

PURPOSE OF STUDY & AIMS

Although RE remains statutory, it justifies its place in the curriculum on purely educational grounds. It is the opportunity to explore major and distinctive dimensions of human experience. It offers pupils the chance to raise and reflect on perennial questions about life and offers insights into the development of different human cultures.

Thus there are two main educational purposes to RE:

- For pupils to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils apply academic skills such as analysis and critical and creative thinking, approaching the study of religion with different disciplines as they mature.
- For pupils to learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs.

The Agreed Syllabus for RE has four aims to enable pupils to:

- Understand the nature, role and influence of different religions, traditions, beliefs and lifestyles in the world;
- Pursue personal quest for meaning, purpose and value;
- Formulate reasoned opinions/arguments in relation to controversial issues and truth claims;
- Develop understanding of and respect for different beliefs and lifestyles.

AGREED SYLLABUS REQUIREMENTS

KEY STAGE 1

Pupils should have the opportunity to:

- Explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious worldviews as appropriate. Teachers should take the pupils' own background, experiences and questions into consideration.
- Learn about different beliefs about God and the world around them.
- Encounter and respond to a range of stories, artefacts and other religious materials.
- Learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
- Begin to understand the importance and value of religion and belief, especially for other children and their families.
- Ask relevant questions and develop a sense of wonder about the world using their imaginations.
- Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

KEY STAGE 2

Pupils should have the opportunity to:

- Explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious worldviews as appropriate, recognising the impact of religion and belief locally, nationally and globally.
- Make connections between differing aspects of religion and consider the different forms of religious expression.
- Consider the beliefs, teachings, practices and ways of life central to religion.
- Learn about sacred texts and other sources and consider their meanings.
- Begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- Extend the range and use of specialist vocabulary.
- Recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- Communicate their ideas, recognising other people's viewpoints.
- Consider their own beliefs and values in the light of their learning in religious education.

SKILLS PROGRESSION FOR RELIGIOUS EDUCATION

EYFS	AT	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6	KEY STAGE 3
<p>People and Communities</p> <ul style="list-style-type: none"> I enjoy joining in with family customs and routines <p>Early Learning Goal</p> <ul style="list-style-type: none"> I can talk about similarities and differences among families, communities and traditions 	<p>AT1 LEARNING ABOUT RELIGIONS Beliefs & Teachings</p>	<ul style="list-style-type: none"> I can describe some religious ideas from stories. I can describe some religious beliefs, teachings and events 	<ul style="list-style-type: none"> I can show what I know about religious beliefs, ideas and teachings. 	<ul style="list-style-type: none"> I can explain the significance of some religious beliefs, teachings and events for members of faith communities. 	<ul style="list-style-type: none"> I can explain how some beliefs and teachings are shared by different religions. I can explain how beliefs and teachings affect the lives of individuals and communities
	<p>AT1 LEARNING ABOUT RELIGIONS Practices & Lifestyles</p>	<ul style="list-style-type: none"> I can describe some religious objects. I can describe some religious places. I can describe some religious practices. 	<ul style="list-style-type: none"> I can talk about religious people and how they behave I can talk about religious objects and how they are used I can talk about religious places and how they are used 	<ul style="list-style-type: none"> I can explain the practices and lifestyles involved in belonging to a faith community. 	<ul style="list-style-type: none"> I can explain how religious life and practices affect the lives of individuals and communities.
	<p>AT1 LEARNING ABOUT RELIGIONS Expressing Meaning</p>	<ul style="list-style-type: none"> I can describe the messages or meanings of some religious symbols. 	<ul style="list-style-type: none"> I can identify religious symbolism in literature and in the arts. 	<ul style="list-style-type: none"> I can explain some of the differing ways that believers show their beliefs, ideas and teachings. 	<ul style="list-style-type: none"> I can explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways.
	<p>AT2 LEARNING FROM RELIGIONS Identity & Experience</p>	<ul style="list-style-type: none"> I can describe my feelings to other people. I know that other people have feelings. I talk about how my feelings may be similar to characters in religious stories. 	<ul style="list-style-type: none"> I can show that I understand that personal experiences and feelings can influence my attitudes and actions. 	<ul style="list-style-type: none"> I ask questions and suggest answers about the significant experiences of others, including religious believers 	<ul style="list-style-type: none"> I recognise and express my feelings about my own identity and link this to my learning about religion.
	<p>AT2 LEARNING FROM RELIGIONS Meanings & Purpose</p>	<ul style="list-style-type: none"> I ask a range of questions about puzzling aspects of life. I suggest answers, including religious ones. 	<ul style="list-style-type: none"> I ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> I can explain my own ideas and beliefs about ultimate questions. 	<ul style="list-style-type: none"> I can explain why there are differences between my own and others' ideas about ultimate questions.
	<p>AT2 LEARNING FROM RELIGIONS Values & Commitments</p>	<ul style="list-style-type: none"> I know the effect of actions on others when I am thinking about moral dilemmas. 	<ul style="list-style-type: none"> I can explain how shared beliefs about what is right and wrong affect people's behaviour. 	<ul style="list-style-type: none"> I ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings. 	<ul style="list-style-type: none"> I can express my own values. I can respond to the values and commitments of others

KS1: CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	INTO THE WOOD		STREET THROUGH TIME		PASSPORT TO BRITAIN	
Focus	New Beginnings	Christmas	Reflection	Easter	Awe and Wonder	Christian Values
Big Question	<i>Is everybody special?</i>	<i>How & why are celebrations important in religion?</i>	<i>How should people care for the world?</i>	<i>Should everyone follow Jesus?</i>	<i>Can stories change people?</i>	<i>Do we need shared special places?</i>
Faith/Themes	Christianity/God/Belonging	Christianity/Harvest/Christmas/Celebration	Christianity/Judaism/Creation	Christianity/Jesus/Leaders/Rabbi/Vicars	Christianity/Judaism Old Testament stories	Judaism/Synagogue/Community/Symbols
Focus	a) What do people believe about God, humanity and the natural world? f) What do we get out of belonging to different groups and how do we show that we belong? g) What makes me special?	b) What makes some stories special in religion? c) How and why are celebrations important in religion?	a) What do people believe about God, humanity and the natural world? b) What makes some stories special in religion?	e) What makes some teachers and leaders special for religious people? b) What makes some stories special in religion?	e) What makes some teachers and leaders special for religious people? b) What makes some stories special in religion?	d) How and why do symbols express religious meaning? f) What do we get out of belonging to different groups and how do we show that we belong? g) What makes me special?
Visits/Speakers	Visit Church to interview clergy	Jewish speaker or Jewish way of life online	Adult to talk about prized possession	Leader or member of a local religious community	Visitors to tell favourite stories	Film clip inside a Synagogue
Church Services	International Peace Day Harvest	Christingle Carol Concert	Education Sunday	Easter		Leavers

KS1: CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	AROUND OUR WORLD		DUNGEONS & DRAGONS		FIGHTING FIT	
Focus	New Beginnings	Christmas	Reflection	Easter	Awe and Wonder	Christian Values
Big Question	<i>Who should you follow?</i>	<i>Should you wear symbols?</i>	<i>Does everyone celebrate the New Year?</i>	<i>Is Easter important for the Church?</i>	<i>Are some stories more important than others?</i>	<i>How should you spend the weekend?</i>
Faith/Themes	Christianity/Judaism/Moses/Old Testament etc.	Christianity/Judaism/Symbols/Christmas	Christianity/Judaism/New Year/Rosh Hashanah	Christianity/Easter/Holy Week	Christianity/Judaism/Old Testament/Moral stories	Judaism/Shabbat
Focus	e) What makes some teachers and leaders special for religious people? b) What makes some stories special in religion?	a) What do people believe about God, humanity and the natural world? g) What makes me special? d) How and why do symbols express religious meaning?	a) What do people believe about God, humanity and the natural world? c) How and why are celebrations important in religion?	e) What makes some teachers and leaders special for religious people? b) What makes some stories special in religion? c) How and why are celebrations important in religion?	g) What makes me special? a) What do people believe about God, humanity and the natural world? b) What makes some stories special in religion?	f) What do we get out of belonging to different groups and how do we show that we belong? c) How and why are celebrations important in religion? d) How and why do symbols express religious meaning?
Visits/Speakers	Rabbi and Vicar	Examples of symbols used in the wider world	Visitors to talk about how they celebrate New Year	Churches – Look at crosses	Church leaders to tell Bible stories	Film clip: Jewish Way of Life
Church Services	International Peace Day Harvest	Christingle Carol Concert	Education Sunday	Easter		Leavers

Y3/4:CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	FIELD TO FORK		TOMB RAIDERS		EUROPE EXPLORED	
Focus	New Beginnings	Christmas	Reflection	Easter	Awe and Wonder	Christian Values
Big Question	<i>Do Christians have to take communion?</i>	<i>Is light a good symbol for celebration?</i>	<i>Is a Jewish/ Hindu child free to choose their beliefs?</i>	<i>Does Easter make sense without Passover?</i>	<i>Does Jesus have authority over everyone?</i>	<i>Can made-up stories tell the truth?</i>
Faith/Themes	Christianity/Worship/Communion	Hindu/Christianity/Judaism/Advent /Divali/Chanukah	Judaism/Hindu/Belief/Commandments	Judaism/Christianity/Freedom	Christianity/Authority	Christianity/Truth/Story
Focus	<p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p> <p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>	<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i></p> <p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>	<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>h) How do religious families and communities practice their faith; how is this seen in local communities?</i></p>	<p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p> <p><i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i></p> <p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p>	<p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>	<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p>
Visits/Speakers	Church Visit	Visitors to tell Diwali or Hanukah stories	Jewish visitor or Jewish way of life online	Visit to a Synagogue	Christian visitor to talk about authority of Jesus	Hindu storyteller
Church Services	International Peace Day Harvest	Christingle Carol Concert	Education Sunday	Easter		Leavers

Y3/4:CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EARTH MATTERS		WORLD OF DAHL		TIME TRAVELLERS	
Focus	New Beginnings	Christmas	Reflection	Easter	Awe and Wonder	Christian Values
Big Question	<i>Do Murtis help Hindus understand God?</i>	<i>Should Christians worship Mary?</i>	<i>Is a holy journey necessary for believers?</i>	<i>Should believers give things up?</i>	<i>Did Jesus really do miracles?</i>	<i>Does prayer change things?</i>
Faith/Themes	Hindu/Art/Symbol/God	Christianity/Mary/Worship	Hindu/Christianity/Pilgrimage	Christianity/Lent	Christianity/Miracles	Christianity/Hindu/Prayer
Focus	<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>	<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>	<p><i>g) How should people's religious beliefs, values and attitudes influence their personal lives; is it possible to live up to this?</i></p> <p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p> <p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>	<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p>	<p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p> <p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p>	<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>
Visits/Speakers	Hindu Temple	Catholic Church	Pilgrimage presentations or speaker	Life of Jesus through the eyes of an artist (website)	Storyteller – miracles of Jesus or DVD	Visitors to talk about worship BBC clips online
Church Services	International Peace Day Harvest	Christingle Carol Concert	Education Sunday	Easter		Leavers

Y5/6:CYCLE A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		MEET THE GREEKS		THE RAINFOREST		ON OUR DOORSTEP	
Focus		New Beginnings	Christmas	Reflection	Easter	Awe and Wonder	Christian Values
Big Question		<i>Do Muslims need the Qur'an?</i>	<i>Does God communicate with man?</i>	<i>Does the community of the Mosque help Muslims lead better lives?</i>	<i>Was the death of Jesus a worthwhile sacrifice?</i>	<i>Are you inspired?</i>	<i>What's best for our world? Does religion help people decide?</i>
Faith/Themes		Islam/Muhammad (pbuh)/ God/Allah/Jibreel	Christianity/Peace/Christmas	Islam/Sacred Places/Mosque	Christianity /Sacrifice/Sin/ Redemption	Christianity/Holy/Spirit/ Inspiration	Christianity/Islam/Charity/ Zakat
Focus	Y5	h) How do religious families and communities practice their faith and how is this seen in local communities? a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? b) What do different sacred texts teach about life and how do they influence people differently? c) In what different ways do people worship? What difference does this make in their lives?	j) How are religious and spiritual ideas expressed and why is literal language not adequate? a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? b) What do different sacred texts teach about life and how do they influence people differently?	g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? h) How do religious families and communities practice their faith and how is this seen in local communities? i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?	f) What is it about key religious figures that make them inspirational for religious believers? d) What makes some occasions in life significant and how and why are these recognised and celebrated?	i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment? g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?	a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? c) In what different ways do people worship? What difference does this make in their lives? i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment? g) How should people's religious and other beliefs, values and attitudes influence their personal lives?
	Y6	Bible Explorers - Old Testament					Bible Explorers - New Testament
Visits/Speakers		Muslim visitor with Qu'ran	Bible verses about prophecy; www.biblegateway.com	Visit to a Mosque	Visit crosses or pictures of Christ on the Cross	Christian visitor	Christian Aid
Church Services		International Peace Day Harvest	Christingle Carol Concert	Education Sunday	Easter		Leavers

Y5/6:CYCLE B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		IN THE BEGINNING...		GOING GLOBAL		RULE BRITANNIA	
Focus		New Beginnings	Christmas	Reflection	Easter	Awe and Wonder	Christian Values
Big Question		<i>Do Muslims need the Qur'an?</i>	<i>Is God made Man a good way to understand the Christmas story?</i>	<i>Does what you believe about creation matter?</i>	<i>Is the resurrection important to Christians?</i>	<i>Do clothes express belief?</i>	<i>What's best for our world? Does religion help people decide?</i>
Faith/Themes		Islam/Muhammad (pbuh)/ God/Allah/Jibreel	Christ/Incarnation/Emmanuel	Multi faith/ Creation/Care for world	Christianity/Eternal life	Islam/Hijab/Sikh/Khalsa/5Ks	Christianity/Islam/Charity/ Zakat
Focus	Y5	h) How do religious families and communities practice their faith and how is this seen in local communities? a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? b) What do different sacred texts teach about life and how do they influence people differently? c) In what different ways do people worship? What difference does this make in their lives?	b) What do different sacred texts teach about life and how do they influence people differently? c) In what different ways do people worship and what difference does this make in their lives? d) What makes some occasions in life significant and how and why are these recognised and celebrated?	a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?	e) How are religious and spiritual ideas expressed and why is literal language not adequate? g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? h) How do religious families and communities practice their faith and how is this seen in local communities?	(e) How are religious and spiritual ideas expressed and why is literal language not adequate? g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? h) How do religious families and communities practice their faith and how is this seen in local communities?	a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? c) In what different ways do people worship? What difference does this make in their lives? i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment? g) How should people's religious and other beliefs, values and attitudes influence their personal lives?
	Y6	Bible Explorers - Old Testament					Bible Explorers - New Testament
Visits/Speakers		Muslim visitor with Qu'ran	The life of Jesus through the eyes of an artist – CD resource	Quest Videos – creation stories	Funeral Director or Vicar	Muslim visitor or BBC website about Muslim dress code	
Church Services		International Peace Day Harvest	Christingle Carol Concert	Education Sunday	Easter		Leavers