



Oxford Gardens Literacy/IPC Curriculum Map 2022-2023

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|--|--|---|--|
| R/1 | All About Me | Food | Animals | Growing | Explorers & Leaders | The World |
| | <i>Belonging (different faiths) -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? What is the link to food – special foods, fasting...? (Link to seasons; Harvest, Easter, Eid)</i> | <i>Animal themed religious narratives. Why are animals important in religion? What do they help us learn/understand? Do they represent/symbolise anything?</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> |
| 2/3 | Time Travellers | | Living Things | | From A to B | |
| | <i>Faiths in our community. (Explore the many faiths and beliefs that are in our own community). *Significant religious figures from the past.</i> | | <i>How are flowers used in religion? Christianity, Buddhism, Hinduism and Taoism.</i> | | <i>Religious places of worship. What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i> | |
| 4/5 | Space Explorers | Fascinating Forces and Full Power | The Great, The Bold and The Brave | | Going Global | |
| | <i>How was the universe created? Exploring a range of faiths (including lesser known faiths) and their beliefs on how earth was formed.</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. Famous religious art. Why is it so famous and distinctive? What does it represent?</i> | |
| 6 | Moving People - Migration | Battle of Britain (WWII) | Evolution & Adaptation | (Early Islamic Civilization) SATS Revision | Growing Up | |

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| | <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> |
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*Ensure progression and variety of religious figures being researched.

Respect

Due regard for the feelings, wishes or rights of others. Demonstrating consideration, thoughtfulness, attentiveness and politeness.

Understanding

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

Acceptance

The act of or willingness to recognise someone or something as being valid. A general agreement that someone (or something) should be included; without prejudice.

Suggested Religions and belief systems to be covered.

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| Foundation stage | Nursery | Christianity, Hinduism, Judaism, Humanism. |
| | Reception | Christianity, Islam, Buddhism, Sikhism . |
| Key stage 1 | Year 1 | Christianity, Hinduism, Judaism, Humanism. |
| | Year 2 | Christianity, Islam, Buddhism, Sikhism . |
| Lower Key stage 2 | Year 3 | Christianity, Hinduism, Judaism, Humanism. |
| | Year 4 | Christianity, Islam, Buddhism, Sikhism . |
| Upper Key stage 2 | Year 5 | Christianity, Hinduism, Judaism, Humanism. |
| | Year 6 | Christianity, Islam, Buddhism, Sikhism . |