

Religious Education



Knowledge and Skills:

Our progressive objectives show what pupils should know and be able to do in each unit of learning from Y1-Y6. The key concepts of RE are developed through each unit and contribute to the *End of Key Stage* statements. These are used to support planning and the ongoing assessments of pupils' work.

Foundation Stage

Religious Education in Early Years allows pupils to explore the world and respond to their natural curiosity about things around them. Wherever possible, the RE curriculum matches coverage of the areas in the EYFS and contributes towards the Early Learning Goals. We adapt learning to be relevant to our own settings and community. We promote positive images of the diversity of Britain to develop positive attitudes about the differences between people from birth, looking at a range of religious and non-religious worldviews.

(See RE in Early Years Foundation Stage document)

Year	Units of Learning	Essential core knowledge, skills and understanding	These contribute to the following
1		Theology – Philosophy – Social Sciences	End of Key Stage statements
	1.1 Belonging	<p>I can recall some of the symbols, artefacts and rules associated with belonging to a faith group.</p> <p>I can recognise some similarities between faith groups</p> <p>I can talk about what it means to belong and understand the importance of a promise.</p>	<ul style="list-style-type: none"> ➤ Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. ➤ Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group
	1.2 Worship	<p>I can recall the important features of a place of worship and say how they are used.</p> <p>I can say why a local place of worship is important for many people.</p> <p>I can recognise which holy books are special to different religions.</p>	<ul style="list-style-type: none"> ➤ Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.
	1.3 What a wonderful world	<p>I can recall Christian/Jewish beliefs about God and creation stories, adding some details</p> <p>I can retell a creation story using relevant vocabulary and say where the story comes from</p> <p>I can ask my own 'wondering' questions about the world</p> <p>I can talk about ways of caring for the world</p>	<ul style="list-style-type: none"> ➤ Retell and suggest meanings for some religious and moral stories and say how they influence people today. ➤ Consider and make responses to big questions from different worldviews.
2		Theology – Philosophy – Social Sciences	End of Key Stage statements
	2.1 Lead us not into temptation	<p>I can respond sensitively to decisions about what is right and what is wrong.</p> <p>I can respond respectfully to people of different faiths and cultures.</p> <p>I can recognise differences and similarities between school rules and religious rules.</p>	<ul style="list-style-type: none"> ➤ Express ideas and opinions about moral questions of right and wrong. ➤ Share ideas and examples of cooperation between people who are different.
	2.2 Believing	<p>I can recall and name key beliefs from different religions</p> <p>I can recognise similarities and differences between the key beliefs of different faiths.</p> <p>I can suggest two examples of religious beliefs, which lead into action.</p>	<ul style="list-style-type: none"> ➤ Recall different beliefs and practices, naming key words, key figures and core beliefs.
	2.3 Questions, questions	<p>I can suggest answers to Big Questions from different religious perspectives</p> <p>I can describe what different religions believe about God</p>	<ul style="list-style-type: none"> ➤ Consider and make responses to big questions from different worldviews.

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3		Theology – Philosophy – Social Sciences	
	3.1 Remembering	I can compare the ways in which festivals are celebrated in the community and across the world. I can explain the link between the rituals associated with celebrations and the stories behind them.	<ul style="list-style-type: none"> ➤ Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. ➤ Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
	3.2 Founders of Faith	I can recognise the key events in the lives of some faith founders and the impact they made. I can describe and make links between the teachings of faith founders.	<ul style="list-style-type: none"> ➤ Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
	3.3 Sacred Places	I can discover the milestones in life for different religions and respond to the way they offer a sense of identity and belonging. I can recognise what makes a place sacred and suggest reasons why.	<ul style="list-style-type: none"> ➤ Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.
4		Theology – Philosophy – Social Sciences	
	4.1 Communities	I can explain what makes a community. I can describe the contribution of a religious group to their community.	<ul style="list-style-type: none"> ➤ 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.
	4.2 People who inspire us	I can explain what prompts people to commit to an ethical cause. I can explain and give reasons why a person of faith devoted themselves to a cause. I can give examples of altruistic actions in the community.	<ul style="list-style-type: none"> ➤ Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions. ➤ Articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.
	4.3 Our world	I can reflect and present ideas about the origin of the universe I can offer reasons why it is important to look after the Earth. I can describe what different religions say about the attributes of God.	<ul style="list-style-type: none"> ➤ Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. ➤ Offer some answers to ultimate questions from different religious and non-religious perspectives.
5		Theology – Philosophy – Social Sciences	
	5.1 Expressions	I can identify the importance of symbolism in the expression of beliefs. I can describe different forms of worship and spiritual expression and explain where they might take place.	<ul style="list-style-type: none"> ➤ Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
	5.2 Faith in action	I can identify the origins and make connections between the different faith teachings. I can give a considered response to the challenges of following a faith.	<ul style="list-style-type: none"> ➤ Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. ➤ Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
	5.3 Pilgrimage	I can identify and explain why people may participate in a pilgrimage. I can describe and show understanding of actions carried out by a pilgrim.	<ul style="list-style-type: none"> ➤ Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. ➤ Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.

Year 6	Units of Learning	Essential core knowledge, skills and understanding Theology – Philosophy – Social Sciences	These contribute to the following End of Key Stage statements
	6.1 Justice and freedom	I can explain hopes and dreams for a just community and a just world. I can discuss barriers to reconciliation and harmony and the power of forgiveness.	<ul style="list-style-type: none"> ➤ Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. ➤ Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.
	6.2 Living a Faith	I can explain and give reasons about how personal milestones engender a sense of identity. I can discuss and give examples of how participating in rites of passage have an impact on religious communities.	<ul style="list-style-type: none"> ➤ Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages, and rituals. ➤ Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
	6.3 Hopes and Visions	I can debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view. I can explain and give examples of how people of different faiths respond to the question 'Who is god?'	<ul style="list-style-type: none"> ➤ Offer some answers to ultimate questions from different religious and non-religious perspectives.



St John of Beverley (d. 721) in 19th century glass from the Great West Window of Beverley Minster