu god cubes. Design a god or goddess to represent e.g. kindness, wealth, friendship. Ancient poem from the Upinshads about Brahman.</p> <p><u>Summer 2</u> Religion: Hinduism: Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu? Activities: Why is water important activity Story of the River Ganges as an important river to Hindus Facts about River – where does it start? Finish? Significant river for pilgrims and residents. Holidays to India/make postcards to send from the River Ganges. 1 x as a Hindu and 1 x as non-Hindu.</p>
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Year 3/4 Cycle B	Ancient Ancestors	We're Sailing Down the Nile	Our World
Outcomes	<p>Autumn 1 Religion: Buddhism: Buddha's teachings Is it possible for everyone to be happy? Activities: What makes you happy? 'If I were a rich man' activity. The Story of the Buddha – Design story board Discuss why Siddhattha was unhappy.</p> <p>Autumn 2 Religion: Christianity: Christmas What is the most significant part of the nativity story for Christians today? Activities: Design a symbol that represents you. Draw scenes from the Nativity. Make a Christingle Christmas tree – what Christmas means to Christians.</p>	<p>Spring 1 Religion: Buddhism: The 8-fold path Can the Buddha's teachings make the world a better place? Activities Make collages/poems showing their perspectives on how the world seems a wonderful place to them. Road map about change. Buddha's teaching - story of 'Buddha and the Angry Elephant'. 8-fold path Road map to the future.</p> <p>Spring 2 Religion: Christianity: Easter Is forgiveness always possible for Christians? Activities: Forgiveness – scenarios. Pictures: Jesus showing forgiveness/Christians today forgiving Jesus on the cross Luke 23:34 – Jesus forgave the people who killed him. Is that possible? Write a poem to express their understanding of forgiveness.</p>	<p>Summer 1 Religion: Buddhism: The 8-fold path What is the best way for a Buddhist to lead a good life? Activities: Good choices Noble Eightfold Path – to lead good lives Explore 8-fold path – make a zig-zag book</p> <p>Summer 2 Religion: Christianity: Prayer and Worship Do people need to go to church to show they are Christians? Activities: My special place/Christians special place/Muslims special place Why do people go to church? Why might Christians go to church/Why might some Christians not go to church.</p>
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Year 5/6 Cycle A	We'll Meet Again	Rulers of the Rainforest	Vikings
Outcomes	<p>Autumn 1 Religion: Sikhism: Belief into action How far would a Sikh go for his/ her religion? Activities: Levels of commitment to achieve goals 'Sikh beliefs and worship' – record what Sikhs give up. The five key Sikh beliefs The Langar/The Golden Temple/Marriage</p> <p>Autumn 2 Religion: Christianity: Christmas Is the Christmas story true? Activities Is the Christmas story true? Investigate Luke and Matthews account. Explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. Express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>Spring 1 Religion: Sikhism: Beliefs and moral values Are Sikh stories important today? Activities The Milk and the Jasmine Flower Write a piece of persuasive writing, arguing that Sikh stories are important today and should be part of the school curriculum. Choose a concept card and write an acrostic poem to express what that means to them e.g. love, peace, equality, belonging, community, religion, friend, spirituality, God, truth, story, family, soul.</p> <p>Spring 2 Religion: Christianity: Easter How significant is it for Christians to believe God intended Jesus to die? Activities Explore events in Holy Week and discuss how this could tell Christians about Jesus' purpose/destiny. - use Luke's Gospel Chs. 20-23. Consider important questions about whether Jesus knew He was going to be crucified. Research people who have had or have a strong purpose or sense of destiny e.g. Gandhi, Mother Teresa. Consider the goals and purpose I would like for my life.</p>	<p>Summer 1 Religion: Sikhism: Prayer and Worship What is the best way for a Sikh to show commitment to God? Activities Personal choices activity agree/disagree. The 5Ks of Sikhism Pretend you are an Agony Aunt/Uncle at a Sikh children's magazine. Your task is to write a response to the problem. Describe some of the ways that Sikhs choose to show commitment to God.</p> <p>Summer 2 Religion: Christianity: Beliefs and Practices What is the best way for a Christian to show commitment to God? Activities Discuss it is OK to tell lies? Ten Commandments Diamond 9 rank to show how Christians show commitment to God in different ways. Children to write a poem titled 'Commitment is ...'</p>
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Year 5/6 Cycle B	Wonders of the Universe	Super Settlers	Friends and Heroes
Outcomes	<p>Autumn 1 Religion: Islam: Beliefs and Practices What is the best way for a Muslim to show commitment to God? Activities: 3 key ingredients needed for commitment. Five pillars of Islam Write a short mission statement to reinforce their commitment to their chosen focus.</p> <p>Autumn 2 Religion: Christianity: Christmas Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Activities: List of all the religious celebrations they have studied – what is being remembered at each event. Read the Christmas story from Luke 2: 1-20. What are the key messages that we can learn from these sources about the significance of Jesus' birth to Christians? Explain why traditions or celebrations either may or may not help Christians understand their beliefs in Jesus as the Incarnation of God. Christian belief that Jesus is both human and God - Design a piece of art that reflects this.</p>	<p>Spring 1 Religion: Christianity: Beliefs and Meaning Is anything ever eternal? Activities: What will last forever? Show an understanding of the concept of eternity. Watch a Christian wedding and focus on vows and promises. Investigate how Jesus portrayed love. Describe what a Christian might learn about life after death from a Bible story. Make a class collage of what the world would look like if everyone 'loved their neighbour'.</p> <p>Spring 2 Religion: Christianity: Easter Is Christianity still a strong religion 2000 years after Jesus was on Earth? Activities: Make a class list of the most influential people they can think of through history. Sort into ones that are Christian festivals. Investigate what symbols/objects do we associate with each festival. Children research Christian charities doing good work to alleviate poverty. Children write a newspaper/news article giving at least two arguments for and against. What Ten Commandments you would ask people to live by?</p>	<p>Summer 1 & 2 Religion: Islam: Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives? NB: This enquiry is taught in 2 sections over the term Activities: How far would you go to stand up for something you believe in? Discuss scenarios. Actions have consequences. Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings. £1million – how would you spend it. Explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. Explain two different Muslim interpretations of Jihad and explore their justifications for these. Expression – Every child has a square of paper and on it expresses their own vision of how they would like the world to be.</p>
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