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Religious Education Coverage Map and Long-Term Plan

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | Which people are special to us and why?   * Stories of Jesus * Stories from other religions | Which times are special and why?   * Birthday * Wedding * Christmas * Christening * New Year * Mother’s/ father’s day * Easter * Eid/Ramadan * Diwali | Which stories are special and why?   * Christian stories * Introduction to the Qur’an * Diwali | Which places are special and why?   * Church * Mosque | Where do we belong?   * Christianity * Islam | What is special about our world?   * Christian creation stories * Muhammad and the and (Islam) * Muhammad and the camel |
| Year 1 | Who is a Christian and what do they believe? •Christianity | What makes some places sacred?  • Church  • Mosque | Who is a Muslim and what do they believe?  • Islam | How and why do we celebrate special and sacred times?  • Easter   * Eid/Ramadan | What does it mean to belong to a faith community?  • Christianity  • Islam | How should we show care for others?  • Christianity  • Islam |
| Year 2 | Who is Jewish and what do they believe?  • Judaism | What does it mean to belong to a faith community?  • Christianity  • Islam  • Judaism | How should we care for others and the world, and why does it matter?  • Christianity  • Islam  • Judaism | How and why do we celebrate special and sacred times?  • Christianity  • Islam  • Judaism | What can we learn from sacred books?  • Christianity  • Islam  • Judaism | What makes some places sacred?  • Mosque |
| Year 3 | What do different  people believe about  God?  • Christians  • Muslims | How do family life and  festivals show what  matters to Jewish  people?  • Passover | Why is the Bible so  important for Christians  today?  • Christianity | Why are festivals  important to religious  communities?  • Easter/Harvest  • Pesach – Seder  plate  • Diwali | Why do people pray?  • Christians  • Muslims | What does it mean to  be a Christian in Britain  today?  • Christianity |
| Year 4 | What do different  people believe about  God?  • Hinduism  • Judaism  • Humanism | Why do people  consider life is a  journey and what significant experiences  mark this?  • Baptism  • Sacred Thread  Ceremony  • Bah/Bat Mitzvah | Why is Jesus inspiring to  some people?  • Christianity | What does it mean to  be a Hindu in Britain  today?  • Hinduism | Why are festivals  important to religious  communities?  • Eid  • Yom Kippur | What can we learn  from religions about  deciding what is right  and wrong?  • Christianity  • Judaism  • Humanism |
| Year 5 | Can we live by the values of  Jesus in the 21st century?  • Christianity | What does it mean to  be a Muslim in Britain  today?  • Islam | If God is everywhere, why  go to a place of worship?  • Christianity  • Judaism  • Hinduism | Why do some people think  God exists?  • Christians  • Humanists | How and why should  religious communities do  more to care for the Earth?  • Christianity  • Hinduism  • Judaism  • Humanism | What do we believe in our town?  • Christianity  • Judaism  • Hinduism  • Islam |
| Year 6 | What matters most to  Christians and Humanists?  • Christianity  • Humanism | Is it better to express your  beliefs in arts and  architecture or in charity and generosity?  • Christians  • Muslims  • Humanists | What do religions say when life is hard?  • Christians  • Hindus  • Humanists | What difference does it  make to believe in  ahimsa (harmlessness),  grace and/or ummah  (community)?  • Christians  • Hindus  • Muslims | What can be done to reduce  racism? Can religion help?  • Christianity  • Islam  • Humanism | What do people believe happens after someone dies?  • Christianity  • Islam  • Humanism  • Buddhists |

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| Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth) | Expressing (Religious and spiritual forms of expression; questions about identity and diversity) | Living (Religious practices and ways of living; questions about values and commitments) |

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| Christianity | Islam | Judaism | Hinduism | Humanist (Non-religious views) | Other world religions |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | Which people are special to us and why?   1. Talk about people who are special to them. 2. Say what makes their family and friends special to them. 3. Identify some qualities of a good friend. | Which times are special and why?   1. Talk about special occasions and suggest the features of a celebration. 2. Say why Christmas and Easter are special times for believers. 3. Talk about why Ramadan/Eid and Diwali are special times for believers. | Which stories are special and why?   1. Talk about some religious stories. 2. Recognise some religious words (about God) 3. Identify a sacred text (Bible/Qur’an) | Which places are special and why?   1. Talk about somewhere that is special to them and say why. 2. Get to know and use the appropriate words to talk about their feelings and thoughts when visiting a Church. 3. Recognise a place of worship (Church/Mosque) | Where do we belong?   1. Re-tell religious stories making connections with personal experiences. 2. Share and record when things have happened in their lives that have made them feel special. 3. Recall simply what happens at a traditional Christian infant baptism. | What is special about our world?   1. Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. 2. Think about the wonders of the natural world, expressing ideas and feelings and how to look after animals and plants. 3. Talk about what people do to mess up the world and what they do to look after it. |
| Year 1 | Who is a Christian and what do they believe?   1. Talk about some simple ideas about Christian beliefs about God and Jesus. 2. Re-tell a story that shows what Christians might think about God. 3. Talk about issues of good and bad, right, and wrong arising from stories. 4. Ask some questions about believing in God and offer some of their own ideas. | What makes some places sacred?   1. Identify special objects and symbols found in a church/mosque and be able to say something about what they mean and how they are used. 2. Talk about ways stories, objects, symbols and actions are used in churches/mosques. 3. Explore and explain the events that take place in a Mosque and a Church. | Who is a Muslim and what do they believe?   1. Talk about some simple ideas about Muslim beliefs about God and Allah. 2. Re-tell a story about the life of the Prophet Muhammed. 3. Recognise some objects used by Muslims and suggest why they are important. 4. Identify some ways that Muslims celebrate Eid-ul-Fitr. | How and why do we celebrate special and sacred times?   1. Identify some ways in which Christians celebrate Christmas/Easter. 2. Identify some ways in which Muslims celebrate Ramadan and Eid. 3. Ask questions and suggest answers about stories to do with Christian festivals. 4. Ask questions and suggest answers about Islam festivals. | What does it mean to belong to a faith community?   1. Talk about what is special and the value about belonging to a group that is important to them. 2. Give an account of what happens at a traditional Christian infant baptism. 3. Identify two ways people show they belong to each other when they get married. | How should we show care for others?   1. Talk about ways in which people know they are special and unique. 2. Describe how religious practice influences how people live their lives, especially in regard to caring for others. 3. Retell Bible stories and stories from another faith (Islam) about each person being special. 4. Identify ways that some people make a response to God by caring. |
| Year 2 | Who is Jewish and what do they believe?   1. Talk about how the mezuzah in the home reminds Jewish people about God. 2. Talk about how Shabbat is a special day of the week and give examples of what they might do. 3. Re- tell a story that shows what Jewish people at the festival of Hanukah might think about God. | What does it mean to belong to a faith community?   1. Talk about the symbol of Christian, Muslim and Jewish belonging. 2. Discuss how some people show they belong to one another. 3. Give examples of ways in which believers express their identity and belonging within faith communities. 4. Identify some similarities and differences between Christians/Muslims welcoming a new baby and Christian/Muslim/Jewish weddings. | How should we care for others and the world, and why does it matter?   1. Talk about how religions teach that people are valuable. 2. Recognise that some people believe that God created the world and we should look after it. 3. Re-tell Bible stories and stories from other faiths about caring for others and the world. | How and why do we celebrate special and sacred times?   1. Identify some ways in which Muslims and Jewish people celebrate Hanukah/Eid-ul-Fitr. 2. Identify some ways in which Christians celebrate Harvest festival. 3. Identify some similarities and differences between the celebrations. | What can we learn from sacred books?   1. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. 2. Ask and suggest answers to questions arising from stories Jesus told and from another religion. 3. Make links between the messages within sacred texts. | What makes some places sacred?   1. Identify special objects and symbols found in a mosque/synagogue and be able to say something about what they mean and how they are used. 2. Ask questions about what happens in a church, mosque or synagogue. 3. Show that they have begun to be aware that some people regularly worship God in different ways and different places. |
| Year 3 | What do different  people believe about  God?   1. Describe some of the ways in which Christians and Muslims describe God. 2. Ask questions and suggest some of their own ideas about God. 3. Identify how and say why it makes a difference in people’s lives to believe in God. | How do family life and  festivals show what  matters to Jewish  people?   1. Recognise how Jewish people examine their deeds from the past year and look to make a fresh start for the next one? 2. Identify when and how Jewish people show repent. 3. Explore how and why Jewish people celebrate the importance of freedom. 4. Discuss why gratitude is important. | Why is the Bible so  important for Christians  today?   1. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. 2. Ask and suggest answers to questions arising from stories Jesus told and from another religion. 3. Make links between the messages within sacred texts. | Why are festivals  important to religious  communities?   1. Recognise and identify some differences between religious festivals and other types of celebrations. 2. Retell some stories behind festivals (e.g. Christmas, Hanukah) 3. Make connections between stories symbols and beliefs with what happens in at least two festivals. | Why do people pray?   1. Describe the practice of prayer in the religions studied. 2. Make connections between what people believe about prayer and what they do when they pray. 3. Describe ways in which prayer can comfort and challenge believers. 4. Describe and comment on similarities and differences between how Christians and Muslims pray. | What does it mean to  be a Christian in Britain  today?   1. Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. 2. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. 3. Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis. |
| Year 4 | What do different  people believe about  God?   1. Describe some of the ways in which Hindus and Muslims describe God. 2. Identify what humanists and atheists believe. 3. Identify how and say why it makes a difference in people’s live to believe in God. 4. Identify some similarities and differences between ideas about what God is like in different religions. | Why do people  consider life is a  journey and what significant experiences  mark this?   1. Suggest why some people see life as a journey and identify some of the key milestones on this journey. 2. Describe what happens in Christian, Hindu and Jewish ceremonies of commitment and say what these rituals mean. 3. Suggest reasons why marking the milestones of life are important to Christian, Hindu and Jewish people. | Why is Jesus inspiring to  some people?   1. Make connections between some of Jesus’ teachings and the way Christians live today. 2. Describe how Christians celebrate Holy Week and Easter Sunday. 3. Identify the most important parts of Easter for Christians and say why they are important. 4. Give simple definitions of some key Christian terms and illustrate them with events from Holy Week and Easter. | What does it mean to  be a Hindu in Britain  today?   1. Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. 2. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 3. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. | Why are festivals  important to religious  communities?   1. Make connections between stories, symbols and beliefs with what happens in at least two festivals. 2. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) 3. Identify similarities and differences in the way festivals are celebrated within and between religions. 4. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. | What can we learn  from religions about  deciding what is right  and wrong?   1. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. 2. Make connections between stories of temptation and why people can find it difficult to be good. 3. Give examples of ways in which some inspirational people have been guided by their religion. |
| Year 5 | Can we live by the values of  Jesus in the 21st century?   1. Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. 2. Outline Jesus’ teaching on how his followers should live. 3. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. | What does it mean to  be a Muslim in Britain  today?   1. Make connections between Muslim practice of the five pillars and their beliefs about God and the Prophet Mohammed. 2. Describe and reflect on the significance of the Holy Qur’an to Muslims. 3. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by pupils. | If God is everywhere, why  go to a place of worship?   1. Recall and name some key features of places of worship studied. 2. Select and describe the most important functions of a place of worship for the community. 3. Present ideas about the importance of people in a place of worship, rather than the place itself. | Why do some people think God exists?   1. Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. 2. Give two reasons why a Christian believes in God and one why an atheist does not. 3. Express thoughtful ideas about the impact of believing or not believing in God on someone’s life. | How and why should  religious communities do  more to care for the Earth?   1. Understand how Christians, Hindus, and Jewish people show care for the world. (religious stories) 2. Identify and describe the impact of these beliefs on how people live. 3. Explore how Humanists show care towards the Earths. 4. Identify similarities and differences between all the religions studied. | What do we believe in our town?   1. Explore what places of worship are found in Hull and where they are. 2. Make links to where these places of worship are located and the faiths that are represented in that area (census) 3. Compare Hull’s religious representations to the national picture and make comparisons. |
| Year 6 | What matters most to  Christians and Humanists?   1. Describe some Christians and Humanist values simply. 2. Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. 3. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. | Is it better to express your  beliefs in arts and  architecture or in charity and generosity?   1. Describe and make connections between examples of religious creativity (buildings and art) 2. Suggest why some believers see generosity and charity as more important than buildings and art. 3. Examine the title question from different perspectives, including their own. | What do religions say when life is hard?   1. Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. 2. Explain some similarities and differences between beliefs about life after death. 3. Explain some reasons why Christians and Humanists have different ideas about an afterlife. | What difference does it make to believe in  ahimsa (harmlessness),  grace and/or ummah  (community)?   1. Make connections between ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. 2. Outline the challenges of being a Hindu, Christian or Muslim in Britain today. 3. Consider similarities and differences between beliefs and behaviour in different faiths. | What can be done to reduce  racism? Can religion help?   1. Talk about what racism is and why it is unfair. 2. Explore the rules within the religions studied and how these link/prevent racism. 3. Chose some example of the teaching of sacred texts about justice and say what they think the meanings of them are. | What do people believe happens after someone dies?   1. Explore what Christians and Muslims believe happens after someone dies. 2. Explore how different religions celebrate the end of a person’s life. 3. Compare the religions studied. 4. Explore what Humanists and Buddhists believe about death. |