

RELIGIOUS EDUCATION - OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	1.5 What makes some places sacred?	1.1 Who is a Christian and what do they believe?	1.6 How and why do we celebrate special and sacred times?		1.7 What does it mean to belong to a faith community?	
YEAR 2	1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe?	1.4 What can we learn from sacred books?		1.8 How should we care for others and the world and why does it matter?	
YEAR 3	L2.1 What do different people believe about God?	L2.5 Why are festivals important to religious communities?	L2.4 Why do people pray?		L2.7 What does it mean to be Christian in Britain?	
YEAR 4	L2.2 Why is the Bible important for Christians today?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?		L2.6 Why do some people think life is a journey?	L2.8 What does it mean to be a Hindu in Britain?
YEAR 5	U2.7 What matters most to Christians and Humanists?	U2.6 What does it mean to be a Muslim in Britain?	U2.4 If God is everywhere, why go to a place of worship?		U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	
YEAR 6	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?		U2.3 What do religions say to us when life gets hard?		U2.1 Why do some people believe God exists?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?



RELIGIOUS EDUCATION - OVERVIEW OF OBJECTIVES TAUGHT BY YEAR GROUP

YEAR 1

AUTUMN	SPRING	SUMMER
<p>1.5 What makes some places sacred?</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe (B2). <p>1.1 Who is a Christian and what do they believe?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3) <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<p>1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Easter and a festival in another religion (Passover - Judaism) and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Passover - Judaism) (B1) 	<p>1.7 What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). Recognise and name some symbols of belonging from their own experience, for Christians and Muslims, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Respond to examples of cooperation between different people (C2)



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YEAR 1		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do (A2). 		



RELIGIOUS EDUCATION - OVERVIEW OF OBJECTIVES TAUGHT BY YEAR GROUP

YEAR 2

AUTUMN	SPRING	SUMMER
<p>1.2 Who is a Muslim and what do they believe?</p> <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 (A1). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>1.3 Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God (A1). Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). Talk about how the mezuzah in the home reminds Jewish people about God (A3). 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 (B1). 	<p>1.4 What can we learn from sacred books?</p> <ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them (A2). Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<p>1.8 How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving simple examples (B1). Recognise that some people believe God created the world and so we should look after it (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).



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YEAR 2		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> Ask some questions about believing in God and offer some ideas of their own (C1). Make links between some Jewish teachings and how Jewish people live (A2). 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 (C1) 		



RELIGIOUS EDUCATION - OVERVIEW OF OBJECTIVES TAUGHT BY YEAR GROUP

YEAR 3

AUTUMN	SPRING	SUMMER
<p>L2.1 What do different people believe about God?</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>L2.5 Why are festivals important to religious communities?</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 (Christmas, Divali, Hanukah) (A2) Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). 	<p>L2.4 Why do people pray?</p> <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). Describe the practice 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). 	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <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 (A3). Ask good questions about what Christians do to show their faith (B1). Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). 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 (B2). 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 (C2). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).



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YEAR 3		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 		



RELIGIOUS EDUCATION - OVERVIEW OF OBJECTIVES TAUGHT BY YEAR GROUP

YEAR 4

AUTUMN	SPRING	SUMMER
<p>L2.2 Why is the Bible important to Christians today</p> <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). 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 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). <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions (B2). Find out at least two teachings from religions about how to live a good life (C3). Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). 	<p>L2.3 Why is Jesus inspiring to some people?</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 (B1). Suggest some ideas about good ways to treat others, arising from their learning (C3). Make connections between some of Jesus' teachings and the way Christians live today (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). 	<p>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1). Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). <p>L2.8 What does it mean to be a Hindu in Britain today?</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 (A3).



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YEAR 4		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> Discuss their own and others' ideas about how people decide right and wrong (C3). 		<ul style="list-style-type: none"> Ask good questions about what Hindus do to show their faith (B1). 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 (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 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 (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).



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YEAR 5

AUTUMN	SPRING	SUMMER
<p>U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> Identify the values found in stories and texts (A2). Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2) <p>U2.6 What does it mean to be a Muslim in Britain today?</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 (A1). Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). 	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> Recall and name some key features of places of worship studied (A1). Find out about what believers say about their places of worship (C2). Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). 	<p>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).



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YEAR 5		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1) 		



RELIGIOUS EDUCATION - OVERVIEW OF OBJECTIVES TAUGHT BY YEAR GROUP

YEAR 6

AUTUMN	SPRING	SUMMER
<p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). 	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and non-religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	<p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). Give two reasons why a Christian believes in God and one why an atheist does not (A3). Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). <p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</p> <ul style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people (A1). Respond sensitively to examples of religious practice with ideas of their own (B2). Make connections between beliefs and behaviour in different religions (A1).



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YEAR 6		
AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Consider similarities and differences between beliefs and behaviour in different faiths (B3).

