



Sowe Valley Curriculum Map linked to Coventry and Warwickshire Agreed Syllabus

The syllabus is established on a foundation of seven core concepts and makes use of enquiry questions that drive learning in each unit. They also include a focus on three disciplines of study (called Disciplinary Lenses in Jigsaw RE) – theology (T), philosophy (P) and Human and Social Sciences (HS).

1. Belonging and Believing (BB) (T, HS)
2. Wisdom and Guidance (WG) (T, P, HS)
3. Personal Responsibility (PR) (P, HS, T)
4. Living Well (LW) (T, P, HS)
5. Authority and Power (AP) (T, P, HS)
6. Changes (Ch) (HS, T +history)
7. Grand Narratives (GN) (T, P, HS +history)

Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggested EYFS units (not currently followed explicitly) Ages 3-4	What makes people special to me and others? Christianity and Judaism	What is Christmas to me and others? Christianity concept: Incarnation	How do I and other people celebrate? Sanatana Dharma	What is Easter to me and others? Christianity concept: Salvation	What can I and other people learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special to me and others? Christianity, Islam, Judaism
Ages 4-5	What makes people special? Christianity and Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Sanatana Dharma	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism
LAS Link	F1, F3	F2	F1, F2	F2	F2, F3	F1
Core Concept	WG PR	BB WG	BB	BB WG	WG PR	BB
Disciplinary Lenses	Whilst the disciplinary lenses will be present in EYFS resources, the opportunities to explicitly plan for and teach these within Jigsaw RE begin in KS1 enquiries. If you would like support to consider how to explore the lenses in EYFS please reach out to your Jigsaw RE regional advisor.					
YEAR 1 Ages 5-6	5-6 Christianity A1 What do Christians believe about God?	5-6 Christianity A2 What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	5-7 Judaism E2 Is Shabbat important to Jewish children?	5-6 Christianity Sp2 Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	5-7 Islam E1 Who is God to Muslims?	5-7 Islam E3 How important is the Qur'an to Muslims?
LAS Link	K1.5	K1.3	K1.1	K1.4	K1.5	K1.2
Core Concepts	AP PR	BB LW AP Ch GW	PR BB	LW BB WG AP	AP PR	WG PR AP Ch

Disciplinary Lenses	P T T T P HS	P T T T T P	P T HS HS HS P	P T T T T P	P T T HS T HS	P HS T T HS T
YEAR 2 <i>Ages 6-7</i>	6-7 Christianity A1 Is it possible to be kind to everyone all of the time?	6-7 Christianity A2 Why do Christians believe God gave Jesus to the world?	5-7 Sikhi E3 Does taking part in Baisakhi help Sikh children feel a sense of belonging?	<i>Local Unit: Why has the Coventry Blitz shaped Christian worldviews locally and globally?</i>	5-7 Sanatana Dharma E1 Who is God to Sanatanis?	5-7 Sanatana Dharma E2 What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?
LAS Link	K1.1, K1.2	K1.4	K1.3, L2.5	K1.6	K1.5	K1.3
Core Concepts	PR WG LW AP	LW BB WG PR AP Ch	BB WG PR AP Ch	Ch	AP WG	BB WG PR
Disciplinary Lenses	HS T T T T P	P T HS T T P	P T HS T T P		P T T T T P	P T T HS HS P
YEAR 3 <i>Ages 7-8</i>	<i>Local Unit: How are religion and worldviews shaped and expressed through art and architecture?</i> <i>*See Notes</i>	7-8 Christianity A1 Has Christmas lost its true meaning? OR 8-9 Christianity A1 What is the most significant part of the nativity story for Christians today?	7-8 Christianity Sp1 Could Jesus heal people? Did He perform miracles or was there some other explanation?	5-7 Humanism E1 What do Humanists believe?	7-9 Judaism E3 How does celebrating Shavuot help Jewish children feel closer to God?	9-12 Judaism E2 What is the best way for a Jew to show commitment to God?
LAS Link	L2.2		U2.1	L2.1	L2.6	L2.4
Core Concepts	WG	BB WG LW AP GN	BB AP	Ch WG PR	BB PR AP	PR LW
Disciplinary Lenses		HS T T T T P P T T HS T HS	P T T T T P	P HS T HS HS HS	P T HS T HS P	HS T HS HS HS P
YEAR 4 <i>Ages 8-9</i>	7-9 Sanatana Dharma E2 What do some deities tell Sanatanis about God?	8-9 Christianity Su2 Do people need to go to church to show they are Christians?	<i>Local Unit: How have religion and history entwined in this area?</i>	7-8 Christianity Sp2 What is 'good' about Good Friday?	9-12 Sanatana Dharma E2 How can Brahman be everywhere and in everything?	7-9 Bahá'í E1 What is the best way for a Bahá'í to lead a good life? OR 7-9 Buddhism E2 Can the Buddha's teachings make the world a better place?

LAS Link	L2.5	L2.6	L2.7, U2.3	L2.3	L2.1	L2.3
Core Concepts	AP	BB WG	GN Ch	LW WG AP GN	Ch	LW BB PR AP LW PR
Disciplinary Lenses	P T T T T P	P HS HS HS HS P		P T T T T P	HS T T T T P	P T HS HS HS HS P T T T T P
YEAR 5 Ages 9-10	7-9 Islam E2 Does completing a pilgrimage make a person a better Muslim?	9-10 Christianity A2 Is the Christmas story true?	7-9 Islam E3 What is the best way for a Muslim to lead a good life?	9-10 Christianity Sp2 How significant is it for Christians to believe that God intended Jesus to die?	9-12 Islam Does belief in Akhirah (life after death) help Muslims lead a good life?	7-9 Humanism E1 What motivates Humanists to lead good lives?
LAS Link	L2.4	U2.7	U2.4	L2.4	U2.6	U2.5
Core Concepts	PR GN	AP BB WG	LW PR AP	PR	PR	GN PR Ch
Disciplinary Lenses	P T T HS HS HS	P T T T P P	P HS HS HS HS P	HS T T T P HS	P T T T T P	P T T HS T P
YEAR 6 Ages 10-11	7-9 Sikhi E2 Do Sikhs think it is important to share?	9-10 Christianity (Optional) Does belief in the Trinity help Christians make better sense of God as a whole?	10-11 Christianity Sp1 Is anything ever eternal?	10-12 Christianity Sp2 (Alt) How do the events of Pentecost impact on Christians today?	7-9 Sikhi E3 What is the best way for a Sikh to lead a good life?	9-12 Sikhi E2 How are sacred teachings and stories interpreted by Sikhs today?
LAS Link	U2.7	L2.5	U2.6	U2.1, U2.3	U2.4	U2.2, U2.3
Core Concepts	AP WG PR LW	AP BB	PR LW	BB Ch WG LW AP	LW BB PR	WG Ch LW AP
Disciplinary Lenses	P T T HS T HS	HS T T T P P	P T T HS P P	HS T T HS HS P	P T HS HS HS HS	P T T HS P P

Notes:

- **LAS Link:** Indicates the unit number from the locally agreed syllabus that the Jigsaw RE enquiry aligns to.
- **Core Concepts:** Lists the core concepts covered as an abbreviation. The abbreviation is stated in the core concept list at the top of the curriculum map. Concepts in **bold** align with the concept identified in the locally agreed syllabus unit, however the Jigsaw RE enquiry may cover more than this so all coverage has been included.
- **Disciplinary Lenses:** This maps the disciplinary lens most prominent in each lesson as per our Jigsaw RE Disciplinary Lenses resources. For more information and support with disciplinary lenses see the portal: <https://jigsawpshe.online/materials/jigsaw-re/getting-started/disciplinary-lenses/>
- **How are religion and worldviews shaped and expressed through art and architecture?** The following Jigsaw RE enquiry uses art and architecture in the investigation of the enquiry question and could be used instead of a local unit: 9-10 Christianity 'Does belief in the Trinity make better sense of God as a whole?'