**Etruscan Primary School** 

**EYFS and KS1 – RE Curriculum Map**

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| FS2 | Year 1 | Year 2 |
| Autumn 1 | **Autumn 1** | **Autumn 1** |
| Question: Being special: where do we belong?  Sticky Knowledge:   * Know how to show respect for others. * Know how to show people they are welcome. * Know about where people belong e.g. school, mosque, home.   Syllabus Knowledge or skills:   * Share times when they have felt special. * Understand what happens at a Christian baptism service. * Understand how babies are welcomed into religions other than Christianity.   Key Vocabulary:   * Belong * Baptism * Special * Unique * Aqiqah ceremony | **Question: What does it mean to belong to a faith community?**  **Sticky Knowledge:**   * Know the symbols of belonging from their own experience. * Know symbols of belonging for Christians. * Know symbols of belonging for Jews or Muslims. * Know why symbols of belonging matter to believers. * Know what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. * Know two ways people show they belong to each other when they get married. * Know some examples of cooperation between different people.   **Syllabus Knowledge or skills:**   * Give examples of ways people express their identity and belonging. * Talk about what they think is good about being in a community. * Find out about and respond with ideas to examples of cooperation between people who are different.   **Key Vocabulary:**   * **Belong** * **Symbols** * **Calligraphy** * **Community** * **Shabbat** * **Baptism** * **Wedding** * **Marriage** | **Question: Who is Jewish and how they live? Part 1.**  **Sticky Knowledge:**   * Know different ways Jewish people remember God. * Know two examples of how Jewish people celebrate special times. * Know three things that Jewish people do on Shabbat. * Know some stories used in Jewish celebrations. * Know about the story of Chanukah.   **Syllabus Knowledge or skills:**   * Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. * Ask and respond to questions about what individuals and communities do, and why.   **Key Vocabulary:**   * **Jew** * **Pesach** * **Shema** * **Shabbat** * **Mezuzah** * **Sukkoth** |
| Autumn 2 | **Autumn 2** | **Autumn 2** |
| Question: Why is Christmas special for Christians? (Incarnation)  Sticky Knowledge:   * Know a story about Jesus. * Know how some Christians celebrate Christmas. * Know why Christians perform Nativity concerts.   Syllabus Knowledge or skills:   * Talk about people who are special to them. * Recognise that God came to Earth as Jesus. * Say what makes their family and friends special to them.   Key Vocabulary:   * Jesus * Nativity * Celebrate * Christmas | **As for Autumn 1** | **Question: Why does Christmas matter to Christians? (Incarnation)**  **Sticky Knowledge:**   * Know how some Christians celebrate Jesus’ birth. * Know answers to questions such as; ‘How do these foods help people remember this festival?’ * Know why some people like to celebrate important events. * Know why some people use music in celebrations.   **Syllabus Knowledge or skills:**   * Think, talk and ask questions about Christmas for people who are Christians and for people who are not. * Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.   **Key Vocabulary:**   * **Incarnation** * **God** * **Bethlehem** * **Advent** |
| Spring 1 | **Spring 1** | **Spring 1** |
| Question: Why is the word ‘God’ so important for Christians? (God)  Sticky Knowledge:   * Understand how and when Christians like to thank their God. * Discuss what the word ‘God’ means. * Know a story about God.   Syllabus Knowledge or skills:   * Talk about things they find interesting and about their own experiences and feelings about the world. * Retell stories, talking about what they say about the world, God and human beings. * Talk about how people take care of the world.   Key Vocabulary:   * God * Creator * Bible * Care * World | **Question: What do Christians believe God is like? (God)**  **Sticky Knowledge:**   * Know some Christian beliefs about God. * Know a story that shows what Christians believe about God. * Know what a story about God might mean. * Know what the stories say about good, bad, right and wrong. * Know and ask some questions about believing in God. * Know and explain some ideas of my own about God.   **Syllabus Knowledge or skills:**   * Think, talk and ask questions about stories from the Bible. * Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.   **Key Vocabulary:**   * **Christian** * **Believe** * **God** * **Bible** * **Parable** * **Worship** | **Question: Who is Jewish and how do they live? Part 2.**  **See Autumn 1** |
| Spring 2 | **Spring 2** | **Spring 2** |
| Question: Why is Easter so special to Christians? (Salvation)  Sticky Knowledge:   * Know why Easter is a special time for Christians. * Know symbols of belonging for Christians. * Know some symbols Christians use during Holy Week.   Syllabus Knowledge or skills:   * Recognise and retell stories connected with celebration of Easter. * Say why Easter is a special time for Christians. * Make connections between symbols and signs of new life.   Key Vocabulary:   * Symbols * Easter * Holy Week * Palm leaves * Cross * Palm Sunday | **Question: Who is a Muslim and how do they live?**  **Sticky Knowledge:**   * Know Muslim beliefs about God, making links with some of the 99 Names of Allah. * Know a story about the life of the Prophet Muhammad. * Know some objects used by Muslims and suggest why they are important. * Know some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. * Know about and respond with ideas to examples of cooperation between people who are different.   **Syllabus Knowledge or skills:**   * Think, talk about and ask questions about Muslim beliefs and ways of living. * Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. * Discuss how Muslims use prayer, celebration, respect and self-control in their lives.   **Key Vocabulary:**   * **Allah** * **Prophet Muhammad** * **Leader** * **Mosque** * **Qur’an** * **Shahadah** * **Eid-ul-Fitr** | **Question: Why does Easter matter to Christians? (Salvation)**  **Sticky Knowledge:**   * Know how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. * Know stories of Holy Week and Easter from the Bible.   **Syllabus Knowledge or skills:**   * Recognise and retell stories connected with celebration of Easter. * Understand how symbols link to Christian worship during Easter. * Think, talk and ask questions about the different meanings behind the story of Easter.   **Key Vocabulary:**   * **Salvation** * **Resurrection** * **Worship** * **New life** * **Holy Week** |
| Summer 1 | **Summer 1** | **Summer 1** |
| Question: What places are special and why?  Sticky Knowledge:   * Know about different places of worship. * Know why places of worship are special for religious people.   Syllabus Knowledge or skills:   * Talk about somewhere that is special to them. * Recognise that some special things are linked to beliefs about God. * Talk about the things that are special and valued in a place of worship.   Key Vocabulary:   * Place of worship * Church * Mosque | **Question: Who do Christians say made the world? (Creation)**  **Sticky Knowledge:**   * Know the story of creation from Genesis. * Know what the story tells Christians about God, Creation and the world. * Know how Christians say ‘thank you’ to God for Creation. * Ask appropriate and respectful questions about living in the world.   **Syllabus Knowledge or skills:**   * Retell Christian beliefs about the creation of the universe. * Ask and respond to questions about what people do to look after the world. * Think, talk and ask questions about living in the world.   **Key Vocabulary:**   * **Creation** * **Genesis** * **Creator** * **Caring** * **Earth** * **Universe** | **Question: What is the ‘good news’ Christians believe Jesus brings? (Gospel)**  **Sticky Knowledge:**   * Know two examples of ways Christians follow Jesus’ teachings. * Know what the ‘good news’ is that Jesus brings. * Know two ways that Christians put what they have learnt into practice.   **Syllabus Knowledge or skills:**   * Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. * Think, talk and ask questions about who Jesus’ good news is for; including for non-Christians.   **Key Vocabulary:**   * **Gospel** * **Peace** * **Forgiveness** * **Friendliness** |
| Summer 2 | **Summer 2** | **Summer 2** |
| Question: What times/stories are special and why?  Sticky Knowledge:   * Know about a sacred text e.g. Bible, Qur’an, Torah. * Know what a story teaches believers.   Syllabus Knowledge or skills:   * Talk about religious stories and their meaning. * Discuss similarities and differences between different stories.   Key Vocabulary:   * Bible * Qur’an * Torah * Holy book | **Question: How should we care for others and the world, and why does it matter?**  **Sticky Knowledge:**   * Know two examples of religious believers caring for people. * Know reasons why Jesus told the story of the Good Samaritan. * Know the Christian creation story. * Know the creation story from their own religion.   **Syllabus Knowledge or skills:**   * Say why Christians, Muslims and Jews might look after the world. * Ask and respond to questions about what individuals and communities do. * Explore reasons why everyone should care for others and the world.   **Key Vocabulary:**   * **Unique** * **Important** * **Caring** * **Religion** * **Samaritan** | **Question: What makes some places sacred to believers?**  **Sticky Knowledge:**   * Know why places of worship are important to the local community. * Know some objects in different places of worship and say how they are used and what they mean to believers.   **Syllabus Knowledge or skills:**   * Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities. * Think, talk and ask questions about what happens in a church, synagogue or mosque. * Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.   **Key Vocabulary:**   * **Sacred** * **Church** * **Mosque** * **Synagogue** * **Symbols** * **Community** |