



RE Curriculum Map EYFS

Autumn 1	Autum 2
<p>Who are Christians and what do they believe? World View: Christianity Beliefs and Questions</p> <ul style="list-style-type: none"> • Introduction to the life of Jesus • Explore Jesus ministry including some of his parables and miracles e.g. The Good Samaritan; Jesus heals the blind man, Jesus heals the paralysed man and Jesus feeds the five thousand • Investigate what Christians understand about God because of what Jesus taught e.g. love, compassion, healing, grace (using the parables and miracles taught to draw out characteristics of God) • Learn about the death and resurrection of Jesus including some key events of Holy Week • Explore the main message and teaching of Jesus i.e. Love the Lord your God with all your heart, mind and strength and love your neighbour as yourself. Link this to how Christians live e.g., charities, food banks etc. 	<p>What is the church and who goes there? World View: Christianity Community and Identity</p> <ul style="list-style-type: none"> • Find out what church is – is it a building or a community of believers? • Explore different types of church buildings and investigate their key features (external and internal features) • Learn about what happens in a church e.g., Sunday services and youth / kids' groups • Find out about what vicars and bishops do • Explore different seasons and Christian celebrations / festivals e.g., Christmas, Easter, weddings, baptisms / christenings, • Being part of a community and group; Christian believers are part of the church • The Christmas Story
Spring 1	Spring 2
<p>Does everyone believe in God? World View: Religious and non-religious Beliefs and Questions</p> <ul style="list-style-type: none"> • Explore what children know about God; what words they associate with God; different religions, places of worship and denominations in class • Investigate religious views of God in Christianity, Judaism and Islam through some of their symbols • Find out what people who do not believe in God believe about creation • Investigate what God is like in different religious traditions - compare a variety of stories e.g. The Lost Coin and stories from the Hadith (Islam) 	<p>Who am I and where do I belong? World View: Christianity Reality and Truth</p> <ul style="list-style-type: none"> • Explore what groups children belong to and the difference between choosing to be part of a group or simply being part of a group • Read Bible stories about who we are e.g., The Lost Coin or The Lost Sheep – what they tell us about being special • Investigate baptism and that baptism is a sign of belonging to God; • Interview a Christian about why they chose to be baptised • If there are children from other faiths, find out how they show that they are special to God



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Summer 1	Summer 2
<p>What do people celebrate and why? World View: Religious and non-religious Reality and Truth</p> <ul style="list-style-type: none">• Compare New Year celebrations (non-religious celebration) with Jewish New Year• Explore some non-religious celebrations e.g., Bon Fire Night and Earth Day• Compare Christian and Jewish Weddings• Explore the stories of Hannukah and the Passover with a focus why they are celebrated	<p>Are all families the same? World View: Religious and non-religious Community and Identity</p> <ul style="list-style-type: none">• Explore the stories of Hannukah and the Passover with a focus why they are celebrated• Investigate what makes us special and who lives in our families• Compare Jewish, Muslim and Christian homes and what makes them distinctive• Focus on a variety of celebrations from different religions e.g. Eid, Hannukah and Christmas and how they are celebrated at home; explore different types of food• Explore how Christmas and Easter are celebrated by non-religious people



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Two Year Rolling programme 2023 – 2025

Year A

Autumn 1	Autum 2
<p>Why do most Christians call God ‘creator’? World View: Christianity Beliefs and Questions</p> <ul style="list-style-type: none"> • Explore the biblical story of creation including Genesis Chapter 1 and 2 (the creation of the world and the creation of man) • Learning about God’s character through creation and God’s purpose for his creation • Explore God’s view of creation in the Psalms e.g., Psalm 8 focusing on the beauty and purpose of God’s creation including the beauty of the physical world and the role of mankind looking after it: Psalm 18 – revealing God’s character through creation and nature as well as his laws; • Making links with the Shabbat (the day of rest in creation) 	<p>What do most Christians celebrate together? World View: Christianity Community and Identity</p> <ul style="list-style-type: none"> • Explore the birth of Jesus in the Gospels and the fulfilment of different prophesies about his birth • Investigate the identity of Jesus being fully human and fully God; • Learn some of the names of Jesus in the Gospels of Luke and Matthew • Learn about the symbols of faith at Christmas • Learn about Jesus’ baptism from the Gospels • Explore different types of baptism in different denominations e.g., full immersion / sprinkling; adult baptism /child baptism
Spring 1	Spring 2
<p>What do different Jewish people believe about God? World View: Religious and non-religious Beliefs and Questions</p> <ul style="list-style-type: none"> • Learn about the story of Abraham - the calling of Abram; his names; God’s promises to Abraham and the covenant of God with Abraham • Investigate what the schema is and why it is important for Jewish people • Explore how the schema prayer might impact on someone’s life (including non-believer Jewish people as well) • Consider who is more important for Jewish people God or Abraham • Explore different Jewish understanding of God and similarities and differences with other faiths about God 	<p>How do people know how to behave? World View: Religious and non-religious Reality and Truth</p> <ul style="list-style-type: none"> • Discuss and explore rules in school and at home • Learn about the Ten Commandments and how relevant they are for most people and for Jewish people • Learn about the life of Moses and the giving of the Ten Commandments • Compare Jewish and Christian laws and investigate similarities and differences • Learn about Jewish food laws and its impact on Jewish children including the reasoning behind these rules • Evaluate rules in general including whether they are effective: • Reflect on the Golden rule and school’s vision



Summer 1	Summer 2
<p>How and why is Shabbat important to some Jewish people in Britain? World View: Religious and non-religious Community and Identity</p> <ul style="list-style-type: none"> • Explore the Shabbat – special food and activities; special day of the week; shabbat in different Jewish homes • Learn about the rules of Shabbat and its impact on a child’s life • Explore the Shabbat traditions in detail including the preparation of the home and the food, the lighting of candles, the two Challah loaves, the wine in the Kiddush cup, the prayers, attending synagogue and completing the time with the lighting of the Havdalah candle - invite a Jewish visitor if possible • Investigate the biblical text about Shabbat and its interpretations • Investigate the links between the schema and Shabbat • Reflect on and consider what is the most important about Shabbat for different Jewish people and the best way to observe Shabbat 	<p>What good news does Jesus bring for Christians? World View: Christianity Reality and Truth</p> <ul style="list-style-type: none"> • Investigate what the word Gospel means; learn about the four Gospels in the New Testament and their writers • Explore Jesus being good news i.e., Jesus being a friend; forgiving and giving peace in New Testament texts • Consider what instruction Jesus left for people on how to behave and live – the Greatest Commandment (Matthew 22:35-40) and making links with the Ten Commandments • Revise the story of the Good Samaritan - explore the commandment “Love your neighbour as yourself” • Explore how Christians live out Jesus’ greatest commandment • Evaluate and reflect on who Jesus is good news for



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Year B

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<p>Who do different Christians believe God is? World View: Christianity Beliefs and Questions</p> <ul style="list-style-type: none"> • Revise God being the creator (his character in the psalms and Genesis 1-2) • Investigate the names of God in the Bible including Yahweh, Abba; Elohim, King, Lord, Creator • Explore the story of the Parable of the Prodigal Son and explore God’s character (the forgiving father) • Investigate what the Trinity is and what we learn about it in the Bible • Explore how we can know God in the three persons i.e., Creator God; Jesus the Son and the Holy Spirit 	<p>Why do many Christians meet together regularly and what do they do? World View: Christianity Community and Identity</p> <ul style="list-style-type: none"> • Revise what church is from EYFS (not just a building but a community of believers) • Investigate the role of the church in the Bible – the body of Christ taking responsibility for the Christian ministry • Explore the variety of things different church communities do e.g., worship, teaching, prayer and Christian outreach • Learn about what worship is and its different forms and styles and why worship is important • Explore how Christians pray (different types of prayer e.g., worship and praise, thanks giving petition prayers; set payers as well as informal prayers) • Investigate how Christians can serve the wider community
Spring 1	Spring 2
<p>What does Torah mean for Jewish people? World View: Religious and non-religious Beliefs and Questions</p> <ul style="list-style-type: none"> • Revise the story of Abraham, the Ten commandments and food laws • Exploring what the Torah is – the sacred / holy book of Judaism and how it is treated and used today • Explore the different types of writing in the Torah and learn about the story of Exodus • Learn about the rules in the Torah • Learn about the festival of Simchat Torah • Evaluate why we need books with histories and rules • Explore how the Torah helps Jewish people understand who they are and to know their history 	<p>In what ways is the synagogue important to Jews? World View: Religious and non-religious Community and Identity</p> <ul style="list-style-type: none"> • Revise how the church is used by Christians • Visit a synagogue if possible or do a virtual tour; • Explore different parts of the synagogue and find out which features are important to Jewish people • Compare the synagogue to a church and highlight similarities and differences • Investigate what a synagogue service looks like and draw connections to church services • Find out how synagogues are used by the Jewish community



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	<ul style="list-style-type: none"> Evaluate what makes synagogues special places and in what ways they are similar to other places of worship
<p>Summer 1</p>	<p>Summer 2</p>
<p>How do Christians know what is right? World View: Christianity Reality and Truth</p> <ul style="list-style-type: none"> Revise Jesus being a teacher and leader and revise the good news he brings to Christians Learn about different Christian leaders from the Bible (e.g., Peter and Paul) and investigate what made them good leaders Learn about the idea of conscience and how that affects our behaviour Explore what Christians do to decide if something is right or wrong (i.e. refer to the Bible, the teaching of Jesus and pray about it) 	<p>What are the best reasons for following a leader? World View: Religious and non-religious Reality and Truth</p> <ul style="list-style-type: none"> Learn about different leaders in the Torah e.g., Joshua and Joseph Investigate what made them good leaders Learn about the work of a rabbi and investigate how they lead the Jewish community and what their responsibilities are Compare the roles of rabbi and vicar Explore the ideas of leadership in our communities e.g., the head teacher leading a school; local government representing the area and whether leadership is essential



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