KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

SUBJECT: RELIGIOUS EDUCATION- RELIGIOUS STUDIES

CURRICULUM INTENT:

- To support pupils in developing a knowledge of the world around them, understand the diversity within society, and to support their spiritual, moral, social and cultural development, enabling them to become more rounded with an understanding of the world around them.
- To encourage each individual to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences.
- To foster mutual understanding between students of differing religious and cultural backgrounds developing an acceptance and engagement with the fundamental British values of mutual respect and tolerance.
- To develop evaluative skills through which pupils can critically examine and engage with the different beliefs and perspectives our local, national and global communities.

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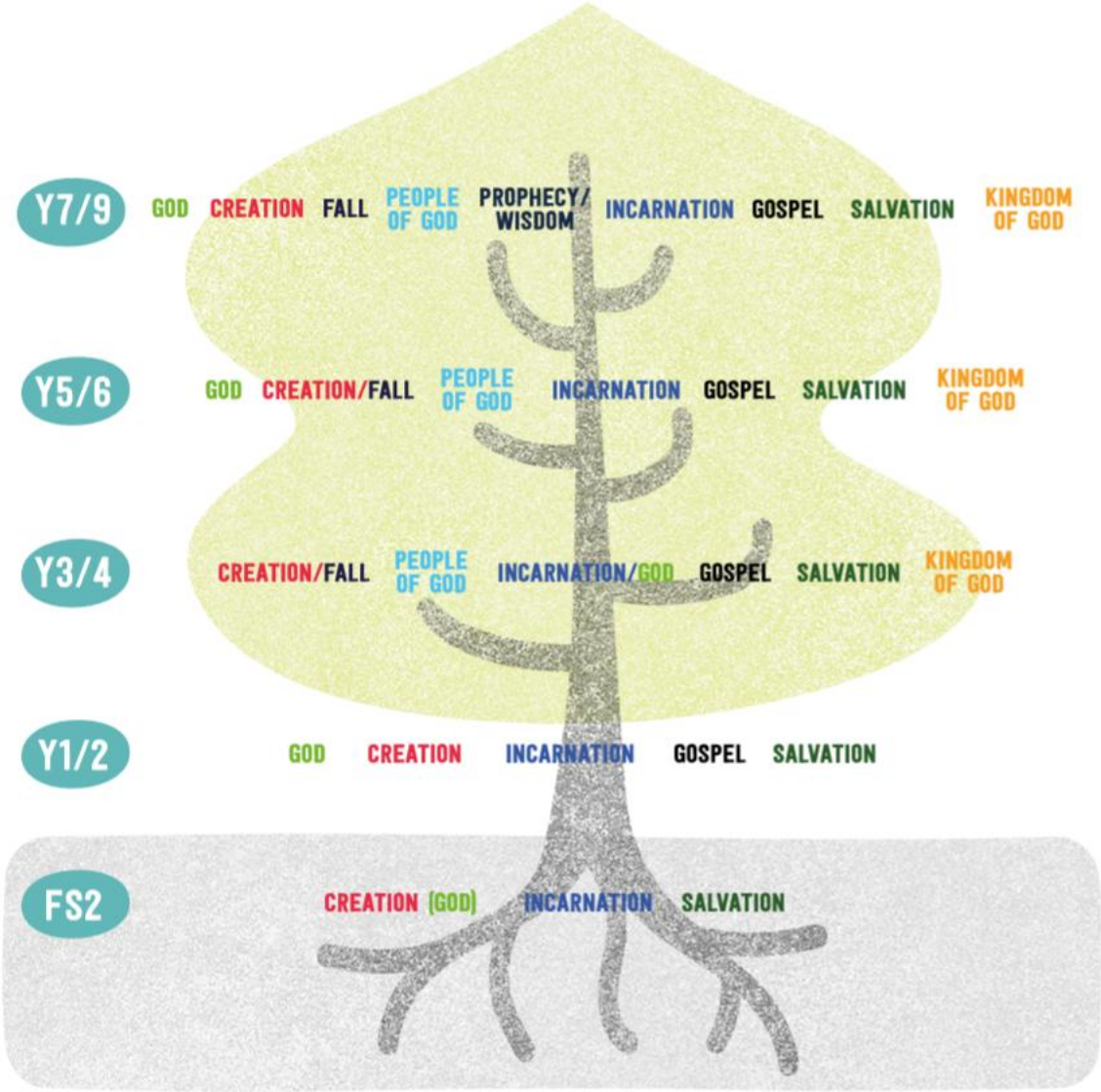

Theme / concept 1 Christianity
Theme / concept 2 World Religions
Theme/ concept 3 Ethical Issues
Theme / concept 4 Philosophical concepts

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	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Reception	Who am I and where do I belong? **Creation (God)**	Why is Christmas special for Christians? **Incarnation**		What can we learn from the stories of Jesus? **Salvation**	What is in an Easter Garden? **Salvation**		What makes something special? **Incarnation**	What makes our world wonderful and how should we care for it? **Creation (God)**
Year 1	Why did Jesus tell stories? **(Gospel)** **Spirituality Opportunities:** Children will be given time to reflect on why certain stories matter to them personally. Children encouraged to notice how stories can shape their feelings, behaviour, values, and sense of meaning. Stories help the children to understand God's character and the deeper truths of life. Recognising the divine worth in every person;	What is in our school's name? **(Christianity)** **Spirituality Opportunities:** Children given the opportunity of sensing the influence of goodness in our lives and how we can apply this. Seeing God at work through people.	Who is who in the nativity? **(Incarnation)** **Spirituality Opportunities:** closeness to God. Focus- personal meaning and connection to the Nativity story. Take part in the school nativity.	Why do Jewish people celebrate the day of Shabbat? **(Judaism)** **Spirituality Opportunities:** Spiritual focus, self-awareness, belonging, identity. Reflect on their personal- Values and direction. Relationships and showing gratitude in their own lives. Focus- inner stillness and well-being. Sacred time and renewal. Noticing sacred moments in their ordinary life. Compassion and kindness and reflecting when	Who are our Christian neighbours? **(God)** **Spirituality Opportunities:** Children to understand the connection, togetherness, common purpose from different Christians. There will be time for children to personally reflect on their own identity and morally reflect. Students- will be given the opportunity to reflect and understand the beauty in worship. Students will be given the	Is Easter the most important festival for Christians? **(Salvation)** **Spirituality Opportunities:** Spiritual focus, feeling loved and cared for. Understanding how things can get better and understanding important moments. Mending relationships and caring for others. Time to reflect- Noticing new beginnings and finding hope.	How does belonging to a Synagogue help a Jewish person in their faith? **(Judaism)** **Spirituality Opportunities:** Spiritual focus, noticing special spaces. Wondering about something bigger than ourselves. Students giving the opportunity to reflect and show gratitude. Thinking about times we are brave. A chance to understand a sense of belonging and shared memory.	What teaches people to look after the world? **(Creation)** **Spirituality Opportunities:** Time to reflect on the beauty of creation and show gratitude. Time to visit the forest school/local parks/ gardens to explore nature and say thank you.

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	exploring what love *looks* like in action. Growing in understanding of God, human behaviour, and ethical living.			they can show these qualities.	opportunity to understand and reflect on how understanding differences will allow for peaceful living.			
Year 2	Why do Christians make and try to keep promises before God? **(Gospel)** **Spirituality Opportunities:** Children reflect on times when they have made a promise and how it felt to keep (or break) it.	What can we learn from the story of Noah? **(Creation)** **Spirituality Opportunities:** Wondering Questions Encourage curiosity and discussion: *I wonder why God chose Noah to build the ark.* *I wonder what Noah felt when he followed God's instructions.* *I wonder what the story teaches us about listening to God.*	What does 'Light of the World' mean for Christians? **(Incarnation)** **Spirituality Opportunities:** Silent Reflection: "Imagining the Light" Invite pupils to close their eyes and imagine: A world with light guiding them safely Jesus helping people in need or showing love How it feels to follow the light and live in kindness **Reflection prompts:** *How does Jesus' light guide our choices?*	What does it mean to be a Muslim? **(Islam)** **Spirituality Opportunities:** Music and Meditation Play a short, reflective Islamic call to prayer or calming music: Invite pupils to sit quietly and imagine a peaceful moment of prayer or reflection Discuss how reflection and prayer help Muslims live a good and kind life **Reflection prompts:** *How do prayer and reflection help*	Why are women so important in the Bible? **(Gospel)** **Spirituality Opportunities:** Reflective Storytelling Share age-appropriate Bible stories about women: **Mary, the mother of Jesus** – obedience, faith, and trust in God **Mary Magdalene** – witness to the Resurrection **Ruth and Esther** – courage, loyalty, and helping others	Do Easter symbols help us to understand Easter? **(Salvation)** **Spirituality Opportunities: Silent** Reflection: "Thinking About Symbols" Invite pupils to sit quietly and imagine: Seeing a cross, candle, or Easter egg and thinking about Jesus How these symbols remind them of hope, love, and new life How symbols can help them	What helps Muslims to live a faithful life? **(Islam)** **Spirituality Opportunities:** Personal Reflection: "My Faithful Actions" Invite children to write or draw: One action they can do this week to be kind, helpful, or responsible How they can use their faith or values to guide their actions How these actions can make others feel happy or cared for **Optional prayer/reflection prompt:** "Thank you, God,	How is prayer important? **(God)** **Spirituality Opportunities:** Reflective Storytelling Share simple stories showing the role of prayer: **Jesus praying** in the Garden of Gethsemane (Matthew 26:36–46) – showing trust in God A child praying at home or at school – asking for help or giving thanks A story of answered prayer or comfort through prayer **Reflection prompts:**

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		I wonder how we can care for the world today, like Noah did.	*How can we share this light with friends and family?*	*Muslims make good choices?* *What can we learn from their faith about being kind and responsible?*	**Reflection prompts:** *What did these women do that was important?* *How did their faith help them make good choices?* *Why are their actions remembered in the Bible?*	feel closer to God **Reflection prompts:** *Which Easter symbol makes you feel closest to God?* *How can remembering these symbols guide our actions?*	for showing us how to live with kindness and care. Help us to follow our faith in our actions every day."	*Why do people pray to God?* *How did praying help the people in the story?* *How can prayer help us in our daily life?*
Year 3	What is the story? **(God)** **Spirituality Opportunities:** Personal Reflection: "My Story" Invite children to write or draw: A time when they felt cared for, helped, or guided One way they can show love	Why do we remember? **(Gospel)** **Spirituality Opportunities:** Group Activity: "Memory Circle" Children sit in a circle and share: Something they remember	What is the most important message of Christmas? **(Incarnation/ God)** **Spirituality Opportunities:** Wondering Questions Encourage curiosity and personal thinking: *I wonder what the most important message of Christmas is.*	What does it mean to be a Hindu in Britain today? **(Hinduism)** **Spirituality Opportunities:** Group Activity: "Daily Faith" Children work in small groups to identify ways Hindus might practice their faith in Britain today: Daily prayers or puja at home	What kind of world does God want? **(Creation/ Fall)** **Spirituality Opportunities:** Reflective Storytelling Share a Bible story about creation and God's vision for the world:	How is each person vital to the Easter narrative? **(Salvation)** **Spirituality Opportunities:** Personal Reflection: "My Part in God's Plan" Invite children to write or draw: How they can play a positive role in helping others	Why should Hindus live a good life? **(Hinduism)** **Spirituality Opportunities:** Music and Meditation Play a short Hindu devotional chant (bhajan) or calming music: Invite pupils to sit quietly and reflect on kindness, honesty, and service	Words or actions – which is most important? **(Comparative)** **Spirituality Opportunities:** Silent Reflection: "Thinking About Me" Invite pupils to sit quietly and imagine: A time when someone's words helped them

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	and kindness to others **Optional prayer prompt:** "Thank you, God, for helping and caring for me every day."	about a kind or loving act Something important they have learned from Bible stories or school lessons **Discussion prompts:** *Why is it good to remember these things?* *How can remembering help us make good choices?*	*I wonder how the birth of Jesus changes how Christians live.* *I wonder why people give gifts at Christmas and how that connects to God's gift of Jesus.* *I wonder how we can share the Christmas message with others today.*	Festivals: Diwali, Holi, Navaratri Acts of kindness or helping others (karma) Visiting temples or celebrating in the community **Discussion prompts:** *How do these practices show devotion to God?* *What is similar to the ways people in other faiths live out their beliefs?* *Why are these practices important for Hindus today?*	**Creation Story (Genesis 1–2)** – God creates a perfect world and calls it good **Story of the Fall (Genesis 3)** – humans make wrong choices that hurt creation **Reflection prompts:** *What kind of world did God create at the beginning?* *What went wrong when humans didn't follow God's ways?* *How can people help make the world more like God wants?*	One way they can show love, courage, or kindness in school, at home, or in their community **Optional prayer prompt:** "Lord, help me to be brave, loving, and helpful, like the people in the Easter story."	Discuss how prayer, meditation, and reflection guide Hindus in living well **Reflection prompts:** *How does listening or reflecting help us make good choices?* *What can we learn from Hindu ways of living a good life?*	A time when someone's actions helped them How it feels when words and actions match **Reflection prompts:** *Which helped me more, the words or the actions?* *How can I make sure my words and actions match when helping others?*
Year 4	What makes an Old	Non-religious world views	What does the journey	What do Sikhs believe? **(Sikhism)**	What would Jesus do? **(Gospel)**	How does Holy Communion	What do Sikhs value? **(Sikhism)**	How does faith guide people to try and

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	Testament hero? **(People of God)** **Spirituality Opportunities:** Stillness & Reflection: Hearing God's Call Begin with a short time of stillness. Ask pupils to imagine being called by God like Samuel, Moses, or Jeremiah. Prompt: *"If God whispered something important to you, what might it be?"* Encourage them to write or draw their response privately.	**(Comparative)** **Spirituality Opportunities:** Children to have a speaker to come into to school to share their lived experiences of their faith.	through Advent mean? **(Incarnation/ God)** **Spirituality Opportunities:** "What Really Matters?" Stillness Moment Begin with quiet reflection. Prompt: *"What do you think makes life meaningful?"* Invite children to draw or write one thing that matters most to them. This mirrors how some non-religious people find meaning outside religion (e.g., relationships, nature, kindness, creativity).	**Spirituality Opportunities:** Guided Imagery: Inside the Gurdwara Lead a short, guided reflection: Imagine walking into a Gurdwara… Hearing quiet prayers… Seeing people serving food in the langar… Feeling welcome, whoever you are… Ask afterwards: *"What part made you feel peaceful or curious?"* This develops empathy and spiritual imagination.	**Spirituality Opportunities:** Stillness & Candle Moment: "Listening for Love" Begin with quiet stillness. Light a candle (real or LED) as a symbol of Jesus' guidance in the Gospels. Prompt pupils to silently consider: *"What does love look like?"* *"If Jesus were in our classroom today, what kind of words would he say?"* This encourages thoughtful openness and calm.	build a Christian community? **(Salvation)** **Spirituality Opportunities:** Gratitude Moment: People Who Lift Us Up Christians believe Communion reminds them of Jesus' sacrifice and love. Ask pupils to reflect: *"Who helps me feel loved or supported?"* *"How can I show gratitude or kindness to them today?"* They may write a thank-you note or a kindness intention.	**Spirituality Opportunities:** Reflection on Equality (Ik Onkar & Human Unity) Sikhs believe all people are equal. Invite pupils to reflect silently: *"When have I helped someone feel included?"* *"When might I need to treat someone more fairly?"* Children can add ideas to an "Equality Circle" or "Inclusion Tree".	make the world a fairer place? **(Kingdom of God)** **Spirituality Opportunities:** Stillness Moment: "What Does Fairness Feel Like?" Begin with 30–60 seconds of calm. *Prompt:* "Think of a time when someone treated you fairly." "What feeling did it give you?" Connects pupils emotionally with the idea of fairness and justice.

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Year 5	Who are the 'fearless women of faith'? **(Kingdom of God)** **Spirituality Opportunities:** Wondering Questions *What makes someone fearless?* *How do these women show the values of God's kingdom?* *Where do you see courage in the world today?* **Or** Silent Reflection Light a candle and invite children to think about: *"What kind of courage would I like to show in the world?"*	Should every Christian go on a pilgrimage? **(God)** **Spirituality Opportunities:** Silent Sacred Space – "Journey to God" Create a quiet atmosphere (soft music, candle, or image of a peaceful path). Invite children to reflect: *If you were going on a journey to get closer to God, what would you hope to find?* *What would you leave behind?* *Where do you feel closest to God now?* Give them a minute of	*Anti-Racist RE* How can people of faith serve God and bring freedom and justice to others? **(Incarnation)** **Spirituality Opportunities:** Children to have a visiting speaker form IJM to speak on the Christian response to social injustice and the anti-racist movement.	What does it mean to be a Buddhist? **(Buddhism)** **Spirituality Opportunities:** Stillness & Breathing (Mindfulness Moment) Introduce a simple Buddhist-inspired breathing exercise: Sit comfortably Breathe in slowly… breathe out slowly Notice your breath like a wave coming and going After 30 seconds, invite reflection: *How did that feel?* *Why might Buddhists practise mindfulness?* This gives children a taste of what many Buddhists do to find calm and awareness.	How did the church begin? **(People of God)** **Spirituality Opportunities:** Reflective Storytime Tell the story of **Pentecost** (Acts 2) in a child-friendly way: The Holy Spirit came to the apostles They felt courage and joy They began to share Jesus' message with everyone. **Reflection prompts:** *How would you feel if you received the Holy Spirit like the apostles?* *Why do you think they were brave to tell*	How do Christian communities live out the Easter story? **(Salvation)** **Spirituality Opportunities:** Silent Reflection: "Living the Easter Story" Invite pupils to close their eyes and imagine: Jesus' love and forgiveness surrounding them Ways they can share love, kindness, or forgiveness with others **Reflection prompts:** *What small acts of kindness can I do this week?* *How can I help bring hope to someone who is sad or lonely?*	What is the Buddhist way of life? **(Buddhism)** **Spirituality Opportunities:** Children to visit a Buddhist Temple or have a speaker to come into to school to share their lived experiences of their belief.	What does faith and belief teach about the journey of life and death? **(Salvation)** **Spirituality Opportunities:** Silent Reflection: "Journey of My Life" Invite pupils to close their eyes and imagine their life as a journey: Steps they have taken so far People and experiences that guide them Hopes for the future **Reflection prompts:** *Who or what helps guide me through life?* *How can faith, belief, or hope make life easier or happier?*

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		silence to sit with these thoughts.			*others about Jesus?* *How do you think people today can be "apostles" in their own way?*			
Year 6	How has the Christian message survived? **(People of God)** **Spirituality Opportunities:** Personal Reflection: "My Message" Invite pupils to reflect and write or draw: One important lesson from Christianity that they would like to share One way they can live their own life reflecting Christian values (love, hope, forgiveness,	Understanding faith – a comparative study. **(Comparative)** **Spirituality Opportunities:** Creative Response: Symbol of Faith Children can create a **symbol representing what faith means to them**, e.g.: A heart, tree, flame, light, or river Use it to reflect personal beliefs or	How do art and the media convey Christmas to all people? **(Incarnation)** **Spirituality Opportunities:** Personal Reflection: "My Christmas Message" Invite children to write or draw: One message or feeling about Christmas that is important to them How they could share this message with others	How do Muslims show commitment to Allah? **(Islam)** **Spirituality Opportunities:** Children to visit a Mosque or have a speaker to come into to school to share their lived experiences of their faith.	What is wisdom? **(Wisdom)** **Spirituality Opportunities:** Personal Reflection: "My Wisdom Tree" Children draw a tree with branches labelled: Knowledge I have Wise actions I have done Ways I can grow in wisdom **Optional addition:** add roots representing guidance from	Why do Christians call 'Good Friday' good? **(Salvation)** **Spirituality Opportunities:** Reflective Storytelling Tell the story of **Good Friday** in an age-appropriate way: Jesus' arrest, trial, crucifixion, and death Emphasise **l**ove, sacrifice, forgiveness, and hope **Reflection prompts:** *Why might*	How does the Torah help Jewish people to understand what being Jewish means? **(Judaism)** **Spirituality Opportunities:** Children to visit a Synagogue or have a speaker to come into school to share their lived experiences of their faith.	What does it mean to live a good life? **(Gospel)** **Spirituality Opportunities:** Creative Response: Good Life Symbols Children create a symbol representing **a good life**: A heart (love) A tree (growth and stability) A path (making wise choices) Hands (helping and serving others) **Reflection prompts:**

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	courage) **Optional prayer prompt:** "God, help me share your love and hope with the people around me."	shared human values **Reflection prompts:** *What does your symbol tell others about your beliefs or values?* *How do faith and belief guide people across the world?*	One way the story of Jesus' birth inspires kindness or hope **Optional prayer or reflection prompt:** "Lord, help me see the true meaning of Christmas and share your love with others."		God, family, teachers, or mentors. **Reflection prompts:** *What helps me grow in wisdom?* *How can my wisdom help others?*	*Jesus' death be called "good" even though it was sad and painful?* *What does this story teach about love and forgiveness?* *How do you feel knowing Jesus gave his life for others?*		*How does your symbol remind you of living well?* *What actions can your symbol inspire in everyday life?*

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YEAR 7 - KEY THEMES / CONCEPTS	Identity and Creation	'Understanding Christianity'- (The Nature of God)		Hinduism	'Understanding Christianity'- (Creation and the fall)	Judaism	'Understanding Christianity'- People of God (Judaism)
YEAR 7 - KEY CONTENT/ LEARNING	Pupils to explore the concepts behind Religious Studies through an examination of personal identity and sacred creative narratives.	Pupils to explore Christian beliefs about God and the different ways of expressing these beliefs		Pupils to explore the central beliefs and practices of the Hindu Faith	Pupils to explore Christian beliefs about the nature of the world and creation AND the loss of the relationship with God	Pupils to explore the central beliefs and practices of the Jewish Faith	Pupils to explore the Old Testament relationship between God and humanity and its impact of Jewish and Christian traditions
YEAR 8 - KEY THEMES / CONCEPTS	'Understanding Christianity'- (Prophecy and Wisdom)	Islam		'Understanding Christianity'- (Incarnation)	Sikhism	'Understanding Christianity'- Gospels	Buddhism
YEAR 8 - KEY CONTENT/ LEARNING	Pupils to explore the different advice presented by prophetic narratives and wisdom literature	Pupils to explore the central beliefs and practices of the Islamic Faith		Pupils to explore Christian beliefs about God taking on human form as Jesus	Pupils to explore the central beliefs and practices of the Sikh Faith	Pupils to explore Christian beliefs about the life and teachings of Jesus Christ	Pupils to explore the central beliefs and practices of the different Buddhist traditions
YEAR 9 - KEY THEMES / CONCEPTS	'Understanding Christianity'- (Salvation)	Ethical Action	& Humanism	'Understanding Christianity'- (Kingdom of God)	Equality in Faith	'Understanding Christianity'- (Eschatology)	Science V.S. Religion

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YEAR 9 - KEY CONTENT/ LEARNING	Pupils to explore Christian beliefs about salvation and healing the relationship between God and Humanity	Pupils to explore different methods of determining "good action"	Pupils to explore the central beliefs and practices of the Humanist practitioners	Pupils to explore Christian beliefs about God's kingdom and humanity's role in building it	Pupils to explore issues in equality and the responses of different faiths to these issues	Pupils to explore Christian beliefs about life after death and prophecies regarding the end of the world	Pupils to explore the potential conflict between scientific and religious beliefs and goals
YEAR 10 - KEY THEMES / CONCEPTS	Islam Beliefs AQA- Beliefs and Teachings	Religion and life AQA- Themes		Christian Beliefs AQA- Beliefs and Teachings	Relationships and Families AQA- Themes	Christian practices AQA - Practices	Revision; Year 10 content.
YEAR 10 - KEY CONTENT/ LEARNING	Pupils to explore the significance of various Islamic Beliefs	Pupils to explore the significance of various ethical issues surrounding the topics of Religion and Life		Pupils to explore the significance of various Christian Beliefs	Pupils to explore the significance of various ethical issues surrounding the topics of Relationships and families	Pupils to explore the significance of various Christian practices.	
YEAR 11 - KEY THEMES / CONCEPTS	Islam practices AQA - Practices	Crime and Punishment AQA- Themes		Peace and Conflict AQA- Themes	Revision; Christianity AQA- Beliefs and Practices	Revision; Islam AQA- Beliefs and Practices	
YEAR 11 - KEY CONTENT/ LEARNING	Pupils to explore the significance of various Islamic practices.	Pupils to explore the significance of various ethical issues surrounding the topics of Crime and Punishment.		Pupils to explore the significance of various ethical issues surrounding the topics of Peace and Conflict.			

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YEAR 12 - KEY THEMES / CONCEPTS	Development in Christian Thought OCR Religious Studies	Religion and Ethics OCR Religious Studies	Philosophy of Religion OCR Religious Studies	Development in Christian Thought OCR Religious Studies	Religion and Ethics OCR Religious Studies	Philosophy of Religion OCR Religious Studies
YEAR 12 - KEY CONTENT/ LEARNING	Pupils to explore the developments of Christian beliefs and concepts	Pupils to explore the contrasting theories for determining right action and decision making	Pupils to explore different philosophical approaches do determining universal and religious truths	Pupils to explore the developments of Christian beliefs and concepts	Pupils to explore the contrasting theories for determining right action and decision making	Pupils to explore different philosophical approaches do determining universal and religious truths
YEAR 13 - KEY THEMES / CONCEPTS	Development in Christian Thought OCR Religious Studies	Religion and Ethics OCR Religious Studies	Philosophy of Religion OCR Religious Studies	Revision	Revision	
YEAR 13 - KEY CONTENT/ LEARNING	Pupils to explore the developments of Christian beliefs and concepts	Pupils to explore the contrasting theories for determining right action and decision making	Pupils to explore different philosophical approaches do determining universal and religious truths			