



## Religious Education Curriculum Coverage Document

Skills	Cycle 1 20-21	Cycle 2 21-22	Cycle 3- 22-23	Cycle 4 23-24	Cycle 5 24-25	Cycle 6 25-26
<p><b>Working Below age expectance curriculum to be implemented alongside the KS1 curriculum to ensure pupils continue to bridge the gap</b></p> <p>KS1: Able to recall facts about the religions or beliefs studied. They begin to use the religious vocabulary and they start to explain the significance and meaning of the facts or practice.</p>	<p><u>We're all human/ This is me!</u></p> <p>KS1- Does God want Christians to look after the world? Children can remember the Christian Creation story and talk about it.</p> <p>KS2- A look into the religious beliefs of the class and family members.</p>	<p><u>Travel Agents</u></p> <p>KS1- Is it possible to be kind to everyone all of the time? To retell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>KS2- To share when you have been kind to others even when it was difficult.</p>	<p><u>Physical World</u></p> <p>KS1- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? To describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.</p> <p>KS2- To give three important actions someone could take to support a group they belong to. To discuss my understanding of my group's symbol.</p>	<p><u>Out of Africa</u></p> <p>KS1- Is it possible for everyone to be happy?To learn about the life of the Buddha and explore how he tried to be happy and stay happy.</p> <p>KS2- To demonstrate understanding of what being happy means to Buddhists.</p>	<p><u>Moving Mechanisms (WeDo2)</u></p> <p>KS1- What is the best way for a Hindu to show commitment to God? To describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>KS2- Express why Hindus might choose different ways to show commitment to God.</p>	<p><u>100 years celebrations</u></p> <p>KS1- Is anything ever eternal? To make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>KS2- Opinions and start to support them with rationale.</p>
<p>KS1: Able to explain what concepts like belonging, commitment, kindness, forgiveness mean to them in their world, and can verbalise and/or express their own thoughts.</p> <p>KS2: Able to recall facts about religions they have studied, select the facts that are most significant to their enquiry and start to explain their relevance or importance.</p>	<p><u>Worldwide celebrations</u></p> <p>KS1- What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? To remember some of the Christmas story</p> <p>KS2- To suggest a gift they would give to Jesus.</p>	<p><u>Dinosaurs!</u></p> <p>KS1- Why do Christians believe God gave Jesus to the world? To remember the Christmas story and explain and start to explain that Christians believe Jesus was a gift from God.</p> <p>KS2- To tell you why Christians think God gave Jesus to the world.</p>	<p><u>World events Inc. Olympics</u></p> <p>KS1- How can Brahman be everywhere and in everything? To describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>KS2- To recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p><u>Light and Dark</u></p> <p>KS1- What is the best way for a Buddhist to lead good life? To describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>KS2- Explain why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	<p><u>Flexible me!</u></p> <p>KS1- Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? To compare Hindu and Christian beliefs relating to life after death and explain how these make a difference to believers' lives.</p> <p>KS2- Express my own views about Hindu beliefs and whether they make sense to me or not.</p>	<p><u>Christmas – Ice worlds</u></p> <p>KS1- Is Christianity still a strong religion 2000 years after Jesus was on Earth? To explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>KS2- Give opinion and reasoning as to whether Christianity is a strong religion now.</p>
<p>KS2: Child is able to talk about the concept or belief (e.g. belonging) and start to relate this to the people they have been studying (e.g. Hindus) Child can express personal opinions and start to support them with rationale.</p>	<p><u>Time Travellers</u></p> <p>KS1- Was it always easy for Jesus to show friendship? To remember a story about Jesus showing friendship and talk about it.</p> <p>KS2- Changes in the religion of Christianity over the years.</p>	<p><u>Historical figures</u></p> <p>KS1- Does praying at regular intervals help a Muslim in his/her everyday life? To use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>KS2- Muhammad (570 – 632) Considered by Muslims to be a messenger and prophet from God.</p>	<p><u>Body Systems</u></p> <p>KS1- What is 'good' about Good Friday? To explain why Christians, believe Jesus' death is important.</p> <p>KS2- To suggest how a person may rescue or help others who are in difficult situations.</p>	<p><u>Bugs Life</u></p> <p>KS1- Is forgiveness always possible for Christians? To demonstrate understanding of how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p>KS2- To explore and show an understanding of how Christians believe God can help them show forgiveness.</p>	<p><u>Great Inventors Electricity</u></p> <p>KS1- How significant is it for Christians to believe God intended Jesus to die? To explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>KS2- To express opinions about Jesus' crucifixion being his destiny or purpose.</p>	<p><u>Lights, Camera, Action!</u></p> <p>KS1- What is the best way for a Muslim to show commitment to God? To describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>KS2- Describe some ways of showing commitment to God that would be better than others for Muslims.</p>

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	<u>Space – To infinity and beyond</u> KS1- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? To recall parts of the Easter story. To recognise some of the symbols in the story. KS2- How Space travellers have reported profound changes in the way they view their faith related to the overview effect	<u>Young Entrepreneurs</u> KS1- Does going to a Mosque give Muslims sense of belonging? To explain what happens when Muslims pray at home or at the Mosque. KS2- Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	<u>Romans</u> KS1- Could Jesus heal people? To explain a Christian viewpoint about one of Jesus’ healing miracles. KS2- Fear of 13. How Romans were the same as Christians when fearing the number 13.	<u>Local Adventures – Pirates and Smugglers</u> KS1- Do people need to go to church to show they are Christians? To describe some of the ways Christians use churches to worship or celebrate Holy Communion or participate in baptism. KS2- Understand the impact a Christian’s special place has on him or her.	<u>Everything Changes</u> KS1- What is the best way for a Christian to show commitment to God? To describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. KS2- Explain why some ways of showing commitment to God might be better than others for Christians.	<u>Tudor Times</u> KS1- Does belief in Akhirah (life after death) help Muslims lead good lives? To explain how believing in Akhirah influences Muslims to do their best to lead good lives. KS2- Recognise what motivates or influences others to lead a good life and compare it with what motivates and influences Muslims.
	<u>Victorians</u> KS1- Is Shabbat important to Jewish children? To use the right names of things that are special to Jewish people during Shabbat and explain why. KS2- The ‘God-fearing’ Victorians and the way they practised their religion that is different to modern age.	<u>Red, White and Blue</u> KS1- How special is the relationship Jews have with God? To tell a story about Abraham or Moses and say why one of these men is important to Jews today. KS2- The Jewish Naturalisation Act of 1753, an attempt to legalise the Jewish presence in England.	<u>Feel the Force</u> KS1- Do Sikhs think it is important to share? To describe some ways that Sikhs share and explain why this is important to them because of their beliefs KS2- Why it is important to share even though it is not always easy.	<u>Crash, Bang, Wollop! Inc. Vikings</u> KS1- How important is it for Jewish people to do what God asks them to do? To demonstrate understanding of how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. KS2- Why some people would choose to follow an instruction not to eat certain foods, who I would listen to and why.	<u>Awesome Egyptians</u> KS1- How far would a Sikh go for his/her religion? To make links between how Sikhs practise their religion and the beliefs that underpin this. KS2- To respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.	<u>Disney – Heroes and Villains</u> KS1- Does belief in Akhirah (life after death) help Muslims lead good lives? To give examples of times when my choices have been influenced and may have changed when I considered the consequences that might follow KS2- To give examples of times when my choices have been influenced and may have changed when I considered the consequences that might follow
	<u>Commotion in the Ocean</u> KS1- Are Rosh Hashanah and Yom Kippur important to Jewish children? To tell you something that either Rosh Hashanah or Yom Kippur is about. KS2- A study of Moses and the parting of the red sea.	<u>Life cycles</u> KS1- What is the best way for a Jew to show commitment to God? To talk about one of the ways Jews show commitment to God. KS2- To explore how Jews show commitment to God and say why this might be important.	<u>Fire and Ice</u> KS1- Does joining the Khalsa make a person a better Sikh? I can describe what might motivate a Sikh To go through the Amrit Ceremony and what happens during this. KS2- Identify similarities between experiences of joining and belonging to groups and a Sikh’s experience of the Amrit Ceremony/Khalsa	<u>Hunter Gatherer</u> KS1- What is the best way for a Jew to show commitment to God? To demonstrate understanding of how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment. KS2- Express an opinion on which ways might be the best ways for Jews to show their commitment to God and start to give reasons.	<u>Welcome to the Big Top!</u> KS1- Are Sikh stories important today? To recognise that stories can be an important way of expressing belief and meaning To explain the relevance of a Sikh story. KS2- How some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	<u>Carnivals!</u> KS1- Does belief in Akhirah (life after death) help Muslims lead good lives? To recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims KS2- Examples of times when Muslims have been misinterpreted and how this can affect people’s opinions.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>Christianity</u>	✓	✓	✓	✓	✓	✓
<u>Judaism</u>	✓	✓		✓		✓
<u>Islam</u>		✓				✓
<u>Hinduism</u>			✓		✓	
<u>Sikhism</u>			✓		✓	
<u>Buddhism</u>				✓		

RE- working below age expected	
Thinking through believing	<ul style="list-style-type: none"> <li>Recognise simple religious beliefs or teachings</li> </ul>
Thinking through believing	<ul style="list-style-type: none"> <li>Talk about some aspects of a religious or belief story</li> <li>Introduce key theological vocabulary such as ‘God’.</li> </ul>
Thinking through believing	<ul style="list-style-type: none"> <li>Recreate religious and belief stories through small world play.</li> <li>Recognise simple religious beliefs or teachings.</li> <li>Identify simple features of religious life and practice in a family context.</li> <li>Name some religious symbols.</li> </ul>

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p><b>Pupils should be taught the knowledge and skills in order to understand:</b></p> <ul style="list-style-type: none"> <li>Christianity;</li> <li>At least one other principal religions.</li> </ul> <p><b>Schools should consider the following points when deciding upon a second principal religion:</b></p> <ul style="list-style-type: none"> <li>The connections between the Abrahamic Religions of Christianity, Judaism, and Islam;</li> <li>Understanding of non-Abrahamic religions such As Hinduism or Sikhism;</li> <li>The local context and local faith communities;</li> <li>Coherence and progression for KS2.</li> </ul>	<p><b>Pupils should be taught the knowledge and skills to understand:</b></p> <ul style="list-style-type: none"> <li>Christianity;</li> <li>At least two other principal religions.</li> </ul> <p><b>Schools should consider the following points when deciding upon which religions to study:</b></p> <ul style="list-style-type: none"> <li>the connections between the Abrahamic religions of Christianity, Judaism, and Islam;</li> <li>understanding of non-Abrahamic religions such as Hinduism or Sikhism;</li> <li>the local context and local faith communities;</li> <li>How learning builds on KS1 and coherence and progression for KS3.</li> </ul>

	KS1	LKS2	UKS2
Historical Interpretations	<b>KS1 History National Curriculum</b> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ol style="list-style-type: none"> <li>start to compare two versions of a past event;</li> <li>observe and use pictures, photographs and artefacts to find out about the past;</li> <li>start to use stories or accounts to distinguish between fact and fiction;</li> <li>explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ol>	<b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ol style="list-style-type: none"> <li>look at more than two versions of the same event or story in history and identify differences;</li> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ol>	<b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ol style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past;</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>show an awareness of the concept of propaganda;</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>begin to evaluate the usefulness of different sources.</li> </ol>
Historical Investigations	<b>KS1 History National Curriculum</b> Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: <ol style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past;</li> <li>observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>choose and select evidence and say how it can be used to find out about the past.</li> </ol>	<b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: <ol style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past;</li> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> <li>begin to undertake their own research.</li> </ol>	<b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: <ol style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ol>