



**Birdsedge**  
First School

**RE**

## Curriculum Map Document

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# 1. Statement of Intent

As outlined by the Commission for RE, September 2018 Religious Education should:

*'explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.'*

At Birdsedge First School we follow the agreed syllabus for Religious Education for Bradford, Calderdale, Kirklees and Leeds 2024 - 2029 This centred around *'Believing and Belonging'* and has been developed around six learning pathways that have been designed to ensure that learning is coherent and sequenced.



Through the delivery of our Religious Education curriculum, following this syllabus, we aim to explore the six strands of:



Wrapped around these six strands, we also hope to provide a stimulating and rigorous framework to teach about religion and world views, alongside nurturing tolerance, respect, empathy and kindness in our school. We believe that human beings are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context. Primarily, RE's purpose is to give pupils a broad understanding of Christianity, world faiths and non-religious beliefs. It is essential that the curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Properly taught, RE is a rigorous academic subject, supporting problem solving and critical thinking skills. There are additional benefits

from the balanced study of RE. It nurtures SMSC development and pupils' understanding of diversity. A universal RE entitlement means it must aim to help pupils to understand diversity, empathy and cohesion alongside developing their own views and beliefs. This syllabus therefore deliberately integrates religious studies with aspects of philosophical questions and ethical issues. It also embraces the reality that beliefs are not always linked to faith a transcendent deity.

## 2. RE at BFS an Overview

In addition to timetabled Religious Education lessons in class, we also take opportunities to develop this area of the curriculum in wider whole school activity and discussion.

This includes:

- Weekly Religious Education Focused assembly driven by our Long Term plan to link to learning in lessons
- Daily collective worship as a whole school
- Drop Down/Theme days and lessons linked to religious events and festivals
- Cross Curricular links to other subjects such as Art and DT
- Annual Leaders for Community Remembrance Service
- Half Termly Collective Worship led by our local reverend
- Termly visits to our Local Chapel for Harvest, Christingle and Easter services.



### 3. Whole School Long Term Plan

Interim Cycle							
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Whole School Focus Religion <b>Christianity</b>	Whole School Focus Religion <b>Judaism</b>	Whole School Focus Religion <b>Hinduism</b>	Whole School Focus Religion <b>Sikhism</b>	Whole School Focus Religion <b>Buddhism</b>	Whole School Focus Religion <b>Islam</b>
Class 1	<b>Reception</b> Reception Plan	<b>Reception Core Unit 1</b> <i>Which places are special to members of our community? (Pathway 1)</i>	<b>Reception Core Unit 2</b> <i>Why are some objects special? (Pathway 2)</i>	<b>Reception Core Unit 3</b> <i>Who cares for me and how do I help others?</i>	<b>Reception Core Unit 4</b> <i>Who belongs in my family and community?</i>	<b>Reception Core Unit 5</b> <i>How do people celebrate special times?</i>	<b>Reception Core Unit 6</b> <i>How do we understand and care for the world?</i>
	<b>Year 1 and Year 2</b> Key Stage 1 Core Units 1 – 3 Focused Unit 1.11	<b>Key Stage 1 Core Unit 1</b> <i>What does it mean to belong a community of belief? (Pathway 1)</i>	<b>Key Stage 1 Core Unit 1 (continued) and Key Stage 1 Core Unit 2</b> <i>How are symbols used to welcome new life? (Pathway 2)</i>	<b>Key Stage 1 Core Unit 2 (continued)</b>	<b>Key Stage 1 Core Unit 3</b> <i>How can we make good choices? (Pathway 3)</i>	<b>Key Stage 1 Core Unit 3 (continued) and Lower Key Stage 2 Focused Unit 1.11</b> <i>How do Hindu Stories help believers live their lives? (Pathways 3 and 6)</i>	<b>Lower Key Stage 2 Focused Unit 1.11 (continued)</b>
Class 3	<b>Year 3, Year 4 and Year 5</b> Lower Key Stage 2 Core Unit 1 – 3 Focused Unit 2.12	<b>Lower Key Stage 2 Core Unit 1</b> <i>What faiths and beliefs can be found in our country and community? (pathway 1)</i>	<b>Lower Key Stage 2 Core Unit 1 (continued) and Lower Key Stage 2 Core Unit 2</b> <i>How do different people express their spirituality? (Pathway 2)</i>	<b>Lower Key Stage 2 Core Unit 2 (continued)</b>	<b>Lower Key Stage 2 Core Unit 3</b> <i>How do the 5 pillars help Muslims to lead a good life? (Pathway 3)</i>	<b>Lower Key Stage 2 Core Unit 3 (continued) and Lower Key Stage 2 Focused Unit 2.12</b> <i>How does the Bible help Christians to live a good life? (Pathway 3)</i>	<b>Lower Key Stage 2 Focused Unit 2.12 (continued)</b>

## Cycle 1

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Whole School Focus Religion <b>Christianity</b>	Whole School Focus Religion <b>Judaism</b>	Whole School Focus Religion <b>Hinduism</b>	Whole School Focus Religion <b>Sikhism</b>	Whole School Focus Religion <b>Buddhism</b>	Whole School Focus Religion <b>Islam</b>
<b>Class 1</b>	<b>Reception/Year 1</b>	Key Stage 1 Core Unit 1 <i>What does it mean to belong a community of belief? (Pathway 1)</i>	Key Stage 1 Core Unit 1 <i>(continued)</i> and Key Stage 1 Core Unit 2 <i>How are symbols used to welcome new life? (Pathway 2)</i>	Key Stage 1 Core Unit 2 <i>(continued)</i>	Key Stage 1 Core Unit 3 <i>How can we make good choices? (Pathway 3)</i>	Key Stage 1 Core Unit 3 <i>(continued)</i> and Lower Key Stage 2 Focused Unit 1.11 <i>How do Hindu Stories help believers live their lives? (Pathways 3 and 6)</i>	Lower Key Stage 2 Focused Unit 1.11 <i>(continued)</i>
	Key Stage 1 Core Units 1 - 3						
	Focused Unit 1.11						
<b>Class 2</b>	<b>Year 2 and Year 3</b>	Key Stage 1 Core Unit 4 <i>How and why do some people pray? (Pathway 4)</i>	Key Stage 1 Core Unit 4 <i>(continued)</i> and Key Stage 1 Core Unit 5 <i>Why are festivals important in a community? (Pathway 5)</i>	Key Stage 1 Core Unit 5 <i>(continued)</i>	Key Stage 1 Core Unit 6 <i>Which books and stories are important? (Pathway 6)</i>	Key Stage 1 Core Unit 6 <i>(continued)</i> Lower Key Stage 2 Focused Unit 1.13 <i>What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)</i>	Lower Key Stage 2 Focused Unit 1.13 <i>(continued)</i>
	Key Stage 1 Core Units 4 -6						
	Focused Unit 1.13						
<b>Class 3</b>	<b>Year 4 and Year 5</b>	Lower Key Stage 2 Core Unit 4 <i>Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)</i>	Lower Key Stage 2 Core Unit 4 <i>(continued)</i> Lower Key Stage 2 Core Unit 5 <i>How do ancient stories influence modern celebrations? (Pathway 5)</i>	Lower Key Stage 2 Core Unit 5 <i>(continued)</i>	Lower Key Stage 2 Core Unit 6 <i>How do Jews use stories to remember God's covenant? (Pathway 6)</i>	Lower Key Stage 2 Core Unit 6 <i>(continued)</i> Lower Key Stage 2 Focused Unit 2.13 <i>Why do people follow inspirational leaders? (Pathways 3 and 5)</i>	Lower Key Stage 2 Focused Unit 2.13 <i>(continued)</i>
	Lower Key Stage 2 Core Units 4 -6						
	Focused Unit 2.13						

## Cycle 2

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Whole School Focus Religion <b>Christianity</b>	Whole School Focus Religion <b>Judaism</b>	Whole School Focus Religion <b>Hinduism</b>	Whole School Focus Religion <b>Sikhism</b>	Whole School Focus Religion <b>Buddhism</b>	Whole School Focus Religion <b>Islam</b>
<b>Class 1</b>	<b>Reception/Year 1</b>	Reception Core Unit 1 <i>Which places are special to members of our community? (Pathway 1)</i>	Reception Core Unit 2 (continued) Reception Core Unit 3 <i>Who cares for me and how do I help others?</i>	Reception Core Unit 3 (continued) Reception Core Unit 4 <i>Who belongs in my family and community?</i>	Reception Core Unit 4 (continued) Reception Core Unit 5 <i>How do people celebrate special times?</i>	Reception Core Unit 5 (continued) Reception Core Unit 6 <i>How do we understand and care for the world?</i>	Reception Core Unit 6 (continued) Key Stage 1 Focused Unit 1.14 <i>How do Bible stories show that God keeps promises? (Pathway 6)</i>
	Reception All Units Key Stage 1 Focused Unit 1.14	Reception Core Unit 2 <i>Why are some objects special? (Pathway 2)</i>					
<b>Class 2</b>	<b>Year 2 and Year 3</b>	Lower Key Stage 2 Core Unit 1 <i>What faiths and beliefs can be found in our country and community? (pathway 1)</i>	Lower Key Stage 2 Core Unit 1 (continued) Lower Key Stage 2 Core Unit 2 <i>How do different people express their spirituality? (Pathway 2)</i>	Lower Key Stage 2 Core Unit 2 (continued)	Lower Key Stage 2 Core Unit 3 <i>How do the 5 pillars help Muslims to lead a good life? (Pathway 3)</i>	Lower Key Stage 2 Core Unit 3 (continued) Lower Key Stage 2 Focused Unit 2.12 <i>How does the Bible help Christians to live a good life? (Pathway 3)</i>	Lower Key Stage 2 Focused Unit 2.12 (continued)
	Lower Key Stage 2 Core Unit 1 - 3 Focused Unit 2.12						
<b>Class 3</b>	<b>Year 4 and Year 5</b>	Upper Key Stage 2 Core Unit 4 <i>Why do some people go on pilgrimage? (Pathway 4)</i>	Upper Key Stage 2 Core Unit 4 (continued)	Upper Key Stage 2 Core Unit 6 <i>What do Christians believe about the old and new covenants? (Pathway 6)</i>	Upper Key Stage 2 Core Unit 6 (continued)	Upper Key Stage 2 Focused Unit 2.14 <i>How do Buddhists live a meaningful life? (Pathways 1 and 4)</i>	Upper Key Stage 2 Focused Unit 2.14 (continued)
	Upper Key Stage 2 Core Units 4 and 6 Focused Unit 2.14						

# 4. Progression of Skills

We follow Section 2 of the West Yorkshire agreed syllabus for Religious Education ‘Believing and Belonging’ for the skills taught from Reception to Year 5.

**Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)**  
Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Personal, Social and Emotional Development (Managing Feelings and Behaviour)**  
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Personal, Social and Emotional Development (Making Relationships)**  
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Understanding the World (People and Communities)**  
Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding the World (The World)**  
Children know about similarities and differences in relation to places and objects.

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the main beliefs of a religion;</li> <li>b describe the main festivals of a religion.</li> </ul>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the key teachings and beliefs of a religion;</li> <li>b begin to compare the main festivals of world religions;</li> <li>c refer to religious figures and holy books.</li> </ul>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise and explain how some teachings and beliefs are shared between religions;</li> <li>b explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
Rituals, ceremonies and lifestyles (from various religions)	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise, name and describe religious artefacts, places and practices;</li> <li>b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>c observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify religious artefacts and how they are involved in daily practices and rituals;</li> <li>b describe religious buildings and how they are used;</li> <li>c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explain practices and lifestyles associated with belonging to a faith;</li> <li>b explain practices and lifestyles associated with belonging to a non-religious community;</li> <li>c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>d show an understanding of the role of a spiritual leader.</li> </ul>
How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name religious symbols and the meaning of them;</li> <li>b learn the name of important religious stories;</li> <li>c retell religious stories and suggest meanings in the story.</li> </ul>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a begin to identify religious symbolism in different forms of art and communication;</li> <li>b looking at holy texts and stories, explain meaning in a story;</li> <li>c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explore religious symbolism in literature and the arts;</li> <li>b explain some of the different ways individuals show their beliefs;</li> <li>c share their opinion or express their own belief with respect and tolerance for others.</li> </ul>

## 5. Assessment

We follow West Yorkshire agreed syllabus for Religious Education 'Believing and Belonging' for the assessment in Religious Education from Reception to Year 5 (Page 47 – 51) and summative teacher assessments are recorded every term.



### Believing and Belonging

RE Agreed Syllabus  
2024-2029

Assessment in RE should be manageable and systematic, in line with school assessment practices in other foundation subjects. Assessment of pupils' skills and knowledge will be against the school's own curriculum design. It is important to note that assessment in RE should be based on clear understanding of what pupils are learning and how they are learning on a day-to-day basis.

Day-to-day formative assessment should build a picture of pupil's:

- Substantive knowledge – what do they know/understand?
- Disciplinary knowledge – what skills have they learned?
- Personal knowledge – expressing ideas about how the RE has shaped them

Each unit of work developed, because of careful curriculum planning, should allow pupils to make progress through these key stages of Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

The journey through a unit of work for pupils and students

