



RE Curriculum Map

RE enables children to investigate and reflect on some of the most fundamental questions asked by people. At The Minster Nursery & Infant School we aim to develop the children’s knowledge and understanding of Christianity and the other main world faiths represented in the United Kingdom. RE is seen as more than a subject within the school and is used to reinforce moral values and reflection and develop a wide range of skills. In Reception and KS1, we use the Southwark syllabus, enriched by the ‘Understanding Christianity’ to further develop childrens’ understanding of Biblical concepts. In Nursery and Reception, RE is also planned based on the Early Years Foundation Stage Curriculum. By the end of their time at the Minster Nursery and Infants School, we hope all children will have been able to develop their knowledge and understanding of the cultural context of their own lives, and discover and value common ground and common values shared by the different religious traditions.

	Autumn	Spring	Summer			
Nursery	<p>The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.. This document demonstrates which statements from the revised (2023) Development Matters are prerequisite skills for RE within the national curriculum and these are detailed below.</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. (PSED) • Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED) • Talk about what they see, using a wide vocabulary. (UW) • Begin to make sense of their own life-story and family’s history. (UW) • Continue developing positive attitudes about the differences between people. (UW) • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW) <p>British Values: Mutual respect and tolerance of different faiths and beliefs (applicable to children throughout school)</p> <p>Starting point and throughout the year: Explore children’s own celebrations, eg birthdays, new siblings. Explore children’s own religions and festivals. Festivals should be celebrated at the correct time of the year whenever possible. Explore and value special objects /things that children show or do which have a special religious or cultural meaning for them. Read relevant stories linked to different cultures and religions. Use art, music, dance, and role-play to engage children.</p>					
From Summer 2026, R.E. will be taught weekly in Nursery linked to the following topics.	Who am I?	Why is Christmas special?	What makes us special?	How do people celebrate Easter?	What are the special places and people in our community?	What objects and clothes are special to some people and why?
	Celebrate, celebration, birthday, festival, special, party, decorations, fireworks, faith, believe, Harvest, Diwali, Christmas, Hanukkah, Nativity, Jesus, Mary, Joseph, angel, Gabriel, shepherd, innkeeper, manger,		Lunar New Year, Shrove Tuesday, Pancake Day, Mother’s Day, Holi, Ramadan, Eid, Easter, Easter Story, church, cross, Jesus, hot cross buns, Easter eggs,		Vesak, Eid Adha	
Reception	<p>In reception the following Revised (2023) Development Matters statements are used within Reception.</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community.(UW) • Recognise that people have different beliefs and celebrate special times in different ways. (UW) • Recognise some similarities and differences between life in this country and life in other countries. (UW) • Build constructive and respectful relationships (PSED) • Express their feelings and consider the feelings of others (PSED) • Think about the perspectives of others (PSED) <p>British Values: Mutual respect and tolerance of different faiths and beliefs (applicable to children throughout school)</p> <p>Starting points throughout the year: Exploring children’s own celebrations, e.g. birthdays, new siblings, christenings. Exploring the children’s own religions and festivals, for example, Diwali and Eid. Investigating other cultures and countries during our ‘Many Cultures One Family Week’ and showing they value towards objects which have special religious or cultural meaning for their family. Reading relevant stories linked to different cultures and religions. Using art, music, dance and role-play to explore different experiences.</p>					



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RE is also taught through the Southwark syllabus (below)						
	<p><u>Who Am I and Where Do I Belong?</u></p> <p>Pupils will explore their identity and that of others, understanding that each person is unique. They will explore the Christian belief of God as the Creator, creating each person and therefore loving them unconditionally. They will then explore the concept of belonging, including belonging to a Church of England school. The children will then think about the distinctively Christian values as a way to live.</p> <p>Creation (God)</p>	<p><u>Why is Christmas special for Christians?</u></p> <p>Pupils will explore the concept of celebration and learn that what someone celebrates can help us understand what they believe. Pupils are helped to see the world through the eyes of others. Pupils are introduced to the Christian festival of Christmas and how the Nativity story is at the centre of Christmas for Christians in which God came to earth in human form: - incarnation. They are taught how Christians believe the birth of Jesus brings a message of good news, joy and peace to the world.</p> <p>Incarnation</p>	<p><u>What Can We Learn From the Stories of Jesus?</u></p> <p>Pupils will learn about the stories of Jesus, which are important to Christians because they are about God. Christians believe that through his stories, Jesus is teaching about how to live and also about what God is like. This unit introduces the Christian concept of 'Salvation' to pupils. This is done through learning about some of the stories of Jesus, both those he told (a parable) and those of actions that he did (miracles). Through these, pupils are encouraged to see examples of Jesus' name meaning 'He saves'.</p> <p>Salvation</p>	<p><u>What is in an Easter Garden?</u></p> <p>Pupils will explore the concept of celebration and are taught that what someone celebrates can help us understand what they believe. Pupils are helped to see the world through the eyes of others. Pupils are introduced to the Christian festival of Easter, learning the Easter story and recognising how Jesus' last week and his death and resurrection are at the centre of Easter for Christians: - salvation. They learn about how Christians try to follow the example of Jesus showing love to others.</p> <p>Salvation</p>	<p><u>What Makes Something Special?</u></p> <p>Pupils will look at the different ways in which things are special to us – including places, objects and memories. They will think about the specialness of 'religious' artefacts and the teaching of Jesus that all people are special to God. Pupils are encouraged to care for their special and precious things.</p> <p>Incarnation</p>	<p><u>What Makes Our World Wonderful and How Should We Care For It?</u></p> <p>Pupils will engage with their innate sense of wonder about the world and have opportunities to create things of their own. Pupils explore beliefs about how our wonderful world was created, thinking about their own and others' ideas whilst encountering the Christian creation story from The Bible, which also features in The Torah and The Qur'an. They are encouraged to think about what the Creation story teaches about how people should live in the world, and the way we can all work together to look after our wonderful world, including ways in which the whole school community can make a difference for good. Finally, pupils will reflect on what their favourite part of creation is and why.</p> <p>Creation (God)</p>
Key Vocabulary	Special; valuable; precious; unique; care; Christian; Bible; God; Creator; church; belong; Church of England school	Christian; celebration; Christmas; Bible; Nativity; Jesus; Angel Gabriel; Mary; Joseph; innkeeper; manger; shepherds; angels; joy; peace; God; human; Incarnation	Story; Jesus; Holy Bible; Parable; miracle; God; Jesus' name means 'He saves.'	Christian; Easter; Jesus; love; God; salvation.	Special; place; object; religious; Jesus; God; people; precious; care; memory	Wonderful; world; universe; Earth; Creator; creation; Christian; story; The Bible; God; care



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<p>Year 1</p>	<p><u>Christianity - Why did Jesus tell stories?</u></p> <p>Pupils will explore how stories are important to people of different faiths and beliefs as a way of expressing meaning, ideas about the beginnings of the world, sharing morals and providing comfort or answers to difficult questions. Children will know that Jesus told stories, parables, which can be found in the Gospels and have meanings and something for Christians to learn. The parables teach Christians a way to live and also about God.</p> <p>Gospel</p>	<p><u>Christianity - What is in Our School's Name?</u></p> <p>Pupils will learn about the importance and impact of Saints in Christianity. They will learn about why John the Baptist is associated with Croydon Minster and will learn about his way of life, belief and teachings.</p>	<p><u>Christianity - Who is Who in the Nativity?</u></p> <p>Pupils will explore the different characters of The Nativity which centres on Jesus as the most important person in the events and portrayal of the Nativity.</p> <p>Pupils are helped to understand that for Christians, Jesus is God's Son, who was born in a stable in Bethlehem and grew up to teach people about God.</p> <p>Incarnation</p>	<p><u>Judaism - Why Do Jewish People Celebrate the Gift of Shabbat?</u></p> <p>Pupils are introduced to the faith of Judaism. They learn simply about what it means to be a Jewish person and focus on some special times for Jewish people: - the weekly celebration of Shabbat, Havdalah which marks the end of Shabbat, and the festivals of Rosh Hashanah and Hanukkah.</p>	<p><u>Christianity - Who Are Our Christian Neighbours?</u></p> <p>Pupils will develop their awareness of Christianity as a faith followed by different Christian communities locally. Pupils are introduced to another Christian community in the locality and compare it to how Christianity is lived out by The Church of England school and the parish church. They explore the idea that all Christians share key beliefs, e.g. God, (but different Christian communities may understand some of the beliefs differently.)</p> <p>God</p>	<p><u>Christianity - Is Easter the Most Important Festival for Christians?</u></p> <p>Pupils revisit the Easter story and recognise how the Easter story is central to the overall 'big story' of The Bible as the part where salvation happens. They learn about how Christians try to follow the example of Jesus showing forgiveness to others. The core Christian belief of new and everlasting life is shared, linked to Jesus rising from the dead. This builds up to show the importance of Easter for Christians as being the bedrock of what the Christian faith is built upon.</p> <p>Salvation</p>	<p><u>Judaism - How Does Belonging to a Synagogue Help a Jewish Person in Their Faith?</u></p> <p>They learn about the synagogue as the Jewish place of gathering, worship and learning and how the synagogue helps a Jewish person live out their faith. Pupils also learn about some more special times for Jewish people: - the festivals of Sukkot, Purim and Passover.</p>	<p><u>Christianity - What Teaches People to Look After the World?</u></p> <p>Pupils will learn that most Christians believe God created the world and that The Bible tells the account of God's creation. They will learn about how Christians recognise God as a kind God, in giving His creation, believing that he still gives today to sustain the world. Christians therefore try to give as well – to other people and to God. They consider how important love is for Christians: - the love of God for humanity, the love of Christians for God and the love of Christians for others, trying to emulate God's love. Pupils will explore other religious festivals which show thankfulness for creation, e.g. Harvest and TuB'Shvat, the birthday of the Trees (Jewish festival.) Finally, pupils will reflect on how we can all care for the world we share as our shared home. They are encouraged to reflect on creation and consider what they would like to say to God about creation.</p> <p>Creation</p>
<p>Key Vocabulary</p>	<p>New Testament; Gospel; Parable; Samaritan; Prodigal; Meaning</p>	<p>Christianity, saint, characteristics, qualities, Saint's day, belief, way of life, teachings, commitment, faith, symbol, church, dedicate and influence.</p>	<p>Nativity; Christian; Bible; God; gift; Jesus; Angel Gabriel; Mary; Joseph; Bethlehem; innkeeper; human; incarnation; shepherds; angels; wise men; 'good news'; King; love</p>	<p>Judaism, Jewish, Jew, God, Sabbath, Shabbat, blessing, Havdalah, Rosh Hashanah and Hanukkah</p>	<p>Christian; community; denomination; Church of England; Anglican, God; belief</p>	<p>Christian; Easter; Bible; forgive; hope; new life; salvation</p>	<p>Judaism, Jewish, Jew, synagogue, ark, Ner Tamid ('Eternal Light,') Rabbi, community, God; festival; celebration, Sukkot, Tabernacles, succah; Harvest; Purim; Passover (Pesach); Moses; Exodus; Egypt; Sedar meal</p>	<p>Christian; believe; God; creation; create; Creator; love; grateful; thankful; faiths; Jewish; festival; Harvest; TuB'Shvat; care</p>



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Year 2	<p><u>Christianity - Why Do Christians Make and Try To Keep Promises Before God?</u></p> <p>Pupils will explore what a promise is and how Christians demonstrate commitment to God and the Christian faith through making promises at key times in their life as the central parts of rites of passage, e.g. baptism and marriage. Links should be drawn with promises made by faith members in other religions.</p> <p>Gospel</p>	<p><u>What Can We Learn From the Story of Noah?</u></p> <p>Pupils will understand one of the stories in the bible is of Noah and that there are different understandings of the story of Noah</p> <p>They will think about the key themes of trusting in God and his grace to give a second chance.</p> <p>Creation</p>	<p><u>Christianity - What Does the 'Light of the World' Mean to Christians?</u></p> <p>Pupils will understand that Christians consider Jesus the 'Light of the World'. Jesus was God's son, who was born in a stable in Bethlehem. He grew up to teach people about God, He valued everyone. As the light, Jesus guides believers, giving hope. Children will know that, at Christmas, Jesus as the light is understood through rituals and symbols.</p> <p>Incarnation</p>	<p><u>Islam - What Does it Mean to be a Muslim?</u></p> <p>Pupils will learn to describe some aspects of the Muslim faith. They will explore what beliefs are important to different people of different faiths</p> <p>Pupils will explain some of the similarities and differences within and between religions. They will understand the importance of a place of worship</p>	<p><u>Christianity - Why are Women So Important in the Bible?</u></p> <p>Pupils will learn about the examples of two women in the Bible and how through their actions towards Jesus, their faith is shown. As a result, Jesus uses their actions to teach people about the 'good news' of God. Christians believe Jesus' teachings show them how to live.</p> <p>Pupils are encouraged to see the importance of women in the Bible, for they are central in Jesus' ministry.</p> <p>Gospel</p>	<p><u>Christianity - Do Easter Symbols Help Us to Understand Easter?</u></p> <p>Pupils will learn about and understand the different Christian symbols linked to the Easter story, specifically focusing on the cross and water as symbols of forgiveness and new life.</p> <p>Salvation</p>	<p><u>Islam - What Helps Muslims Live a Faithful Life?</u></p> <p>Pupils will make connections between some key beliefs about Allah, worship and the 5 pillars of Islam They will think about living in community and sharing faith . Pupils will explain and make connections between Islam and other religions.</p> <p>They will think about reasons why living a good life might be important to Muslims and how and why their ideas might be different of similar to those of other faiths or of none.</p>	<p><u>How is Prayer Important?</u></p> <p>Pupils will discuss and experience different ways of praying. They will develop their understanding of the Lords prayer.</p> <p>Pupils will consider if prayer is important to everyone and understand how different faiths pray.</p> <p>They will investigate how words, music and art support different people when praying.</p> <p>God</p>
Key Vocabulary	Christian, faith, member, community, rite of passage, promise, vow, commitment, God, baptism, Christening, font, shell, water, oil, cross, candle, prayer, vicar, parent, godparent, welcome, Jesus, John the Baptist, wedding, marriage, love and trust	Trust, Believe, Ark, Persuade, Sin, Promise, Grace, Covenant and Salvation	Incarnation, Light, Christingle, Symbol, Holy and Halo	Islam, Muslim, Allah, Muhammad and Mosque	Gospel, Jesus, women, trust, faith, love, anoint, sin and forgiven	Symbol, Cross, Bread, Wine, Crown of thorns, Hot cross bun and Easter egg	Monotheistic, Omniscient , Omnipotent , Commitment, Shahadah, Salah, Zakat, Sawm and Hajj	Prayer and reflection