



Croftlands Infant School RE Curriculum Map 2023/24

What does RE look like at our school?

At Croftlands Infant School our planning follows the Cumbria County Council agreed syllabus. Whilst at Croftlands Infant School children focus on three world religions, Christianity, Buddhism and Hinduism. Children will learn about these religions through stories, looking at religious artefacts and materials and through educational visits and visitors. We have close links with Croftlands Community Centre and have regular assemblies from the 'Open the Book' team. Through our carefully planned creative curriculum the children have the opportunities and experiences to develop curious, respectful attitudes towards others. Children will have an evolving understanding of the world around them and develop a sense of belonging, within their family, local community and wider world. RE is taught through concepts (closely linked to our core values) which gives the children the opportunities to question and make reflections about the world and their own beliefs, values and experiences. This will enable children to foster an understanding of diversity and equality within the world in which we live.

When we are looking at the knowledge of the theme we are covering for the half term, it is important we consider what we are wanting the children to get from the subject. With this in mind we have two differing concepts to consider: do we want the children to learn about the religion itself or learn from the religion we are looking at.

Here are some ideas to support our teaching in these ideas:

Ideas for learning about a Religion:	Ideas for learning from a Religion:
<ul style="list-style-type: none"> • Multisensory experiences 	<ul style="list-style-type: none"> • Discussing religious and moral issues
<ul style="list-style-type: none"> • Exploring religious art 	<ul style="list-style-type: none"> • Quiet reflection, silence and prayer
<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Making choices / right versus wrong
<ul style="list-style-type: none"> • Visiting places of religious importance 	<ul style="list-style-type: none"> • Supporting charities and learning more about their cause
<ul style="list-style-type: none"> • Interviews 	<ul style="list-style-type: none"> • Personal choice and showing responsibility
<ul style="list-style-type: none"> • Observing rituals 	<ul style="list-style-type: none"> • Saying thank you and showing appreciation
<ul style="list-style-type: none"> • Handling religious artefacts 	<ul style="list-style-type: none"> • Asking the bigger question
<ul style="list-style-type: none"> • Personal research / reading / use of the internet 	<ul style="list-style-type: none"> • Painting pictures to reflect mood in addition to interpreting art.
<ul style="list-style-type: none"> • Stories from faith traditions 	<ul style="list-style-type: none"> • Empathy with and listening to others
<ul style="list-style-type: none"> • Meeting people from faith communities 	<ul style="list-style-type: none"> • Respecting others beliefs and practices
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Giving their own opinions

RE in EYFS

Children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Religious Education can make an active contribution to all areas but has a particularly important contribution to make to:

Personal, Social and Emotional Development

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Communication and Language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

Understanding of the World

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship.
- They listen to and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.

Expressive Arts and Design

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them

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Curriculum Map for RE

EYFS

Reception

Year 1

Year 2

Celebrations/traditions from different cultures and religions will be celebrated throughout the year. A few examples are listed below but these may change depending on the current cohort.

Christmas/Easter/Lent Hanukah/Passover Diwali Chinese New Year St. Georges/David's Day Harvest Festival Eid/Ramadan

Autumn Term 1	<p>All About Me</p> <p>Children will be thinking about what makes people special and who is special to them.</p>	<p>All About Me- Celebrations</p> <p>Individual celebrations</p> <p>Harvest Concert</p>	<p>Diwali</p> <p>Special places</p> <p>Diwali celebrations</p>	<p>Harvest</p> <p>Special Food</p> <p>Compare to alternate religious harvest festivals.</p>
Autumn Term 2	<p>Christmas-</p> <p>What happens at Christmas?</p> <p>Traditions at Christmas.</p> <p>Remember some characters from the Christmas story.</p>	<p>Christmas-Jesus Birthday</p> <p>Can say why Christians celebrate Christmas</p> <p>Say why giving presents is important at Christmas, including the Christmas story.</p> <p>Can explain some parts of the Christmas story.</p>	<p>Christmas- The Nativity Journey</p> <p>Retell the Christmas story.</p>	<p>Christmas- The significance of gifts</p> <p>Retell the Christmas story.</p> <p>Story of the wise men. Significance of the gifts they gave. The purpose of giving gifts at Christmas. Invisible gifts. God's gift of Jesus (Christianity)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 1</p>	<p>New Year</p> <p>Children will discuss belonging to a group and what that means. They will learn about the creation story. They will find out about Chinese New Year celebrations.</p>	<p>Our World</p> <p>Natural World – talk about what is special about our world.</p> <p>Discuss where they go on holiday and discuss different cultures.</p> <p>How to look after our world.</p> <p>Comparing cultures.</p>	<p>Belonging in Christianity</p> <p>Looking at ways people identify as a Christian.</p> <p>Looking at signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities.</p> <p>David and Goliath</p>	<p>Bible Story</p> <p>The Good Samaritan</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 2</p>	<p>Easter</p> <p>Children will be exploring the changes in spring. They will be finding out about the Easter story, symbols linked to Easter, and why it is important to Christians.</p>	<p>Celebrating new life at Easter-</p> <p>New life at spring</p> <p>Changes in the natural world</p> <p>Symbols associated with Easter</p>	<p>Palm Sunday</p> <p>The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of the crucifixion, the joy of the Resurrection.</p>	<p>Easter Story</p> <p>Looking at The Easter Story, using key days of celebration and a brief explanation of what each day represents.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 1</p>	<p>Journeys</p> <p>What religious buildings can you see on different journeys?</p>	<p>Special times and special stories</p> <p>Children will discuss which times are special and why? They will recall simple stories connected to festivals and why they are important to believers.</p> <p>Children will discuss which stories are special and why? They will begin to recognise some religious words and identify a sacred text</p>	<p>Local faith in the communities</p> <p>Local walk around the community to visit different places of worship.</p> <p>Discuss what religions we have in the community.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2</p>		<p>What makes our world wonderful?</p> <p>What makes a place special? What makes something special? What makes someone special?</p> <p>Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupa).</p> <p>What makes places special?</p> <p>Guided visualisation</p> <p>Special Places in the community</p> <p>The local religious place, how and why it is special</p> <p>Visit to a local church.</p>	<p>How do Buddhists show their beliefs?</p> <p>Look at the daily life of a Buddhist.</p> <p>How they worship?</p> <p>Look at artefacts.</p> <p>Visit to the Buddhist temple.</p>	<p>How is Buddha special to Buddhists?</p> <p>Facts about Buddha.</p> <p>Read the story Siddhartha and the Swan.</p>