

Benington School's Curriculum map for RE – Following the Hertfordshire Syllabus 2023 update

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years Acorn Class	<p>Celebrating joyous occasions, harvest – Beliefs and practices;</p> <p>Explore diverse ways of living, including beliefs and festivals</p> <p>How and why do we prepare for and celebrate a joyous occasion?</p> <p>How and why do Christians celebrate Harvest?^[SEP]</p> <p>Exploring artefacts, dress and food – Symbols and actions</p> <p>Prayer, worship and reflection</p> <p>Talk about lifestyle, religious and cultural places and practices, dress, food and music</p>	<p>Celebrating Christmas Ultimate questions</p> <p>Why do Christians perform nativity plays at Christmas? (UC Incarnation F.2)</p> <p>Sources of wisdom</p> <p>Listen and respond to religious stories</p> <p>Hear religious stories</p> <p>Using puppets, small world or Lego figures, retell stories from holy books</p> <p>Symbols and actions</p> <p>Explore some religious artefacts through the senses showing respect for beliefs, for example, an advent wreath and christingle</p>	<p>Celebrating belonging to a family and community- Identity and belonging</p> <p>Human responsibility and values</p> <p>Show awareness of things and people that matter to them and link this to learning.</p> <p>Develop curiosity and begin to ask questions about their own and other people's homes and community life^[SEP]</p> <p>Exploring places of prayer, worship and reflection- Prayer, worship and reflection</p> <p>Communicate through talk or gesture about prayer. Experience periods of stillness and reflection</p> <p>Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces.^[SEP]</p>	<p>Exploring artefacts, dress and food – Symbols and actions</p> <p>Talk about lifestyle, religious and cultural places and practices, dress, food and music</p> <p>Exploring the Easter story</p> <p>Sources of wisdom</p> <p>Read an account of the Easter events from a children's bible (UC 2a.5, Why do Christians call the day Jesus died Good Friday?)</p> <p>Symbols and actions</p> <p>Why do Christians put a cross in an Easter garden? (UC Salvation F.3)</p> <p>look at and compare a variety of crosses</p>	<p>How do we show care and concern for each other?- Human responsibility and values</p> <p>Who cares for us and who do we care for?</p> <p>Explore how and why religious people in the local community help others through their work^[SEP]</p> <p>How can we help others when they need it? - Justice and fairness</p> <p>Understand what is right, wrong and fair.</p> <p>Share stories that encourage the children to think about what type of person the prophet Muhammad was through his actions towards the care of animals.</p> <p>Sources of wisdom</p> <p>Listen and respond to religious stories</p>	<p>What makes the world so wonderful?- Ultimate questions</p> <p>- Identity and belonging</p> <p>Use imagination and curiosity to develop their wonder of the world and ask questions about it.</p> <p>Share a range of stories from different faith traditions about the beginning of the world</p> <p>^[SEP]share their own beliefs, ideas and values and listen to and reflect on those of others</p> <p>Human responsibility and values</p> <p>Justice and fairness</p> <p>Explore how people show concern for each other and the world around them Why is the word 'God' so important to Christians? (UC God F.1)</p>

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<p>Year A Willow Class Y1/2</p> <p>Christianity Judaism</p>	<p>Beliefs and practices; Creation – Who made the world – Unit 1.2 Identity and belonging to a family Remind children that creation is the beginning of the big story of the bible. Express through art what the story tells Christians about God, Creation and the world. Human responsibility and values Pupils find how people with different religious beliefs celebrate fruitfulness of the earth. Harvest festival unit from UC</p>	<p>Sources of wisdom Gospels 1.4 Recognise that stories of Jesus' life come from the Gospels. Identity and belonging to a family What do we personally have to be thankful for at Christmas time? Tell the story of the birth of Jesus and recognize the link to incarnation – Jesus is God on Earth. Symbols and actions Take a visit to the Church and find out what important events happen in the Church at this time of year and what they all mean. Explore the period of advent and the importance of symbols such as the advent wreath. Think, talk and ask questions about the Christmas Story. – Justice and fairness Ultimate questions Why do we give gifts at Christmas? Tell the story of the journey to</p>	<p>Beliefs and practices; Different ways of giving thanks to God and the importance of special places. Symbols and actions Visit church to meet with the Rector or church wardens. Ask them how do people show care and concern for humanity and the world? How does the church community reflect this? Ultimate questions Do we have to be in church to Pray and give thanks? Explore other ways people praise God from the Christian faith – music, art and in nature. Prayer, worship and reflection What special things in special places help us to worship God? (Candles, Bibles, statues, art) The Lord's Prayer. Ultimate questions Why do Christians all over the world use the Lord's Prayer?</p>	<p>Ultimate questions Salvation- Why does Easter matter to Christians? Unit 1.5 Why is Easter important to Christians? Symbols and actions What are the signs and symbols we use at Easter? Why do we use them? What do they mean / represent? Identity and belonging to a family How and why do Christians celebrate special and holy times? Recognise that Jesus gives instructions on how to behave through the Easter story. – Justice and fairness Ultimate questions What does the Easter story tell us about hope, sadness, heaven and exploring new ideas? Is forgiveness important?</p>	<p>Judaism- digging deeper Human responsibility and values Who made the World and who should look after it? Sources of wisdom What do Jewish people believe about how the world was created? What are the similarities to Christianity and why do you think there are so many similarities? Introduce the Bible and discuss and share the new and old testaments. Explore some of the old testament stories and their meanings. Justice and fairness In particular think about Noah and how he saved our world. Ultimate questions Comparing to Christianity why was Jesus a Jew and how do we know he was? Beliefs and practices; Why is Bal Tashkhit so important to so many</p>	<p>Judaism – digging deeper Sources of wisdom Who is the Rabbi? Who in Christianity is like the Rabbi? Symbols and actions What are the signs and symbols of Judaism? (Menorah, Star of David, 8 candles of Hanukkah, Mezuzah etc.) Explore these signs and symbols and find out more about their importance. Prayer, worship and reflection Precious books – The Torah. How is the Torah read, handled and understood? Read the story of David and Goliath and others from the Old Testament / Torah. Work out what they tell us by retelling in words, art or drama. Ultimate questions Are these linked in any way to the Christian stories we learnt about earlier in the year? Sources of wisdom</p>
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Benington School's Curriculum map for RE – Following the Hertfordshire Syllabus 2023 update

		Bethlehem and the gifts that the wise men bought. What was the significance of the gifts they gave? Ultimate questions What is the purpose of giving gifts?			Jewish people? Human responsibility and values Whose world is it? Who should look after it? Read key Jewish stories such as the Ox and the Rabbit to explore this idea with the children.	Show the children the Torah being read in Hebrew – Ultimate questions what do they notice is different? How are Jewish prayers different to Christian prayers? Do all Jewish people speak Hebrew?
Year B Willow Class Y1/2 Christianity Islam	Creation – Who made the World? – Unit 1.2 Sources of wisdom How do Christians believe the World was made? Retell in words or pictures the story of creation from Genesis 1:1 – 1:3 Beliefs and practices; Pupils find out how people with different religious beliefs celebrate the fruitfulness of the earth. Justice and fairness Harvest festival materials will be sourced from the Understanding Christianity units. Prayer, worship and reflection	Incarnation – Why does Christmas matter to Christians? Unit 1.3 Sources of wisdom Give a simple and clear account of the story of Jesus' birth and why Jesus is important to Christians. Recognise that incarnation is part of the big story of the Bible. Identity and belonging to a family Give at least two examples of ways in which Christians use the nativity story in churches and at home. Symbols and actions Watch the Acorn Nativity performance and talk about the events. Learn about Advent and Christingle –	God – What do Christians believe God is like? – Unit 1.1 Sources of wisdom Identify what a parable is. Can they remember any? Justice and fairness Tell the stories of the lost son and other parables and link to God as a forgiving Give clear, simple accounts of what this story and other parables mean to Christians. Tell the story of Jonah. Recognise the link with the concept of God. Prayer, worship and reflection Beliefs and practices; How do Christians use Jesus' parables in their lives?	Christian Special events: Easter & Weddings. Symbols and actions Identity and belonging to a family Visit from a Christian to discuss key religious ceremonies including, Christmas, Easter, Weddings, Christenings etc Act out key special events Ultimate questions Why are people Christened? Why do some adults choose to be Christened? Sources of wisdom Easter – tell stories of Holy Week and Easter from the Bible and recognize a link with the	Islam – Digging Deeper Ultimate questions Human responsibility and values Who made the world and who should look after it? Identity and belonging to a family What do Muslims believe about the way the world was created? How does this compare to the Christian creation story? How may the Muslim story of creation be seen as art? Create a recipe for living happily together. What is Zakat? Why is Zakat important to so many Muslim people? ?- Human responsibility and values Whose	Islam – Digging Deeper Beliefs and practices Who is the Imam? Who in Christianity is like the Iman? What is the Qu'ran? Why is it important to Muslims? Sources of wisdom Read a range of Islamic stories. How do they link to parables? Prayer, worship and reflection How are Muslim prayers different to Christian prayers?

Benington School's Curriculum map for RE – Following the Hertfordshire Syllabus 2023 update

	Symbols and actions learn how Christians celebrate harvest festival, what is the significance of harvest?	the way in which light is used as a symbol.		idea of salvation. (Jesus rescuing people). Human responsibility and values	world is it? Should everyone in the world take responsibility for looking after it?	
Year A Beech Class Y3/4 Christianity Hinduism	Incarnation / God Unit 2 A.3 Digging deeper ?- Human responsibility and values Describe how Christians show their beliefs about God the Trinity in the way they live Identity and belonging to a family How did Jesus show his disciples they belonged?	Incarnation / God Unit 2 A.3 Digging deeper - 4 Sources of wisdom return to the learning form the first chapter of John's Gospel and then identify the type. Prayer, worship and reflection Discuss how their learning of the Trinity has deepened. What do they understand of the Trinity? Could they explain this to a younger pupil? Ultimate questions What if Christmas was abolished? What would Christians miss? How would it affect the teachings of the Bible? What else would not happen?	Gospel Unit 2A.4 Sources of wisdom List two distinguishing features of a Parable. Offer ideas about the meaning of the Good Samaritan story to Christians, Symbols and actions Give examples of how Christians act to show they follow Jesus. Ultimate questions Identity and belonging to a family Make links between some of Jesus' teaching about how to live and life in the world today – expressing ideas clearly. Justice and fairness What kind of world did Jesus want? Are we there?	Salvation Unit 2A.5 (Deeper learning) Beliefs and practices; Justice and fairness Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Prayer, worship and reflection Make clear links between the Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Ultimate questions Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a	Hinduism – digging deeper Beliefs and practices Sources of wisdom Central to Hinduism is the belief in a supreme God Brahman. Brahman is present everywhere and there is a part of Brahman in everyone. Explore Brahman and explain why this God is so important to Hindu's. Human responsibility and values What is Trimurti? How does this concept compare to what we have learnt about Christianity? Who is Brahma? What is his importance? Who is Vishnu? What is his importance? Who is Shiva? What is his importance? Ultimate questions How do Brahma, Vishnu and	Hinduism-digging deeper Symbols and actions What is the Mandir? Does the Mandir have to be big? Does the Mandir have to be outside of the home? Who are the Sadhus? Human responsibility and values Identity and belonging to a family What do we think about the way they live their life? Why are they important to Hindu's? What is the Hindu holy book? Is this the same as for Christianity, Judaism and other religions? What is different about this? Sources of wisdom Explore the festival of Diwali how does this festival compare to Christian festivals? How

Benington School's Curriculum map for RE – Following the Hertfordshire Syllabus 2023 update

				difference to how people think and live.	Shiva compare to the Christian stories in the big book of the Bible?	would you celebrate Diwali?
Year B Beech Class Y3/4 Christianity Sikhism	<p>Creation / Fall unit 2A.1 (core learning) Sources of wisdom</p> <p>What do Christians learn from the Creation story? Place the concepts of God, Creation and the fall on a timeline of the Bible's big story. - Justice and fairness</p> <p>Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness</p>	<p>People of God Unit 2A.2</p> <p>Symbols and actions</p> <p>Human responsibility and values</p> <p>Make clear the links between the story of Noah and the idea of covenant, making links between the simple promises made. Compare this to the promises made at a wedding ceremony. Ultimate questions</p> <p>What promises would they make to God</p> <p>Identity and belonging to a family</p> <p>Make links between the story of Noah and how we live in school and the wider world today. - Ultimate questions</p> <p>If Christmas became illegal – what would they miss and why?</p>	<p>Incarnation / God Unit 2A.3 (Core learning) Sources of wisdom</p> <p>Identify the difference between a Gospel, which tells the story of the life and teachings of Jesus and a letter and give some examples of what these texts mean to some Christians today. Human responsibility and values</p> <p>Offer suggestions about what the texts about baptism and trinity may mean. Using the correct language, they describe the attributes of God (eg The Trinity). Ultimate questions</p> <p>Give examples of what these texts might mean to Christians today.</p>	<p>Salvation Unit 2A.5 (Core learning) Sources of wisdom</p> <p>Children to be able to order Creation, and Fall, Incarnation, Gospel and Salvation within a timeline. Children to offer suggestions for what the texts about the entry into Jerusalem tell us. Prayer, worship and reflection</p> <p>Give examples of what the text studies mean to some Christians, and how they mark Easter within their own community. Human responsibility and values</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p>	<p>Sikhism</p> <p>Beliefs and practices;</p> <p>Children learn some of the key vocabulary around Sikhism. Tell the story of Guru Nanak. The children then retell the story in their own words. Take a True Tube tour of the Gurdwara in Southall Children to explain the importance of the Gurdwara to Sikhs. Beliefs and practices;</p> <p>Through exploring a range of Sikh stories discuss golden rules of faith and belief? Children to retell in words, drama and art some key Sikh stories.</p>	<p>Sikhism</p> <p>Beliefs and practices;</p> <p>Explore the Guru's, how many have there been? What is unique about each of them? What order did they come in? Who is Guru Granth Sahib? These scriptures are written in Punjabi and are greatly respected by all Sikhs as the living world of God. Symbols and actions</p> <p>Explore why Guru Granth Sahib is quite different from any other holy book. Symbols and actions</p> <p>Justice and fairness</p> <p>Explore the 5 K's of Sikhism What are they, what is their meaning, why are they important to Sikhs? Ultimate questions</p> <p>What is important to them and why</p>

Benington School's Curriculum map for RE – Following the Hertfordshire Syllabus 2023 update

<p>Year A Oak Class Y5/6</p> <p>Judaism Christianity</p>	<p>Creation / Fall (digging deeper) Unit 2B.2 Identity and belonging to a family</p> <p>Identify the type of text that Psalm 8 is and its purpose – what does it say about the idea of God as creator? The place of humans in creation? Human responsibility and values Respond to the idea that humans have a great responsibility to the Earth. – Justice and fairness How well do humans respond to this responsibility? Ultimate questions Consider Greta Thunberg and her work. Is she a Christian? Are the people who support her?</p>	<p>People of God Unit 2B.4 (Digging Deeper) Sources of wisdom</p> <p>Explain the connections between biblical texts and the ideas of God's covenant with his people using theological terms. Ultimate questions Is Christmas – Secular or sacred? Discuss. Prayer, worship and reflection How religious faith is communicated and expressed through the creative arts.</p>	<p>Incarnation Unit 2B.4 (Digging deeper) Make clear the connections between the text and what Christians believe about Jesus the Messiah. ?- Human responsibility and values Show how Christians express their beliefs and weigh up how far the world needs a Messiah, expressing their own insight. - Justice and fairness Identity and belonging to a family</p> <p>The children should know that the Old Testament pieces together the story of the People of God.</p>	<p>Gospel Unit 2B.5 (Digging Deeper) Beliefs and practices;</p> <p>Children to identify features of a Gospel Text. Symbols and actions</p> <p>Taking account of the context, suggest meanings of the Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p>	<p>Digging Deeper – Judaism Symbols and actions Prayer, worship and reflection</p> <p>Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning, and discover why and how artefacts are used in prayer to enrich experience. Children explore how religious faith is communicated through the creative arts. Identify and describe similarities between and within communities. Sources of wisdom show an awareness and respond to and interpret a range of stories, sacred writings and sources of wisdom and recognise and understand their impact within different communities and individual believers Human responsibility and values</p>	<p>Digging Deeper - Judaism Beliefs and practices;</p> <p>God is...? - To understand and explore what Judaism believes about God. Prayer, worship and reflection To understand, compare and explore different Jewish Festivals</p> <p>Human responsibility and values Identity and belonging to a family Ultimate questions</p> <p>Evaluate whether they think diverse communities can live together, identifying common values, justice, respect and shared human responsibility</p>
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					Evaluate The Exodus - To understand and explore the exodus and the 10 plagues of Egypt. Abraham - To understand and briefly explore the life of Abraham.	
Year B Oak Class Y5/6 Christianity Buddhism	Creation / Fall (core learning) Unit 2B.2 Sources of wisdom Identify what type of text some Christians say Genesis 1 is, and its purpose. Ultimate questions show an understanding of why some Christians say Science and Faith go together. Prayer, worship and reflection Ultimate questions Identify key areas arising from the study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.	People of God Unit 2A.2 (Core learning) Beliefs and practices; Drama activities, and the story of Noah from Genesis 6:5 – 9:17. Children to act out and retell this core story. ?- Human responsibility and values Children to define what a pact is and explain that when God gives the rules to Noah he makes a covenant, a pact. Ultimate questions What is it like to follow God? Should we believe in God's promises	Incarnation Unit 2B.4 (core learning) Beliefs and practices; Explain the place of incarnation with the Messiah within the 'big story' of the Bible, identify Gospel and prophecy, using correct technical terms. Symbols and actions Human responsibility and values Show how Christians put their beliefs about incarnation into practice in different ways and comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.) Sources of wisdom Identity and belonging to a family A saviour	Gospel Unit 2B.5 (core learning) Sources of wisdom Children should be able to identify the features of a Gospel text – for example teachings, parables and narratives. Identity and belonging to a family Making connections between Gospel texts. Jesus' good news and how Christians live today in a Christian community and in their individual lives. Ultimate questions Justice and fairness Relate Gospel ideas, teaching or beliefs to the issues, problems and opportunities of their own lives and the life of their own community today.	Buddhism -digging deeper Beliefs and practices Human responsibility and values To know the key beliefs within Buddhism and consider how these beliefs and the actions of Buddhists demonstrate their belief in dharma. Justice and fairness Pupils will know beliefs about karma, samsara and reincarnation. Siddattha Gotama - To know who the Buddha was and the key events in his life. Symbols and actions 4 noble truths - To know the 4NT and consider how life could be better if we followed	Buddhism-digging deeper Beliefs and practices Sources of wisdom Impermanence - To further examine the Buddhist idea of 'impermanence' (that nothing lasts). Enlightenment - To understand the meaning of the term 'enlightenment'. Zen koans - To visually represent a Buddhist koan. Prayer, worship and reflection Reincarnation - To understand how beliefs about reincarnation link to enlightenment. Meditation - To reflect upon the importance of meditation within Buddhism

Benington School's Curriculum map for RE – Following the Hertfordshire Syllabus 2023 update

			<p>from God is important in the world today and if this is true, what difference might it make to people's lives?</p>		<p>the Noble 8-fold path - Justice and fairness To know the Buddha's teachings about how suffering can be stopped. Mandalas - Human responsibility and values To understand the Buddhist concept of impermanence (that nothing lasts).</p>	
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