

The Chorus Schools Federation RE Curriculum Map 2023 - St Giles

Updated 2024 with links

Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
R	Christianity and one other religion, religious belief or non- religious world view					
	What do Christians believe about God? Resources:Natre Primary Curriculum ≈ Unit 10 Y1 Vol 1 Investigating God BOBA 1_2_What Christians believe about God - Unit 2.pdf Christianity	Incarnation What does the Nativity story teach Christians about Jesus? Resources: Natre Primary Curriculum  Unit 8 Y1 Understanding Christianity, Incarnation Key Stage 1 - Incarnation.pdf Christianity	Should Noah Trust in God? Resources: Norfolk planning Enquiry 4 - Should Noah trust God.pdf = Christianity	Why is Easter special to Christians? Resources: Natre Primary Curriculum = Unit 4 EYES Christianity	Why do people think we should care for the earth? Resources: Natre Primary Curriculum ≈ Unit 12 Y1 Vol 3 Investigating Religion and the Environment BOBA3_3_Why do people think we should Care for the Earth - Unit 3.pdf Christianity/ Hinduism	Spirited Art Where do we find God? Resources: Natre Primary Curriculum  Unit 5 EYES Unit 18 Y2 Vol 4: investigating Worship Christianity, Multi-faith

Year A 1&2	Why and how do people say sorry when they have done something wrong? Resources: Vol 6 Investigating Good and Evil Saying sorry BQBA6 - Unit 2.pdf Judaism, Christianity Outcomes: Year 1; Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Year 2; Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Why does Christmas matter to Christians? Resources: Understanding Christianity, Incarnation Key Stage 1 - Incarnation.pdf Christianity Outcomes; Year 1: Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Year 2: Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text	What makes some places sacred to believers? Resources: Natre Primary Curriculum ≈ Unit 18 Y2 Vol 3 Investigating Religion and the Environment BQBA3 3 Why do people think we should Care for the Earth - Unit 3.pdf Multi-faith and Non-religious world view Outcomes; Year1: Explain what makes some spaces special to believers Outcomes Year 2: Make connection between special places and caring for our environment. Explain why the Earth might be sacred to some people.	What do Christians do at Easter time? Resources: Natre Primary Curriculum  Unit 16 Y2 Inspiring RE No 4 Christians Unit 3 PDFv2.pdf Christianity Outcomes; Year1: Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Outcomes Year 2; Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text	How do Christians and non-religious people deal with Difficult Times? Resources: Vol 5 Investigating how we live BQBA5 Difficult times - PowerPoint.pptx Christianity Outcomes: Year 1; Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Year 2; Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Spirited Art Do animals belong to God? Are they part of a divine plan? Do animals have souls? https://www.natre.org.uk/about-natre/projects/spirited-arts/ Resources: Natre Primary Curriculum  Unit 7 Y1 Christianity, Multi-faith Outcomes; Year 1; Give a simple reason using the word 'because' when talking about religion and belief Year 2; Give a reason to say why someone might hold a particular belief using the word 'because'
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Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
Year B 1&2	In depth investigation of Christianity and one other religion, religious belief or non- religious world view and encountering at least one other principal religion or non-religious worldview reflected in the local context					
	What do Muslims believe about God? Resources: Natre Primary Curriculum ≈ Unit 15 Y2 Unit 17 Y2 Vol 1 Investigating God Inspiring RE No 1: BOBA 1_3_What Muslims believe about God - Unit 3.pdf Muslims Outcomes; Year1: Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Outcomes Year 2; Recognise that some beliefs connect together and begin to talk about these connections.	How does a celebration bring a community together? Resources: Natre Primary Curriculum ≈ Unit 11 Y1 Vol 5 Investigating How we live Resources: Vol 2: Investigating Worldviews Christianity, Judaism Outcomes: Year 1; Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews Year 2; Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Incarnation Why do Christians perform Nativity Plays? Resources: Natre Primary Curriculum = Unit 2 EYFS Understanding Christianity, Incarnation Foundation Stage - Incarnation.pdf Christianity Outcomes: Year 1 Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	When people make bad choices how can they be put right? Resources: Vol 6 Investigating Good and Evil Bad choices put right BOBA6 - Unit 3.pdf Non-religious world view Outcomes: Year 1; Using religious and belief stories to talk about how beliefs impact on how people behave Year 2; Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	What does the cross mean to Christians? Resources: Natre Primary Curriculum ≈ Unit 4 EYFS Understanding Christianity, Salvation Key Stage 1 - Salvation.pdf Christianity Outcomes: Year 1; Give an example of how _____¹use beliefs to guide their daily lives Year 2; Give different examples of how _____ beliefs influence daily life	How did the universe come to be? Resources: Natre Primary Curriculum ≈ Unit 7 Y1 Norfolk Yr1Enquiry5.docx Non-religious world view Christianity Outcomes Year 1; Ask questions about the world around them and talk about these questions. Year 2; Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something.

	Enquiry 1	Enquiry 2	Mini Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6	Enquiry 7
	In depth investigation of Christianity and two other principal world religions or non-religious worldviews religions and encountering at least one other principal religion or non-religious worldview. Minimum of 1h 15 minutes per week or equivalent blocked time.						
Year A 3&4	What do Christians learn from the Creation story? Resources: Understanding Christianity: Creation/ The Fall Vol 3 Investigating Religion and the Environment: What do different religions believe about how we should treat the environment? BOBA3_5_How we should treat the environment - Unit 5.pdf Sparkyard: Everywhere around me Christianity/ Multi Outcomes: Year 3: Recognise that beliefs are influenced by events in the past and present . Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews. Year4: Identify events in history and society which have	What do we mean by truth? Is seeing believing? Resources: Norfolk Planning Yr4Enquiry2.docx Vol 6: Investigating Good and Evil; What is good? What is evil? What is good What is evil BOBA6 - Unit 4.pdf Multi, Sikh views on God as truth Outcomes: Year 3: Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view. Year4: Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence	Why does Christmas matter to Christians? Resources: Understanding Christianity; Incarnation Lower Key Stage 2 - Incarnation God.pdfDigging Deeper Sparkyard: Once in Royal David's City Christianity Outcomes: Year 3: Recognise that beliefs are influenced by events in the past and present Year4: Identify events in history and society which have influenced some religious and non-religious worldviews	How do people's actions show their worldview? Resources: Natre Resources Exploring World Views Investigating World Views Inspiring RE No. 3 Inspirational People Vol 2: Investigating Worldviews; How do Greta, Malala and Marcus view the world? BOBA2_4_Greta Malala Marcus - Unit 4.pdf Non- religious world view Outcomes: Year 3: Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. Year4: Describe ways in which beliefs can impact on and influence individual lives, communities and society and show	Why do Christians call the day Jesus died 'Good Friday'? Resources Understanding Christianity Salvation Digging Deeper Lower Key Stage 2 - Salvation.pdf Christianity Outcomes: Year 3: Show awareness of different sources of authority² and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority Year4: Identify different sources of authority	How do people express commitment to a religion or worldview in different ways? Resources: Vol 5 Norfolk Planning Yr3Enquiry1.docx Investigating how we live; How do Muslims show their commitment in worship and festivals? Muslims Worship and festivals BOBA5 - Unit 5.pdf Understanding Christianity: People of God Lower Key Stage 2 - People of God.pdf Christianity, Islam Outcomes: Year 3: Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Year4: Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between	Spirited Art Green Faith, Green Future? Spirited Arts What do different religions believe about how we should treat the environment? Resources: Vol 3; Investigating Religion and the Environment BOBA3_5_How we should treat the environment - Unit 5.pdf Multi Outcomes: Year 3: Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews. Year4: Describe ways in which beliefs can impact on and influence

	influenced some religious and non-religious worldviews Make links & identify similarities and differences between different beliefs being studied within a religion or worldview.	Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views		awareness of how individuals, communities and society can also shape beliefs.	and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority	religions/worldviews) with reference to at least two religions/worldviews.	individual lives, communities and society and show awareness of how they can also shape beliefs.
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Year B 3&4	Enquiry 1	Enquiry 2	Mini Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6	Enquiry 7
	What difference does being a Muslim make to daily life?	What is the Bible and how do people interpret it?	How do people celebrate Christmas?	What is philosophy? How do people make moral decisions?	How do we know that Jesus rose from the dead?	Where do ideas about God come from?	What is the Trinity?
	Resources: Natre Primary Curriculum Unit 21 Y3 Norfolk Planning = Yr3Enquiry5.docx Vol 5 Investigating how we live; How does what you believe affect what you chose to eat?	Resources: Natre Primary Curriculum  Unit 25 Y4 Understanding Christianity; People of God Inspiring RE No 4 Christians Sparkyard: Our Father (The Lord's Prayer)	Resources: Understanding Christianity; Incarnation- Core Lower Key Stage 2 - Incarnation God.pdf Vol 2 Investigating Worldviews BQBA2_5_Celebrating Christmas - Unit 5.pdf	Resources: Norfolk Planning = Yr3Enquiry3.docx	Resources: Understanding Christianity; Salvation- Core Lower Key Stage 2 - Salvation.pdf Easter Gardens	Resources: Vol 1 Where do ideas about God come from? BQBA_1_5_Where do ideas about God come from - Unit 5.pdf Norfolk Planning ≈ Yr4Enquiry1.docx Understanding Christianity: Kingdom of God (Pentecost?) Lower Key Stage 2 - Kingdom of God.pdf	Resources: Natre Primary Curriculum = Unit 20 Y3 Norfolk Planning = Yr3Enquiry2.docx Understanding Christianity Incarnation Lower Key Stage 2 - Incarnation God.pdf Sparkyard: Shine Jesus Shine
	Islam	Christianity	Christianity	Christian/Humanist	Christianity	Christianity / Hinduism	Christianity
	Outcomes: Year 3: Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. Year 4: Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Outcomes: Year 3: Show awareness of different sources of authority³ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority Recognise that beliefs are influenced by events in the past and present Year 4: Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious worldviews	Outcomes: Year 3: Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Year 4: Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least 2	Outcomes: Year 3: Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas. Year 4: Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Outcomes: Year 3: Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others Year 4: Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Outcomes: Year 3: Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews. Year 4: Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities /differences between and within religions and worldviews	Outcomes: Year 3: Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others Year 4: Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others

	Enquiry 1	Enquiry 2	Mini Enquiry 3	Enquiry 4	Mini Enquiry 5	Enquiry 6	Enquiry 7
	In depth investigation of Christianity and two other principal world religions or non-religious worldviews and encountering at least one other principal religion or non-religious worldview. Minimum of 1.5 hours of curriculum						
Year A 5&6	Creation or science: conflicting or complementary? Resources: Natre Primary Curriculum = Unit 34 Y5 Vol 3 Investigating Religion and the Environment: What can we learn from theology & science about how to care for the earth? BQBA3 6 Theology and science - Unit 6.pdf Understanding Christianity: Creation Norfolk Yr6Enquiry4.docx Christian/Humanist Outcomes: Year 5; Describe how events in history and society have influenced some religious and non-religious worldviews Year 6; Explain how events in history and society have influenced some religious and non-religious worldviews	One narrative, many beliefs; What do people interpret things differently? Resources: Inspiring RE No 9 Big Questions. Big Questions Inspiring RE No 4 Christians Resources: Vol 4: Investigating Worship; Worship within religions; What is similar and what is different? Within religions BQBA4 - Unit 5.pdf Multi Outcomes: Year 5; Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others Year 6; Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others	Incarnation: Are Angels Real? Resources: Exemplar Planning https://re.hias.hants.gov.uk/course/view.php?id=45 Natre resources Angels Christianity Outcomes: Year 5; Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument Year 6; Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well chosen pieces of evidence to support & counter an argument	What does it mean to be human? Is being happy the greatest purpose in life? Resources: Norfolk Planning Yr6Enquiry3.docx Inspiring RE No 2: Living without God Living without God Humanist/Christian Outcomes: Year 5; Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. Year 6; Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence	Salvation: Christ the bridge between Heaven and earth Understanding Christianity Big Frieze panel; Practical bridge making project Christianity Outcomes: Year 5; Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others Year 6; Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others	Does religion bring peace, conflict or both? Resources: Vol 1 Investigating God Inspiring RE Unit 3 Peace.pdf Norfolk Syllabus Yr6Enquiry1.docx Multi - Judaism Outcomes: Year 5; Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex. Year 6; Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.	Spirited Art Sacred Space and Holy Buildings Where do we find God? Resources: Vol 1 Where do ideas about God come from? What can we learn from Psychology and theology about the idea of God? Inspiring RE No 1; Muslims Christianity/ Islam Muslims Christians Sparkyard: Be still for the Presence of the Lord Christianity/ Islam Outcomes: Year 5; Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. Year 6; Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence

				Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.		Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.	Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
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	Enquiry 1	Enquiry 2	Mini Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
Year B 5&6	What do different religions believe about how we should treat the environment? Resources: Vol 3: Investigating Religion and the Environment BOBA3_5_How we should treat the environment - Unit 5.pdf Multi faith Outcomes: Year 5; Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Year 6; Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	How has belief in Christianity and Islam impacted on music and art through history? Resources: Inspiring RE No 1; Muslims Islamic Art Muslims Norfolk Syllabus Yr5Enquiry2.docx Sparkyard: Light of the World Haydn The Creation Christian/ Islam Outcomes: Year 5; Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Year 6; Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	How does the baby Jesus save his people? Resources: Understanding Christianity: Picturing Christianity- Nigeria Natre Primary Curriculum Unit 38 Christianity Outcomes: Year 5; Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Year 6; Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.	Why is there suffering in the world? Resources: Vol 6: Investigating Good and Evil; if there is a God why is there evil and suffering? Why evil and suffering BQBA6 - Unit 6.pdf Inspiring RE No 9: Big questions; What do Hindus believe happens when you die? Unit 5_Hindu beliefs about death.pdf Inspiring RE No 8:Hindus Hindus Inspiring RE No: 2: Living without God; What happens when you die? What happens when you die Norfolk Yr6Enquiry2.docx Sparkyard: Psalm 23 Multi Outcomes: Year 5; Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. Year 6; Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Salvation: What did Jesus do to save human beings? Resources: Understanding Christianity; Salvation Norfolk Syllabus Yr5Enquiry4.docx Sparkyard: I the Lord of sea and Sky Christianity Outcomes: Year 5; Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Year 6; Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.	How do Hindus make sense of the world? Resources: Vol 4: Investigating Worship; Are there similarities and differences in prayer in different traditions? Prayer in different traditions BOBA4 - Unit 6.pdf Inspiring RE No 8:Hindus; The story of Rama and Sita Unit 5_Meanings of Rama and Sita.pdf Norfolk Syllabus Yr5Enquiry5.docx Hindu Outcomes: Year 5; Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews Year 6; Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews

Theology

Philosophy

Human and Social Sciences