

Religious Education Curriculum Map and Overview 2022 – 23

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
EYFS	Do you know your religion? Can you tell me something about your religion? Do you know any other religions? What is similar/different to your religion? What do you celebrate? What are your family traditions? Festivals: Christianity - Harvest, Christmas, Easter; Islam – Eid; British – St Georges Day					
Y1	<i>Christian Harvest Festival</i>	<i>Christmas</i>	<i>Growing up in a Muslim family</i>	<i>Holi and stories of Krishna</i>	School Designed Unit – Buddhism: The Foolish Rabbit	Growing up in a Jewish Family
Y2	<i>Divali</i>	<i>The birth of Guru Nanak / Hanukkah</i>	<i>Ramadan and Eid-ul-fitr</i>	<i>Easter</i>	Wesak	Growing up in a Christian family
Y3	<i>Hindu and Sikh Divali</i>	<i>The Christian Bible and Stories of Jesus</i>	<i>Living as a Muslim</i>	School Designed Unit	School Designed Unit	<i>The Torah and stories of the Jewish people</i>
Y4	<i>Sukkot / Exploring Judaism through the synagogue</i>	<i>The Qu’ran and the Prophet Muhammad (pbuh)</i>	<i>Living as a Hindu</i>	<i>The Church – A Christian community</i>	School Designed Unit	<i>Guru Nanak</i>
Y5	<i>The Buddha and his teachings</i>	<i>Mosque and Community</i>	<i>Exploring Christian values in the world today</i>	<i>Pesach</i>	School Designed Unit	<i>The Sikh Community and the Gurdwara</i>
Y6	<i>Rosh Hashanah and Yom Kippur/Shabbat</i>	<i>The Hindu Community and the Mandir</i>	<i>Hajj and Eid-ul-fitr</i>	<i>Lent and Easter</i>	<i>Special Books</i>	<i>The Buddhist Community</i>

School Designed Units are spaces left free for schools to extend/develop adjacent units or to design their own units.

(RE is non-statutory. Schools are required to teach RE, but it isn't part of the National Curriculum; this means that, although they provide guidance on what to teach and the aims of learning about RE, these are non-statutory.)

Why RE Matters: - 'The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.' - **The RE Council of England and Wales**