



Whole School Curriculum Map 2025-26

		Aut 1	Aut2	Sp1	Sp2	Su1	Su2	Diversity and Cultural Capital	Links to subjects
RE	N	To recognise simple religious beliefs or teachings. Identify simple features of religious life in a family context. Talk about religious events that they see or hear about e.g. festivals, ceremonies.			To recognise simple religious beliefs or teachings. Identify simple features of religious life in a family context. Talk about religious events that they see or hear about e.g. festivals, ceremonies.			Christmas performance Celebrating/ looking at different religious festivals based on Children's cultures/religions	<ul style="list-style-type: none"> • Understanding celebrations – links to Early Years Communication & Language • Art: festival colours and patterns • PSHE: families and communities
	R	Understand that each person has a 'birth-day' and it is celebrated on the day they are born. To reflect on feelings and experiences of new life, on their own experience and celebrations. Understand that Christians celebrate special festivals (Harvest) Know that other religions have different festivals (Diwali). Interpret suggesting meaning for words, actions, objects within stories and celebrations, the meaning of different foods, artefacts, decorations and outfits. Know celebrations are a joyful time. Know there are special people in different religions (e.g. God, Rama and Sita)	Interpret suggested meaning for words, actions, objects within stories and celebrations, the meaning of different foods, artefacts, decorations and outfits. Know celebrations are a joyful time. Know there are special people in different religions (e.g. God, Jesus) Know there are special buildings where some people got to think	Know some people have places that are special to them. Know some stories are about special people. Understand through stories people share values and ideas about how people live. Empathise by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places,	Know people can have favourite stories. Know some books are special to religious people. Know some stories are about special people. Understand through stories people share values and ideas about how people live.		Know different things are special to people for different reasons. Know how to look after special things and respect things that are special to different people. Know people can use different objects to help them remember special places and times. Know memories can be special places. Some objects are 'religious' objects and help people to think of God. Know our place is a world of wonder and we should look after it. Know people are naturally creative. Know some people believe our world was created by God and	Visit from Local Church Christmas performance Celebrating/ looking at different religious festivals based on Children's cultures/religions	<ul style="list-style-type: none"> • Literacy: story structures in religious stories • Art: symbols in celebrations • History: past traditions and festivals



Whole School Curriculum Map 2025-26

	<p>Know people belong together in different ways. People have different ways of showing they belong together. (religious and non-religious)</p>	<p>and learn about God. Know some people feel close to God anywhere or in their own special places. Understand that Christians celebrate special festivals (Christmas) Know that other religions have different festivals (Hanukah). Investigate artefacts and stories through listening and asking relevant questions.</p>	<p>with characters within stories and thinking about how they may have felt at a particular moment.</p>	<p>Empathise by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places, with characters within stories and thinking about how they may have felt at a particular moment. Investigate by gathering information from a variety of sources, e.g. photos, artefacts, books. Interpret the meaning of symbols in a church building or place of worship, by suggesting meaning for words, actions and objects within a story.</p>		<p>that this is a special story in their special book. Reflect on the importance of stories, what we can learn from these stories and how we relate to our own lives, on the feeling and experiences of the world and the creation story. Empathise with characters within stories and think about how they may have felt at particular moments, with the wonder of the world. Investigate stories through listening and asking questions, the story of creation. Interpret by suggesting meaning for words, actions and objects within stories, by talking about what they think about the world and creation.</p>		
Y1	<p>Christianity: Why do Christians call God ‘creator’?</p> <p>To learn about the Creation Story. To celebrate Harvest festival.</p>	<p>Christianity: What is the ‘Nativity’ and why is it important to Christians?</p>	<p>JUDAISM: What is the Torah and why is it so important to Jewish families?</p>	<p>Christianity: What do Christians learn from stories of Jesus?</p>	<p>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</p>	<p>Why should we look after our world?</p> <p>Children will learn:</p>	<p>Assemblies led by Church Harvest at church</p>	<p>• Science: natural world in Creation</p>



Whole School Curriculum Map 2025-26

			<p>Children will learn: That most Christians believe in Jesus as God's Son, born as a baby ('incarnation')</p> <p>That most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father)</p> <p>That there are different important 'characters' in the Nativity that are part of the Christmas story</p> <p>That the response of the people in the Nativity was to worship Jesus.</p> <p>That for most Christians, Jesus is the most important element of the Nativity.</p> <p>That there are similarities and differences in the ways that Christians and other people around the world celebrate Christmas.</p>		<p>Children will learn about: Key events of Jesus' life from baby - man – ascension.</p> <p>How Jesus' life and experiences share similarities with their own.</p> <p>How Jesus' life and experiences were also very different from their own.</p> <p>What most Christians believe was Jesus' plan and intention live their lives following the example that Jesus set. on earth [salvation].</p> <p>How most Christians try to</p>		<p>That our world is precious and our shared home</p> <p>That everyone can make a difference in looking after it</p> <p>About some celebrations that relate to the natural world</p> <p>About the history of preserving and preparing for the future</p> <p>What some creation accounts show about looking after our world</p> <p>That most Christians, Jews and Muslims try to copy God's love for the world in how they treat it</p> <p>About TuB'Shevat, the birthday of the trees (Jewish)</p> <p>How our actions can demonstrate appreciation for the world</p>	<p>Christmas performance</p> <p>Looking at different celebrations throughout the year including Christian and Jewish celebrations and any the children in the class may be celebrating</p>	<ul style="list-style-type: none"> • Geography: global celebrations • History: Nativity as historical narrative
--	--	--	---	--	---	--	--	--	---



Whole School Curriculum Map 2025-26

Y2	<p><u>What is God like for Christians?</u> <u>Lesson 1</u> What is an expert and guide? <u>Lesson 2</u> What do some Christians say about God? <u>Lesson 3</u> How might God be like a shepherd to his people? What difference might it make for Christians to experience God as their shepherd? <u>Lesson 4</u> What do some Christians say God is like for them? How do they know this? <u>Lesson 5</u> What is God like for Christians? <u>Lesson 6</u> What do you think God might be like?</p>	<p><u>Why is giving important for Christians?</u> <u>Lesson 1</u> Giving – What? When? Why? <u>Lesson 2</u> Why do some Christians give? What is ‘worship’? <u>Lesson 3 - 4</u> What is ‘worship’? How do Christians (the Church) give to God in worship? <u>Lesson 5</u> What was given at the very first Christmas? Why is ‘giving’ important to Christians? <u>Lesson 6</u> What could we give this Christmas?</p>	<p><u>What is important for Muslim families?</u> <u>Lesson 1</u> How do we show what is important to us? <u>Lesson 2</u> What do many Muslim families do and why? <u>Lesson 3</u> Who do Muslims believe Muhammed (pbuh) is? <u>Lesson 4</u> Why do Muslim families want to follow the example of Muhammad? <u>Lesson 5</u> How can we tell if something is important for a Muslim family? <u>Lesson 6</u> What is important for Muslim families?</p>	<p><u>Why do Christians call Jesus ‘Saviour’?</u> <u>Lesson 1</u> What do we mean by a rescue? <u>Lessons 2 - 4</u> How did Jesus ‘rescue’ people? How did Jesus rescue Zacchaeus? <u>Lesson 5</u> Is there a rescue at Easter? <u>Lesson 6</u> What do we need in our Easter garden as symbols of ‘Salvation’?</p>	<p><u>Who is Allah and how do Muslims worship him?</u> <u>Lesson 1</u> Which words would you use to describe an important person for you <u>Lesson 2</u> What do Muslims say Allah is like? <u>Lesson 3</u> How do some Muslims get ready to talk to Allah? Why? How do Muslims show that prayer is very important to them? <u>Lesson 4</u> How do Muslims talk to Allah? <u>Lesson 5</u> Why is it important for some Muslims to meet at the mosque to pray together on a Friday? <u>Lesson 6</u> Who is Allah and why do some Muslims worship him?</p>	<p><u>Is prayer important to everyone?</u> <u>Lesson 1</u> What is ‘prayer’? Does everyone do it? <u>Lesson 2</u> What do we know about prayer from our learning? What’s the same for different people? What is different? <u>Lesson 3</u> What sorts of words do people say? How might special words help people to pray? <u>Lesson 4</u> Can special objects or going to special places help people to pray? <u>Lesson 5</u> Do people who don’t believe in God pray? What might they do instead? <u>Lesson 6</u> How might we show what we understand about prayer (or reflection)?</p>	<p>Assemblies led by Church</p> <p>Harvest at church</p> <p>Christmas performance</p> <p>Sparkfish – The Christmas journey</p> <p>Looking at different celebrations throughout the year including Christian and Islam celebrations and any the children in the class may be celebrating</p>	<ul style="list-style-type: none"> Geography: places of worship around the world PSHE: identity and belonging History: significant religious figures
----	---	---	---	---	--	--	---	---

Scaffolding/Inclusion.

- Using concrete resources such as artefacts, story props, puppets and visual symbols to help children understand abstract religious ideas.
- Teachers modelling language by introducing key vocabulary gradually and revisiting it through songs, stories and role-play.



Whole School Curriculum Map 2025-26

- Breaking learning into small, sequenced steps—such as first exploring feelings, then relating them to a character in a religious story, and finally linking them to a religious belief—supports deeper understanding.
- Repetition through routines, such as opening and closing rituals, helps children feel secure and builds familiarity.
- Question stems (“How do you think they felt?”, “What might this show?”) guide children towards interpretation while still allowing them to think independently.
- Paired talk, adult-led discussions and pictorial organisers (like story maps or symbol charts) also help children organise their thinking, ensuring all learners—including those with SEND or EAL—can access and succeed in RE.