

## Appendix I: Exemplar Curriculum Map for KSI-3<sup>24</sup>

**Context:** This exemplar imagines a primary school where the Jewish tradition is the second religion focus for KSI, and Islam and Hinduism are the focus at KS2 alongside Christianity in both Key Stages. In Key Stage 3 pupils are prepared for a GCSE where they will study Christianity and Islam. In addition, at Key Stage 3 Sikhism is included as a focus religion.

The balance between **Theology**, **Philosophy** and **Human/Social Sciences** is shown through the colours.

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<b>EYFS</b>	Asking questions such as those suggested on page 17				
<b>1</b>	What do my senses tell me about the world of religion and belief? <b>Christian, Hindu, Jewish</b>	How does a celebration bring a community together? <b>Muslim, Christian</b>	What do Jewish people remember on Shabbat? <b>Jewish</b>	What does the cross mean to Christians? <b>Christian</b>	How did the universe come to be? <b>Hindu, Christian</b>
<b>2</b>	Why is light an important symbol for Christians Jews and Hindus? <b>Christian, Jewish, Hindu</b>	What does the nativity story teach Christians about Jesus? <b>Christian</b>	How do Christians belong to their faith family? <b>Christian</b>	How do Jewish people celebrate Passover (Pesach)? <b>Jewish</b>	Why do people have different views about the idea of God? <b>Multi/Humanist</b>
<b>3</b>	How do people express commitment to a religion/worldview in different ways? <b>Hindu or Jewish/Sikh/Christian</b>	What is the Trinity? <b>Christian</b>	What is philosophy? How do people make moral decisions? <b>Christian/Humanist</b>	What do _____ believe about God? <b>Muslim</b>	What difference does being a _____ make to daily life? <b>Muslim</b>

<b>4</b>	Where do religious beliefs come from? <b>Christian</b>	What do we mean by truth? Is seeing believing? <b>Multi, including Sikh views on God as truth</b>	How do/have religious groups contribute to society and culture? <b>Hindu/Christian</b>	Why is there so much diversity of belief within _____? <b>Christian</b> Includes some theological aspects	What does sacrifice mean? <b>Multi/Humanist</b>
<b>5</b>	Is believing in God reasonable? <b>Multi/Humanist</b>	How has belief in _____ impacted on music and art through history? <b>Christian/Muslim</b>	What can we learn about the world/knowledge/meaning of life from the great philosophers? <b>Buddhist/Christian</b>	What difference does the resurrection make to Christians? <b>Christian</b>	How do _____ make sense of the world? <b>Hindu</b>
<b>6</b>	How and why does religion bring peace and conflict? <b>Multi</b>	How do _____ explain the suffering in the world? <b>Buddhist</b>	What does it mean to be human? Is being happy the greatest purpose in life? <b>Humanist/Christian</b>	Creation or science: conflicting or complementary? <b>Christian/Humanist</b>	How do beliefs shape identity for _____? <b>Muslim (prepare for KS3)</b>
<b>7</b>	Why does God have so many names? <b>Christian</b> <b>Muslim</b> <b>Sikh</b>	Does the existence of evil prove God doesn't exist? <b>Key Humanist, Jewish and Christian Philosophers</b>	Why is Christianity the way it is? (key events in history, church and state, diversity etc) <b>Christian</b>	What does it mean to say God became human? <b>Christian</b>	How do Sikhs interact with culture and society? <b>Sikh</b>
<b>8</b>	How do creation narratives shape what it means to be human? <b>Christian, Sikh</b>	What are sources of authority for Christians and Sikhs? (texts, experience, tradition, reason...) <b>Christian, Sikh</b>	What does it mean to live 'a good life'? <b>Humanist, Buddhist and Christian Philosophers</b>	Why is Islam the way it is? <b>Muslim</b> History focus	How do Christians interact with culture and society? (art, film and music focus) <b>Christian</b>
<b>9</b>	What is religion? A useful category or outdated concept? <b>Multi religious/Worldviews (needs to include Sikh and Jewish)</b>	What is meant by sacredness? <b>Multi (needs to include Christian and Muslim)</b>	Is believing in life after death reasonable? <b>Philosophical thinkers</b> <b>Christian, Sikh</b>	Is the Sanctity of life more important than quality of life? <b>Christian, Muslim</b>	What is reality? <b>Christian, Sikh</b> <b>Philosophical thinkers e.g. Kant</b>

## RE in Early Years Foundation Stage

All schools and academies should provide RE for all registered pupils, including those in Reception classes. The statutory requirement does not extend to nursery classes in maintained schools. In order to prepare pupils for the balanced disciplinary approach, the following suggested content is recommended for Early Years Foundation Stage.

<p><b>RE in EYFS will prepare children for the multi-disciplinary approach.</b></p> <p>Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p>		
<p><b>Christianity and at least one other religion or worldview</b></p>		
<p><b>Theology: Thinking through believing</b></p>	<p><b>Philosophy: Thinking through thinking</b></p>	<p><b>Human/Social Sciences: Thinking through living</b></p>
<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• What does this <i>religious word</i> mean? How do we say this <i>religious word</i>?</li> <li>• What is this religious story about? Why might people tell this story?</li> <li>• What does the word 'God' mean?</li> <li>• What is a belief</li> <li>• Why is this sacred book important?</li> </ul>	<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• What puzzles you?</li> <li>• Is it real?</li> <li>• What is right? What is wrong? What is 'good'?</li> <li>• What do we mean by true?</li> </ul>	<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• How do people celebrate?</li> <li>• What might people use this artefact for?</li> <li>• What ceremonies and festivals have you taken part in?</li> <li>• What happens in [place of worship]?</li> <li>• What do these symbols mean?</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise simple religious beliefs or teachings.</li> <li>• Talk about some aspects of a religious or belief story.</li> <li>• Introduce key theological vocabulary such as 'God'.</li> <li>• Recreate religious and belief stories through small world play.</li> <li>• Talk about sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>• Raise puzzling and interesting questions about religious and belief stories.</li> <li>• Raise puzzling and interesting questions about the world around them.</li> <li>• Talk about what concerns them about different ways in which people behave.</li> <li>• Say what matters to them or is of value.</li> <li>• Use their senses to investigate religion and belief.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple features of religious life and practice in a family context.</li> <li>• Recognise a number of religious words.</li> <li>• Know where some religious worldviews originated</li> <li>• Name some religious symbols.</li> <li>• Name some religious artefacts.</li> <li>• Talk about religious events that they see or hear about e.g. festivals, ceremonies.</li> <li>• Talk about what people wear because of their beliefs.</li> <li>• Visit a local place of worship.</li> <li>• Talk to someone who holds a particular religious belief.</li> </ul>