

Curriculum Goals – Religious Education



Year 1

Autumn Term
I know that God gave a promise
I understand that God didn't want sin
I know the story of Noah
I know The Nativity Story
I understand what Christians believe about the Nativity
I know the importance of the Characters

Spring Term
I can discuss what it might mean to my life and others.
I can describe what it means to Christians
I can list some things that make a person a Saint
I can talk about what happened in the story of creation from The Bible,
I can think about how the Creation story makes me feel about the world
I am can describe what we learn about caring for the world from God's command to Adam and Eve
I can discuss what some events might mean to Christians
I can describe some Easter events
I can list some Easter events

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Summer Term
I know that the stories that Jesus told are called parables
I know that Jesus told stories as a way of teaching people
I can recognise that Jewish symbols, words and actions (worship and the Shabbat meal) have meaning to the Jewish community.
I can recognise the different Jewish symbols and can talk about them
I can talk about some of the Jewish symbols ie Star of David. (WT)

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Year 2

Autumn Term
I can explain what is special for Jewish people.
I can understand that religions have special celebrations called festivals.
I know what is important to remember in religious celebrations.
I know why my school is named after Saint Matthew.
I can understand what makes a saint special.
I can understand that Christians think of Jesus as the light of the world.
I can understand how the light is seen as a way to guide you on a journey to the Good.
I can discuss the role of the Wise men in the idea of a journey towards Goodness.

Spring Term
I can discuss what rules tell us about God.
I can understand what the 10 Commandments mean to Christians.
I can recall and explain what some of the 10 Commandments are.
I can understand why prayer is important to Christians.
I can discuss why the Lord's prayer is particularly important.
I can explain the meaning of the Lord's prayer.
I can recognise religious symbols and talk about them.
I can explain what some Christian symbols stand for.
I can use religious words to describe symbols.

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Summer Term
I can share why family is important to Hindus.
I can discuss love and loyalty in Hinduism.
I can explain how karma impacts Hindu people's behaviour and actions.
I can remember key facts about how Hindus worship (e.g. mandir, pilgrimage).
I understand why it is important to promise important things in front of God.
I understand the importance of Baptism to Christians
I know why Christians can choose to Marry in a Church.

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Year 3

Autumn Term
I know the role of John the Baptist and other signs of Advent in the Bible.
I understand the impact of Advent and Epiphany on Christians.
I can discuss how the message of Christmas impacts on lives today.
I understand the New Commandments given by Jesus and why they are important.
I understand why the Commandments are particularly important to Christians.
I can reflect on how the Commandments impact on lives today.

Spring Term
I can understand how the story of the Judgement of Solomon can have an impact on Christians today.
I can describe a situation where they have had to make a difficult choice and what inspired them to make the 'right' choice.
I can describe something they find spiritual and inspiring in a painting.
I can explain that Jesus made statements about himself, describing himself through symbolism
I can write about the 7 "I am. . ." statements of Jesus and their meanings to Christians;
I can describe how the "I am. . ." statements relate to the personal lives of Christians;
I can explain what Peter's denial says about the challenges of Christian faith
I can discuss what Peter's denial says about the challenges of Christian faith
I can explain why there were women at the crucifixion of Jesus?
I can explain who the most important person is in the Gospel accounts of Holy Week and why?

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Summer Term
I can describe why people belong to religions and explain how they have similarities and differences
I can describe some of the things that are the same and different for religious people
I can discuss aspects of the Muslim Faith
I can express what inspires me about how the Bible came into being and compare ideas with those of other people.
I can recall some books and types of books of the Bible, who wrote them and say whether they are in the Old or New Testament
I know how and why The Bible is important for Christians
I can reflect on the 'big story' of The Bible

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Year 4

Autumn Term
I know there are links between the beliefs and actions of people and the communities they chose to live in.
Different communities have different areas of focus
Some people choose to express their Christian commitment by joining and living within a monastic community;
I know Jesus described himself using symbols.
I understand how the statements about who Jesus is are important to Christians
I can think about how these statements link with my life.
I can describe what a Christian might learn about peace from the Bible.
I can ask important questions about peace and compare my ideas with those of other people.

Spring Term
I can explain that there are many different styles of worship within the Anglican Church, from traditional to very contemporary
I can explain that Christians choose to worship in a way which best helps them to draw close to God
I can discuss how the Anglican Churches exist all over the world
I can say what some Buddhist symbols stand for and say what they are about.
I can use religious words to describe some of the different ways in which Buddhists live their lives.
I can consider the purpose of life for a Buddhist and think about how this relates to their beliefs
I can describe what Jesus said about Communion
I can describe how and why Christians share in the Body and Blood of Jesus at Church

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I can explain how the act of sharing Communion demonstrates God's Peace.

I can understand the legacy of Jesus and how it may help Christians today

Summer Term

I can give a few examples of different things that I do already that help to me keep healthy.

I can give different examples of some of the things that I do already to help look after my environment.

I can identify qualities and attributes of people who support the school community.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people get married.

I know who I could ask for help if a secret made me feel uncomfortable or unsafe.

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Year 5

Autumn Term
I can suggest reasons for the similar and different beliefs about Jesus which people hold,
I can ask questions about the meaning and purpose of Christian celebrations
I can ask questions about things that are important to me and suggest answers
I know what the Liturgy means
I understand how the Liturgy is used in Church
What effect does the Liturgy have on Christian worshipers.
I can say what miracles teach us about who Jesus is and explain how the different miracles present different aspects of the human and divine nature of God.
I can explain how Biblical texts are used to answer important questions about who Jesus is.
I can make links between the miracles and what they tell us about Jesus.

Spring Term
I have an understanding of spiritual moral growth and how the experience of pilgrimage can deepen and enrich this.
I understand some social benefits of pilgrimage and how this fosters identity and belonging
I know some similarities and differences between pilgrimages
I know that how Christians use life, death, resurrection and teachings of Jesus as an inspiration to guide them.
I understand how joining together in common forms of expression builds up a community
I am aware of different traditions and practices in Easter worship by different Christian denominations
Know and be able to name the Panj Kakke (5 Ks) and explain what they mean to Sikhs.
Know the key teachings of Sikhism.

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Know Sikhs have a special place of worship called a Gurdwara and what happens there.

Summer Term

I can understand that commitment is part of living as a practising believer

I know that Muslims have '5 pillars' which they are expected to follow

I know what commitment means and am able to identify things that I am committed to

I know that the school and the wider community are made up of people who belong to a (wide) range of faith and belief groups

I can consider how communities like that of the borough / county are diverse

I can Understand that practices and experiences may have changed over the years

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Year 6

Autumn Term
I can link things that are important to them and other people about remembering with the way they think and behave.
I can use religious words to describe some of the ways in which people show their beliefs about remembrance;
I know different ways people remember.
I know things people like to remember at this time.
I can understand why God tested Abraham and how this story relates to trust / faith
I can explain the importance of trust.
I can identify some promises that have been important to me.
I know that Christmas is an important religious time and how that is demonstrated through advertising.
I know that Christmas is an important secular time used by advertisers
I know advertisers use Christmas to influence people

Spring Term
I understand the events of Jesus' Ascension and how believers were tasked with spreading the message of God
I know the strength of the Christian message and the perseverance of Paul enabled it to survive
I understand how strength of belief can overcome persecution
I understand the events of Jesus' Ascension and how believers were tasked with spreading the message of God
I know the strength of the Christian message and the perseverance of Paul enabled it to survive
I understand how strength of belief can overcome persecution
I can reflect on the concepts of forgiveness, hope and salvation as shown in the different 'stations' of the Easter Story
I can describe and link the Christian belief of forgiveness with the Easter story

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I understand the meaning of each station of the cross;

Summer Term

I can consider the consequences of actions.

I know the story of God, the Creator, as told in Genesis in respect to rules

I can consider some key questions in relation to rules

I can present a view as to why the sacraments and belief and rituals around death are important to a believer's life.

I can describe, connect and explain how the sacraments and associated rituals mark important points in life.

I can suggest reasons why people choose to mark certain milestones in life.

I can show why the sacraments of initiation and belief and rituals around death are important to a believer life.

I can describe, connect and explain how the sacraments and associated rituals mark important points in life.

I can suggest reasons why people choose to mark certain milestones in life.