



	Robins Class – Year R and 1		Kingfishers Class – Year 2 and 3		Owls Class – Year 4 and 5		Kestrels Class – Year 6
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Annual
Religious Education and World Views Curriculum Map - Autumn Term							
Autumn	F3 How might people in Gloucestershire show they belong together? a e h <i>Harvest, Diwali</i>	F4 What special times do people celebrate and why might these times be very important? a b c <i>Harvest, Diwali</i>	L2.2 What might Christians learn from the Old Testament about how to live? UC e f i	1.8 What is it like to be part of the Muslim community in the UK (and beyond)? a c e g h	L2.1 What do Christians learn from the Creation narrative? UC d a e i	U2.1 What influence does believing in the Trinity have on Christian worldviews? UC d b f i	U2.2 Creation and Science: conflicting or complementary? UC d a b i
	F2 Why is Christmas special to Christians? UC a e f <i>Nativity</i>	1.2 Why does Christmas matter to Christians and how do people celebrate it? UC a b h i <i>Nativity</i>	1.6 What is it like to be brought up in a Jewish home in the UK today? a c e h	L2.7 Why is Muhammad important to Muslims today? c d e f g h	L2.8 What do Muslims believe about God and how do they respond? a b d	U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h	U2.3 How and why do Christians follow the example of Jesus? UC e a b f h
Religious Education and World Views Curriculum Map - Spring Term							
Spring	F1 Why is God so important to Christians? UC a d	1.1 What do Christians believe God is like? UC b d f g i	L2.9 What is it like to be a Humanist in the UK today? a b d e	1.4 What is it like to be brought up in a Christian home in the UK today? a c e	L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e	U2.6 How does the Torah influence Jewish people today? a b e	U2.5 Why might Hindus want to be good? a d e f
	1.7 What is it like to be brought up in a Muslim home in the UK today? a c e g h	1.5 What is it like to be brought up in a Hindu home in the UK today? a c e	1.3 Why does Easter matter to Christians, and how do people celebrate it? UC a b	L2.4 Do all Christians believe and behave in the same way? Exploring diversity a b c g	L2.3 For Christians, what kind of world did Jesus want? UC e f b i	L2.5 What beliefs do Hindus hold about the Supreme Being? d a	U2.8 How do Muslims decide what is right and wrong? b c e f
Religious Education and World Views Curriculum Map – Summer Term							
Summer	F6 What stories are important in our school community / local area and why? a d e	F5 Which places are special for people living in Gloucestershire and why? a c d	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? a b d e	1.10 How can someone's worldview be seen in the choices they make? d e a	U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? UC d e f	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e	U2.11 How might someone's worldview affect how they view and treat the natural world? a d
	1.9 How do stories and art express worldviews? Christian, Muslim d e a	1.9 How do stories and art express worldviews? Hindu, NR/Humanist d e a	1.10 How can someone's worldview be seen in the choices they make? d e a	L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? e c b	L2.12 What brings people meaning and purpose in life? Case studies from 3 world views plus pupils' own d f j	U2.10 How do organised and individual worldviews help people when times get hard? b d e f	U2.12 Open question Do you know how to know RE?