

# RE Curriculum Mapping

This mapping document takes the Sandwell SACRE Agreed Syllabus for Religious Education for 2018-2023 and sequences the existing units of work and planning from EYFS to Year 6. Consideration has been given to the length and complexity of the units to be taught and the sequence of teaching to ensure it is developmental as pupils progress through the school.

| Year | Autumn 1   | Autumn 2 | Spring 1  | Spring 2 | Summer 1   | Summer 2 |
|------|--|----------|---|----------|--|----------|
| R    | <a href="#">Being Special: Where do we belong?</a> |          | <a href="#">Which places are special and why?</a> |          | <a href="#">Which stories are special and why?</a> |          |

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|------|---|---|--|--|---|--|
| 1    | <a href="#">Celebrating Festivals [Unit 1.3]</a><br>- What Special Times do we Celebrate? Page 5<br>- Diwali page 9 | <a href="#">Celebrating Festivals [Unit 1.3]</a><br>- Christmas Page 7<br>- Hanukkah Page 6 | <a href="#">Celebrating Festivals [Unit 1.3]</a><br>- Purim Page 6                             | <a href="#">Celebrating Festivals [Unit 1.3]</a><br>- Easter Page 8                            | <a href="#">Celebrating Festivals [Unit 1.3]</a><br>- Eid-al-Fitr p. 10-11                    | <a href="#">Celebrating Festivals [Unit 1.3]</a><br>- What did we learn? Page 12 |
|      |   |   | <a href="#">Beginning to learn about Sikhs: The Gurdwara 'a place to belong' [Unit 1.5]</a>    |  | <a href="#">Beginning to learn about Islam: Muslims and Mosques in Sandwell [Unit 1.8]</a>    |  |
| 2    | <a href="#">Beginning to learn about Sikhs: The Gurdwara 'a place to belong' [Unit 1.5]</a>                         | <a href="#">Special stories for Muslims: What can we learn? [Unit 1.7]</a>                  | <a href="#">Holy Places: where and how do Christians, Sikhs and Muslim worship? [Unit 1.9]</a> | <a href="#">How and why are some books holy? What makes these books important? [Unit 1.10]</a> | <a href="#">Questions that puzzle us: I Wonder...Questions about God [Unit 1.11 - Year 2]</a> |  |

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|------|---|---|---|----------|---|----------|
| 3    | <a href="#">What are the deeper meanings of our celebrations? [Unit L2.1]</a> |   | <a href="#">What does it mean to be a Hindu today? [Unit L2.2]</a>            |          | <a href="#">What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living [Unit L2.4]</a> |          |
| 4    | <a href="#">What matters most to Humanists and Christians? [Unit L2.6]</a>    | <a href="#">What is it like to be Jewish? [Unit L2.9]</a> | <a href="#">Keeping 5 Pillars: What difference does it make? [Unit L2.11]</a> |          | <a href="#">Why does the Prophet matter to Muslims? [Unit L2.12]</a>                                  |          |

| Year | Autumn 1  | Autumn 2 | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|------|---|----------|---|--|--|---|
| 5    | <a href="#">Can religions help people when times get hard? [Unit U2.3]</a>  |          | <a href="#">How and why do Jewish people, Muslims, and Hindus pray? [Unit U2.5]</a> |  | <a href="#">What can we learn from religions about temptation? [Unit U2.6]</a> |   |
|      | <a href="#">An enquiry into visiting places of worship [Unit U2.2]</a>  |          |   |  |  |   |
| 6    | <a href="#">Beliefs and actions in the world: Can Christian Aid and Islamic Relief change the world? [Unit U2.10]</a> |          | <a href="#">Why do Hindus try to be good? [Unit 2.11]</a>                           | <a href="#">Religions in the local community: What will make our town a more respectful place? [Unit U2.9]</a> |  | <a href="#">What impact do people's beliefs have in their lives? Spiritual expression. [Unit U2.12]</a> |