# Living Difference IV (City of Westminster) Suggested Curriculum Map

- This **suggested curriculum map** enables you to meet majority of the content in your locally agreed syllabus.
- It is based on schools teaching three Christianity enquiries per year, in general, including Christmas and Easter.
- All EYFS units have all been included but can be edited as desired.
- The Living Difference IV RE syllabus states:
- In EYFS the curriculum for RE should ensure progression into KS1. The units of study will involve an enquiry into the child's experience of the concept/word and/or golden thread concept selected (for example belonging).
  During Reception and Key Stage 1 Children will look at aspects of the Christian tradition along with a depth study of a second tradition. If the second faith is also Abrahamic in origin, then a study of a dharmic tradition should also be undertaken. Non-religious perspectives can also be studied.
  During Key Stage 2 Children will look in more depth at aspects of the Christian tradition along with depth studies of two additional religious traditions ensuring that dharmic traditions are studied. Non-religious perspectives can also be studied.

| Christianity | Judaism | Islam | Sanatana Dharma | Buddhism | Sikhi | Bahai | Humanism | Ethical Veganism |
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| Age Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Ages 3-4** | What makes people special to me and others?<br><br>Christianity, Judaism | What is Christmas to me and others?<br><br>Christianity concept: Incarnation | How do I and other people celebrate?<br><br>Sanatana Dharma, Mixed Worldviews | What is Easter to me and others?<br><br>Christianity concept: Salvation | What can I and other people learn from stories?<br><br>Christianity, Islam, Sanatana Dharma, Sikhi | What makes places special to me and others?<br><br>Christianity, Islam, Judaism |
| **Ages 4-5** | What makes people special?<br><br>Christianity, Judaism | What is Christmas?<br><br>Christianity concept: Incarnation | Celebrations<br><br>Sanatana Dharma, Mixed Worldviews | What is Easter?<br><br>Christianity concept: Salvation | What can we learn from stories?<br><br>Christianity, Islam, Sanatana Dharma, Sikhi | What makes places special?<br><br>Christianity, Islam, Judaism |
| **Ages 5-6**<br><br>**YEAR 1** | What do Christians believe about God? | What gifts might Christians in my town have given Jesus if he | Who is God to Sikhs? **5-7, Sikhi, Enquiry 1** | Why was Jesus welcomed like a king or | Why do Sikhs admire their Gurus? | Does taking part in the Baisakhi help Sikh |

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| | **5-7, Christianity, Autumn 1** | had been born here rather than in Bethlehem? **5-7, Christianity, Autumn 2** | | celebrity by the crowds on Palm Sunday? **5-7, Christianity, Spring 2** | **5-7, Sikhi, Enquiry 2** | children feel a sense of belonging? **5-7, Sikhi, Enquiry 3** |
| *Links to City of Westminster (Living Difference IV)* | **Golden Thread: Special** | **Golden Thread: Special** | **Golden Thread: Belonging** | **Golden Thread: Special** | **Golden Thread: Special, Belonging** | **Golden Thread: Special, Belonging** |
| ***A** concepts/words:* | Creation, interpretation | Thanking, gift, storytelling | Creation, devotion | Welcoming, remembering | Celebration, wisdom, identity | Identity, message |
| **Ages 6-7** **YEAR 2** | Is it possible to be kind to everyone all of the time? **6-7, Christianity, Autumn 1** | Why do Christians believe God gave Jesus to the world? **6-7, Christianity, Autumn 2** | Who is God to the Jews? **5-7, Judaism, Enquiry 1** | How important is it to Christians that Jesus came back to life after his crucifixion? **6-7, Christianity, Spring 2** | Is Shabbat important to Jewish children? **5-7, Judaism, Enquiry 2** | Does visiting the synagogue help Jewish children feel closer to God? **5-7, Judaism, Enquiry 3** |
| *Links to City of Westminster (Living Difference IV)* | **Golden Thread: Love, Community** | **Golden Thread: Love** | **Golden Thread: Community** | **Golden Thread: Love** | **Golden Thread: Community** | **Golden Thread: Community, Love** |
| ***A** concepts/words:* | Message, good and evil, interpretation | Thanking, storytelling, gift | Creation, devotion | Message, new life, celebration | Celebration, identity, ritual | Identity, message |
| ***B** concepts/words:* | Stewardship | Prophet, creation | Faith, God | Salvation, symbol | Ceremony, faith | Sacred, worship |
| **Ages 7-8** **YEAR 3** | Does praying at regular intervals help a Muslim in their everyday lives? **7-9, Islam, Enquiry 1** | Has Christmas lost its true meaning? **7-8, Christianity, Autumn 2** | Could Jesus heal people? Did He perform miracles or was there some other explanation? **7-8, Christianity, Spring 1** | What is 'good' about Good Friday? **7-8, Christianity, Spring 2** | Does completing a pilgrimage make a person a better Muslim? **7-9, Islam, Enquiry 2** | What is the best way for a Muslim to lead a good life? **7-9, Islam, Enquiry 3** |
| *Links to City of Westminster (Living Difference IV)* | **Golden Thread: Special, Belonging** | **Golden Thread: Special** | **Golden Thread: Special** | **Golden Thread: Special, Belonging** | **Golden Thread: Special** | **Golden Thread: Special, Belonging** |

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| ***A** concepts/words:* | Identity, devotion | Celebration, story, message, interpretation | Hope, storytelling, message | Symbol, message, interpretation | Ritual, devotion | Identity, devotion |
| ***B** concepts/words:* | Ritual, sacred, worship | Faith, God, symbol | Faith, prophet, sacred | Salvation, symbol, worship | Pilgrimage, ritual, sacred | Faith, prayer, sacred, worship |
| **Ages 8-9**<br><br>**YEAR 4** | Does visiting the Ganges make a person a better Sanatani?<br><br>**7-9 Sanatana Dharma, Enquiry 1** | What is the most significant part of the nativity story for Christians today?<br>**8-9, Christianity, Autumn 2** | What do some deities tell Sanatanis (Hindus) about God?<br><br>**7-9 Sanatana Dharma, Enquiry 2** | Is forgiveness always possible for Christians?<br><br>**8-9, Christianity, Spring 2** | What is the best way for a Sanatani to lead a good life?<br><br>**7-9, Sanatana Dharma, Enquiry 3**<br><br>What motivates humans to lead good lives?<br><br>**7-9, Humanism, Enquiry 1** | Do people need to go to Church to show they are Christians?<br>**8-9, Christianity, Summer 2** |
| *Links to City of Westminster (Living Difference IV)* | **Golden Thread: Love, Community** | **Golden Thread: Love, Community** | **Golden Thread: Love** | **Golden Thread: Love** | **Golden Thread: Community** | **Golden Thread: Community** |
| ***A** concepts/words:* | Story, creation, message | Symbol, celebration, interpretation | Identity, wisdom, story | Message, care | Identity, wisdom, story, rules | Identity, feelings, interpretation |
| ***B** concepts/words:* | Pilgrimage, holy, sacred, symbol | Incarnation, symbol | Sacred, God, faith, symbol | Faith, stewardship, worship | Ceremony, faith, interpretation | Faith, worship, prayer |
| **Ages 9-10**<br><br>**YEAR 5** | What is the best way for a Muslim to show commitment to God?<br><br>**9-12, Islam, Enquiry 1**<br><br>Are Rosh Hashanah and Yom Kippur | Is the Christmas story true?<br><br>**9-10, Christianity, Autumn 2** | How is the Qur'an vital to Muslims today?<br><br>**9-12, Islam, Enquiry 2**<br><br>What is the best way for a Jew to show | How significant is it for Christians to believe that God intended Jesus to die?<br><br>**9-10, Christianity, Spring 2** | Does belief in Akhirah (life after death) help Muslims lead a good life?<br><br>**9-12, Islam, Enquiry 3**<br><br>How are sacred teachings and stories | What is the best way for a Christian to show commitment to God?<br><br>**9-10, Christianity, Summer 2** |

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| | important to Jewish children?<br>**9-12, Judaism, Enquiry 1** | | commitment to God?<br>**9-12, Judaism, Enquiry 2** | | interpreted by Jews today?<br>**9-12, Judaism, Enquiry 1** | |
| *Links to City of Westminster (Living Difference IV)* | **Golden Thread: Belonging** | **Golden Thread: Love** | **Golden Thread: Belonging** | **Golden Thread: Belonging, Love** | **Golden Thread: Belonging** | **Golden Thread: Belonging, Love** |
| ***A** concepts/words:* | Devotion, identity, message | Celebration, thanking, interpretation, message | Sacred, message, interpretation | God, new life, remembering | Message, identity, interpretation | Thankfulness, devotion |
| ***B and C** concepts/words:* | Ceremony, faith, worship, prayer | Incarnation, sacred, faith | Ritual, sacred, worship, prayer | Salvation, holy, sacred, worship, faith | Authority, sacred, worship | Ceremony, worship, prayer, faith |
| **Ages 10-11**<br>**YEAR 6** | How do inspirational people impact on how Humanists live today?<br>**9-12, Humanism, Enquiry 1** | Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?<br>**10-11, Christianity, Autumn 2** | Is anything ever eternal?<br>**10-11, Christianity, Spring 1** | Is Christianity still a strong religion over 2000 years after Jesus was on Earth?<br>**10-11, Christianity, Spring 2** | What is the best way for a Sanatani to show commitment to God?<br>**9-12, Sanatana Dharma, Enquiry 1**<br>What is the best way for a Sikh to show commitment to God?<br>**9-12, Sikhi, Enquiry 3** | How can Brahman be everywhere and in everything?<br>**9-12, Sanatana Dharma, Enquiry 2**<br>How are sacred teachings and stories interpreted by Sikhs today?<br>**9-12, Sikhi, Enquiry 2** |
| *Links to City of Westminster (Living Difference IV)* | **Golden Thread: Community** | **Golden Thread: Special, Community** | **Golden Thread: Special** | **Golden Thread: Special** | **Golden Thread: Special** | **Golden Thread: Special** |
| ***A** concepts/words:* | Identity, hope | Celebration, thanking, interpretation | Wisdom, message, interpretation | Devotion, story, remembering | Devotion, identity, ceremony | Interpretation, message, story |

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| ***B and C*** *concepts/words:* | Symbol | Incarnation, symbol, faith | Myth, faith, angels | Creation, faith, God, holy, prayer, stewardship | God, faith, sacred, worship | Creation, sacred, symbol |

***Notes: Golden thread*** **concepts/words must be studied at each key stage at least once (each two years in KS2). In Year R, at least one of these** ***golden thread*** **concepts/words should be introduced. In Year 1, children will study two of the** ***golden thread*** **concepts/words and in Year 2 the other two. In Year 3, children will study two of the** ***golden thread*** **concepts/words and in Year 4 the other two. Similarly in Year 5 and Year 6 and again all four studied across KS3.**

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