|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **KEY STAGE 1 RE OBJECTIVES COVERAGE** | | | | | | | | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **YEAR 1** | | | | | | | | | |
| **Wonderful World**  What makes some places sacred? |  |  |  |  |  |  |  |  |  |
| **Plains, Trains and Automobiles**  How and why do we celebrate and sacred times? |  |  |  |  |  |  |  |  |  |
| **Plains, Trains and Automobiles**  How can we learn from sacred books? |  |  |  |  |  |  |  |  |  |
| **All Creatures Great and Small**  Who is a Christian and what do they believe? |  |  |  |  |  |  |  |  |  |
| **All Creatures Great and small**  Who is a Muslim and what do they believe? |  |  |  |  |  |  |  |  |  |
| **YEAR 2** | | | | | | | | | |
| **From Hanley to Hackney**  How should we care for others and the world and why does it matter? |  |  |  |  |  |  |  |  |  |
| **Out of India**  How and why do we celebrate special times and sacred times? |  |  |  |  |  |  |  |  |  |
| **The Twits**  What does it mean to belong to a faith community? |  |  |  |  |  |  |  |  |  |
| **Harry Potter (Grove transition unit)**  Who is Jewish and what do they believe? |  |  |  |  |  |  |  |  |  |

**Key Stage 1 RE Objectives**

Pupils should be taught to:

1. Know about and understand a range of religions and world views
2. Recall and name different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
3. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
4. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities and differences.
5. Express ideas and insights about the nature, significance and impact of religions and worldview.
6. Ask and respond to questions about what individual and communities do, and why, so that pupils can identify what difference belonging to a community might make.
7. Observe and recount different ways of expressing identity and responding sensitively for themselves
8. Notice and respond sensitively to some similarities between different religions and world views.
9. Gain and deploy the skills needed to engage seriously with religions and world views.
10. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
11. Find out about and respond with ideas to examples of co-operation between people who are different.
12. Find out about questions of right and wrong and begin to express their ideas and opinions in response.