



Religious Education Curriculum Overview

Year ONE Outcomes

- Can think about, and act upon, a growing understanding of their own faith or viewpoint, whilst acknowledging their neighbour's perspective.
- Can use the traditions of one faith and non-religious worldviews previously taught in their learning.
- Knows and recognises that human beings deserve to be treated equally, developing their understanding of mutual respect and tolerance in a diverse society.
- Understands the terms wisdom and fairness.
- Can discuss how they feel when someone treats them in an unfair way.
- Understands what cheating is and is able to explain the impact cheating has on them and the people around them.
- Understands that everybody makes mistakes, and knows that it can be difficult, yet courageous to admit to them and not cover them up.
- Can act selflessly with a commitment to the good, and the well-being of others.
- Recognises, understands and shows people support in good times and bad, showing responsibility, integrity, and care.

Being Fair and Just	Being Accountable; Living with Integrity	Being Courageous and Confident
Being Loyal and Steadfast	Being Hopeful and Visionary	Remembering Roots

Year TWO Outcomes

- Can think about, and act upon, a growing understanding of their own faith or viewpoint, whilst acknowledging their neighbour's perspective.
- Is able to use the traditions of one faith or several faiths and non-religious worldviews previously taught in their learning.
- Knows and recognises that human beings deserve to be treated equally regardless of their beliefs, developing their understanding of mutual respect and tolerance in a diverse society.
- Recognises that others, animals, and the environment matter, and has the will to do something about them.
- Through religious stories, understands concern for other people, animals, and the planet.
- Understands what is meant by the term divine duty.
- Knows that making mistakes is a part of human life and be can articulate ways to restore what may have been broken.
- Can observe and focus on things that really matter, which one would consider sacred or precious.
- Can engage in mindfulness reflection.
- Understands and can discuss their own strengths and weaknesses, right and wrong actions.
- Can ask and answer thought-provoking questions based on religious and non-religious ideas.

Creating Unity and Fairness	Participating and Willing to Lead	Caring for Others
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Being Merciful and Forgiving	Being Attentive to the Sacred, as well as the Precious	Being Reflective and Self Critical
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Year THREE Outcomes

- Can discuss, and act upon, a growing understanding of their own faith or viewpoint, whilst acknowledging their neighbour’s perspective.
- Articulates a growing sophistication and understanding of spiritual and moral character, and a growing knowledge of religious traditions and non-religious worldviews.
- Knows and recognises that human beings deserve to be treated equally regardless of their beliefs and can discuss what action could be taken where this is not the case.
- Understands what is meant by mutual respect and tolerance in diverse society and demonstrates this through action.
- Can ask and answer thought-provoking questions based on religious and non-religious world views.
- Can explore the idea of wisdom and fairness through religious stories.
- Can recognise how the past can shape the present and the future and how this is a reminder of human duties, obligations and opportunities.
- Understands that people of religious tradition are shaped by the stories and practices of their community.
- Demonstrates an understanding of their own strengths and weaknesses, right and wrong actions.
- Can show a secure understanding of how to show people support in good times and bad, including responsibility, integrity, and care.

Being Fair and Just	Being Accountable; Living with Integrity	Remembering Roots
Being Loyal and Steadfast	Being Open, Honest and Truthful	Being Attentive to the Sacred, as well as the Precious

Year FOUR Outcomes

- Can discuss and act upon, a growing understanding of their own faith or viewpoint, whilst empathising with their neighbour’s perspective.
- Articulates a growing sophistication and understanding of spiritual and moral character, and a growing knowledge of religious traditions and non-religious worldviews.
- Is able to use the traditions of one faith or a number of faiths and non-religious worldviews previously taught in their learning.
- Knows and recognises that human beings deserve to be treated equally regardless of their beliefs and will act where this is not the case.
- Can ask and answer thought-provoking questions based on religious and non-religious world views.



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- Recognises their own dignity and values the worth and dignity of others.
- Understands that religious individuals seek to live in a way that pleases God, hoping to gain a sense of one's true worth, and to have proper relationships with others.
- Understands that religious individuals believe God may speak through anyone who listens, whoever they may be.
- Appreciates others as individuals before exploring similarities and differences, encouraging true respect, and understanding between different groups.
- Understands that the worship of God is both a personal and a communal activity.
- Recognises authority and understands the idea of rules in different environments.
- Understands that religious individuals believe they were created to live in accordance with divine rules as received by faith communities.
- Can discuss religious traditions and their codes about understands how people should live in obedience to these divine laws.

Being Modest and Listening to Others	Creating Inclusion, Identity and Belonging	Being Merciful and Forgiving
Responding to Suffering	Living by the Rules	Being Temperate, Self-Disciplined and Seeking Contentment.

Year FIVE Outcomes

- Can articulate a growing understanding of their own faith or viewpoint, whilst acknowledging their neighbour's perspective.
- Can articulate a growing sophistication and understanding of spiritual and moral character, and a growing knowledge of religious traditions and non-religious worldviews.
- Can use the traditions of one faith or a number of faiths and non-religious worldviews previously taught in their learning.
- Has a secure understanding that human beings deserve to be treated equally regardless of their beliefs and are prepared to take action where this is not the case.
- Can consider issues, not only from their own perspective but also from an analytical viewpoint.
- Can recognise the inherent value of others as separate individuals who should not be manipulated or exploited.
- Can observe and focus on things that really matter, including things considered sacred or precious.
- Can make time for reflection and be mindful, i.e. clearly aware of the present moment without being clouded by a distracted or preoccupied mind.
- Recognises their own dignity and values the worth and dignity of others.
- Can demonstrate responsible for themselves – and the importance of holding themselves in check even in difficult situations.



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- Contributes positively to relationships with others.

Being Open, Honest and Truthful	Being Attentive to the Sacred as well as the Precious	Participating and Willing to Lead
Being Modest and Listening to Others	Being Temperate, Self-Disciplined and Seeking Contentment	Being Accountable and Living with Integrity

Year SIX Outcomes

- Can articulate a well-developed understanding of their own faith or viewpoint, whilst acknowledging their neighbour's perspective.
- Can articulate a growing sophistication and understanding of spiritual and moral character, and a growing knowledge of religious traditions and non-religious worldviews.
- Can use the traditions of many faiths and non-religious worldviews previously taught in their learning.
- Can consider issues, not only from their own perspective but also from an analytical viewpoint and present these articulately.
- Knows and recognises that human beings deserve to be treated equally regardless of their beliefs and are prepared to act where this is not the case.
- Is aware of a range of human emotions, particularly happiness, and being able to express joy and share it with others, for example, in music, in language, or via body language.
- Demonstrates a deep sense of awe and wonder for the world about them, and recognizes this in other people too.
- Can respond with respect and reverence.
- Understands that Humans use creative expression to show respect and reverence to others.
- Understands that some religious individuals feel that God can transform pain and suffering, giving the strength that helps them, and gets them through, so that they learn from the process.

Remembering Roots	Being Courageous and Confident	Responding to Suffering
Being Merciful and Forgiving	Expressing Joy	Appreciating Beauty