



Religious Education curriculum coverage overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Name of topic:	All about me	Celebrations	Animals	Growing	Journeys	Traditional tales
Curriculum: Nursery will be taught RE through their topic and will experience festivals and celebrations as opportunities arise such as Eid and Diwali. They will learn about morals and respect through play.	Self-esteem – own importance Own emotions Tolerance of others	What is a celebration? Birthdays – ways to celebrate Weddings – differences through images of religious weddings Traditions Christmas	Caring for animals and others	Awe and wonder of the world through observing live animals Nature	World around them – developing an awareness of similarities and differences around people, places and animals	Other people’s emotions Perspectives of others How people believe and behave
Reception						
Name of topic:	F5: Where do we belong?	F4: Which times are special and why?	F2: Which people are special and why?	F6: What is special about our world?	F3: Which places are special and why?	F1: Which stories are special and why?
Curriculum objective/s: Questions in this thread:	<ul style="list-style-type: none"> How do we show respect for one another? How do we show love? How do I know I am loved? Who do you care about? How do we show care? How do I know I am cared for? How do you know what other people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people? 	<ul style="list-style-type: none"> What special times have you had? What did you celebrate? Why? Who were you with? What happened? What do other people celebrate? What happens at Christmas, and why? What happens at Easter, and why? What stories do you know about Jesus’ birth and when he died? What do you think about the stories of Jesus? What do Christians say about Jesus? What other festivals have you learnt about? What happens at the festivals, and why? What stories can you remember about festivals? What are the similarities and differences between different people’s special times? 	<ul style="list-style-type: none"> Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell from another religion? 	<ul style="list-style-type: none"> What do you like in nature? What are your favourite things – animals, birds, flowers, trees, fruits, weather, mountains, rivers, beaches, seas? Why do you like these best of all? What have you learnt about nature that is new to you? Why do some people say the whole world is special? What do you think is special about the world? What stories of creation do Christians tell? What stories of creation come from another religion? What do people say about how we should look after the world? How do you think we should look after the world? What are the similarities and differences between different people’s ideas about the world? 	<ul style="list-style-type: none"> Where do you feel safe? Why? Where do you feel happy? Why? Where is a special place to me? Where is a special place for believers to go? What new vocabulary can I learn about religious special places? What makes this place special 	<ul style="list-style-type: none"> What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people’s special stories?
Curriculum skills:	<ul style="list-style-type: none"> listen to and re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication respond imaginatively and expressively to stories about new babies take additional opportunities for learning if you have children from religions other than Christianity in your setting so that children can use new vocabulary to describe ceremonies that welcome new babies recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> give examples of special occasions and suggest features of a good celebration recall simple stories connected with Christmas / Easter and a festival from another faith say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith use new vocabulary to identify some similarities and differences between religious communities in Britain respond imaginatively and expressively to what happens at their favourite times. 	<ul style="list-style-type: none"> talk about people who are special to them hold conversations about what makes their family and friends special to them identify some of the qualities of a good friend reflect on the question ‘Am I a good friend?’ recall and talk about stories of Jesus as a friend to others using new vocabulary recall stories about special people in other religions and talk about what we can learn from them know some similarities and differences between religious communities in Britain. 	<ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world re-tell stories about creation and nature, talking about what they say about the world, God, human beings respond imaginatively and expressively to the beauty and delight of the natural world think about the wonders of the natural world, expressing ideas and feelings express ideas about how to look after animals and plants talk about what people do to mess up the world and what they do to look after it. 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why know some similarities and differences between religious communities in Britain be aware that some religious people have places which have special meaning for them hold conversations about the things that are special and valued in a place of worship identify some significant features of sacred places using recently acquired vocabulary recognise two different places of worship using new vocabulary get to know and use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> talk about some religious stories using new vocabulary recognise some religious words, e.g. about God, holy books or places of worship identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur’an talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do hold conversations about what Jesus teaches about saying ‘thank you’, and why it is good to thank and be thanked know some similarities and differences between religious communities in Britain.



Religious Education curriculum coverage overview

Year 1						
Name of topic:	Who is a Christian and what do they believe?	What are celebrations and festivals?	What makes some places sacred?	How and why do we celebrate special and sacred times?	What does it mean to belong to a Christian faith community?	What does it mean to belong to an Islamic faith community?
Curriculum objective/s: Questions in this thread:	1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence? Religions and worldviews: Christians	What is a celebration or a festival? What celebrations do you take part in? What festivals do you take part in? How do you celebrate...? How do these celebrations and festivals make you feel? Why? Religions and worldviews: Christians, Muslims (Stand-alone unit)	F3 Which places are special and why? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving? Religions and worldviews: Christians, Muslims and/or Jewish people	F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and world views: Christians, Muslims and/or Jewish people	F5 Where do we belong? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? Religions and worldviews: Christians, Muslims and/or Jewish people	F5 Where do we belong? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? Religions and worldviews: Christians, Muslims and/or Jewish people
Curriculum skills:	Emerging: <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. Expected: <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own. Exceeding: <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. 	Emerging: <ul style="list-style-type: none"> To be able to recognise different festivals and celebrations. To identify festivals and celebrations with the religion it fits with. Expected: <ul style="list-style-type: none"> Talk about practices in different festivals and celebrations. Recognise the celebrations and festivals individuals take part in and explain their role. Exceeding: <ul style="list-style-type: none"> Make links between celebrations, festivals and their place in the religious calendar. Respond thoughtfully about personal interaction in festivals and celebrations explaining how they impact on their faith. 	Emerging: <ul style="list-style-type: none"> Recognise that there are special places where people go to worship and talk about what people do there. Identify at least three objects used in worship in two religions. Expected: <ul style="list-style-type: none"> Talk about whys in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. Ask good questions during a school visit about what happens in a church, synagogue or mosque. Exceeding: <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. Show that they have begun to be aware that some people regularly worship God in different ways and in different places. 	Emerging: <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Expected: <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas etc. and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion. Collect examples of what people do, give, sing, remember or think about the religious celebrations studies, and say why they matter to believers. Exceeding: <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations. 	Emerging: <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. Expected: <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian baptism/dedication and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married. Respond to examples of co-operation between different people. Exceeding: <ul style="list-style-type: none"> Give examples of ways in which believers express their identify and belonging within faith communities, responding sensitively to differences. 	Emerging: <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. Expected: <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Islamic welcoming ceremony (Aqiqah). Identify two ways people show they belong to each other when they get married. Respond to examples of co-operation between different people. Exceeding: <ul style="list-style-type: none"> Give examples of ways in which believers express their identify and belonging within faith communities, responding sensitively to differences. Identify some similarities and differences between the ceremonies studied.



Religious Education curriculum coverage overview

Year 2				<ul style="list-style-type: none"> Identify some similarities and differences between the celebration studied. 	<ul style="list-style-type: none"> Identify some similarities and differences between the ceremonies studied. 	
Year 2						
Name of topic:	Who is Jewish and what do Jewish people believe?	Who is Muslim and what do Muslim people believe?	What does it mean to belong to a faith community? (Comparison and link the local area)	How should we care for others and why does it matter? (charity, racism and respect)	What can we learn from sacred books?	How and why do we celebrate special times? (Focus on light)
Curriculum objective/s: Questions in this thread:	1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence? Religions and worldviews: Jewish people	1.2 Who is a Muslim and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence? Religions and worldviews: Muslims	F5 Where do we belong? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? Religions and worldviews: Christians, Muslims and/or Jewish people	F6. What is special about our world? L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in...? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today? Religions and worldviews: Christians and Jewish people	F1 Which stories are special and why? L2.2 Why is the Bible so important for Christians today? 3.2. Does living Biblically mean obeying the whole Bible? Religions and worldviews: Christians, Muslims and Jewish people	F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and world views: Christians, Muslims and/or Jewish people
Curriculum skills:	Emerging: <ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God. Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat.) Expected: <ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. Ask some questions about believing in God and offer some ideas about their own. Exceeding: <ul style="list-style-type: none"> Make links between some Jewish teachings and how Jewish people live. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways. 	Emerging: <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like Expected: <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Exceeding: <ul style="list-style-type: none"> Make links between what the Holy Qu'ran says about how Muslims behave. Ask some questions about God that are hard to answer and offer some 	Emerging: <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Expected: <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas etc. and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion. Collect examples of what people do, give, sing, remember or think about the religious celebrations studies, and say why they matter to believers. 	Emerging: <ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving specific examples. Recognise that some people believe God created the world and so we should look after it Expected: <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for other and the world. Identify ways that some people make a response to God by caring for others and the world. Talk about issues of good and bad, right and wrong, arising from the stories. Talk about some texts from different religions that promote the 'Golden Rule,' and think about what would happen if people followed this idea more. Use creative ways to express their own ideas about the creation story and what it says about what God is like. 	Emerging: <ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them. Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. Expected: <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories. 	Emerging: <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. Expected: <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian baptism/dedication and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married. Respond to examples of co-operation between different people.



Religious Education curriculum coverage overview

		ideas of their own.	Exceeding: <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations. Identify some similarities and differences between the celebration studied. 	Exceeding: <ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. Answer the title question thoughtfully, the light of their learning. 	Exceeding: <ul style="list-style-type: none"> Suggest their own ideas about stories from sacred texts and give reasons for their significance. Make links between the messages within sacred texts and the way people live. 	Exceeding: <ul style="list-style-type: none"> Give examples of ways in which believers express their identify and belonging within faith communities, responding sensitively to differences. Identify some similarities and differences between the ceremonies studied.
Year 3						
Name of topic:	What do people believe about God? (Christianity, Islam and Hinduism)	What do people believe about God? (Christianity, Islam and Hinduism)	Why are festivals important to religious communities? (Impact of them)	Why is the Bible important to Christians? (Functionality and purpose)	Why do people pray?	What does it mean to be a Christian in Britain today? (compare around the world)
Curriculum objective/s: Questions in this thread:	1.1-3 Who are Christian/Muslim/Hindu people and what do they believe? U2.1 Why do some people believe God exists? 3.2 Do we need to prove God's existence? Religions and worldviews: Christians, Hindus or Muslims	1.1-3 Who are Christian/Muslim/Hindu people and what do they believe? U2.1 Why do some people believe God exists? 3.2 Do we need to prove God's existence? Religions and worldviews: Christians, Hindus or Muslims	F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims	F1 Which stories are special and why? 1.4 What can we learn from sacred books? 3.2 Does living Biblically mean obeying the whole Bible? Religious traditions and worldviews: Christians	F3 Which places are special and why? 1.5 What makes some places sacred? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious building be sold to feed the starving?	F5 Where do we belong? 1.7 What does it mean to belong in a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? Religions and worldviews: Christians
Curriculum skills:	Emerging: <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims. Retell and suggest the meanings of stories from sacred texts about people who encountered God. Expected: <ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Ask some questions offer some ideas of their own about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's live to believe in God. Exceeding: <ul style="list-style-type: none"> Identify some similarities and differences between ideas about what God is like in different religions. Discuss and present their own ideas about why there are many ideas about God and express their own 	Emerging: <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims. Retell and suggest the meanings of stories from sacred texts about people who encountered God. Expected: <ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Ask some questions offer some ideas of their own about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's live to believe in God. Exceeding: <ul style="list-style-type: none"> Identify some similarities and differences between ideas 	Emerging: <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach). Expected: <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own 	Emerging: <ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians (A2). Identify at least two ways Christians use the Bible in everyday life (B1). Expected: <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Exceeding: <ul style="list-style-type: none"> Explain how the Bible uses different kinds of stories to tell a big story 	Emerging: <ul style="list-style-type: none"> Describe what some believers say and do when they pray (A1). Respond thoughtfully to examples of how praying helps religious believers (B2) Expected: <ul style="list-style-type: none"> Describe the practise of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Exceeding:	Emerging: <ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith. Ask good questions about what Christians do to show their faith. Expected: <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christians express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.



Religious Education curriculum coverage overview

	understanding of God through words, symbols and the arts.	<p>about what God is like in different religions.</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts. 	<p>lives.</p> <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. Suggest how and why religious festivals are valuable to many people. 	<p>(A2).</p> <ul style="list-style-type: none"> Suggest why Christians believe that God needs to rescue/save human beings (B2). 	<ul style="list-style-type: none"> Explain similarities and differences between how people pray (B3). Consider and evaluate the significance of prayer in the lives of people today (A1). 	<p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.
Year 4						
Name of topic:	Why do people see life as a journey?	What can we learn from religions about what is right and wrong?	What does it mean to be a Hindu in Britain today? (compare around the world too)	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	How do people from religious and non-religious communities celebrate key festivals?
Curriculum objective/s: Questions in this thread:	<p>FS Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p>Religions and worldviews: Christians, Hindus and/or Jewish people</p>	<p>1.8 How should we care for others and the world, and why does it matter? U2.7 What matters most to Christians and Humanists? 3.10 Does religion help people to be good?</p> <p>Religions and worldviews: Christians, Jewish people, non-religious (Humanist)</p>	<p>F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p>Religions and worldviews: Hindus</p>	<p>F2 Which people are special and why? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus?</p> <p>Religions and worldviews: Christians</p>	<p>F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims</p>	<p>F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>
Curriculum skills:	<p>Emerging:</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) Identify at least two promises made by believers at these ceremonies and say why they are important. <p>Expected:</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment 	<p>Emerging:</p> <ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions. Find out at least two teachings from religions about how to live a good life. <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong. 	<p>Emerging:</p> <ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. Ask good questions about what Hindus do to show their faith. <p>Expected:</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith and through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions 	<p>Emerging:</p> <ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus. Suggest some ideas about good ways to treat others, arising from their learning. <p>Expected:</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teaching and the way Christians live today. Give simple definitions of some key Christian terms (e.g. Gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. <p>Exceeding:</p> <ul style="list-style-type: none"> Make connections between the 	<p>Emerging:</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) Identify similarities and differences in the way festivals are celebrated within and between religions. 	<p>Emerging:</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations (B2). Retell some stories behind festivals (e.g. Chanukah, Christmas)(A2). <p>Expected:</p> <ul style="list-style-type: none"> Describe how the way some people celebrate festivals might show something about their beliefs (A2). Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3). Identify why members of the same religious or non-religious worldview might celebrate



Religious Education curriculum coverage overview

	<p>with their own ideas about community, belonging and belief.</p> <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between ceremonies of commitment. • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today. 	<p>Exceeding:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between the codes for living used by Christians and the followers of at least of other religion or non-religious belief system. • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. 	<p>of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. 	<p>Easter story of Jesus and the wider 'big story' of the Bible (Creation, the Fall, incarnation, salvation), reflecting why this inspires Christians.</p> <ul style="list-style-type: none"> • Present their own ideas about the most important attitudes and values to have today, making links with Christian values. 	<ul style="list-style-type: none"> • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. • Suggest how and why religious festivals are valuable to many people. 	<p>festivals differently or for different reasons (B1).</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist (C2). • Suggest how and why religious festivals are valuable to many people (B2).
Year 5						
Name of topic:	If god is everywhere, why go to a place of worship?	Why do people believe God exists?	What would Jesus do?	What would Jesus do?	What does it mean to be a Muslim in Britain today?	Green religion? How and why should religious communities do more to care for the Earth?
Curriculum objective/s: Questions in this thread:	<p>F3 Which places are special and why? 1.7 What makes some places sacred? L2.5 Why do people pray? 3.6 Should religious buildings be sold to feed the starving?</p> <p>Religions and worldviews: Christians, Hindus and Jewish people.</p>	<p>1.1-3 Who is Christian /Muslim/Jewish and what do they believe? L2.1 What do different people believe about God? 3.1 Do we need to prove God's existence?</p> <p>Religions and worldviews: Christians, non-religious e.g. Humanist</p>	<p>F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people? 3.3 What is so radical about Jesus?</p> <p>Religions and worldviews: Christians</p>	<p>F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people? 3.3 What is so radical about Jesus?</p> <p>Religions and worldviews: Christians</p>	<p>F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p>Religions and worldviews: Muslims</p>	<p>1.8 How should we care for others and the world, and why does it matter? 3.11 What difference does it make to believe in...?</p> <p>Religions and worldviews: Hindus, Christians, Muslims and Jewish people.</p>
Curriculum skills:	<p>Emerging:</p> <ul style="list-style-type: none"> • Recall and name some key features of places of worship studied. • Find out about what believers say about their places of worship. <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Present ideas about the importance of 	<p>Emerging:</p> <ul style="list-style-type: none"> • Define the terms Theist, atheist and agnostic and give examples of statement that reflect these beliefs. • Give two reasons why a Christian believes in god and one why and atheist does not. <p>Expected:</p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express thoughtful ideas about the impact of believing or not believing 	<p>Emerging:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teaching and the way Christians live today. • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. <p>Expected:</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how they should live. • Explain the impact Jesus' example and teachings might have on 	<p>Emerging:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teaching and the way Christians live today. • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. <p>Expected:</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how they should live. • Explain the impact Jesus' example and teachings might have on 	<p>Emerging:</p> <ul style="list-style-type: none"> • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. • Identify three reasons why the Holy Qu'ran is important to Muslims, and how it makes a difference to how they live. <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe and reflect on the significance of the Holy Qu'ran 	<p>Emerging:</p> <ul style="list-style-type: none"> • Describe some key environmental problems and some key religious practise with ideas of their own (A1). • Respond sensitively to examples of green religious practise with ideas of their own (B2). • Find out about two examples of religious projects seeking to have an environmental impact (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between beliefs about the earth and activist behaviour in different



Religious Education curriculum coverage overview

	<p>people in a place of worship, rather than the place itself.</p> <p>Exceeding:</p> <ul style="list-style-type: none"> Outline how and why places of worship fulfil special functions in the lives of believers. Comment thoughtfully on the value of purpose of places of worship in religious communities. 	<p>God on someone's life.</p> <ul style="list-style-type: none"> Present different views on why people believe in God or not, including their own ideas. <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples. 	<p>Christians today.</p> <ul style="list-style-type: none"> Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. <p>Exceeding:</p> <ul style="list-style-type: none"> Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas.</p>	<p>Christians today.</p> <ul style="list-style-type: none"> Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. <p>Exceeding:</p> <ul style="list-style-type: none"> Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas. 	<p>to Muslims.</p> <ul style="list-style-type: none"> Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims. <p>Exceeding:</p> <ul style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. Answer the title key question from different perspectives, including their own. 	<p>religions (A1).</p> <ul style="list-style-type: none"> Understand the challenges facing the planet and responses from different religions (B2). Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the earth' (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between religious beliefs about the Earth (A1). Consider and evaluate the contributions religions can make to environmental protection (b3). Express ideas about key questions to do with the need for 'greener religions' (C3).
Year 6						
Name of topic:	What do religions say when life gets hard?	What matters most to Christians and Humanists?	Is it better to express your faith through art and architecture or through charity and generosity?	Is it better to express your faith through art and architecture or through charity and generosity?	What can be done reduce racism, can religion help?	What difference does it make to believe in ahimsa, grace and Ummah community?
Curriculum objective/s: Questions in this thread:	<p>3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any solutions?</p> <p>Religions and worldviews: Christians, Hindus and non-religious responses e.g. Humanists</p>	<p>1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding right and wrong? 3.10 Does religion help people to be good?</p> <p>Religions and worldviews: Christians and non-religious, e.g. Humanists</p>	<p>3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians, Muslims and non-religious e.g. Humanists.</p>	<p>3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians, Muslims and non-religious e.g. Humanists.</p>	<p>U2.9 What can be done to reduce racism? Can religion help?</p>	<p>1.8 How should we care for others and the world, why does it matter? 3.11 What difference does it make to believe in...?</p> <p>Religions and worldviews: Hindus, Christians and Muslims.</p>
Curriculum skills:	<p>Emerging:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven and reincarnation. <p>Expected:</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian, Hindu and/or non-religious beliefs about life after death. Explain some similarities and differences between beliefs and about life after death. 	<p>Emerging:</p> <ul style="list-style-type: none"> Identify the values found in stories and texts. Suggest ideas about why humans can be both good and bad, making links with Christian ideas. <p>Expected:</p> <ul style="list-style-type: none"> Describe what Christians mean about human being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness, honesty etc..., comparing 	<p>Emerging:</p> <ul style="list-style-type: none"> Respond with ideas of their own to the title question. Find out religious teachings, charities and ways of expressing generosity. <p>Expected:</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. 	<p>Emerging:</p> <ul style="list-style-type: none"> Respond with ideas of their own to the title question. Find out religious teachings, charities and ways of expressing generosity. <p>Expected:</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. 	<p>Emerging:</p> <ul style="list-style-type: none"> Describe example of what is unjust about racism, referring to teaching from different religions and worldviews. (A1) Respond sensitively to religious engagement s with racism with ideas of their own (B2) Find out about at least two examples of anti-racism that have been effective (C3) <p>Expected:</p> <ul style="list-style-type: none"> Describe examples of connections between anti- 	<p>Emerging:</p> <ul style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people. Respond sensitively to examples of religious practice with ideas of their own. <p>Expected:</p> <ul style="list-style-type: none"> Make connections between beliefs and behaviour in different religions. Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom



Religious Education curriculum coverage overview

	<ul style="list-style-type: none"> • Explain some reasons why Christians and Humanists have different ideas about an afterlife. <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. 	<p>them with the ideas of others they have studied.</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of similarities and differences between Christian and Humanist values. • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. 	<ul style="list-style-type: none"> • Apply ideas about values and from scriptures to the title question. <p>Exceeding:</p> <ul style="list-style-type: none"> • Outline how and why some Humanists criticise spending on religious buildings or art. • Examine the title question from different perspectives, including their own. 	<ul style="list-style-type: none"> • Apply ideas about values and from scriptures to the title question. <p>Exceeding:</p> <ul style="list-style-type: none"> • Outline how and why some Humanists criticise spending on religious buildings or art. • Examine the title question from different perspectives, including their own. 	<p>racism and religion (A1)</p> <ul style="list-style-type: none"> • Understand the challenges racism presents to human communities and consider different religious responses (B2). • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1). • Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3). • Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in a reasoned argument (C3). 	<p>in the three religions.</p> <ul style="list-style-type: none"> • Consider similarities and differences between beliefs and behaviour in different faiths. <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities in ways in which key beliefs make a difference to life in two or three religions. • Consider and evaluate the significance of the key ideas studied, in relation to their own ideas.
--	---	---	--	--	---	--