



The Eliot Bank and Gordonbrock Schools Federation



RELIGIOUS EDUCATION CURRICULUM OVERVIEW

Curriculum Expectations:

	AT1: Learning About Religion How pupils develop their knowledge, skills and understanding with reference to:			AT2: Learning From Religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
	Beliefs, Teachings and Sources	Practices and Ways of Life	Forms of Expression	Identity and Belonging	Meaning, Purpose and Truth	Values and Commitment
EYFS	Understanding the World: People Culture and Communities Children at the expected level of development will: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 			Personal, Social and Emotional Development: Self-Regulation Children at the expected level of development will: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Managing Self Children at the expected level of development will: <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships Children at the expected level of development will: <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs 		
Year 1	I can remember a religious story and talk about it.	I can use the correct names for things that are special to people of a religion.	I can recognise religious art, symbols and words and talk about them.	I can talk about things that happen to me.	I can talk about what I find interesting or puzzling.	I can talk about what is important to me and to other people.

Year 2	I can tell a religious story and say some things that people believe.	I can talk about some of the things that are the same for different religious people.	I can say what some religious symbols stand for and say what some of the ways in which the religion is expressed are about.	I can ask about what happens to others, with respect for their feelings.	I can talk about some things in stories that lead people to ask questions.	I can talk about what is important to me and to others, with respect for their feelings.
Year 3	I can describe what a believer might learn from a religious story.	I can describe some of the things that are the same and different for religious people.	I can use religious vocabulary to describe some of the different ways in which people show their beliefs.	I can compare some of the things that influence me with those that influence other people.	I can ask important questions about life and compare my ideas with those of other people.	I can link things that are important to me and to other people with the way I think and behave.
Year 4	I can describe how a believer might live their life from religious teaching.	I can describe some of the things that are the same and different for people between religions and also within the same religion.	I can use a wider range of religious vocabulary consistently to illustrate different ways in which people express their beliefs.	I can reflect deeply on my personal influences and compare these with what influences other people.	I can consider big questions about life and compare my ideas with those of other people and faiths.	I can relate deeply the values that I have to how I think and choose to live my life.

Year 5	I can make links between the beliefs/teachings/sources of different religious groups and show how they are connected to believers' lives.	I can use the correct religious vocabulary to describe and compare the practices and experiences that are involved in belonging to different religious groups.	I can express religious beliefs/ideas/feelings, etc. in a range of styles and words used by believers and suggest what they mean.	I can ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others.	I can ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of different religious groups, with reference to their faith.	I can ask questions about the moral decisions I and other people make and suggest what might happen as a consequence of different decisions, including those made with reference to religious beliefs.
Year 6	I can suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.	I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.	I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.	I can give my own and others' views on questions about who we are and where we belong and on how commitment to a religion can be have challenges and explain what inspires me and how it influences me.	I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.	I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.