



The T-RF RE Curriculum Coverage EYFS



	Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy skills for learning from religions and world views
F 1		<p>Our favourite stories. Some books have lots of stories in them. A bible is a special book to Christians. This has many stories in it. Many stories in the bible have a hidden meaning.</p>	
Reception	<p>*Children talk about similarities and differences between themselves and others, among families, communities and traditions;</p> <p>*They begin to know about their own cultures and beliefs and those of other people;</p> <p>*They explore, observe and find out about places and objects that matter in different cultures and beliefs.</p> <p>*Pupils encounter religions and worldviews through special people, books, times, places and objects.</p> <p>*They listen to and talk about stories.</p> <p>*Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</p>	<p>*Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions;</p> <p>*They use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities;</p> <p>*They talk about how they and others show feelings;</p> <p>*They develop their own narratives in relation to stories they hear from different communities.</p> <p>*They ask questions and reflect on their own feelings and experiences.</p>	<p>*Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;</p> <p>*They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously;</p> <p>*They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;</p> <p>*They think and talk about issues of right and wrong and why these questions matter;</p> <p>*They respond to significant experiences showing a range of feelings when appropriate;</p> <p>*They have a developing awareness of their own needs, views and feelings and be sensitive to those of others; They have a developing respect for their own cultures and beliefs, and those of other people; They show sensitivity to others' needs and feelings and form positive relationships.</p>
Vocabulary	Religion, Special books, Special places, Special stories, Prayer, Christmas, Bible, Church, Jesus		



Know about and understand religions and world views

Express ideas and insights into religions and world views

Gain and deploy skills for learning from religions and world views

Year 1/2

Unit 2.1 Leaders

Recall and name key figures in the stories they studied, saying what they did.
Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership.

Unit 1.1 Celebrations and festivals

Recall and name religious festivals, objects and symbols.
Retell a story that lies behind a festival.
Suggest a meaning for an object used in the worship of the festival.

Unit 1.4 Symbols in Religious worship and practice

Recall and name key objects from a church and a synagogue.
Suggest a meaning for some Jewish and Christian symbols.
Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the connections.

Unit 2.3 Belonging

Retell the story of Jesus being baptized in the river Jordan.
Suggest some reasons why it matters to people to belong to groups and communities.

Unit 2.1 Leaders

Ask questions about leadership and suggest answers.
Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God.

Unit 1.1 Celebrations and festivals

Ask questions about the meaning of the festival and listen to answers.
Respond to some of the experiences and emotions of festivals e.g. joy, memory, community.

Unit 1.4 Symbols in Religious worship and practice

Ask questions about what happens and why in holy buildings.
Recount their visit to a holy building e.g. by talking about photographs taken there.

Unit 2.3 Belonging

Ask questions about Christenings and Believer's Baptism for themselves.
Recount how a baby or young adult is welcomed into the Christian community.

Unit 2.1 Leaders

Express an idea of their own and about leadership, linking it to the stories they learned.
Give an example of what makes a great leader.

Unit 1.1 Celebrations and festivals

Express an idea of their own about why festivals and celebrations matter.
Give an example of a big day in their own lives and talk about what made it special.

Unit 1.4 Symbols in Religious worship and practice

Express an idea of their own about why some people go to holy buildings.
Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces.

Unit 2.3 Belonging

Express an idea of their own about belonging to God- is this important? For Christians?
Give an example of their own community life and say why it matters: What groups do you belong to? What do you like about belonging?



The T-RF RE Curriculum Coverage

Cycle B



Know about and understand religions and world views

Express ideas and insights into religions and world views

Gain and deploy skills for learning from religions and world views

Year 1/2

Unit 2.2 Believing

Recall and name some key words about Jewish beliefs (e.g God the Creator, Almighty, Eternal)
Retell the story of Genesis 1
Suggest a meaning for the story.
Recognise that different people see different meanings in the story.

Unit 1.1 Celebrations and festivals

Recall and name religious festivals, objects and symbols.
Retell a story that lies behind a festival.
Suggest a meaning for an object used in the worship of the festival.

Unit 2.4 Story

Retell a story from the Jewish Bible skilfully.
Suggest a meaning for the story.
Recognise and talk about the role God plays in stories from the Jewish Bible.

Unit 1.3 Beliefs and Teachings

Recall and name key figures in the stories of Jesus.
Retell a story themselves, joining in with a song, a drama or a picture book making activity.
Suggest the 'hidden meanings' in stories Jesus told.

Unit 1.2 Myself and caring for others

Recall and name the main character in a story they have heard.
Retell a story about caring simply.
Suggest a meaning for a symbol, song, or artefact from Judaism and Christianity.

Unit 2.2 Believing

Ask questions about God for themselves- the bigger the better.

Unit 1.1 Celebrations and festivals

Ask questions about the meaning of the festival and listen to answers.
Respond to some of the experiences and emotions of festivals e.g. joy, memory, community.

Unit 2.4 Story

Ask questions about the stories they study, and suggest answers.
Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?

Unit 1.3 Beliefs and Teachings

Ask questions about Jesus' 'special powers'.
Respond to the Christian belief that Jesus was God come to earth with a questions or idea of their own.

Unit 1.2 Myself and caring for others

Ask questions about how we show we care for others.
Respond to ideas and values such as care, kindness and generosity with simple ideas of their own.

Unit 2.2 Believing

Express an idea of their own about God.
Find out more about Jewish beliefs and ways of talking about God.

Unit 1.1 Celebrations and festivals

Express an idea of their own about why festivals and celebrations matter.
Give an example of a big day in their own lives and talk about what made it special.

Unit 2.4 Story

Express an idea of their own about some of the big questions the work throws up.
Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.

Unit 1.3 Beliefs and Teachings

Give an example of a belief about Jesus.
Find out more about Jesus, inferring a simple idea from a story.

Unit 1.2 Myself and caring for others

Express an idea of their own about a religious story of caring.
Give an example of how a person can show their values.



The T-RF RE Year 1/ 2 Vocabulary



Year 1/2

Unit 2.2 Believing

Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred. Religion

Unit 1.1 Celebrations and Festivals

Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.

Unit 2.4 Story

Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.

Unit 1.3 Beliefs and Teachings

Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God

Unit 1.2 Myself and Caring for Others

Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.

Unit 2.1 Leaders

Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.

Unit 1.4 Symbols in Religious worship and Practice

Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.

Unit 2.3 Belonging

Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.



Know about and understand religions and world views

Express ideas and insights into religions and world views

Gain and deploy skills for learning from religions and world views

Year 3/4

Unit 3.1 Describe what Christians do at two different festivals
Make links between celebrations, Bible texts and to beliefs about God.

Christianity

Unit 4.1 Belief 4 different beliefs about life after death.
Show understanding about life being like a journey
Make links between 2 viewpoints studied and religious texts

Christianity, Hinduism, Islam

Unit 3.4 Describe at least one story about: Moses, Jesus and Mohammed
Make links between inspirational people and the stories they learn

Christianity, Islam, Judaism

Unit 4.2 Describe some religious beliefs that are the basis for pilgrimage in 2 different religions
Show understanding of why spiritual journeys can change people's lives.

Islam, Hinduism, Christianity, Non-religious world views

Unit 3.1 Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest
Express their own ideas about the deeper meanings of these festivals

Christianity

Unit 4.1 Respond to varied answers to questions about life as a journey and about afterlife
Express reasons to explain their own views about life after death

Christianity, Hinduism, Islam

Unit 3.4 Ask and answer questions about leadership and inspiration, using details from the stories studied
Express views about people who are inspiring and why

Christianity, Islam, Judaism

Unit 4.2 Consider the purposes of going on a pilgrimage and answer questions about this
Give reasons for choosing to go on a pilgrimage if it was possible.

Islam, Hinduism, Christianity, Non-religious world views

Unit 3.1 Consider ideas such as generosity, community and love-in-action
List similarities between the four different Christian festivals

Explain their own ideas about the Creation stories of Genesis 1 and 2

Christianity

Unit 4.1 Explain similarities and differences between Hindu, Christian and Muslim ideas about purposes of life and life after death.

Christianity, Hinduism, Islam

Unit 3.4 Express ideas about ideas such as 'patriarch', 'prophet' or 'messiah'
Understand vocabulary linked to different religions
Identify similarities between key leaders studied.

Christianity, Islam, Judaism

Unit 4.2 Apply what a spiritual journey would be for themselves
Compare approaches to pilgrimage from different religions and worldviews.

Islam, Hinduism, Christianity, Non-religious world views



Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy skills for learning from religions and world views
<p>Year 3/4</p> <p>Unit 4.4 Describe Hindu beliefs about gods and goddesses Show understanding about what happens at Hindu worship in the home or in the mandir Hinduism</p> <p>Unit 4.3 Describe beliefs and practice about worship with music in Christianity Show understanding about how and why Christians use music to express beliefs about God and devotion to God Christianity</p> <p>Unit 3.3 Describe 4 key features of three religious buildings: a mosque, a mandir and a church Make links between the key features of the buildings with beliefs about God in each religion Islam, Hinduism, Christianity</p> <p>Unit 3.2 Describe how a muslim prays Describe how a Christian prays Make connections between what people do and what they believe in these 2 religions Islam, Christianity</p>	<p>Unit 4.4 Respond thoughtfully to the ways in which Hindus celebrate Express some ‘deeper meanings’ of the festivals studied and give reasons why particular rituals and celebrations are important to Hindus Hinduism</p> <p>Unit 4.3 Consider answers to questions about why music matters in human life and in religious life Express reasons why particular pieces of music are spiritual for them Christianity</p> <p>Unit 3.3 Ask and answer questions about different ways religious buildings are used by different communities Make thoughtful responses when designing a new religious building for the local community Islam, Hinduism, Christianity</p> <p>Unit 3.2 Ask and answer questions about prayer in Islam and Christianity Make thoughtful responses to beliefs, questions and ideas about prayer Islam, Christianity</p>	<p>Unit 4.4 Explain similarities and differences between 2 Hindu festivals Explain similarities between a ‘big day’ they celebrate and Hindu festivities Hinduism</p> <p>Unit 4.3 Consider what being spiritual means for ourselves Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship Christianity</p> <p>Unit 3.3 Explain what they think makes buildings special Discuss answers to questions such as why we need religious buildings, what emotions do we feel in holy spaces, is the Earth a holy space, can people get close to God in holy buildings? Islam, Hinduism, Christianity</p> <p>Unit 3.2 Discuss questions about prayer, giving opinions and reasons Identify similarities between Muslim and Christian prayer Islam, Christianity</p>



The T-RF RE Year 3/4 Vocabulary



Year 3/4

Unit 3.1 BELIEFS AND QUESTIONS

Bible Values Christian Community Christianity Commitment spiritual Genesis Christmas Incarnation Easter Incarnation Pentecost Trinity Harvest Crucifixion God Resurrection Creation/Creator Holy Spirit Jesus Festival

Unit 3.2 RELIGION, FAMILY, COMMUNITY: PRAYER

Family Spiritual Community Ritual Faith Liturgy Practice Church Prayer Commitment Religion Values Muslim Islam Mosque Qu'ran Prophet Christian

Unit 3.3 WORSHIP AND SACRED PLACES

Religion Goddesses Hindu/ism Spiritual Muslim Ritual Islam Liturgy Christian/ity Prayer Worship Sacred Church Commitment Mosque Values Mandir Trinity Allah Gods

Unit 3.4 INSPIRATIONAL PEOPLE FROM THE PAST

Religion New Testament Muslim Inspiration Islam Role-Model Jew/ish Judaism Spiritual Commitment Prophet Values Exodus Messiah Allah Qu'ran Gospel

Unit 4.1 THE JOURNEY OF LIFE AND DEATH

Religion Worship Muslim Ritual Islam Soul Hindu/ism Spiritual Christian/ity Commitment Humanist Values Beliefs Heaven Paradise Life After Death/Afterlife Journey Reincarnation Destiny

Unit 4.2 SYMBOLS AND RELIGIOUS EXPRESSION

Religion Commitment Muslim Values Islam Hindu/ism Christian/ity Spiritual Pilgrim/age Ritual Symbol Community

Unit 4.3 SPIRITUAL EXPRESSION

Religion Christian/ity Spiritual/ity Worship Devotion Belief Self-Expression Non-Religious

Unit 4.4 RELIGION, FAMILY, COMMUNITY, WORSHIP, CELEBRATION, WAYS OF LIVING

Religion Aum Hindu/ism Community Murtis Values Gods Tradition Goddesses Karma Dharma Spiritual Festivals Ritual Symbol



Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy skills for learning from religions and world views
<p>Year 5/6</p> <p>Unit 5.4 Explain beliefs about the value of sacred spaces and holy places to believers in 2 religions Explain possible tension between people building a ‘house of god’ and serving the needs of people in poverty Christianity, Islam, Hinduism, Non-religious world views (Humanism)</p> <p>Unit 5.2 Explain at least 3 key Christian beliefs Demonstrate understanding of what matters to Christians Christianity</p> <p>Unit 6.1 Explain the impact of beliefs about the impact of sacred writings, God and values Explain 2 viewpoints about why people need wise words to follow Any chosen religions</p> <p>Unit 5.3 Explain the main beliefs of Muslims and Hindus about God Show understanding why the worship of Allah/Brahman matters to Muslims and Hindus Islam, Hinduism</p>	<p>Unit 5.4 Explain their own ideas about the value of worship and holy buildings and charity and compassion Express some reasons why some religious people think that worship makes them more charitable Christianity, Islam, Hinduism, Non-religious world views (Humanism)</p> <p>Unit 5.2 Consider and explain ideas about varied questions about God Explain with reasons which they consider to be the most important element of Christianity from the 4 elements studied Christianity</p> <p>Unit 6.1 Explain their own ideas about answers to questions about the value of holy writings and other sources of wisdom Explain their own ideas about wise words, selecting examples and clearly expressing reasons for their choices Any chosen religions</p> <p>Unit 5.3 Consider and explain ideas about varied questions about whether God is real and what God is like Express reasons why they hold their own views about questions to do with God Islam, Hinduism</p>	<p>Unit 5.4 apply the ideas of worship and service to the question: how are religious/spiritual thoughts/beliefs expressed in arts and architecture and charity and generosity Explain what matters in different religions about worship and about charity/generosity Christianity, Islam, Hinduism, Non-religious world views (Humanism)</p> <p>Unit 5.2 Explain what matters to Christians about worshipping God Explain similarities and differences between different celebrations that are part of Christian worship Christianity</p> <p>Unit 6.1 Apply the idea of words of wisdom for themselves, selecting examples and explaining reasons for their choices Explain similarities between holy books or writings from 2 different religions Any chosen religions</p> <p>Unit 5.3 Explain what matters about worshipping God to Muslims Explain what matters about worshipping Gods and Goddesses to Hindus Islam, Hinduism</p>



The T-RF RE Curriculum Coverage

Cycle B



Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy skills for learning from religions and world views
<p>Unit 6.3 Explain how beliefs impact on how people respond to charity Make links between justice and charity: should religious people do more to help the poor, or is it everyone’s task? Christianity, Hinduism, Humanism</p> <p>Unit 6.4 Explain how beliefs impact on people’s lives. Show understanding about the story of a survivor of Nazi hatred Show understanding of the ways in which Jewish people responded to the prejudice of the Nazis Judaism</p> <p>Unit 6.2 Explain the impact of beliefs about communities on people from different religions Make links between 2 viewpoints about making communities more harmonious and teachings from religious sacred texts School select 2 religions and a non-religious viewpoint</p> <p>Unit 5.1 Show understanding of how inspirational leaders are examples of their religion’s ideals Make links between two examples from different world views – what do they have in common? School select 2 religions from Islam, Christianity and Hinduism</p>	<p>Unit 6.3 Give thoughtful answers to questions about justice, fairness, human rights and environment Explain our own ideas about the work of some global development charities Christianity, Hinduism, Humanism</p> <p>Unit 6.4 Consider varied answers to questions about suffering and God Explain, with reasons, why it is important to remember examples of hatred and prejudice and why ‘never again’ is an important idea Judaism</p> <p>Unit 6.2 Give responses to varied answers to questions about building peaceful families and communities Explain our own ideas about communities – why they matter and how they can become stronger School select 2 religions and a non-religious viewpoint</p> <p>Unit 5.1 Give responses to varied answers to questions about what makes a person inspiring Explain their own ideas about the inspiring leaders studied School select 2 religions from Islam, Christianity and Hinduism</p>	<p>Unit 6.3 Apply the idea of justice to two different case studies Compare the work and beliefs of two different global aid charities Christianity, Hinduism, Humanism</p> <p>Unit 6.4 Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas Explain why remembrance of those who died, those who survived and the idea of ‘upstanders’ is important. Judaism</p> <p>Unit 6.2 Explain how tolerance and respect play a part in tensions and problems within community relations Explain what matters about peace, respect and harmony to themselves and the local community School select 2 religions and a non-religious viewpoint</p> <p>Unit 5.1 Apply the ideas of inspiration for themselves to stories of leaders Explain why the lives of inspirational leaders are important. Thoughtfully answer the questions: do we all need role models? Do leaders exemplify their beliefs? School select 2 religions from Islam, Christianity and Hinduism</p>

Year 5/6



The T-RF RE Year 5 / 6 Vocabulary



Year 5/6

Unit 5.1 INSPIRATIONAL PEOPLE IN TODAY'S WORLD

Religion Muslim Islam Hindu/ism Christian/ity Prophet Mahatma Holiness Spiritual Inspiration/al
 Vision Symbol Community Commitment Values

Unit 5.2 RELIGION AND THE INDIVIDUAL: WHAT MATTERS TO CHRISTIANS

Religion Christian/ity Spiritual Festival Incarnation Resurrection Christmas Easter Pentecost Eucharist
 Gospel Trinity Holy Spirit Community Commitment

Unit 5.3 BELIEFS AND QUESTIONS

Religion Hindu/ism Muslim Islam Five Pillars Prophet Allah Iman (Faith) Akhlaq (Character or Moral Conduct)
 Murtis Brahman Gods Goddesses Ahimsa Non-Religious Atheist Agnostic

Unit 5.4 BELIEFS IN ACTION IN THE WORLD

Religion Muslim Islam Hindu/ism Christian/ity Humanist Spiritual Golden Rule Charity Karma Dharma
 Ummah Place of Worship Devotion Community Commitment Values Compassion

Unit 6.1 TEACHINGS, WISDOM AND AUTHORITY

Religion Moral Codes Ten Commandments Letters of Saint Paul Trinity Incarnation Holy Spirit Buddhist Buddhism
 Precepts Sources of Wisdom Torah Bible Qu'ran Hadith Humanist Rationalist

Unit 6.2 RELIGION, WORLDVIEWS, FAMILY AND COMMUNITY

Religion Inter-faith Harmony Tolerance Respect Peace Moral Values Religious Plurality Community

Unit 6.3 BELIEFS IN ACTION IN THE WORLD

Religion Atheist/ism Agnostic/ism Charity Hindu/ism Ahimsa Muslim Islam Ummah Christian/ity
 Agape Justice Faith Global Aid Human Rights Environment

Unit 6.4 BELIEFS IN ACTION IN WORLD

Religion Harmony Respect Persecution Prejudice Beth Shalom Remembrance
 Bystander Upstander Kindertransport Jew/ish Judaism