**Etruscan Primary School **

**KS2 and Year 7 – RE Curriculum Map**

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| Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| Autumn 1 | **Autumn 1** | **Autumn 1** | **Autumn 1** | **Autumn 1** |
| Question: What do Christians learn from the Creation story? (Creation)  What is it like for someone to follow God? (People of God)  Sticky Knowledge:   * Know the main points of the Creation story. * Know how and why Christians might pray to God. * Know how some Christians respond to the Creation story. * Know the story of Noah.   Syllabus Knowledge or skills:   * Make clear links between Genesis 1 and what Christians believe about God and Creation. * Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians. * Make links between the story of Noah and how we live in school and the wider world.   Key Vocabulary:   * Creation * Genesis * God’s commands * Old Testament * New Testament | **Question: What is the ‘Trinity’ and why is it important to Christians? (God/Incarnation)**  **Sticky Knowledge:**   * Know what a text about baptism means. * Know what a text about Trinity means. * Know how Christians show their beliefs about God in different ways.   **Syllabus Knowledge or skills:**   * Make links between Bible texts studies and Christian beliefs about God. * Recognise what a ‘Gospel’ is. * Give examples of how Christians use the Gospel today.   **Key Vocabulary:**   * **Gospel** * **Trinity** * **Holy Spirit** * **Baptism** | **Question: What does it mean if Christians believe God is holy and loving? (God)**  **Sticky Knowledge:**   * Know what Christians believe about God. * Know how Christians put their beliefs into practice in worship. * Know how Christians have worshipped God in the past.   **Syllabus Knowledge or skills:**   * Describe and understand links between stories and other aspects of communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Weigh up how biblical ideas and teachings about God make a difference in the world today. * Make clear connections between Bible texts studied and what Christians believe about God.   **Key Vocabulary:**   * **Beliefs** * **Traditional** * **Contemporary** * **Represent** * **Attributes** | **Question: Creation and science: conflicting or complementary? (Creation/Fall)**  **Sticky Knowledge:**   * Know the connections between science and faith for Christians. * Know the connections between Genesis 1 and Christian belief about God as Creator.   **Syllabus Knowledge or skills:**   * Describe and make connections between different features of the religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. * Compare their own ideas with those of Christians about the meaning of Genesis 1. * Weigh up whether the Genesis 1 creation narrative is in conflict with or is complementary to a scientific account.   **Key Vocabulary:**   * **Genesis 1** * **Interpretations** * **Creator** * **Complimentary** * **Conflict** * **Scientific account** | **Question: What does it mean for Christians to believe in God as Trinity? (God)**  **Sticky Knowledge:**   * Know how three Bible texts link to Christian beliefs about God as Father, Son and Holy Spirit. * Know how the Christian community respond to the ideas of God as Trinity.   **Syllabus Knowledge or skills:**   * Make links between the concept of Trinity and the roles of and actions of God through the ‘big story’. * Express their own views on what differences belief in God as Trinity makes to them.   **Key Vocabulary:**   * **Trinity** * **Inadequacy** * **Rituals** * **Self-sacrifice** * **Obedience** |
| Autumn 2 | **Autumn 2** | **Autumn 2** | **Autumn 2** | **Autumn 2** |
| As for Autumn 1 | **Question: What do Hindus believe God is like?**  **Sticky Knowledge:**   * Know some Hindu deities and identify how they help Hindus describe God. * Know different ways in which Hindus worship. * Know some Hindu stories and how these link to what Hindus believe about God.   **Syllabus Knowledge or skills:**   * Offer suggestions about what Hindu *murtis* express about God. * Raise questions and suggest answers about the Hindu beliefs of life. * Make links between Hindu ideas about God and the value of people in the world today.   **Key Vocabulary:**   * **Ganesh** * **Diwali** * **Deities** * **Svetaketu** * **Aum symbols** | **Question: What does it mean to be a Muslim in Britain today?**  **Sticky Knowledge:**   * Know the links between Muslim practice of the five pillars and Muslim beliefs about God and Prophet Muhammad (PBUH). * Know why the Qur’an and other forms of guidance e.g. Hadith are significant to Muslims.   **Syllabus Knowledge or skills:**   * Describe and make connections between different features of the religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. * Make clear links between Muslim beliefs and Ibadan. * Reflect on what it is like to be a Muslim in Britain today.   **Key Vocabulary:**   * **Journey** * **Five pillars of Islam** * **Shahadah** * **Sawm** * **Ummah** * **Salat** * **Sunnah** * **Hadith** * **Hajj** | **Question: Why do some people believe in God and some people not?**  **Sticky Knowledge:**   * Know that people have different ideas, opinions and beliefs about the existence of God. * Know how having a belief impacts people’s daily lives. * Know reasons why people do or do not believe in God.   **Syllabus Knowledge or skills:**   * Make clear connections between what people believe about God and the impact of this belief on how they live. * Reflect on some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. * Consider and weigh up different views on theism, agnosticism and atheism.   **Key Vocabulary:**   * **Theism** * **Atheism** * **Agnosticism** * **Existence** * **Interpretation** * **Beliefs** | **Question: Does the world need prophets today? (People of God)**  **Sticky Knowledge:**   * Know the place and role of the prophets in the Bible. * Know the messages Isaiah and Amos transmitted.   **Syllabus Knowledge or skills:**   * Offer a view as to how far Isaiah and Amos’ messages are valuable today. * Offer a suggestion on what a modern-day prophet would do and say.   **Key Vocabulary:**   * **Prophet** * **Justice** * **Accusations** * **Religious adherence** |
| Spring 1 | **Spring 1** | **Spring 1** | **Spring 1** | **Spring 1** |
| Question: How do festivals show what matters to a Muslim?  Sticky Knowledge:   * Know some beliefs about God in Islam. * Know some ways that Muslims worship. * Know how and why Muslims fast at Ramadan.   Syllabus Knowledge or skills:   * Make clear links between beliefs about God and Ibadan. * Raise questions and suggest answers about the value of submission and self-control to Muslims. * Explore Muslim beliefs about God and how they worship.   Key Vocabulary:   * Ibadan * Islam * Submission * Harmony * Salah * Sawm * Ramadan | **Question: What does it mean to be a Hindu in Britain today?**  **Sticky Knowledge:**   * Know how the puja shows Hindu faith. * Know how Hindus show their faith within their community. * Know similarities and differences between how Hindus show their faith in different communities in Britain and other areas of the world.   **Syllabus Knowledge or skills:**   * Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. * Make links between Hindu practices and the idea that Hinduism is a whole ‘way of a life’. * Raise questions and suggest answers about what is good about being a Hindu in Britain today.   **Key Vocabulary:**   * **Puja** * **Hindu** * **Deities** * **Dharma** * **Mandir** * **Bhajan** * **Arti** * **Sanatan Dharma** | **Question: Why do Christians believe Jesus was the Messiah? (Incarnation)**  **Sticky Knowledge:**   * Know the place of Incarnation and Messiah within the ‘big story’. * Know how Christians put their beliefs about Jesus’ incarnation into practice.   **Syllabus Knowledge or skills:**   * Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Explain connections between biblical texts, Incarnation and Messiah. * Weigh up how fair the idea of Jesus as the ‘Messiah’ is important in the world today.   **Key Vocabulary:**   * **Messiah** * **Saviour** * **Incarnation** * **Trinity** | **Question: Why do Hindus want to be good?**  **Sticky Knowledge:**   * Know the importance of karma, samsara and moksha for Hindu ways of living. * Know how Hindu beliefs and teachings guide them in making moral decisions. * Know the story of the man in the well and how it relates to Hindu beliefs.   **Syllabus Knowledge or skills:**   * Describe and understand links between stories and other aspects of communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Make connections between the four Hindu aims of life and the four stage of life. * Reflect on what impact belief in karma and dharma might have on individuals and the world.   **Key Vocabulary:**   * **Karma** * **Samsara** * **Moksha** * **Brahman** * **Atman** * **Kama** * **Ahimsa** * **Satya** | **Question: Why are people good and bad?**  **Sticky Knowledge:**   * Know how Genesis 1, 2 and 3 are interpreted differently by Christians. * Know why most Christians view humans as ‘fallen’. * Know the impact of Genesis 3 and how belief in the Fall has affected the treatment of women.   **Syllabus Knowledge or skills:**   * Show how Christians have responded to the idea of being ‘fallen’ in the church community and personal living. * Give suggestions for how being ‘fallen’ has influenced how people live and behave.   **Key Vocabulary:**   * **Fallen** * **Humanity** * **Reconciliation** |
| Spring 2 | **Spring 2** | **Spring 2** | **Spring 2** | **Spring 2** |
| Question: How do festivals and family life show what matters to Jewish people?  Sticky Knowledge:   * Know how and why Jewish people celebrate Pesach. * Know some of the celebrations that form a part of my own life. * Know some Jewish beliefs about God, sin and forgiveness.   Syllabus Knowledge or skills:   * Describe and understand links between stories and other aspects of communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Raise questions and suggest answers about remembering the past and looking to the future. * Discuss how Jews show their beliefs through worship in festivals, both at home and in wider communities.   Key Vocabulary:   * Festival * Celebration * Pesach * Exodus * Rosh Hashanah * Yom Kippur * Siddur | **Question: Why do Christians call the day Jesus died ‘Good Friday’? (Salvation)**  **Sticky Knowledge:**   * Know about the three important days in Holy Week. * Know what the events of Holy Week mean to Christians. * Know different ways that Christians show their beliefs about Jesus. * Know the most important parts of Easter for Christians and say why they are important.   **Syllabus Knowledge or skills:**   * Describe and make connections between different features of religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. * Raise questions and suggest answers about why Christians call the day Jesus died ‘Good Friday’.   **Key Vocabulary:**   * **Salvation** * **Holy Week** | **Question: Why is the Torah so important to Jewish people?**  **Sticky Knowledge:**   * Know Jewish beliefs about God. * Know how Jewish people interpret some texts about what God is like. * Know how Jewish people put their beliefs into practice in different ways.   **Syllabus Knowledge or skills:**   * Make connections between Jewish beliefs about the Torah and they use and treat it. * Make connections between Jewish commandments and how they live. * Consider and weigh up the value of Jewish beliefs in the lives of Jews today, and discuss how far they are valuable to people who are not Jewish.   **Key Vocabulary:**   * **Kosher** * **Orthodox** * **Progressive** * **Shema** * **Tefillin** * **Sefer Torah** * **Siddur** | **Question: What do Christians believe Jesus did to ‘save’ people? (Salvation)**  **Sticky Knowledge:**   * Know what Christians mean when they say that Jesus’ death was a sacrifice. * Know Gospel accounts of Jesus’ death and resurrection. * Know different ways that Christians put their beliefs into practice.   **Syllabus Knowledge or skills:**   * Explain how Incarnation and Salvation fit into the ‘big story’. * Weigh up the value and impact of ideas of sacrifice in the world today.   **Key Vocabulary:**   * **Sacrifice** * **Holy Communion** * **Crucifixion** * **Burden** * **Martyr** | **Question: The Buddha: how and why do his experiences and teachings have meaning for people today?**  **Sticky Knowledge:**   * Know how the life of the Buddha led to his teachings. * Know about the Buddha dhamma. * Know some varieties of Buddhist traditions and how they relate to the dhamma.   **Syllabus Knowledge or skills:**   * Show how Buddhist teachings guide them in making moral decisions. * Give examples of how and why Buddhists put their beliefs in action in different ways.   **Key Vocabulary:**   * **Buddha** * **Dhamma** * **Dukkha** * **Mudras** * **Sangha** |
| Summer 1 | **Summer 1** | **Summer 1** | **Summer 1** | **Summer 1** |
| Question: What kind of world did Jesus want?  Sticky Knowledge:   * Know a story of the life and teaching of Jesus. * Know how Christians today try to follow Jesus. * Know how churches are making the world like the one Jesus wanted.   Syllabus Knowledge or skills:   * Describe and understand links between stories and other aspects of communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Make links between the importance of love in Bible stories and life in the world today. * Suggest ideas about what Jesus’ actions towards outcasts mean for a Christian.   Key Vocabulary:   * Gospel * Disciples * Outcasts * Teachings | **Question: For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)**  **Sticky Knowledge:**   * Know the story of Pentecost. * Know what Pentecost means to some Christians now. * Know ways that Christians show their beliefs about the Holy Spirit in worship.   **Syllabus Knowledge or skills:**   * Describe and understand links between stories and other aspects of communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Make links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth. * Make links between ideas about the kingdom of God in the Bible and what people believe about following God today.   **Key Vocabulary:**   * **Pentecost** * **Kingdom of God** * **Holy Spirit** * **Trinity** | **Question: Christians and how to live: ‘What would Jesus do?’ (Gospel)**  **Sticky Knowledge:**   * Know about Jesus’ teaching about how his followers should live. * Know how Jesus’ stories, teachings and example show why he saw forgiveness as so important. * Know the impact of Jesus’ teaching on major Christian charities in the UK today. * Know how Christian text (scripture and prayer) explains the way Christians believe they should treat each other in modern times.   **Syllabus Knowledge or skills:**   * Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Make connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives.   **Key Vocabulary:**   * **Generosity** * **Ill health** * **Healing** * **Prayer** * **Confession** * **Asking** * **Thanksgiving** * **Miracle** * **Sermon** * **Teachings** * **Parable** | **Question: For Christians, what kind of King is Jesus? (Kingdom of God)**  **Sticky Knowledge:**   * Know the connections between biblical texts and the concept of the kingdom of God. * Know about some of the big problems in the world and who has tried to help to make the world a better place.   **Syllabus Knowledge or skills:**   * Consider different possible meanings for parables. * Relate the Christian ‘kingdom of God’ model to issues in the world today. * Discuss the importance of love and service in the world today.   **Key Vocabulary:**   * **Kingdom of od** * **Service** * **Transform** * **Temptation** | **Question: What is good and what is challenging about being a Muslim teenager in Britain today?**  **Sticky Knowledge:**   * Know the importance of imam, Ibadan and akhlaq for Muslims’ ways of living. * Know how and why Muslims put their beliefs into action in different ways. * Know how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today.   **Syllabus Knowledge or skills:**   * Give an account of the challenges and opportunities of being a Muslim teenage in Britain today.   **Key Vocabulary:**   * **Iman** * **Ibadan** * **Akhlaq** * **Sunni** * **Shi’a** * **Ijtihad** |
| Summer 2: | **Summer 2** | **Summer 2** | **Summer 2** | **Summer 2** |
| Question: How and why do people try to make the world a better place?  Sticky Knowledge:   * Know some beliefs about why the world is not always a good place. * Know some ways that people try to live. * Know some differences in how people put their beliefs into action.   Syllabus Knowledge or skills:   * Raise questions and suggest answers about why the world is not always a good place. * Make links between some commands for living from religious traditions and non-religious worldviews. * Express their own ideas about the best ways to make the world a better place.   Key Vocabulary:   * Sin * Tikkun olam * Worldviews * Commands * Humanists * Zakah | **Question: How and why do people mark the significant events of life?**  **Sticky Knowledge:**   * Know that life is seen as a journey for some people. * Know some rituals to mark important life events e.g baptism, naming ceremonies, confirmation, bar mitzvah and sacred thread ceremony.   **Syllabus Knowledge or skills:**   * Describe and understand links between stories and other aspects of communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Raise questions and suggest answers about whether it is good for everyone to see life as a journey.   **Key Vocabulary:**   * **Journey** * **Rituals** * **Baptism** * **Initiation** * **Bar/Bat Mitzvah** * **Vedas** * **Marriage** | **Question: What matters most to Christians and Humanists?**  **Sticky Knowledge:**   * Know what a Humanist is. * Know and compare Christian and Humanist values. * Know different beliefs about why people are good and bad.   **Syllabus Knowledge or skills:**   * Make clear connections between Christian and Humanist ideas about being good and how people live. * Suggest reasons why it might be helpful to follow a moral code.   **Key Vocabulary:**   * **Humanist** * **Codes for living** * **Morals** | **Question: How does faith help people when life gets hard?**  **Sticky Knowledge:**   * Know ways in which religions guide people in how to respond to good and hard times in life. * Know beliefs about life after death in two religions. * Know ways in which beliefs about life after death make a difference to how someone lives.   **Syllabus Knowledge or skills:**   * Make clear connections between what people believe about God and how they respond to challenges in life. * Interpret a range of artistic expressions of afterlife.   **Key Vocabulary:**   * **Bereavement** * **Afterlife** * **Judgement** | **Question: What difference does it make to be non-religious in Britain today?**  **Sticky Knowledge:**   * Know what is meant by the terms ‘atheist’ and ‘agnostic’. * Know what sources of authority non-religious people might use to decide how to live. * Know how Humanist beliefs guide some non-religious people in making moral decisions.   **Syllabus Knowledge or skills:**   * Offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK.   **Key Vocabulary:**   * **Atheist** * **Agnostic** * **Activism** * **Humanist** |