



Oxford Gardens Literacy/IPC Curriculum Map 2019/20

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	All Dressed Up	Freeze it	The Magic Toymaker	I'm Alive!	People of the past	Hooray - Let's Go On Holiday
	<i>How do different faiths celebrate? What clothes do you wear when you celebrate a special day? Why? (Eid, Christmas, Purim etc. secular; birthdays, new year etc.)</i>	<i>What religious festivals do people celebrate throughout the year? (Link to seasons, the harvest, Easter, Eid)</i>	<i>Special objects and religious narratives behind them. Why are they special? What makes them important? (Symbols, jewellery, clothing, instruments of prayer...)</i>	<i>How should we treat other people?</i>	<i>*Significant religious figures from the past.</i>	<i>What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i>
2	From A to B		Super Humans	Time travellers		SATS revision Flowers and insects
	<i>What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i>	<i>Religious places of worship.</i>	<i>Miracles linked to significant religious figures.</i>	<i>*Significant religious figures from the past.</i>	<i>Faiths in our community. (Explore the many faith and beliefs that are in our own community.)</i>	<i>How are flowers used in religion? Christianity, Buddhism, Hinduism and Taoism.</i>
3	Footprints from the past		Active Planet		Land, Sea and Sky	
	<i>Who created the dinosaurs? Creationism; various religious views and secular atheist views.</i>	<i>*Significant religious figures from the past.</i>	<i>Different religions across the planet.</i>		<i>How should we treat the planet? Various religious, philosophical and scientific beliefs. Are they any similarities?</i>	<i>Diaspora-Multi faith communities, sharing beliefs and traditions. How do different faiths have common ideas?</i>
	Building a village		They Made a Difference		Island life	How Humans work

4						
	<i>Explore different faith systems in our community.)</i>	<i>Special Buildings and why they make a difference to people lives. (What is there importance to the community, why is special and respected. What is in it that makes it special.)</i>	<i>Significant religious figures from the past.</i>	<i>What symbols and objects are special? Why? (Religious symbols, totems, sentimental gifts)</i>	<i>Religions around the world, water as a symbol in various faiths.</i>	<i>How should we treat our bodies? Various religious views i.e. my body is a temple.</i>
5	Space Explorers	Fascinating Forces and Full Power	The Great, The Bold and The Brave		Going global	
	<i>Exploring a range of faiths including less known faiths.</i>	<i>How do people celebrate? Focus on a range of faiths and secular celebrations too</i>	<i>* Significant religious figures from the past, religious artefacts.</i>		<i>Pilgrimage. Holy places around the world people visit.</i>	<i>Famous religious art. Why is it so famous and distinctive? What does it represent?</i>
6	Moving people n	Battle of Britain (WWII)	Evolution & adaptation	SATS revision	Growing Up	
	<i>Diaspora-Multi faith communities, sharing beliefs and traditions. How do different faiths have common ideas?</i>	<i>Ethical dealings with people and how to treat others. (Philosophy, is war ever okay?)</i>	<i>Creationism vs. evolution. Explain both sides.</i>		<i>Special texts in religion.</i>	<i>* Significant religious figures that offer guidance.</i>

**Ensure progression and variety of religious figures being researched.*

In accordance with the Standing Advisory Council for Religious Education (SACRE) Agreed syllabus 2014-2018

R.E days which should be scheduled for the final week of half term.

The majority of R.E taught should reflect the community you live in. Roughly about a third should be based on Christian principles and beliefs. Themed curriculum approach is advantageous as pupils get a deeper and more continuous experience of RE.

There should be a progression of ideas. For example:

Easter taught in foundation and key stage 1 may focus on the story and feelings, discussing basic ideas.
LKS2 should focus on meaning and importance of significant figures and the impact they have on followers today.
UKS2 to focus on important themes such as the resurrection, new life and sacrifice.

Aims

At Oxford Gardens we aim to:

- Promote spiritual, moral, social and cultural development.
- Become increasingly religiously literate.
- Prepare pupils for adult life as a lifelong learner.
- Promote community cohesion.
- Develop moral awareness and social understanding in a diverse community.
- Develop knowledge and understanding of the major religions and beliefs that form our society.
- Be well informed about religions in Britain.
- Develop the ability to make reasoned and informed judgements about religious and moral issues.
- Recognise the right of people to hold different beliefs within a religiously diverse society.
- Understand the place of world religions.
- Be able to disagree respectfully and thoughtfully whilst considering and analysing issues of diversity.

Respect

Due regard for the feelings, wishes, or rights of others.

consideration, thoughtfulness, attentiveness, politeness,

Understanding

To comprehend and have sympathetic awareness, to consider and see another point of view.

Tolerance

The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
Open mindedness, without prejudice.