



Religious Education Curriculum Overview



	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	A	B	A	B	A	B	A	B	A	B	A	B
Year 1/2	Who is Muslim and how do they live? (Part 1)	Who is Jewish and how do they live? (Part 1)	Why does Christmas matter to Christians?	Who is Jewish and how do they live? (Part 2)	Who is Muslim and how do they live? (Part 2)	Who do Christians believe made the world?	Why does Easter matter to Christians?	What do Christians believe God is like?	What makes some places sacred to believers?	What does it mean to belong to a faith community?	What is the 'good news' Christians believe Jesus brings?	How should we care for the world and others, and why does it matter?
Year 3/4	What do Hindus believe God is like?	What do Christians learn from the creation story?	What does it mean to be a Hindu in Britain today?	How do festivals and family life show what matters to Jewish people?	What is the 'Trinity' and why is it important to Christians?	What is it like for someone to follow God?	Why do Christians call the day Jesus died, 'Good Friday'?	What kind of world did Jesus want?	For Christians what is the impact of Pentecost?	How do festivals and worship show what matters to a Muslim?	How and why do people mark significant events of life?	How and why do people try to make the world a better place?
Year 5/6	Why do Hindus try to be good?	Why is the Torah important to Jewish people?	Why do Hindus try to be good?	Why do Christians believe Jesus was the messiah?	For Christians, what kind of King is Jesus?	How do Christians decide how to live? 'What would Jesus do?'	What do Christians believe Jesus did to 'save' people?	What does it mean to be a Muslim in Britain today?	How does faith help people when life gets hard?	What does it mean if Christians believe God is holy and loving?	Creation and Science – complementary or conflicting?	What matters most to Humanists and Christians?

EYFS

Children in EYFS will be learning to:

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

	Year 1/2	Year 3/4	Year 5/6
Making sense of beliefs	<p>Pupils can:</p> <ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe. Give clear, simple accounts of what stories and other texts mean to believers. 	<p>Pupils can:</p> <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the core concepts studied. Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. 	<p>Pupils can:</p> <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied, using examples from texts/sources of authority in religions. Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
Understanding the impact	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of ways in which believers put their beliefs into practice. 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live. Identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.
Making connections	<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for views they have and the connections they make. 	<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give a good reason for views they have and the connections they make. 	<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people, e.g. believers and atheists. Reflect on and articulate lessons that people might gain from the beliefs/practices studied, including their own responses, recognising that others might think differently. Consider and weigh up how ideas studied in the unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the view they have and the connections they make.