


**The Magdalen Church of England / Methodist School: Religious Education Curriculum Map**



**Understanding Christianity Unit**

**Lincolnshire Syllabus Unit**

**Additional Unit**

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>EYFS</b>	<b>Myself</b>	<b>Special people to me</b>	<b>Our special books</b>	<b>Salvation</b>	<b>God/Creation</b>	<b>Our beautiful world</b>
	What makes us special?	Who is special to me and others?	What books are special to me and others?	Why do Christians put a cross in an Easter Garden?	Why is the word 'God' so important to Christians?	What makes our world so beautiful? How can we care for our beautiful world?
<b>Reception Ark</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>
	Children in their first term of school will learn about themselves and begin to learn about other religions.	After the previous topic, children can now begin to think about others, who is special to them and begin to hear and explore stories that show the importance of God and Jesus to Christians.	As pupils are developing their phonics skills, they will have access to different books and texts and can begin to think about books which they enjoy as well as books that are special to others.	This will expand pupils' knowledge on the importance of Jesus while looking in depth at one of the most significant stories in detail from the previous topic.	This topic will allow pupils to expand their knowledge on the Bible and God by looking at this significant story.	This will build upon the creation story from last term and allow pupils to delve into how religious and non-religious people engage in our natural world.  If suitable, pupils may experience a non-religious world view-Humanism and discuss how caring for the world is also important to people who do not follow a god.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Christians Hindus Muslims Jews	Bible God Jesus vicar Iman Muhammad Rabbi	Bible Qur'an Torah Ramayana	Bible Jesus God cross Easter	Bible God creation love care	creation God Muslim Jew Hindu love care


<div> <div>Year 1</div> <div>Ark 1</div>  </div>	<b>God</b>	<b>Creation</b>	<b>Islam- God</b>	<b>Islam- Community</b>	<b>Places of worship</b>
	What do Christians believe God is like?	Who do Christians believe made the world?	What do Muslims learn about Allah and their faith through the Qur'an?	What do Muslims do to express their beliefs?	What do places of worship teach us about God?
	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>
	<p>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</p>	<p>Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.</p>	<p>Pupils have opportunities to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</p>	<p>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</p>	<p>Having learned about different ways in which Muslims worship Allah (God), pupils have opportunities to explore different places of worship across different religious traditions. This also builds on learning in Early Years. Pupils may visit our local Anglican church and Methodist chapel in the community to look at similar features within these Christian places of worship.</p> <p>Looking at a variety of different types of religious buildings all over the world will give pupils a wider understanding of the diversity of these special places.</p>
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	God Christians forgive parable love prayer church	Creator creation Genesis 1 Jews Christians God harvest	tawhid shariah prophets Allah Qur'an Prophet Muhammad	ibadah Shahadah wudu Qur'an Eid ul-Fitr Eid ul-Adha	church chapel candle font nave altar synagogue tallit yad mosque Qur'an Minaret


<b>Year 2</b>  <b>Rainbows</b>	<b>Islam- Being Human</b> What does the Qur'an say about how Muslims should treat others and live their lives?	<b>Islam- Life Journey</b> What do Muslims do to celebrate birth?  What does it mean and why does it matter to belong?	<b>Thankfulness</b> How do people show their thankfulness to God?		<b>Salvation</b> Why does Easter matter to Christians?	<b>Incarnation</b> Why does Christmas matter to Christians?
	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>		<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>
	This unit will encourage pupils to think about how Muslim beliefs about God and human beings teach them to create a relationship with Allah and each other.	Having explored beliefs about human beings in the previous term, pupils now have opportunities to learn about how Muslims welcome a new human into the world.	Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.		In this term, pupils have opportunities to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.	Pupils will explore in more depth, the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>		<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Allah God prayer fasting faith charity pilgrimage journey shariah tawhid Qur'an prophets	ummah shariah harmony baptise Aqiqah	Christianity Judaism Hinduism Holi Sukkot harvest thankfulness worship prayer		Easter Christians Bible celebrate feeling/emotions Holy Week Palm Sunday Good Friday Easter Sunday Jesus Christians	Jesus God God on Earth Mary Christians Gospel church Christmas vicar advent vestments celebrate
<b>Year 3</b>  <b>Doves</b>	<b>Islam- God</b> What do the main concepts in Islam reveal about the nature of Allah?	<b>Hinduism- God</b> What might Hindus understand about the Divine through sacred texts and stories?	<b>Incarnation/God</b> What is the Trinity?	<b>Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>Gospel</b> What kind of world did Jesus want?	<b>Beautiful World Wonderful God</b> Whose responsibility is it to care for our world?




	Why this? Why Now?	Why this? Why Now?	Why this? Why Now?	Why this? Why Now?	Why this? Why Now?	Why this? Why Now?
	<p>Children will recap, embed, and develop their previous knowledge and understanding of Allah from KS1.</p> <p>This will be developed by creating a deeper understanding of the Five Pillars of Islam, which are a firm foundation for the Muslim faith and their beliefs about Allah.</p>	<p>After children have embedded their knowledge of Muslim beliefs about God, this will support them in understanding the new concept of Hindu beliefs about God which will be new to the children at this point.</p>	<p>Christian beliefs about God will be developed from KS1 by focussing as God as the Holy Trinity- 3 in 1 and unified together. Pupils will consider the importance of the sacrament of baptism and how God the Son set an example through his baptism.</p> <p>How, for Christians, Jesus was a role model demonstrating 'the way' to follow creating a path to God the Father.</p>	<p>Learning about the importance of God (3 in 1 but unified) in the previous topic will allow children to look more in depth at Jesus (1 part of the Trinity) who Christians believe is the saviour and his sacrifice for salvation which was 'good' for Christians.</p>	<p>This topic will allow pupils to investigate the life of Jesus, whom Christians call their saviour and how he and his disciples shared the Good News. This unit will allow pupils to consider how church leaders are disciples/'fishers of men' in our world today.</p>	<p>Further learning on the Trinity will continue during this topic as children will consider God the Father's role in creation while also learning about other religious beliefs about creation. We will compare similarities and differences within these stories/beliefs.</p> <p>Expanding on their learning in EYFS &amp; KS1, pupils will consider whose responsibility it is to care for our world. We will look at religious and non-religious views about whose duty it is to care for our world. Pupils will also spend time consider what difference they can make in relation to societal issues such as Global Warming, endangered animals, extreme weathers etc...</p>
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary

	tawhid God Allah harmony Qur'an prophets shariah Shahadah Salah Zakat Sawm Hajj 'abd khalifa	Brahman God Trimurti Shiva Brahma Vishnu Ramayana Mahabharata reincarnation karma dharma samsara moksha reincarnation	Incarnation Holy Trinity Father Son Holy Spirit God Jesus Baptism sin Gospel church	sacrifice Salvation Jesus God Mary Good Friday Palm Sunday Easter Sunday Holy Week Gospel	Gospel disciples Jesus God 'fishers of men'	creation Father God Bible Torah Qur'an
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Year 4  Fishes	Big Questions- Does God exist?	Creation/Fall (digging deeper)	Islam- Community	Hinduism- Community	Pilgrimage
	Does God Exist?	What do Christians learn from the Creation story?	How do Muslim practices build a sense of community?	How do Hindu practices build a sense of community?	What is pilgrimage and what does it involve?
	Why this? Why Now?	Why this? Why Now?	Why this? Why Now?	Why this? Why Now?	Why this? Why Now?
	Building on previous learning from last year about various beliefs about creation pupils will begin by exploring other beliefs on the origin of our universe. In our school, we encourage children to be 'CREATIVE THINKERS'. This unit allows children to learn about arguments of theists	This unit allows pupils to understand more about Christian beliefs about the origin of sin and Christians' relationship with God. In turn this unit will develop a better understanding of Incarnation and Salvation to fully understand the importance of Jesus' sacrifice, forgiveness, and Christian's	After recapping previous knowledge about Allah, pupils will expand their understanding on the Five Pillars of Islam and how each other these core Muslim beliefs and practices creates a strong sense of community.	This unit explores specific celebrations related Hinduism. It builds on learning about worship and celebration from KS1 and the previous term as well as continuing with golden threads of community and impact.	This unit investigates the significance of pilgrimage and spiritual journeys. Children have a knowledge of core beliefs about God as well as how believers follow God. Pilgrimage will look at how followers can develop their connection with God. This unit will allow pupils to experience pilgrimages and practices and the symbolism that is specific to different denominations e.g., Catholicism, Anglican, and Methodism.

	and atheists to support their ideas about whether God exists. Children will consider views on this 'Big Question' and have opportunities to debate these.	closeness to God.				
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	
	impact Atheist Agnostic Theist Big Bang Theory Evolution Intelligent Design evidence science	forgiveness Sin disobey the Fall impact Genesis 3	Ummah Ibadah community impact Shahadah Salah Zakat Sawm Hajj	community Holi Diwali Festival Impact samsara karma dharma moksha Trimurti reincarnation	Hajj Kumbh Mela journey community impact Jerusalem God Two Saint Way Lourdes Mecca	
<b>Year 5</b>  <b>Messengers</b>	<b>Big Questions- What does it mean to be human?</b>	<b>Incarnation</b>	<b>Salvation</b>	<b>Methodism</b>	<b>Hinduism- Being Human</b>	<b>Islam- Being Human</b>
	What does it mean to be human?	Was Jesus the Messiah?	What did Jesus do to save Human Beings?	How do Methodist beliefs guide the way they live?	How do Hindus reflect their faith in the way they live?	How do Muslim teachings guide the way Muslims act in the world?
	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>
	Children were introduced to non-religious worldviews in year 4 and now have opportunities to develop this knowledge by studying the	This unit encourages children to consider what 'being human' means in relation to the concept of Incarnation. And how the Christian belief that Jesus is God in	Once children understand Christian beliefs about the unique and exceptional events surrounding the birth of Jesus and the expectations of the	Children at this stage will be able to understand the foundations and importance of our Methodist Church School as well as our strong connection with	Children will learn about believers' core values and morals just as in previous topics this year which will allow pupils to consider how these impact on how followers live in our world.	



	worldview of Humanists by considering the big question- 'What does it mean to be human?'	the flesh, came to the earth, is at the heart of Christian practices particularly at Christmas. This builds on learning from KS1 and LK2 and the idea of God being born in the flesh.	Messiah, this will allow pupils to consider the true significance of his death to Christians as well as discussing who we think might be responsible. Again, there will be a focus on how these beliefs impact the lives of Christians and how they live with this principal belief at the heart.	the Methodist community.		
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Humanism Humanists morals values empathy Golden Rule impact Atheist Worldview	prophet prophecy Old Testament Messiah Romans Saviour Jewish Messianic sin Christ	sacrifice martyr Jesus Saviour Holy Communion Mass Eucharist Lord's Supper	Denominations Methodists Methodism social justice justice values community Bible evangelism communion	moksha satsang ahimsa Brahman Trimurti dharma karma samsara caste reincarnation impact	shariah tawhid harmony tawhid Hadith Qur'an impact
Year 6	<b>Creation</b>	<b>Hindu, Muslim, Jewish, Christian and Humanist Life Journey</b>		<b>God</b>	<b>Expressing faith through the arts.</b>	
 Prophets	Religion and Science conflicting or complementary?	How do Hindus, Muslims, Jews, Christians, and Humanists show that they belong?		What does it mean if God is holy and loving?	How do people express their beliefs through the arts?	
	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	<b>Why this? Why Now?</b>	
	In previous years, children have studied	In this unit, pupils will learn about rites of passage celebrated and marked by various		This unit interrogates the evidence for the	This topic allows pupils to consider how beliefs and faith is expressed through many forms of	

	<p>the Big Bang Theory, Evolution as well as various religious creation stories. This topic allows pupils to look in depth at Genesis 1; what type of text it is and what is its purpose. This will then lead onto looking in detail at the scientific explanations for creation.</p>	<p>religious followers. Children will compare and contrast these beliefs and symbolic practices and also share their own views and opinions on these.</p> <p>This will expand on previous learning on these religions and worldviews from previous years and it will help them to develop their understanding of how people live out their beliefs.</p> <p>As well as religious practices we will also consider non-religious practices in relation to the world view of Humanism which will expand their knowledge and understanding from last years' topic- what does it mean to be human?</p>	<p>Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God 'in the flesh').</p>	<p>art.</p> <p>This final topic allows pupils to pull together knowledge from all learning and analyse artistic responses to show faith. Pupils will also create their own artistic response demonstrating their own perceptions and views surrounding God/religion. Pupils will also use their understanding of vocabulary from the previous topic and look for these views about God in the art which they explore.</p>
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	science religion God conflicting complimentary Evolution Cosmology Big Bang creation Genesis 1 Bible	Vivah Bar-mitvah Bat-mitvah celebrant wedding celebration promises symbolism marriage Rite of Passage Sacred thread God/Allah/Brahman	God holy loving omnipotent omniscient eternal Bible scripture prophecy Psalm symbols/symbolic	Architecture God holy loving eternal omnipotent omniscient merciful faith architecture expression symbolic