



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



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| Year Group | NC Objectives | Skills | Knowledge |
| Year 1 | | <p>Recount elements of religious stories</p> <p>Recognise religious objects/places/people/practices</p> <p>Express his/her own experiences and feelings, recognising what is important in his/her own life</p> <p>Recognise some religious symbols and use some religious vocabulary correctly</p> <p>Recognise interesting/puzzling aspects of life</p> <p>Express what is of value and concern to himself/herself and others in relation to matters of right and wrong</p> | <p>I can talk about some stories from the bible</p> <p>I can tell you what a church looks like</p> <p>I can talk about people and things I care about</p> <p>I can tell you what a cross is and what it means</p> <p>I can discuss questions which might not have an answer</p> <p>I can talk about things being fair and unfair</p> |
| Year 2 | | <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary</p> <p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions</p> | <p>I can explain what some stories about God mean</p> <p>I can talk about other religious buildings which are like a church</p> |



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| | | <p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning</p> <p>Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones</p> <p>Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values</p> | <p>I can explain about how people sometimes feel about God</p> <p>I can talk about what happens in a church service</p> <p>I can ask why</p> <p>I can explain why some things people do are right and some are wrong</p> |
| Year 3 | | <p>Develop some religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions</p> <p>Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences</p> | <p>I can use words that are about God to explain what I think</p> <p>I can talk about how some religions are the same and some different</p> |



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| | | <p>Recognise what influences him/her in his/her life - identify the influence religion has on peoples lives, including his/her own</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these</p> <p>Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour</p> | <p>I can talk about how religion affects me</p> <p>I can talk about why religion is important</p> <p>I can talk about how there are some things which can't be explained</p> <p>I can understand that people sometimes do things because their religion says they should</p> |
| Year 4 | | <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions</p> <p>Know the function of objects/places/people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles both within and between religions</p> <p>Recognise what influences him/her in his/her life, and identify the</p> | <p>I can understand stories that can help people make choices about right and wrong</p> <p>I can talk about how people follow their own religion</p> <p>I can talk about friendships and my family and famous people I like</p> |



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| | | <p>influence religion has on lives, cultures and communities including his/her own</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions</p> <p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour</p> | <p>I can talk about how the teachings of religions can affect peoples lives and that sometimes people think differently about the same things</p> <p>I can discuss questions that nobody really knows the answer to</p> <p>I can talk about how sometimes choices about what we do are difficult</p> |
| Year 5 | | <p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary</p> <p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions</p> | <p>I can talk about the important features of different religions</p> <p>I can discuss how different religions affect people's lifestyles and behaviour</p> |



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| | | <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers</p> <p>Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions</p> <p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions</p> <p>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings</p> | <p>I can discuss what is important about religion to me and other people</p> <p>I can describe the meaning of a range of religious symbols from different religions</p> <p>I can discuss a range of religious beliefs</p> <p>I can discuss right and wrong and explain how different beliefs can influence the decisions people make</p> |
| Year 6 | | <p>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions</p> <p>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these</p> | <p>I can use the correct words and phrase when discussing belief and religion</p> <p>I can explain how and why religions have different views on how people should live their lives</p> |



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| | | <p>beliefs and ideas lead to diverse practice, both within and between religions</p> <p>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience</p> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions</p> <p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives</p> <p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues</p> | <p>I can discuss my views about religions and how people should live their life</p> <p>I can talk about the different sacred books of religions and how they are sometimes linked</p> <p>I can explain my personal views about a range of important religious issues and discuss the views of others</p> <p>I can argue intelligently about religion and belief</p> |
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