

# Religious Education Curriculum Overview



Beliefs, teachings and sources



Practices and ways of life



Expressing meaning



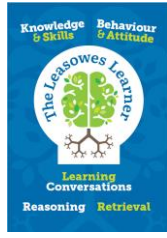
Identity, diversity and belonging



Meaning, purpose and truth



Values and commitment



**YEAR 1**

## Caring



**Sikhism**

Reflecting on examples of care and concern shown by believers and religious communities and exploring reasons for these actions.

## Belonging



**Sikhism, Christianity**

Belonging  
Finding out about ceremonies in which special moments in the life cycle are marked.

## Celebrations



**Hinduism, Judaism, Christianity, Islam**

Exploring the preparations for and finding out about the celebration of festivals.

## Families



**Christianity**

Listening to and asking questions about stories of individuals and their relationship with God.

## Answers



**Christianity**

Engaging with stories and extracts from religious literature and talking about their meanings.

## Worship



**Judaism, Christianity, Islam**

Finding out about how and when people worship and asking questions about why this is important to believers.

**World Religions:**

**Dharmic:**

- Hinduism
- Buddhism
- Sikhism

**Abrahamic:**

- Judaism
- Christianity
- Islam

**Skills:**  
Children can:  
describe the main beliefs of a religion;  
describe the main festivals of a religion;  
recognise, name and describe religious artefacts, places and practices;  
explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;  
observe when practices and rituals are featured in more than one religion or lifestyle;  
name religious symbols and the meaning of them;  
learn the name of important religious stories;  
retell religious stories and suggest meanings in the story;  
ask questions about the puzzling aspects of life;  
understand that there are similarities and differences between people;  
look at how values affect a community and individuals;  
understand that they have their own choices to make and begin to understand the concept of morals.

## Caring for the natural world



**Christianity, Islam**

Exploring stories from religious traditions and finding out about attitudes to the natural world.

## Valuing new life



**Christianity**

Engaging with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.

## Worship and ceremonies



**Hinduism, Christianity, Islam**

Exploring, as appropriate, the special nature of artefacts used in worship.

## Belonging to a group



**Islam**

Identifying the importance for some people of belonging to a religion and recognising the difference this makes to their lives.

## Storytelling through sacred writings



**Christianity, Islam**

Exploring a range of stories and extracts from sacred writings and talking about the meaning they have for believers.

## Showing kindness and goodness



**Sikhism, Christianity, Islam**

Reflecting and responding to stories highlighting the morals and values of believers in practice.

**YEAR 2**

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## Explore living by rules



**Sikhism, Christianity, Islam**

Exploring rules for living found in sacred writings and teachings and asking questions about their impact on the lives of believers.

## Religion in the home



**Hinduism, Judaism, Christianity, Islam**

Comparing and contrasting the practice of religion in the home in different religious communities.

## Symbols of worship



**Hinduism, Christianity**

Comparing and contrasting the use of symbols, actions and gestures used in worship by different communities.

## Sharing special food



**Hinduism, Judaism, Christianity, Islam**

Investigating some features of key religious festivals and celebrations and identifying similarities and differences.

## The beginning of the world



**Hinduism, Judaism, Christianity**

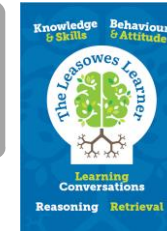
Exploring the meaning of a wide range of stories about the beginning of the world and reflecting upon their importance for believers.

## Religious Leaders



**Christianity, Islam**

Identifying some of the ways in which religions name and describe attributes of God and making links with belief and practice.



**YEAR 3**

### World Religions:

- |                 |                   |
|-----------------|-------------------|
| <b>Dharmic:</b> | <b>Abrahamic:</b> |
| • Hinduism      | • Judaism         |
| • Buddhism      | • Christianity    |
| • Sikhism       | • Islam           |



### Skills:

Children can:

- describe the key teachings and beliefs of a religion;
- begin to compare the main festivals of world religions;
- refer to religious figures and holy books;
- identify religious artefacts and how they are involved in daily practices and rituals;
- describe religious buildings and how they are used;
- explain religious ceremonies and rituals and their importance for people's lives and sense of belonging;
- begin to identify religious symbolism in different forms of art and communication;
- looking at holy texts and stories, explain meaning in a story;
- express their beliefs in different forms, with respect for others' beliefs and comparing beliefs;
- offer suggestions about why religious and non-religious leaders and followers have acted the way they have;
- ask questions that have no agreed answers, and offer suggestions as answers to those questions.



## Environment: Harvest



**Judaism, Christianity**

Environment: Harvest  
Exploring religious stories and teachings about the environment and identifying their impact on behaviour.

## Landmarks in life



**Hinduism, Christianity**

Landmarks in Life  
Investigating the importance for believers of ceremonies in which special moments in the lifecycle are marked.

## Commitment: Lent



**Christianity**

Engaging with a variety of people about their beliefs and values and asking questions about the way commitment affects their lives.

## Study of a chosen religion



**Judaism**

Researching some key events in the development of a religious tradition and explaining the impact on believers today.

## Thinking about God



**Hinduism, Islam**

Identifying some of the ways in which religions name and describe attributes of God and make links with belief and practice.

## Features and patterns of worship



**Sikhism, Hinduism, Judaism, Christianity**

Identifying the main features and patterns of an act of worship and talking about the importance of worship for believers.

**YEAR 4**

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## Sacred writings



**Hinduism, Judaism, Christianity, Islam**

Exploring a variety of forms of literature found in sacred books and investigating a range of religious teachings.

## Peace



**Hinduism, Christianity**

Exploring the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and making suggestions as to the intended meaning they might have for believers.

## Religious diversity: happiness



**Buddhism**

Exploring the diversity of a range of religious traditions and identifying and reflecting on similarities and differences.

## Easter: suffering



**Buddhism, Christianity**

Investigating and reflecting on a range of religious responses to suffering, hardship and death.

## Wise words



**Christianity, Islam**

Exploring the origins of sacred writings and considering their importance for believers today.

## Values and beliefs



**Hinduism**

Investigating the life of a person who has been inspired by their faith and making links between belief and action.



**YEAR 5**

## Commitment



**Judaism, Christianity, Islam**

Investigating ceremonies associated with joining or belonging to a faith community and talking about the meaning of commitment.

## Words of wisdom



**Sikhism, Christianity, Islam**

Exploring the meaning of stories drawn from religious sources and reflecting on the significance of key words, phrase or expressions.

## Taking part



**Judaism**

Finding out about the activities of a local religious community and making links with key religious teachings.

## Belief in action



**Judaism, Christianity**

Making links between beliefs and action and reflecting on how this might have local, national and international impact.

## The importance of hope



**Christianity**

Raising questions about issues which cause people to wonder and investigating some answers to be found in religious writings and teachings.

## Justice: rich and poor



**Christianity, Islam**

Investigating stories about God's relationship with people and suggesting how, for some people, this helps them to make sense of life.

**YEAR 6**

**World Religions:**

**Dharmic:** Hinduism, Buddhism, Sikhism

**Abrahamic:** Judaism, Christianity, Islam

**Skills:**  
Children can:  
recognise and explain how some teachings and beliefs are shared between religions;  
explain how religious beliefs can shape the lives of individuals and contribute to society;  
explain practices and lifestyles associated with belonging to a faith;  
explain practices and lifestyles associated with belonging to a non-religious community;  
compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;  
show an understanding of the role of a spiritual leader; explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs;  
share their opinion or express their own belief with acceptance, tolerance and respect for others;  
recognise and express feelings about their identities and beliefs;  
explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.