

R.E. Curriculum Map

The principal aim of R.E. at Semley School is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.

The material chosen for the teaching of Religious Education has been drawn from four world religions namely, Christianity, Judaism, Islam and Hinduism, according to the appropriate key stage. Our children are taught to learn from and about religions. We follow the Wiltshire SACRE supplemented by The Emmanuel Project.

Year A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Foundation stage	BQ1 – What does the word ‘God’ mean?	BQ2 – Why are some people revered?	BQ3 – Is it always easy to help someone?	BQ4 – Does everyone need some help?	BQ5 – Is every one of us special?
<i>Italics suggest an encounter with this concept</i>	Christian Harvest/Creation Why is the word ‘God’ so important to Christians? <i>Muslim/Allah Why do Muslims want to whisper ‘Allah’ in a baby’s ear?</i>	Christian Christmas/Incarnation Why do Christians perform nativity plays at Christmas? <i>Muslim/Prophet Why did Prophet Muhammad rescue some ants?</i>	Christian Lent/Salvation How can we help others when they need it? <i>Sikh/Courage How did Guru Har Gobind rescue the 52 princes?</i>	Christian Easter/Salvation Why do Christians put a cross in an Easter garden? <i>Buddhist/Self sacrifice What do Buddhists learn from the Monkey King?</i>	Christian Pentecost/Incarnation What makes every single person unique and precious? <i>Sanatani/Ralksha Bandhan How do Sanatani brothers and sisters show love?</i>
	What do non-religious people believe about a deity? It is the responsibility of people to make the world a better place	Who are special people for non religious people?	How do non religious people help others?		What makes every single person unique and precious?
Year 1/2	Christianity Yr1 Baptism / church Why is belonging to God and the church family important to Christians? <i>How do people celebrate birth of a baby?</i>	Judaism Yr1 Tefillah/ blessings Why do Jewish families say so many prayers and blessings?	Christianity Yr1 Resurrection / joy What are the best symbols of Jesus’ death & resurrection at Easter? <i>How do other people celebrate Easter?</i>	Christianity Yr2 Disciple / faith Why do Christians trust Jesus and follow him?	Judaism Yr1 Mitzvot / tzedakah Why is learning to do good deeds so important to Jewish people?
Year 2/3	Christian Yr2 trust Why do Christians trust Jesus and follow him?	Jewish Yr2 Teshuvah Why do Jewish families talk about repentance at New Year?	Christian Yr3 How do Christians show that reconciliation with God and others is important?	Humanist Yr3 Why do Humanists use the golden rule as a basis for morality?	Muslim Yr3 How does a Muslim show their submission and obedience to Allah?
Year 4/5	Christian Yr4 How does believing Jesus is their saviour inspire Christians to save and serve others? <i>How do people serve others?</i>	Sanatanis (previously Hindu) Yr4 How does the story of Rama and Sita inspire Hindus to follow their dharma?	Sanatanis (previously Hindu) Yr5 What spiritual pathways to Moksha are written about in Hindu scriptures?	Christian Yr5 Why do Christians think being a pilgrim is a good analogy for life itself?	Muslim Yr5 What does the Qur’an reveal about Allah and his guidance?
Year 5/6	Christian Yr5 Why is the gospel such good news for Christians?	Buddhist Yr5 How did Buddha teach his followers to find enlightenment?	UKS2 How do Christians try to capture the mystery of God as Trinity?	Humanist Yr6 Why do Humanists say happiness is the goal of life?	Christian Yr6 How do the ‘Heroes of faith’ encourage Christians today?

Year group units taken from the SOW progression Brown text indicates how a unit could be further explored from a humanist/Athiest/non-world religion.

Learning about Humanism/Atheism/Non-world religion should make up 16% (one sixth) ie a 6 week terms worth of annual RE learning.

Year B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Foundation Stage <i>Italics suggest an encounter with this concept</i>	BQ1 – What does the word ‘God’ mean? Christian Harvest/Creation Why is the word ‘God’ so important to Christians? <i>Muslim/Allah Why do Muslims want to whisper ‘Allah’ in a baby’s ear?</i>	BQ2 – Why are some people revered? Christian Christmas/Incarnation Why do Christians perform nativity plays at Christmas? <i>Muslim/Prophet Why did Prophet Muhammad rescue some ants?</i>	BQ3 – Is it always easy to help someone? Christian Lent/Salvation How can we help others when they need it? <i>Sikh/Courage How did Guru Har Gobind rescue the 52 princes?</i>	BQ4 – Does everyone need some help? Christian Easter/Salvation Why do Christians put a cross in an Easter garden? <i>Buddhist/Self sacrifice What do Buddhists learn from the Monkey King?</i>	BQ5 – Is every one of us special? Christian Pentecost/Incarnation What makes every single person unique and precious? <i>Sanatani/Ralksha Bandhan How do Sanatani brothers and sisters show love?</i>
	What do non-religious people believe about a deity? It is the responsibility of people to make the world a better place	Who are special people for non religious people?	How do non religious people help others?		What makes every single person unique and precious?
	Year 1/2 Christianity Yr1 Prayer / worship Why do Christians pray to God and worship him? <i>Humanists ‘prayer’ expressions of gratitude, wonder, and commitment to human values, focusing on shared humanity, the natural world, and personal growth.</i>	Judaism Yr1 Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i>	Christianity Yr1 How does celebrating Pentecost remind Christians that God is with them always?	Judaism Yr2 Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>	Christianity Yr2 Saviour / Jesus Why was Jesus given the name ‘saviour’?
Year 2/3	Christian Yr2 parable What did Jesus teach about God in his parables?	Christianity Yr2 Saviour / Jesus Why was Jesus given the name ‘saviour’?	Christian Yr3 Is the cross a symbol of love, sacrifice or commitment for Christians? <i>Symbols from non-mainstream religions e.g. humanist symbol, atomic symbol,</i>	<i>Sanatanis (previously Hindu) Yr3 Why do Santanis want to collect good karma?</i>	Christian Yr3 What do Christians mean when they talk about the Kingdom of God? <i>What do non-world religions believe happens after death?</i>
Year 4/5	Christian Yr4 Why do Christians call themselves the ‘body of Christ’?	Christian Yr4 Why do Christians believe they are people on a mission? <i>What is the mission of non-world religions? (self improvement, service to humanity)</i>	<i>Muslim Yr4 Why do Muslims call Muhammad the ‘seal of the prophets’?</i>	Christian Yr5 Why are good stewardship and generous giving important for every Christian?	<i>Jewish What symbols and stories help Jewish people remember their covenant with God?</i>
Year 5/6	Christian Yr5 What is the great significance of the Eucharist for Christians?	<i>Sanatanis (previously Hindu) Yr6 How do questions about Brahman and Atman influence the way a Sanatani lives?</i> <i>What influences the way humanists live?</i>	Christian Yr6 Should believing in the resurrection change how Christians view life and death?	Christian Yr6 How do Christians show their belief that Jesus is God incarnate?	<i>Muslim Yr6 How does tawhid create a sense of belonging to the Muslim community?</i>

Brown text indicates how a unit could be further explored from a humanist/Athiest/non-world religion. Learning about Humanism/Atheism/Non-world religion should make up 16% (one sixth) ie a 6 week terms worth of annual RE learning.