



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Curriculum Implementation: Religious Education

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

Year 2 and Year 6 detail the end of Key stage outcomes as suggested by the NYCC Agreed Syllabus.

Skill Strand		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing Knowing about and understanding religions and worldviews	A1 Describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities	Children encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.	Talk about the beliefs of different groups of people. Know that there are special places where people go to worship. Identify ways that special times are celebrated.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Retell and suggest meanings of significant stories. Recount believer's descriptions of God. Give examples of how believers show their faith; begin to make links to stories and teachings. Describe how believers pray.	Make link between teachings and the way that people live today. Recount some of the ways religions mark important events in people's lives. Describe the significance of prayer in people's lives today.	Compare teachings of faiths and worldviews and the way people live today. Outline beliefs about death and life after death. Recall and name important features of places of worship, explaining their significance to believers. Describe and make connections between beliefs and behaviour for different faiths.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
	A2 identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews		Retell stories from different faiths and talk about their understanding of them. Talk about important figures in faiths and beliefs associated with them (<i>e.g. Jesus is the son of God, Muhammad received the words of Allah</i>).	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Recall and name some stories which inspire believers, are linked to festivals. Make connections between stories, symbols, objects and key beliefs. Identify some ways which believers express their faith (<i>e.g. worship, hymns, puja</i>).	Give simple definitions of important terms related to different faiths. Compare purpose and ritual associated with prayer in different faiths. Identify key events and situations within a believer's life and begin to suggest how their faith may be involved in these.	Outline the teachings of significant individuals and make links between these and key beliefs, values and practice for believers. Identify the values found in stories and texts	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

	<p>A3 appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>		<p>Recognise some symbols, objects and images linked to different faiths including those found in places of worship. Know that Muslims do not draw pictures of Allah.</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Make connections between beliefs and rituals associated with them.</p> <p>Identify similarities and differences between the way festivals are celebrated in different faiths.</p> <p>Identify what believers have in their families and what they do in their places of worship to show their faith.</p>	<p>Explain similarities and differences between the ways people worship and the ways festivals are celebrated within one faith and between different faiths.</p> <p>Describe what happens in ceremonies for key events in different faiths.</p>	<p>Give simple definitions of some key terms linked to life experiences in different faiths.</p> <p>Make connections between how believers feel about places of worship in different traditions (including Humanism).</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
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Skill Strand		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Expressing</p> <p>Expressing and communicating ideas related to religions and worldviews</p>	<p>B1 explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.</p>	<p>They ask questions and reflect on their own feelings and experiences</p> <p>They should listen to and talk about stories.</p> <p>Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</p>	<p>Show awareness that people belong to different religions. Talk about special times for different faiths (<i>Shabbat, Ramadan, Christmas</i>) and give examples of what people might do to celebrate them.</p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Identify beliefs about God that are held by different faiths.</p> <p>Ask questions linked to the stories and lives of significant people in different faiths.</p> <p>Identify ways which believers may use sacred texts in everyday life.</p>	<p>Explain why it makes a difference to people's lives to believe in God.</p> <p>Ask questions about how people show their faith.</p> <p>Give examples of how and explain why believers may use sacred texts today.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p>	<p>Explain the impact teachings of significant individuals may have on believers today.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</p> <p>Describe the significance of sacred texts, practices and rituals to believers.</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>
	<p>B2 express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</p>	<p>Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Suggest why having a faith or belief in something can be hard</p> <p>Explain why rituals may help believers (prayer).</p> <p>Ask questions and give ideas about what matters most to believers in festivals</p> <p>Suggest reasons why being a believer is a good thing in Britain</p>	<p>Suggest why people believe their Gods behave in a particular way.</p> <p>Discuss ways in which rituals may comfort or challenge believers (prayer).</p> <p>Suggest how and why religious festivals are valuable to many people</p> <p>Suggest reasons why being a believer is a good</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples and explaining how places of worship and faith community may help with this.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult.</p> <p>Respond sensitively to examples of</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>

					today.	thing in Britain today and discuss the challenges which it may bring.	religious practice with ideas of their own	
	B3 appreciate and appraise varied dimensions of religion.		<p>Know that believers treat their sacred texts in different ways and that these texts contain important stories.</p> <p>Show awareness that people worship God in different ways.</p> <p>Begin to compare faiths considering their stories and ceremonies.</p>	Notice and respond sensitively to some similarities between different religions and worldviews.	Describe and comment on similarities and differences between traditions in different faiths (e.g. prayer, ceremonies for key events, celebration of festivals).	<p>Identify some similarities and differences between ideas about what God is like in different religions.</p> <p>Explain similarities and differences between traditions in different faiths (e.g. worship, codes for living)</p>	<p>Explain how believers of the same faith sometimes disagree about what God is like, giving examples of how they interpret texts differently (e.g. <i>Christian definition of God, Muslim interpretation of Qu'ran</i>).</p> <p>Explain how stories from sacred texts may teach believers how to live.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p>	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Skill Strand		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Living</p> <p style="text-align: center;">Gaining and deploying the skills for studying religions and worldviews</p>	<p>C1 find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>	<p style="text-align: center;">They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p>	<p>Ask some questions about beliefs, God and significant stories and offer their own suggestions. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. Express their own ideas about faiths creatively.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>Ask questions and suggest some of their own responses to ideas about Gods of different faiths.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in their own lives.</p> <p>Talk about how believers show commitment to their faith.</p> <p>Explain what it means to be a believer in Britain today and make links with their own experiences.</p>	<p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities.</p> <p>Make links between how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Recognise ideas about the importance of people in a place of worship/ community, rather than the place itself.</p> <p>Begin to explore big questions by presenting other points of view than their own.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including e.g. reasoning, music, art and poetry.</p>
	<p>C2 enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</p>		<p>Talk about examples of people cooperating.</p> <p>Be aware of the 'Golden Rule' and suggest examples of ways that people can follow this in their lives.</p>	<p>. Find out about and respond with ideas to examples of cooperation between people who are different.</p>	<p>Discuss links between the actions of believers in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Present their own ideas about the role of festivals in the life of Britain today, using a variety of media.</p>	<p>Present their view on the most important values and attitudes to have today.</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media</p>	<p>Find out what believers say about their places of worship, traditions and practices.</p> <p>Express ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>

	<p>C3 articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>		<p>Talk about issues of good and bad, right and wrong arising from stories</p>	<p>. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss their own and others ideas about why people do bad things and how people try to put it right.</p> <p>Suggest some ideas about good ways to treat others and how to live a good life, arising from their learning about different faiths.</p>	<p>Suggest good ways to treat others and live a good life, making links to teachings from different faiths.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to different faith teachings.</p> <p>Explain the challenges of following teachings about love, fairness, forgiveness justice, honesty and/or generosity, expressing their own ideas.</p> <p>Find out about religious teachings, charities and ways of expressing generosity.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
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RE Curriculum units 2020

Coverage of 3 strands:

Believing	Expressing	Living
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	Autumn 1	Autumn 2*	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F2 Which people are special and why?	F1 Which stories are special and why? (Christmas)	F3 Which places are special and why? (Church)	F4 Which times are special and why? (Easter)	F5 Where do we belong?	F6 What is special about our world? ART AND OTHER FAITHS WEEK
1/2 A	1.1 Who is a Christian and what do they believe? +Harvest	NATIVITY 1.4 What can we learn from Sacred books? (Christmas)	1.3 Who is a Jewish person and what do they believe?	1.6 How and why do we celebrate special and sacred times? (Passover and Easter)	1.8 How can we care for others and for the world and why does it matter? Muslim, Jewish People, Christian	ART AND OTHER FAITHS WEEK
1/2 B	1.2 Who is a Muslim and what do they believe? +Harvest	NATIVITY 1.6 How and why do we celebrate special and sacred times? (Christmas)	1.4 What can we learn from Sacred books?	1.5 What makes a place sacred? (Church focus) + Easter	1.7 What does it mean to belong to a faith community? Muslim, Jewish People, Christian	ART AND OTHER FAITHS WEEK
3/4 A	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why are festivals important to religious communities? (Diwali and Christmas) (Christian and Hindu)	L2.4 Why do people pray? (Christian, Hindu &/or Muslim &/or Jewish people)	EASTER SERVICE L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religions about deciding what is right and wrong? (Christian, Jewish people and non-religious e.g. Humanists)	ART AND OTHER FAITHS WEEK
3/4 B	L2.1 What do different people believe about God? (Christian, Hindu & or Muslim)	L2.7 What does it mean to be a Christian in Britain today? Christmas	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Christian, Hindu &/or Muslim &/or Jewish people)	EASTER SERVICE L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities? (Ramadan and Eid al Fitr)	ART AND OTHER FAITHS WEEK
5/6 A	HARVEST FESTIVAL U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity (Muslim and non-religious e.g. Humanists) Enterprise Fundraiser?	U2.3 What do religions say to us when life gets hard? (Christian, Hindu and non-religious e.g. Humanists) HT2 link to Easter		U2.8 What difference does it make to believe in ahimsa (Harmlessness), grace and/or Ummah (community)? Christian, Hindu & Muslim	ART AND OTHER FAITHS WEEK
5/6 B	HARVEST FESTIVAL U2.6 What does it mean to be a Muslim in Britain today?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity (Christmas link) Enterprise Fundraiser?	U2.1 Why do some people think God exists? (Christian, and non-religious e.g. Humanists) ALSO LOOK AT U2.7 What matters most to Christians and Humanists? HT2 link to Easter		U2.4 If God is everywhere, why go to a place of worship (Christian, Hindu &/or Jewish people) POSSIBLE 3 Faiths visit in Leeds, ASK MR	ART AND OTHER FAITHS WEEK