



Religious Education Whole School Half Termly Overview (Autumn 1 2019)

Year group	Topic	Key Assessment Criteria
Year 1	What is important to you?	<ul style="list-style-type: none"> • I can recognise some different actions which express a community's way of life. • I can appreciate some similarities between communities. • I can notice and respond sensitively to some similarities between different religions and worldviews. • I can find out about questions of right and wrong. • I can begin to express their ideas and opinions in response.
Year 2	How do Christians, Jews and Muslims give thanks to God for the natural world?	<ul style="list-style-type: none"> • I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. • I can explain the meanings behind different beliefs and practices. • I can appreciate some similarities between communities. • I can ask and respond to questions about what communities do. • I can notice and respond sensitively to some similarities between different religions and worldviews. • I can explore questions about belonging, meaning and truth.
Year 3	What are the rules?	<ul style="list-style-type: none"> • I can describe different features of religions and worldviews. • I can discuss and represent my own views on challenging questions about meaning, purpose and truth. • I can explain, with reasons, my meanings and significance to individuals and communities.
Year 4	What does worship mean?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of life and ways of expressing meaning. • I can observe and consider different dimensions of religion. • I can explore and show understanding of similarities and differences between different religions and worldviews. • I can express my own ideas clearly in response.
Year 5	How did it all start?	<ul style="list-style-type: none"> • I can discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth. • I can represent other's views on the same. • I can describe different features of religions and worldviews. • I can make connections between different religions and world views. • I can reflect on their ideas. • I can observe and understand varied examples of religions and worldviews. • I can explain, with reasons, their meanings and significance to individuals and communities.
Year 6	Why is Diwali celebrated by both Hindus and Sikhs?	<ul style="list-style-type: none"> • I can describe different features of religions and worldviews. • I can make connections between different religions and world views. • I can reflect on my ideas. • I can observe and understand varied examples of religions and worldviews. • I can explain, with reasons, my meanings and significance to individuals and communities. • I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth.



Religious Education Whole School Half Termly Overview (Autumn 2 2019)

Year group	Topic	Key Assessment Criteria
Year 1	Why do Christians Celebrate Christmas?	<ul style="list-style-type: none"> • I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. • I can explain the meanings behind different beliefs and practices. • I can ask and respond to questions about what communities do. • I can retell and suggest meanings to some religious and moral stories.
Year 2	Why is light important in religions?	<ul style="list-style-type: none"> • I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. • I can explain the meanings behind different beliefs and practices. • I can ask and respond to questions about what communities do. • I can ask and respond to questions about why communities do different things. • I can explore questions about belonging, meaning and truth.
Year 3	What do people believe in God?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of expressing meaning. • I can observe and consider different dimensions of religion. • I can explore and show understanding of similarities and differences between different religions and worldviews.
Year 4	How is Christmas celebrated in other countries?	<ul style="list-style-type: none"> • I can describe and understand links between stories and other aspects of the communities they are investigating. • I can respond to a range of sources of wisdom and to beliefs and teachings that arise from different communities. • I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth. • I can apply my own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
Year 5	What can we learn from religious texts?	<ul style="list-style-type: none"> • I can describe different features of religions and worldviews. • I can make connections between different religions and world views. • I can reflect on my ideas. • I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth.
Year 6	What is prayer and meditation?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of expressing meaning. • I can observe and consider different dimensions of religion. • I can explore and show understanding of similarities and differences between different religions and worldviews.



Religious Education Whole School Half Termly Overview (Spring 1 2020)

Year group	Topic	Key Assessment Criteria
Year 1	How do I know I'm being good?	<ul style="list-style-type: none"> • I can appreciate some similarities between communities. • I can respond sensitively for myself. • I can find out about questions of right and wrong. • I can begin to express their ideas and opinions in response.
Year 2	What does it mean to be a Muslim?	<ul style="list-style-type: none"> • I can they retell and suggest meanings to some religious and moral stories. • I can they explore and discuss sacred writings and sources of wisdom. • I can they recognise the communities from which these stories come. • I can they observe and recount different ways of expressing identity and belonging.
Year 3	What do people believe in God?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of expressing meaning. • I can observe and consider different dimensions of religion. • I can explore and show understanding of similarities and differences between different religions and worldviews.
Year 4	What do we mean by commitment?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of life and ways of expressing meaning. • I understand the challenges of commitment to a community of faith or belief. • I can suggest why belonging to a community may be valuable in the diverse communities being studied. • I can suggest why belonging to a community may be valuable in their own lives.
Year 5	What are the Five Pillars of Islam?	<ul style="list-style-type: none"> • I can describe different features of religions and worldviews. • I can make connections between different religions and world views. • I can explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life. • I can reflect on my ideas. • I can observe and understand varied examples of religions and worldviews. • I can explain, with reasons, my meanings and significance to individuals and communities, • I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth. • I can represent other's views on the same.
Year 6	How can religious meaning be expressed through art?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of life and ways of expressing meaning. • I can apply my own ideas thoughtfully in different forms including art.



Religious Education Whole School Half Termly Overview (Spring 2 2020)

Year group	Topic	Key Assessment Criteria
Year 1	What do Christians and Jews believe about creation?	<ul style="list-style-type: none"> • I can recall and name different beliefs and practices, including festivals and worship. • I can ask and respond to questions about what communities do. • I can ask and respond to questions about why communities do different things. • I can express my own ideas and opinions in response using words, music, art or poetry.
Year 2	When do we cooperate?	<ul style="list-style-type: none"> • I can recall and name different beliefs, practices and ways of life. • I can ask and respond to questions about what communities do. • I can ask and respond to questions about why communities do different things. • I can identify what difference belonging to a community might make.
Year 3	That's not fair! Or is it?	<ul style="list-style-type: none"> • I can explore and describe a range of actions. • I can explore and show understanding of similarities and differences between different religions and worldviews. • I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. • I can express my own ideas clearly in response.
Year 4	When do we cooperate?	<ul style="list-style-type: none"> • I can recall and name different beliefs, practices and ways of life. • I can ask and respond to questions about what communities do. • I can ask and respond to questions about why communities do different things. • I can identify what difference belonging to a community might make.
Year 5	Am I always right?	<ul style="list-style-type: none"> • I can describe different features of religions and worldviews. • I can observe and understand varied examples of religions and worldviews. • I can explain, with reasons, my meanings and significance to individuals and communities. • I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth. • I can apply my own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
Year 6	How can religious meaning be expressed through art?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of life and ways of expressing meaning. • I can apply my own ideas thoughtfully in different forms including art.



Religious Education Whole School Half Termly Overview (Summer 1 2020)

Year group	Topic	Key Assessment Criteria
Year 1	How do religions welcome new members?	<ul style="list-style-type: none"> I can notice and respond sensitively to some similarities between different religions and worldviews. I can observe and recount different ways of expressing identity and belonging. I can respond sensitively for myself.
Year 2	Do our actions speak louder than words?	<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. I can explain the meanings behind different beliefs and practices. I can appreciate some similarities between communities. I can ask and respond to questions about what communities do. I can notice and respond sensitively to some similarities between different religions and worldviews. I can explore questions about belonging, meaning and truth.
Year 3	What is so special about places?	<ul style="list-style-type: none"> I can explore and describe a range of beliefs. I can observe and consider different dimensions of religion. I can explore and show understanding of similarities and differences between different religions and worldviews.
Year 4	What is pilgrimage?	<ul style="list-style-type: none"> I can observe and consider different dimensions of religion. I can explore and show understanding of similarities and differences between different religions and worldviews.
Year 5	What do we believe in our town?	<ul style="list-style-type: none"> I can make connections between different religions and world views. I can suggest why belonging to a community may be valuable in the diverse communities being studied. I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all. I can respond thoughtfully to ideas about community, values and respect.
Year 6	How do different religions celebrate marriage?	<ul style="list-style-type: none"> I understand the challenges of commitment to a community of faith or belief. I respond thoughtfully to ideas about community, values and respect.



Religious Education Whole School Half Termly Overview (Summer 2 2020)

Year group	Topic	Key Assessment Criteria
Year 1	How do religions welcome new members?	<ul style="list-style-type: none"> • I can notice and respond sensitively to some similarities between different religions and worldviews. • I can observe and recount different ways of expressing identity and belonging. • I can respond sensitively for myself.
Year 2	What have I learned about different religions?	<ul style="list-style-type: none"> • I can retell and suggest meanings to some religious and moral stories. • I can recognise the communities from which these stories come. • I can recognise some different symbols and actions which express a community's way of life. • I can appreciate some similarities between communities.
Year 3	What is so special about places?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs. • I can observe and consider different dimensions of religion. • I can explore and show understanding of similarities and differences between different religions and worldviews.
Year 4	What is Judaism?	<ul style="list-style-type: none"> • Can they observe and consider different dimensions of religion? • Can they explore and show understanding of similarities and differences between different religions and worldviews?
Year 5	What do we believe in our town'?	<ul style="list-style-type: none"> • I can make connections between different religions and world views. • I can suggest why belonging to a community may be valuable in the diverse communities being studied. • I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all. • I can respond thoughtfully to ideas about community, values and respect.
Year 6	What do people believe happens after someone dies?	<ul style="list-style-type: none"> • I can explore and describe a range of beliefs. • I understand different ways of expressing meaning. • I can observe and consider different dimensions of religion. • I can explore and show understanding of similarities and differences between different religions and worldviews. • I can express my own ideas clearly in response.