

St. Mary's Catholic Primary School
RE Curriculum Map- Faiths different to ours



<u>Year group / theme</u>	<u>Dialogue</u>	<u>Encounter</u>
EYFS	Friends of Jesus	Local (faith) community
Year 1 <i>Revelation- How people know about God</i>	Sign of the Cross <i>Christian, church, parish, community, sign of the cross</i>	Judaism One God and Torah <i>Jew/Judaism, Torah</i>
Knowledge lens	By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.	By the end of this unit of study, pupils will have encountered the following: • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life.
Year 2 <i>Baptism</i>	Who is my neighbour? <i>Samaritan, neighbour, respect</i>	Judaism Sabbath and Hebrew <i>Sabbath, Shabbat, synagogue,</i>
Knowledge lens	By the end of this unit of study, pupils will have encountered the following key text: • The parable of the Good Samaritan (Lk 10:25-37) By the end of this unit of study, pupils will know that the Church teaches: • Christians should collaborate in service of humanity.	By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts).

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	By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local Christian community. • Learning about ways Christians where they live come together to support the local community.	• Listen to the religious experiences of others from different communities in the class and the local area
Year 3 <i>Eucharist</i>	Passover <i>Passover, unleavened, Exodus</i>	Islam One God, creator <i>Muslim, Islam, Ramadan, Sawm, adhan</i>
Knowledge lens	By the end of this unit of study, pupils will have encountered the following key text: • Exodus 12:1-8,15-20, 13:3 • Lk 22:14-23 By the end of this unit of study, pupils will know that the Church teaches: • For Christians, the Eucharist is linked with the Jewish celebration of Passover.	Encounter By the end of this unit of study, pupils will have encountered the following: • Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). • Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music
Year 4 <i>Lives transformed by Faith</i>	St Paul Christian Unity <i>Damascus, Liturgy, rite, Christian</i>	Islam The 5 Pillars <i>Islam, Five Pillars of Islam, Shahada, Salah, Sawm, Zakat, and Hajj</i>

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Knowledge lens	By the end of this unit of study, pupils will hear the following key texts: • The road to Damascus (Acts 9:3-9, 17-19) • The first letter to the Corinthians (1 Cor 13:1-7,13) Teachers should choose additional texts about the mission of St Paul, for example, • Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24 • 2 Cor 11:22-23 • Galatians 3:27-28 By the end of this unit of study, pupils will know: • There are different traditions in the Liturgy of the Church* • Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.	Encounter • Know some facts about the five pillars of Islam. • Understand some ways Muslims in Britain today live out their beliefs.
Year 5 <i>The significance of the Old Testament in understanding Jesus</i>	The Bible <i>Old Testament, New Testament, Bible</i>	Judaism The Torah, Shema <i>Tanakh, Shema, Mezuzah</i>
Knowledge lens	By the end of this unit of study, pupils will know that the Church teaches: • The many different writers of the Bible were inspired by the Holy Spirit. • What Christians call the Old Testament originates in Hebrew scriptures. • The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.	By the end of this unit of study, pupils will have encountered the following: • That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-God/). • That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator.

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	By the end of this unit of study, pupils will know: • The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. • God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.	• Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). • A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case
Year 6 <i>St John's Gospel</i>	Dialogue in Action <i>Dialogue, Worldview, Catholic Social Teaching</i>	Dharmic Faiths
Knowledge lens	By the end of this unit of study, pupils will know that the Church teaches: • That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. • That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). • That Christians are responsible for promoting the common good. By the end of this unit of study, pupils will know: • Some practical ways in which people can work together towards common goals. • The term 'worldview' and its meaning.	By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism)

Encounter -Expected outcomes

<u>Ages 5-7</u>	<u>Ages 7-9</u>	<u>Ages 9-11</u>
Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day) Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). Talk about respecting the beliefs of people from different communities in their local area.	Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23). Simply describe how Jewish people celebrate the Passover in Britain today, making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., what the holy month of Ramadan means to British Muslims and the importance of fasting in Islam). Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.	Recognise that the Tanakh uses different names for God that reveal aspects of his nature. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer. Recognise links and simple connections between some Dharmic beliefs, practices, and ways of life, making links between them.

Dialogue- Expected outcomes

<u>Ages 5-7</u>	<u>Ages 7-9</u>	<u>Ages 9-11</u>
Know that Christian means follower of Jesus Christ. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. Recognise simple connections between Jesus' life and message and how Christians live today. Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief. Say what the story of the Good Samaritan teaches about how Christians should live. Describe an initiative Christians work on together locally and/or globally in the service of others.	Describe some facts about the life of St Paul and explain why he is an important figure for Christians. Make links between Cor 13:1-7, 13 and the theological virtues. Recount some facts about a different liturgical tradition within the Catholic Church. Recognise some reasons why different liturgical rites happen in different parts of the world. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good).	Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church. Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible. Know that the Bible is translated from different languages into many languages. Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. Describe some ways Christians work together with people of different worldviews to promote the common good. Define the term 'worldviews' and its meaning, giving simple examples.

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Enrichment

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remain with Judaism week to plug any gaps until new learning is all embedded.						
Chinese New Year	Visit to Parish Church	Visit to Parish Church	Visit from Jewish Centre-Workshops	Speaker from the Islamic centre-Workshops	Visit from Fr John	Speaker from Dharmic faith
Diwali	Visit from Jewish Centre-Workshops	Visit from Jewish Centre-Workshops	Speaker from the Islamic centre-Workshops	Visit from Jewish Centre-Workshops	Visit from Jewish Centre-Workshops	Visit from Jewish Centre-Workshops
Visit from Jewish Centre-Workshops	Speaker from the Islamic centre-Workshops	Speaker from the Islamic centre-Workshops			Speaker from the Islamic centre-Workshops	Speaker from the Islamic centre-Workshops
Speaker from the Islamic centre-Workshops						