

National Curriculum Coverage

		Attainment Target 1 - Learning about religion and belief.			Attainment Target 2 - Learning from religion and belief.		
		Strand a) beliefs, teachings and sources.	Strand b) practices and ways of life.	Strand c) forms of expression.	Strand d) identity and belonging.	Strand e) meaning, purpose and truth.	Strand f) values and commitments.
Year 3							
Autumn 1	Christianity: How do Christians show that reconciliation with God and others is important?	✓	✓	✓	✓	✓	✓
Autumn 2	Islam: How does a Muslim show their submission and obedience to Allah?	✓	✓	✓	✓	✓	✓
Spring 1	Hinduism: Why do Hindus want to collect good karma?	✓	✓	✓	✓	✓	✓
Spring 2	Christianity: Is the cross a symbol of love, sacrifice or commitment for Christians?	✓	✓	✓	✓	✓	✓
Summer 1	Christianity: What do Christians mean when they talk about the Kingdom of God?	✓	✓	✓	✓	✓	✓
Summer 2	Judaism: What symbols and stories help Jewish people remember their covenant with God?	✓	✓	✓	✓	✓	✓
Year 4							
Autumn 1	Christianity: How does believing Jesus is their saviour inspire Christians to save and serve others?	✓	✓	✓	✓	✓	✓
Autumn 2	Islam: Why do Muslims call Muhammad the 'seal of the prophets'?	✓	✓	✓	✓	✓	✓
Spring 1	Hinduism: How does the story of Rama and Sita inspire Hindus to follow their dharma?	✓	✓	✓	✓	✓	✓
Spring 2	Sikhism: How does the teaching of the gurus move Sikhs from dark to light?	✓	✓	✓	✓	✓	✓
Summer 1	Christianity: Why do Christians believe they are people on a mission?	✓	✓	✓	✓	✓	✓
Summer 2	Sikhism: How do Sikhs put their beliefs about equality into practice?	✓	✓	✓	✓	✓	✓
Year 5							
Autumn 1	Christianity: Why is the gospel such good news for Christians?	✓	✓	✓	✓	✓	✓
Autumn 2	Islam: What does the Qur'an reveal about Allah and his guidance?	✓	✓	✓	✓	✓	✓
Spring 1	Hinduism: What spiritual pathways to Moksha are written about in Hindu scriptures?	✓	✓	✓	✓	✓	✓
Spring 2	Judaism: What is holiness for Jewish people: a place, a time, an object or something else?	✓	✓	✓	✓	✓	✓
Summer 1	Christianity: What is the great significance of the Eucharist for Christians?	✓	✓	✓	✓	✓	✓
Summer 2	Buddhism: How did Buddha teach his followers to find enlightenment?	✓	✓	✓	✓	✓	✓
Year 6							
Autumn 1	Christianity: How do Christians show their belief that Jesus is God incarnate?	✓	✓	✓	✓	✓	✓
Autumn 2	Islam: How does tawhid create a sense of belonging to the Muslim community?	✓	✓	✓	✓	✓	✓
Spring 1	Hinduism: How do questions about Brahman and atman influence the way a Hindu lives?	✓	✓	✓	✓	✓	✓
Spring 2	Buddhism: How does the Triple Refuge help Buddhists in their journey through life?	✓	✓	✓	✓	✓	✓
Summer 1	Christianity: Should believing in the resurrection change how Christians view life and death?	✓	✓	✓	✓	✓	✓
Summer 2	Humanism: Why do Humanists say happiness is the goal of life?	✓	✓	✓	✓	✓	✓



Knowledge, Skills and Understanding Progression

Lower Key Stage 2

	Year 3 R.E Knowledge: beliefs, teachings and sources.	Year 3 Skill: R.E Fieldwork: practices and ways of life.	Year 3 Skill: R.E Communication: forms of expression.	Year 3 Understanding: identity and belonging.	Year 3 Understanding: meaning, purpose and truth.	Year 3 Understanding: values and commitments.
Autumn	3a I can describe what a believer might learn from a religious story / text.	3b I can describe some similar things religious people do as part of their faith / way of life.	3c I can describe some ways people show their beliefs using religious words correctly.	3d I can recognise some of the things which influence me e.g. family, friends, faith.	3e I can ask good questions about life and communicate some of my ideas for answers.	3f I can link things that are important to me with the way I think and behave.
Spring						
Summer						
	Year 4 R.E Knowledge: beliefs, teachings and sources.	Year 4 Skill: R.E Fieldwork: practices and ways of life.	Year 4 Skill: R.E Communication: forms of expression.	Year 4 Understanding: identity and belonging.	Year 4 Understanding: meaning, purpose and truth.	Year 4 Understanding: values and commitments.
Autumn	4a I can describe what believers might learn from a religious story about God or living.	4b I can describe some things religious people do as part of their faith that are the same and some that are different.	4c I can describe some different ways people show their beliefs using religious words, art or symbols.	4d I can compare some things that influence me with those that influence other people, including religious believers.	4e I can ask important questions about life and compare ideas with those of other people, including people of faith.	4f I can link things that I, and others, value, with the way we choose to think and behave.
Spring						
Summer						



Knowledge, Skills and Understanding Progression

Upper Key Stage 2

	Year 5 R.E Knowledge: beliefs, teachings and sources.	Year 5 Skill: R.E Fieldwork: practices and ways of life.	Year 5 Skill: R.E Communication: forms of expression.	Year 5 Understanding: identity and belonging.	Year 5 Understanding: meaning, purpose and truth.	Year 5 Understanding: values and commitments.
Autumn	<p>5a I can make links that show how the beliefs of religious groups come from particular sources or teachings.</p>	<p>5b I can use the right religious words to describe practices and experiences involved in belonging to religious groups.</p>	<p>5c I can show how believers express their religious beliefs and feelings in different ways, and suggest why.</p>	<p>5d I can ask questions about groups people choose to belong to, or identify with, and include reference to people who inspire others to belong.</p>	<p>5e I can ask questions about the meaning and purpose of life, and suggest answers of my own and one a religious believer might give.</p>	<p>5f I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs.</p>
Spring						
Summer						
	Year 6 R.E Knowledge: beliefs, teachings and sources.	Year 6 Skill: R.E Fieldwork: practices and ways of life.	Year 6 Skill: R.E Communication: forms of expression.	Year 6 Understanding: identity and belonging.	Year 6 Understanding: meaning, purpose and truth.	Year 6 Understanding: values and commitments.
Autumn	<p>6a I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives.</p>	<p>6b I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations.</p>	<p>6c I can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey.</p>	<p>6d I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity.</p>	<p>6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer.</p>	<p>6f I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature.</p>
Spring						
Summer						