

YEAR GROUP	Term	AUTUMN		SPRING		SUMMER	
	½ Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE	1	<p>Beliefs: Can you tell what somebody believes by what they look like? (Islam, Christianity, Hinduism) Reflect on their own identity and experiences. Ask questions and give opinions about religious and non-religious world views. Reflect on their own values, attitudes and commitments.</p>		<p>Practices: What is special to faith communities? Identify special places, days and objects related to the questions studied/aspects covered. Identify special books and know some key teachings for the religions studied. Ask questions and give opinions.</p>		<p>Forms of expression: How does what believers do show what they believe? Recount some religious stories and recognise some religious objects. Ask questions and give opinions about religious and non-religious world views. Reflect on their own values, attitudes and commitments.</p>	
	2	<p>Beliefs: Can you tell what somebody believes by what they look like? (Islam, Christianity, Hinduism) Recognise that others’ identity and experiences are important to them. Recognise that some ‘deep’ questions are about meaning and purpose. Recognise and respond to examples of others’ values, attitudes and commitments and share their own.</p>		<p>Practices: What is special to faith communities? Talk or write about special days, places and objects in at least two religions in relation to the topics studied. Talk or write about some key teachings in at least two religious and non-religious worldviews. Recognise that others’ identity and experiences are important to them. Recognise that some ‘deep’ questions are about meaning and purpose. Recognise and respond to examples of others’ values, attitudes and commitments and share their own.</p>		<p>Forms of expression: How does what believers do show what they believe? Show understanding of the meaning of stories and symbols relating to the topics covered Recognise that some ‘deep’ questions are about meaning and purpose. Recognise and respond to examples of others’ values, attitudes and commitments and share their own.</p>	
	3	<p>Beliefs: What do different people believe about God? Islam, Christianity, Hinduism (Year 3), Sikhism (Year 4) Responding to questions about meaning and purpose. Talk/write about special places/days/objects and their significance to believers. Recognise that values, attitudes, and commitments are often rooted in religious teachings and authority.</p>		<p>Practices: How do faith communities demonstrate what is sacred? Talk or write about key teachings with increased depth. Identify key details of some stories. Talk or write about special places/days/objects and their significance to believers. Explain why stories and symbols are significant to believers. Recognise that values, attitudes, and commitments are often rooted in religious teachings and authority.</p>		<p>Forms of expression: How do believers use symbolism to show their beliefs? Respond to others’ identity and purpose. Respond to questions about meaning and purpose. Recognise that values, attitudes, and commitments are often rooted in religious teachings and authority.</p>	
	4	<p>Beliefs: What do different people believe about God? Islam, Christianity, Hinduism (Year 3), Sikhism (Year 4) Use correct terminology when talking or writing about special places, days, rituals and objects and key beliefs and teachings. To explain some ways that different religions can share common features. Show some understanding of values, attitudes and commitments in relation to stories and teachings, beliefs and practices.</p>		<p>Practices: How do faith communities demonstrate what is sacred? Use correct terminology when talking or writing about special places, days, rituals and objects and key beliefs and teachings. Explain the details of significant stories. Understand that symbolic meaning and significance can be expressed in a variety of ways. Make connections between their own identity and experience and that of others.</p>		<p>Forms of expression: How do believers use symbolism to show their beliefs? Reflect on what is special and significant in their own lives and /or realise that there are puzzling and difficult questions. Understand that symbolic meaning and significance can be expressed in a variety of ways. Show some understanding of values, attitudes, and commitments in relation to stories and teachings, beliefs and practices.</p>	
	5-6	<p>Beliefs: Why are there different beliefs about God? Islam, Christianity, Judaism (Year 5), Buddhism (Year 6) Understand the significance of key writings and teachings for the followers of religious and non-religious world views. Understand the significance of worship, rituals and values for the followers of religious and non-religious worldviews and make comparisons between the religions and beliefs studied.</p>		<p>Practices: Why are certain people, places and times sacred? Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning. Formulate questions on their own and others’ experiences and suggest some possible responses. Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses</p>		<p>Forms of expression: Why do people need to express their beliefs? Discuss moral questions, recognising that there are different views to be considered. Reflect on links and comparisons between their own and others’ identity and experience.</p>	