

Curriculum Map
RE objectives

	Objectives
Beliefs and teachings	Year 1 – recount elements or religious stories with support.
	Year 1 – Use some religious vocabulary related to stories.
	Year 2 - Recount elements of religious stories with independence.
	Year 2 – Describe basic beliefs and teachings.
	Year 3 – Describe religious beliefs and teaching using religious vocabulary
	Year 4 - Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.
	Year 5- Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning.
	Year 6 - 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.
Religious practices and lifestyles	Year 1 – Recognise religious objects/places/ people/practices with support.
	Year 2 – Recognise religious objects/places/ people/practices independently.
	Year 3 - Begin to be aware of similarities in religions.
	Year 4 - Know the function of objects/places/people within religious practices and lifestyles.
	Year 5 - Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.
	Year 6 - Explain how religious beliefs and ideas influence practices and lifestyles.
	Year 6 - Explore how these beliefs and ideas lead to diverse practice, both within and between religions.
Ways of expressing meaning	Year 1 - Recognise some religious symbols with support
	Year 1 - Use some religious vocabulary correctly.
	Year 2 - Recognise some religious symbols independently.
	Year 2 - Begin to suggest meanings for some religious actions and symbols.
	Year 3 – Describe how religious belief is expressed in different ways
	Year 4 - Begin to recognise key similarities and differences.
	Year 5 - Begin to identify the impact of religious teachings, including the effect sacred texts have on believers’ lives.
	Year 5 - Identify religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.
	Year 6 - Describe the meaning of religious symbols and symbolic actions.
	Year 6 - Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.
Human identity, personality and experience	FS2 - Know some similarities and differences between different religious and cultural communities in this country.
	Year 1 - Express their own experiences and feelings.
	Year 2 - Recognise what is important in their own lives.
	Year 3 - Describe and respond sensitively to their own and others’ experiences and feelings, including characters in stories with religious meaning.
	Year 4 - Recognise what influences them in their lives.
	Year 4 - Identify the influence religion has on others lives, cultures and communities including their own.
	Year 5 - Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.
	Year 6 - Explore and suggest reasons for their own and other people’s views, including religious ideas about human identity and experience.
Questions of meaning and purpose	Year 1 – Recognise interesting/ puzzling aspects of life.
	Year 2 - Ask questions about puzzling aspects of life and experience and suggest answers
	Year 3 – Suggest answers to puzzling religious questions
	Year 4 - Identify ultimate questions and recognise that there are no universally agreed answers to these
	Year 5 - Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.
	Year 6 - Explain their own philosophical, moral and/or religious responses to a range of ultimate questions.
	Year 6 - Explore the views of others including different religious perspectives.
Values and commitments	Year 1 – To understand the definition of right and wrong.
	Year 2 - In relation to matters of right and wrong, express what is of value and concern to themselves and others.
	Year 3 - Recognise and describe some religious values in relation to matters of right and wrong and make links between these and their own values
	Year 4 - Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.
	Year 5 - Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.
	Year 6 - Explain, with reasons, religious views about moral and ethical issues and explore their own views and those of others in relation to these issues.