



## Religious Education Whole School Half Termly Overview (Autumn 1 2021)

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



## Religious Education Whole School Half Termly Overview (Autumn 2 2021)

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



## Religious Education Whole School Half Termly Overview (Spring 1 2022)

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



## Religious Education Whole School Half Termly Overview (Spring 2 2022)

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



## Religious Education Whole School Half Termly Overview (Summer 1 2022)

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



## Religious Education Whole School Half Termly Overview (Summer 2 2022)

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