



FORSBROOK PRIMARY SCHOOL RELIGIOUS EDUCATION CURRICULUM MAP
Staffordshire Agreed Syllabus
'Understanding Christianity'

Reception, KS1 & KS2

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|---|---|
| Reception Christianity Hindu | CREATION/GOD Why is the word God so important to Christians? 1.1a, 1.2a, 1.2c, 1.5a, 1.5b | INCARNATION Why do Christians perform nativity plays at Christmas? 1.1a, 1.1b, 1.2a, 1.3c, 1.4b, 1.5c | Who celebrates what and how? Hindu - Holi Festival | SALVATION Why do Christians put a cross in the Easter garden? 1.1a, 1.1b, 1.2a, 1.3c, 1.4b, 1.5c | What happens in our church? Explore as appropriate the special nature of artefacts used in worship 1.3a | Who are special people? and, Am I special? Hear and respond to stories about belonging and relating to religious communities 1.4a |
| Yr1 Christianity Hindu | GOD What do Christians believe God is like? 1.1a, 1.2a, 1.2c, 1.5a, 1.5b | What are festivals and why do we have them? Hindu - Diwali Christmas - Why is Christmas a significant celebration in the Christian Faith Identify and ask questions about customs associated with particular religious communities 1.4b | What do Hindus believe? | SALVATION Why does Easter matter to Christians? <i>(Core learning)</i> 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c | How do Christians talk to God? | How can I make a difference in the world? |
| Yr2 Christianity Hindu | CREATION Who made the world? 1.1a, 1.3c, 1.5a, 1.5c, 1.6b, 1.6c | INCARNATION Why does Christmas matter to Christians? 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c | Discovery of ancient texts when disturbing dinosaur bones - compare Vedas - (Hindu) and Bible (Christian) Find out about ways in which sacred texts are regarded, read and handled by believers 1c | SALVATION Why does Easter matter to Christians? <i>(Digging deeper)</i> 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c | GOSPEL What is the Good News that Jesus brings? | What is faith and what difference does it make? |

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|--------------|---|---|---|--|---|---|
| Yr3 | INCARNATION/GOD | What are festivals of light? | Could link with early cave paintings and origins of different languages. Investigate the Bible, Torah, Vedas | SALVATION | PEOPLE OF GOD | Is life like a journey? |
| Christianity | What is the Trinity? <i>(Core learning - Baptism and the Grace)</i> | Hinduism/Judaism/ | | Why do Christians call the day Jesus died 'Good Friday'? | When Jesus left, what was the impact of Pentecost? | Could link with key figures in invading and settling - Viking kings? Move on to look at key religious figures: Martin Luther King Jnr/Nelson Mandela? |
| Hindu | | Christianity | Find out about the origins of sacred writings and consider their importance for believers today 2.1a | 2.1c, 2.2c, 2.3b, 2.5a, 2.5b, 2.5c | 2.3d, 2.2c, 2.3b, 2.4c, 2.5c, 2.6c | Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d |
| Judaism | | | | | | |
| Yr4 | CREATION/FALL | INCARNATION/GOD | Links between fire and ice stories. Significance of fire for religions (Hindu twin flames) use of candles in worship? | How do Christians remember Jesus' last supper? | KINGDOM OF GOD | PEOPLE OF GOD |
| Christianity | What do Christians learn from the creation story? | What is the Trinity? - <i>(Digging deeper - the Incarnation)</i> | | | What kind of world did Jesus want? | What is it like to follow God? |
| Hindu | 2.1a, 2.1b, 2.1d, 2.3b, 2.5a, 2.5b, 2.5c, 2.6d | 2.3a, 2.3b, 2.3c, 2.3d | Reflect imaginatively on the meaning of stories drawn from religious sources and explore the significance of key words, phrases or expressions 2.3b | | 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c | 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c |
| Judaism | | | | | | |
| Yr5 | GOD | Examine Creation stories across faiths Hinduism, Christianity, Islam | Islam - What are the five pillars of Islam? | SALVATION | INCARNATION | Compare and contrast the practice of religion in the home in different religious communities 2.2a |
| Christianity | What does it mean if God is holy and loving? | Explore the diversity of a range of religious traditions and identify similarities and differences 2.4a | | What did Jesus do to save human beings? | What kind of king was Jesus? | across faiths Hinduism, Christianity, Islam |
| Hindu | 2.1d, 2.2d, 2.5c, 2.6a, 2.6c | | | 2.1a, 2.1c, 2.3b, 2.3d, 2.6c | 2.3b, 2.3d | |
| Islam | | | | | Compare and contrast | |
| Yr6 | CREATION/FALL | INCARNATION | Look at stewardship of the Earth from a religious and environmental perspective, what do different religions say about ECO issues. | SALVATION | PEOPLE OF GOD | KINGDOM OF GOD |
| Christianity | Creation and science: conflicting or complementary? | Was Jesus the Messiah? | | What difference does the resurrection make for Christians? | What would Jesus do? | How can following God bring freedom and justice? |
| Hindu | 2.1d, 2.6d | 2.3b, 2.3d | Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings. 2.5a | 2.1a, 2.1c, 2.3b, 2.3d, 2.6c | 2.3b, 2.3d | 2.3b, 2.3d |
| Islam | | | | | Investigate and talk about a range of religious responses to suffering, hardship and death 2.5b | |

