



Long Term Curriculum Map for Religious Education (RE)

Curriculum Map						
Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ages 3-4	What makes people special to me and others? Christianity and Judaism	What is Christmas to me and others? Christianity concept: Incarnation	How do I and other people celebrate? Sanatana Dharma	What is Easter to me and others? Christianity concept: Salvation	What can I and other people learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special to me and others? Christianity, Islam, Judaism
Ages 4-5	What makes people special? Christianity and Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Sanatana Dharma	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism
Ages 5-6	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to the Jews? Introduction to Judaism. The Jewish belief in one God, the story of Moses and the 10 Commandments, and the 613 Mitzvot.	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children? The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat	Does visiting the synagogue help Jewish children feel closer to God? The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.

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<p>Ages 6-7</p>	<p>Is it possible to be kind to everyone all of the time?</p>	<p>Why do Christians believe God gave Jesus to the world?</p>	<p>Who is God to Sanatanis? (Hinduism)</p> <p>The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship.</p>	<p>How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?</p> <p>The story of Rama and Sita</p>	<p>Introduction to Islam in preparation for Key stage 2 learning-comparing to Christianity, Judaism and Hinduism.</p> <p>Who is God to Muslims?</p> <p>The meanings of and the attributes shown by the 99 names of Allah and how a Muslim may want to show respect to these.</p>
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Rationale:

At Ghost Hill, we aim to provide a high quality Religious Education for all our pupils following the Norfolk Agreed Syllabus 2019 alongside Jigsaw RE's scheme of work. The curriculum aims to enable the children to have the knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. The children explore three key areas of study: Theology, Philosophy and Human and Social Sciences. We believe that children should be encouraged to have positive attitudes to diversity and difference so that they learn from an early age to value diversity in others and grow up making a positive contribution to society.

We also use 'key questions' in our provision. This supports the opportunity for precise teaching of religious education and promotes the opportunity to think and consider key concepts in an open way. At Ghost Hill Infant and Nursery School we choose to cover four religions, enhancing the expectations of the Norfolk Syllabus for RE (which expects Christianity plus one other). This is to further enhance and enrich their cultural and religious knowledge and therefore tolerance and their own individual choice relating to religion.

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