

National Curriculum Coverage Document

Year 1 and 2

Term 1	Term 2		Term 3		Term 1	Term 2		Term 3	
Cycle 1	Cycle 1		Cycle 1		Cycle 2	Cycle 2		Cycle 2	
Dinosaurs and Dragons	Through our Window		Percy's World	I do Like to be Beside the Seaside	The Lion King – Africa	Toys	Moments That Made us		World cup/ Olympics

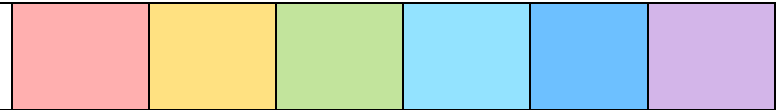
Area of Study – Religious Education	Term 1 Cycle 1	Term 2 Cycle 1	Term 3 Cycle 1	Term 1 Cycle 2	Term 2 Cycle 2	Term 3 Cycle 2
Children should be taught the knowledge, skills and understanding of RE through Christianity and at least one other principal religion from Hinduism, Islam and Judaism.						
<ul style="list-style-type: none"> explore a range of religious stories and sacred writings and talk about their meanings; 						
<ul style="list-style-type: none"> name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate 						
<ul style="list-style-type: none"> identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives; 						
<ul style="list-style-type: none"> explore how religious beliefs and ideas can be expressed through the arts and communicate their responses; 						
<ul style="list-style-type: none"> identify and suggest meanings for religious symbols and begin to use a range of religious words. 						

Year 3 and 4

Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Cycle 1	Cycle 1	Cycle 1	Cycle 2	Cycle 2	Cycle 2
Around the World in 80 Days	Vicious Vikings and Savage Saxons	Bicester and Beyond	Stormy Seas and Raging Rivers	Victorian Heroes and Villains	Gods and Monsters

Area of Study – Religious Education	Term 1 Cycle 1	Term 2 Cycle 1	Term 3 Cycle 1	Term 1 Cycle 2	Term 2 Cycle 2	Term 3 Cycle 2
Children should be taught the knowledge, skills and understanding of RE through Christianity and at least one other principal religion from Hinduism, Islam and Judaism.						
describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;						
describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;						
identify and begin to describe the similarities and differences within and between religions;						
investigate the significance of religion in the local, national and global communities;						
consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;						
describe and begin to understand religious and other responses to ultimate and ethical questions;						
use specialist vocabulary in communicating their knowledge and understanding;						
use and interpret information about religions from a range of sources.						
reflect on what it means to belong to a faith community, communicating their own and others' responses;						

reflect on ideas of right and wrong and their own as well as others' responses to them / also reflect on sources of inspiration in their own and others' lives.



Year 5 and 6

Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Cycle 1	Cycle 1	Cycle 1	Cycle 2	Cycle 2	Cycle 2
Blackouts and Blitz	Our Changing World	Rotten Romans	Mighty Mountains	Savage Stone Age	Chocolate

Area of Study – Religious Education	Term 1 Cycle 1	Term 2 Cycle 1	Term 3 Cycle 1	Term 1 Cycle 2	Term 2 Cycle 2	Term 3 Cycle 2
Children should be taught the knowledge, skills and understanding of RE through Christianity and at least one other principal religion from Hinduism, Islam and Judaism.						
describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;						
describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;						
identify and begin to describe the similarities and differences within and between religions;						
investigate the significance of religion in the local, national and global communities;						
consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;						
describe and begin to understand religious and other responses to ultimate and ethical questions;						

use specialist vocabulary in communicating their knowledge and understanding;						
use and interpret information about religions from a range of sources.						
reflect on what it means to belong to a faith community, communicating their own and others' responses;						
reflect on ideas of right and wrong and their own as well as others' responses to them / also reflect on sources of inspiration in their own and others' lives.						