



RE Subject objectives

Year 1

Autumn 1 and 2: Key Question: 1.1 Who is a Christian and what do they believe?

Can they talk about simple ideas about Christian beliefs (Such as God and Jesus)

Can they re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).

Can they talk about issues of good and bad, right and wrong arising from the stories (C3).

Can they ask some questions about believing in God and offer some ideas of their own (C1).

Spring 1 and 2: Key Question: 1.5 What makes some places sacred?

Can they identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3)

Can they talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe? (B2).

Can they describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel? (C1)

Can they ask good questions during a school visit about what happens in a church, synagogue or mosque (B1)?

Summer 1: Key Question: 1.6 How & why do we celebrate special and sacred times

Can they recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3)

Can they give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).

Can they identify two ways people show they belong to each other when they get married (A1).

Can they respond to examples of co-operation between different people (C2)

Summer 2: Key Question: 1.7: What does it mean to belong to a faith community?

Can they recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3)

Can they give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).

Can they identify two ways people show they belong to each other when they get married (A1).

Can they respond to examples of co-operation between different people (C2)



RE Subject objectives

Year 2

Autumn 1 and 2: Key Question: 1.2 Who is a Muslim and what do they believe?

Can they talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1)

Can they re-tell a story about the life of the Prophet Muhammad (A2)

Can they recognise some objects used by Muslims and suggest why they are important (A2).

Can they identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

Spring 1 and Spring 2: Key Question: 1.3 Who is Jewish and what do they believe?

Can they talk about how the Mezuzah in the home reminds Jewish people about God (A3).

Can they talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).

Can they re-tell a story that shows what Jewish people at the festival of Chanukah or Pesach might think about God, suggesting what it means (A2).

Can they ask some questions about believing in God and offer some ideas of their own? (C1)

Summer 1: Key Question: 1.4 What can we learn from sacred books?

Can they recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3)

Can they re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).

Can they ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).

Can they talk about issues of good and bad, right and wrong arising from the stories (C3).

Summer 2: Key Question: 1.8 How should we care for others and the world, and why does it matter?

Can they retell Bible stories and stories from another faith about caring for others and the world (A2).

Can they identify ways that some people make a response to God by caring for others and the world (B1).

Can they talk about issues of good and bad, right and wrong arising from the stories (C3).

Can they talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)

Can they use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).



Year 3

Autumn 1 and 2: Key Question: L2.1 What do different people believe about God?

Can they describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).

Can they ask questions and suggest some of their own responses to ideas about God (C1).

Can they suggest why having a faith or belief in something can be hard (B2).

Can they identify how and say why it makes a difference in people's lives to believe in God (B1).

Spring 1 and 2: Key Question L2.2: Why is the Bible important for Christians today?

Can they make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).

Can they give examples of how and suggest reasons why Christians use the Bible today (B1).

Can they describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).

Can they discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).

Summer 1: Key Question: L2.7 What does it mean to be a Christian in Britain today?

Can they describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).

Can they describe some ways in which Christian express their faith through hymns and modern worship songs (A2).

Can they suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2)

Can they discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

Summer 2: Key Question L2.4: Why do people pray?

Can they describe the practice of prayer in the religions studied (A2).

Can they make connections between what people believe about prayer and what they do when they pray (A3)

Can they describe ways in which prayer can comfort and challenge believers (B2).

Can they describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).



RE Subject objectives

Year 4

Autumn 1: Key Question: L2.5 Why are festivals important to religious communities?

Can they make connections between stories, symbols and beliefs with what happens in at least two festivals (A2)

Can they ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2)

Can they identify similarities and differences in the way festivals are celebrated within and between religions (A3).

Can they explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Autumn 2: Key Question: L2.3: Why is Jesus inspiring to some people?

Can they make connections between some of Jesus' teachings and the way Christians live today (A1).

Can they describe how Christians celebrate Holy Week and Easter Sunday (A1).

Can they identify the most important parts of Easter for Christians and say why they are important (B1).

Can they give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).

Spring 1 and 2: Key Question: L2.8: What does it mean to be a Hindu in Britain today?

Can they describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)

Can they describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).

Can they suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).

Can they discuss links between the actions of Hindu's helping others and ways in which people of other faiths and beliefs, including pupils themselves help others? (C2)

Summer 1: Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this?

Can they suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).

Can they describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3)

Can they suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).

Can they link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).

Summer 2: Key Question: L2.9 What can we learn from religions about deciding what is right and wrong?

Can they give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).

Can they make connections between stories of temptation and why people can find it difficult to be good (A2).

Can they give examples of ways in which some inspirational people have been guided by their religion (B1).

Can they discuss their own and others' ideas about how people decide right and wrong (C3).



Year 5

Autumn 1 and Autumn 2: Key Question: U2.1 Why do some people believe God exists?

Can they outline clearly a Christian understanding of what God is like, using examples and evidence (A2).

Can they give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2)

Can they express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).

Can they present different views on why people believe in God or not, including their own ideas (C1).

Spring 1 and 2: Key Question: U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

Can they outline Jesus' teaching on how his followers should live (A2).

Can they offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).

Can they explain the impact Jesus' example and teachings might have on Christians today (B1).

Can they express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).

Summer 1: Key Question: U2.6 What does it mean to be a Muslim in Britain today?

Can they make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).

Can they describe and reflect on the significance of the Holy Qur'an to Muslims (B1)

Can they describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).

Can they make connections between the key functions of the mosque and the beliefs of Muslims (A1)

Summer 2: Key Question: U2.4: If God is everywhere, why go to a place of worship

Can they make connections between how believers feel about places of worship in different traditions (A3)

Can they select and describe the most important functions of a place of worship for the community (B3).

Can they give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).

Can they present ideas about the importance of people in a place of worship, rather than the place itself (C1).



Year 6

Autumn 1: Key Question: U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?

Can they describe and make connections between examples of religious creativity (buildings and art) (A1).

Can they show understanding of the value of sacred buildings and art (B3).

Can they suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).

Can they apply ideas about values and from scriptures to the title question (C2)

Autumn 2 :Key Question: U2.3 What do religions say to us when life gets hard?

Can they express ideas about how and why religion can help believers when times are hard, giving examples (B2).

Can they outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).

Can they explain some similarities and differences between beliefs about life after death (B2).

Can they explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

Spring 1 and 2: Key Question: U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

Can they make connections between beliefs and behaviour in different religions? (A1)

Can they make connections between belief in ahimsa, grace and Ummah teachings and sources of wisdom in the three religions (A1)

Can they outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2.)

Can they consider similarities and differences between beliefs and behaviour in different faiths (B3).

Summer 1 and 2: Key Question U2.7: What matters most to Christians and to Humanists?

Can they describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).

Can they describe some Christian and Humanist values simply (B3).

Can they express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).

Can they suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).