

RE – Scheme of Learning: Curriculum Coverage & Expectations



KEY STAGE ONE

	Link to Derby Agreed Syllabus 2020 - 2025	Where taught:	Expected standard - End of year:
<p><u>Beliefs and teachings</u> (from various religions)</p>	<p>1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.6 How and why do we celebrate special and sacred times?</p>	<p>Year 1 Belonging Year 1 Easter and Surprises Year 1 Caring for others Year 2 Christianity Year 2 Beginnings and Endings Year 2 Light and Dark Year 2 Nature and God</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Expected Year 1 I can identify some important Christian symbols and practices. I can identify some important Jewish symbols and practices. I can identify some important Muslim symbols and practices. I can talk about how symbols are used in different religions. I can understand that different religions have different ways of showing they care for other people. I can explain why Easter is important to Christians. I can share a surprise they have had and how it made them feel.</p> <p>Expected Year 2 I can explain how Christians communicate with God. I can describe how Christians might think of God in different ways. I can understand and recall key facts about Sikhism. I can talk about more than one way Sikhs celebrate Vaisakhi. I can explain what happens at a baptism and what they symbolise in Christianity. I can explain why Sukkot can be important to some Jews. I can explain why light can be important to many Christians at Advent and Christmas.</p>

			<p>I can explain why light can be important to many Hindus at Diwali. I can explain why light can be important to many Jewish people at Hanukkah.</p>
<p><u>Rituals, ceremonies and lifestyles</u> (from various religions)</p>	<p>1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish 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?</p>	<p>Year 1 Religion and Rituals Year 1 Places of Worship Year 2 Ceremonies Year 2 Rules and Routines Year 2 Places of Worship</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Expected Year 1 I can discuss how a place of worship is a special place for religious believers. I can name and talk about some important parts of, and objects in, a Jewish synagogue. I can name and talk about some important parts of a Hindu mandir. I can name and talk about some important parts of a Christian church. I can place objects within a church plan accurately and know that the shape of a church is important. I can explain what a ritual is and give some examples of rituals. I can identify how a ritual is different from a routine by discussing key features. I can explain that Salat is one of the Pillars of Islam and know that many Muslims pray five times a day. I can explain how when Hindus perform the worship ritual of puja, they might act as if they are welcoming God like a special visitor. I can explain how the Holy Communion ritual is a re-enactment of the Last Supper and understand what the bread and wine symbolize. I can compare and contrast rituals from more than one religion.</p> <p>Expected Year 2 I can explain how Christians communicate with God. I can talk about some of the things that happen in a place of worship and reflect upon why they are important places. I know that a mosque is a place of worship for Muslims and describe the things a visitor might see in a mosque. I know that a gurdwara is a place of worship for Sikhs, describe the things a visitor might see there and describe what happens in a Gurdwara. I know that a Buddhist temple is a place of worship for Buddhists, describe some things a visitor might see there and know what happens in a Buddhist temple.</p>

			<p>can explain why light can be important to many Christians at Advent and Christmas.</p> <p>I can explain why light can be important to many Hindus at Diwali.</p> <p>I can explain why light can be important to many Jewish people at Hanukkah.</p> <p>can give a detailed explanation of what a ceremony is and name and describe some religious and non-religious ceremonies</p>
<p><u>How beliefs are expressed</u></p>	<p>1.1 Who is a Christian and what do they believe?</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>1.4 What can we learn from sacred books?</p> <p>1.5 What makes some places sacred?</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>1.7 What does it mean to belong to a faith community?</p>	<p>Year 1 Gifts and Giving</p> <p>Year 1 Caring for others</p> <p>Year 1 Easter and surprises</p> <p>Year 1 Places of Worship</p> <p>Year 2 Nature and God</p> <p>Year 2 Light and Dark</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Expected Year 1</p> <p>I can identify some important Christian symbols and practices.</p> <p>I can identify some important Jewish symbols and practices.</p> <p>I can identify some important Muslim symbols and practices.</p> <p>I can talk about how symbols are used in different religions.</p> <p>Expected Year 2</p> <p>I can recall some of the parables of Jesus and suggest what they might mean.</p> <p>I can explain how some Christians believe God created the world and everything in it.</p> <p>I can explain why Sukkot can be important to some Jews.</p>
<p><u>Time to reflect and personal growth</u></p>	<p>1.1 Who is a Christian and what do they believe?</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>1.8 How should we care for others and the world, and why does it matter?</p>	<p>Year 1 Friendship</p> <p>Year 2 Places of Worship</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Expected Year 1</p> <p>I can understand why it is important to have good friendships.</p> <p>I can retell some religious stories of friendship.</p> <p>I can explain how some of the characters from the stories were good friends.</p> <p>Expected Year 2</p> <p>I can talk about a place that is special to them and to effectively describe how they feel there and explain why the place is special to them.</p>

<p>Values (in your own life and others lives)</p>	<p>1.2 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world, and why does it matter?</p>	<p>Year 1 Friendship Year 2 Rules and Routines</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Expected Year 1 I can explain how some of the characters from the stories were good friends. I can talk about different types of family. I can talk about my likes and dislikes.</p> <p>Expected Year 2 I understand the difference between a rule and a routine.</p>
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RE – Curriculum Coverage & Expectations:



L K S 2

		Where taught:	Expected standard - End of year:
<p>Beliefs and teachings (from various religions)</p>	<p>L2.1 What do different people believe about God? L2.2 Why is the Bible so important for Christians today? L2.4 Why do people pray? L2.5 Why are festivals important to religious communities?</p>	<p>Year 3 Hinduism Year 3 The Nativity Story Year 3 Islam Year 3 Sikhism Year 3 Judaism</p> <p>Year 4 Buddhism Year 4 The Bible</p>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Expected Year 3 I can list the main Muslim beliefs. I can use keywords to create a presentation about the Muslim holy book I know the Torah is written in Hebrew. I can locate where Sikhism was founded and explain the main beliefs that Sikhs share. I can explain the main beliefs that Hindus share. I know that Hindus have more than one holy book.</p> <p>Expected Year 4 I can identify and show how Buddhists worship.</p>

			<p>I can talk about different faiths. I can recognise the beliefs and teachings of different faiths. I know that the Bible is sacred to Christians and why. I know that the Old Testament is different to the New Testament and explain why.</p>
<p><u>Rituals, ceremonies and lifestyles</u> (from various religions)</p>	<p>L2.4 Why do people pray? L2.5 Why are festivals important to religious communities?</p>	<p>Year 3 Hinduism Year 3 Islam Year 3 Good Friday Year 3 Sikhism Year 3 Judaism</p> <p>Year 4 Food and Fasting Year 4 Pilgrimages Year 4 Christianity</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Expected Year 3</p> <p>I can create a stained glass window cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection. I can use keywords to create a presentation about the Muslim holy book. I can design a new symbol for my own life. I can relate Mary and Joseph's journey to modern travel and route planning. I can explain in some detail the story of the shepherds. I can explain in some detail the story of the Wise Men. I can explain who King Herod wanted to find and where he might be found. I know that Hindus have more than one holy book. I can explain what the main Hindu symbols mean or represent.</p> <p>Expected Year 4</p> <p>I can design a board game which symbolises the Buddhist view of the journey to Nirvana. I can use images and key words to explain the Tipitaka. I can represent Jesus in an image considering what he means to me. I can locate Bible verses after being given the book name and chapter to find them in. I can design a Christian symbol, paint this symbol on a stone and then complete detailed information about the symbol and its meaning. I can remember stories from some different faiths. I can talk about the actions of leaders of faith. I can explain what a parable is and why Jesus told them, giving an example. I can retell a Bible story using drama or pictures.</p>

<p><u>How beliefs are expressed</u></p>	<p>L2.1 What do different people believe about God? L2.2 Why is the Bible important for Christians today? 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?</p>	<p>Year 3 Hinduism Year 3 Islam Year 3 Sikhism Year 3 Judaism</p> <p>Year 4 Christianity Year 4 The Bible Year 4 Buddhism Year 4 Pilgrimages</p>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Expected Year 3 I can explain why I have chosen the act I have for my friend. I can write three prayers which focus on sorry, please and thank you. I can design a new symbol for my own life.</p> <p>Expected Year 4 I can give examples of how food is used in my own life. I can talk about when I gave something up for a special reason (if appropriate). I can examine what a challenge is and how these can be overcome; I can explore the thoughts, feelings and experiences of those who undertake a pilgrimage. I can talk about different faiths. I can recognise the beliefs and teachings of different faiths. I can say how people from different faiths might behave in different situations. I can talk about the actions of leaders of faith.</p>
<p><u>Time to reflect and personal growth</u></p>	<p>L2.1 What do different people believe about God? L2.2 Why is the Bible important for Christians today? L2.6 Why do some people think that life is a journey? What significant experiences mark this? L2.9 What can we learn from religions about deciding what is right and wrong?</p>	<p>Year 3 Good Friday</p> <p>Year 4 People of Faith Year 4 Food and Fasting</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Expected Year 3 I can explain why I have chosen the act I have for my friend. I can write three prayers which focus on sorry, please and thank you. I can fill in a fact sheet about Maximilian Kolbe and compare to the example set by Jesus.</p> <p>Expected Year 4 I can examine what a challenge is and how these can be overcome; I can identify meaning from quotes and restate these in my own words. I can explore the thoughts, feelings and experiences of those who undertake a pilgrimage.</p>

<p>Values (in your own life and others lives)</p>	<p>L2.1 What do different people believe about God? L2.9 What can we learn from religions about deciding what is right and wrong?</p>	<p>Year 3 Hinduism Year 3 Islam Year 3 Sikhism Year 3 Judaism Year 4 People of Faith Year 4 Food and Fasting</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Expected Year 3 I can explain why I have chosen the act I have for my friend.</p> <p>Expected Year 4 I can examine what a challenge is and how these can be overcome; I can explore the thoughts, feelings and experiences of those who undertake a pilgrimage.</p>
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RE – Curriculum Coverage & Expectations:



U K S 2

	Key question:	Where taught:	Expected standard - End of year:
<p><u>Beliefs and teachings</u> (from various religions)</p>	<p>U2.1 Why do some people believe God exists? U2.6 What does it mean to be a Muslim in Britain today? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</p>	<p>Year 5 The True Meaning of Christmas Year 5 Peace Year 5 Forgiveness</p> <p>Year 6 Creation stories Year 6 The Christmas Story Year 6 Eternity</p>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Expected Year 5 I can define what is meant by 'forgiveness' and discuss ideas linked to the concept of forgiveness. I can work with others to create a role play to show the feelings that are involved when people forgive and are forgiven. I understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness. I can explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others. I can choose my own acts of peace to carry out. I can create a pyramid of actions to show the priority of peace acts and then explain each choice. I can use key words to create a role play to explain Christian acts of love at Christmas. I can use title boxes to create a poster to explain how people can help refugees.</p> <p>Expected Year 6 I can say which worship traditions belong to Orthodox or Reform Judaism. I can say why some values might matter most to people from different faiths and worldviews. I can explain why the first pillar is the most important to Muslims. I can compare and contrast some creation stories. I can identify the type of creation story.</p>

			<p>I can explain why Jews and Christians have the same creation story.</p> <p>I can compare and contrast Abrahamic, Dharmic and Humanist ideas about death.</p> <p>I can explain the difference between a religious and nonreligious worldview.</p>
<p><u>Rituals, ceremonies and lifestyles</u> (from various religions)</p>	<p>U2.1 Why do some people believe God exists? U2.2 What would Jesus do? U2.4 If God is everywhere, why go to a place of worship? U2.6 What does it mean to be a Muslim in Britain today? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</p>	<p>Year 5 Worship Year 5 The True Meaning of Christmas Year 5 Commitment Year 6 Humanism Year 6 The Christmas Story</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Expected Year 5</p> <p>I can explain what worship is and how it is connected to the idea of worth. I can explain how prayer is used within different religions. I can explain the importance of religious freedom.</p> <p>Expected Year 6</p> <p>I can discuss and give opinions on morals, values and life choices, including my own. I can explain the difference between positive and negative Karma. I understand the values that are important to Humanists. I can explain why the Christian values that Jesus taught are important to Christians. I can say why some values might matter most to people from different faiths and worldviews. I can compare and contrast Abrahamic, Dharmic and Humanist ideas about death. I can explain the difference between a religious and nonreligious worldview. I can name at least two influential and two humanist thinkers. I can identify the key humanist ideas. I can state the role of religious beliefs and how they have influenced the human rights and nonviolent protest movements. I can reflect on my own commitments in life and the difference it makes to my life.</p>

<p><u>How beliefs are expressed</u></p>	<p>U2.1 Why do some people believe God exists? U2.5 Is it better to express your religion in arts, architecture or in charity and generosity? U2.6 What does it mean to be a Muslim in Britain today?</p>	<p>Year 5 Worship Year 5 The True Meaning of Christmas Year 5 Peace Year 6 Humanism Year 6 Creation Stories</p>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Expected Year 5 I can reflect on the emotions of an artist and viewer when looking at a piece of religious art. I can explain a specific religious artefact to others. I can explain similarities and differences between worship music in different religions. I can analyse 'We Three Kings' and explain the meaning of the lyrics. I can create a new symbol of peace and explain how it shows peace. I can draw each religion's symbol on the international symbol of peace to show comparisons within religions. I can give a detailed explanation of why I chose the symbol for forgiveness. I can work with others to create a role play to show the feelings that are involved when people forgive and are forgiven. I can discuss different ways of showing commitment to something or someone. I can say why some adults commit to one another in different ways.</p> <p>Expected Year 6 I can use prompts for support to rate events in my own life from 'free will' to 'determinism'. I can make a Christingle and then answer questions about Christingles. I can explain what the Happy Human symbol represents.</p>
<p><u>Time to reflect and personal growth</u></p>	<p>U2.3 What do religions say to us when life gets hard? U2.5 Is it better to express your religion in arts, architecture or in charity and generosity?</p>	<p>Year 5 Peace Year 5 Forgiveness Year 5 Commitment Year 6 Humanism Year 6 Justice and Freedom Year 6 Crucifixion Year 6 Eternity</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Expected Year 5 I can recognise religious sacrifices and non-religious sacrifices. I can discuss different ways of showing commitment to something or someone. I can say why some adults commit to one another in different ways.</p>

			<p>I understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness. I can identify some similarities and differences between what Jews and Buddhists believe about forgiveness. I can choose my own acts of peace to carry out. I can reflect on the mindfulness activity by answering questions about my experiences and inner peace techniques. I can explain the importance of religious freedom.</p> <p>Expected Year 6 I can discuss and give opinions on morals, values and life choices, including my own. I can explain the difference between positive and negative Karma. I can use prompts for support to rate events in my own life from 'free will' to 'determinism'. I can reflect on my own commitments in life and the difference it makes to my life. I can relate my own moral choices to the life and choices of Jesus.</p>
<p>Values (in your own life and others lives)</p>	<p>U2.3 What do religions say to us when life gets hard? U2.5 Is it better to express your religion in arts, architecture or in charity and generosity?</p>	<p>Year 5 Worship Year 5 The True Meaning of Christmas Year 5 Peace</p> <p>Year 6 Humanism Year 6 Creation Stories Year 6 Crucifixion</p>	<p>Children continue to develop their appreciation of the ways in which people’s values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Expected Year 5 I can explain similarities and differences between worship music in different religions. I can explain how prayer is used within different religions. I can identify some similarities and differences between what Jews and Buddhists believe about forgiveness. I can say why some adults commit to one another in different ways. I can share ideas of how people show commitment in their lives.</p> <p>Expected Year 6 I can reflect on my own commitments in life and the difference it makes to my life. I can relate my own moral choices to the life and choices of Jesus. I can examine and explain why concepts of freedom and justice can conflict. I can explain why Jews and Christians have the same creation story. I can say why some values might matter most to people from different faiths</p>

			and worldviews. I can discuss and give opinions on morals, values and life choices, including my own.
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