Curriculum Map for Whitestone Infant School (Coventry and Warwickshire Syllabus)

The syllabus stipulates the following coverage:

- All pupils learn from Christianity in each phase of education
- Other religion and worldview selections are suggested rather than statutory.

The statutory elements of the syllabus, which are aligned with the enquiry selection below are:

- Spiral coverage of the seven core concepts
  - In EYFS the concepts introduced are: Belonging and Believing, Wisdom and Guidance and Personal Responsibility.
  - In KS1 these continue, as well as:
- The main enquiry questions
- The lead disciplines , Philosophy, Theology, Human and Social Science.

Christianity	Judaism	Islam	Sanatana Dharma	Buddhism	Sikhi	Bahá'í	Humanism	Ethical Veganism

Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception **Ages 4-5**	What makes people special? Christianity	What is Christmas? Christianity - Sanatana Dharma – Diwali	Celebrations CNY	What is Easter? Christianity	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism
LAS Core Question	**F3 How do people know how to treat each other**	**F2 Who are the people in sacred (special) stories and why might they still be important today?**	**F1 How can people show they belong together?**	**F2 Who are the people in sacred (special) stories and why might they still be important today?**	**F3 How do people know how to treat each other**	**F1 How can people show they belong together?**
LAS Concept	**Personal Responsibility**	**Wisdom and Guidance**	**Belonging and Believing**	**Wisdom and Guidance**	**Personal Responsibility**	**Belonging and Believing**
Disciplinary Lenses	**Philosophy**	**Theology**	**Human Social Science**	**Theology**	**Philosophy**	**Human Social Science**
Year 1 **Ages 5-6**	What do Christians believe about God? (5-6 C Autumn 1)	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (5-6 C Autumn 2)	Who is God to Muslims? (5-7 I Enquiry 1)	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (5-6 C Spring 2)	How important is the prophet Muhammad to Muslims? (5-7 I Enquiry 2)	What do Humanists believe? (5-7 H Enquiry 1)

LAS Core Question	K1.1 How might your religion or world view be seen in the choices you make?	K1.3 How do people with similar worldviews share and celebrate their beliefs?	K1.5 What is most important for different people?	K1.3 How do people with similar worldviews share and celebrate their beliefs?	K1.2 Where do people turn for guidance in life?	K1.1 How might your religion or world view be seen in the choices you make?
LAS Concept	Personal Responsibility	Belonging and Believing	Authority and Power	Belonging and Believing	Wisdom and Guidance	Personal Responsibility
Disciplinary Lenses	Human Social Science	Human Social Science	Philosophy	Human Social Science	Theology	Human Social Science
Year 2 Ages 6-7 2026-27	Christianity: Is it possible to be kind to everyone all of the time? (2026 only)(6-7 C Autumn 1	Christianity - Why do Christians believe God gave Jesus to the world? (Christmas) (6-7 C Autumn 2)	Judaism Enquiry 1– who is God to the Jews? – the special relationship Jews have with God – 2027 only (5-7 J)	Judaism Enquiry 2 – Is Shabbat important to Jewish children? – 2027 only	Who is God to Sikhs? (5-7 S Enquiry 1)	Local Unit: Why has the Coventry Blitz shaped Christian worldviews locally and globally? (Additional Planning)
LAS Core Question	K1.2 Where do people turn for guidance in life?	K1.4 Who is Jesus?	K1.1How might your religion or world view be seen in the choices you make?	K1.3 How do people with similar worldviews share and celebrate their beliefs?	K1.5 What is most important for different people?	K1.6Why has the Coventry Blitz shaped Christian worldviews locally and globally?
LAS Concept	Wisdom and Guidance	Living Well	Personal Responsibility	Belonging and Believing	Authority and Power	Changes
Disciplinary Lenses	Theology	Theology	Human Social Science	Human Social Science	Philosophy	History

Learning is -

- Explore (Substantive Knowledge / What?) = Jigsaw RE Blue Strand (Substantive Knowledge)
- Route (Disciplinary Lenses, methods and tools / How?) = Jigsaw RE Red Strand (Disciplinary Knowledge)
- Perspective (Personal Knowledge / Who?) = Jigsaw RE Green Strand (Personal Development)

The Explorer's Journey can be seen in the enquiry structure of Jigsaw RE in KS1 and beyond. The enquiry structure begins with the familiar/known positionality of the pupil and their personal worldview then moves through the unfamiliar/unknown worldview encounter, returning in piece 6 to personal knowledge.

Assessment

The assessment model in the curriculum requires schools to assess the curriculum to:

- 'ensure there is consistent development and assessment of pupils' substantive knowledge', this is assessed through the blue/substantive strand of Jigsaw RE.
- 'ensure pupils are able to revisit, recall and remember 'substantive' knowledge through the application of disciplinary lenses and skills', this is assessed through the red/disciplinary strand of Jigsaw RE.
- 'provide ample opportunities for reflection and the development of the individual pupils', this is seen through the green/personal strand of Jigsaw RE.