



# Religious Education Curriculum Document

## **Intent Statement**

At Hartsfield, we aim to prepare pupils to engage in a diverse and complex multi-religious and multi-secular society, by:

- making sense of religion and worldviews around them and helping them begin to understand the complex world in which they live;
- making knowledge-based judgements about important matters of religion and belief which shape the global landscape.

We follow the Hertfordshire Agreed Syllabus, throughout which strands of SMSC, personal growth, enquiry and community cohesion are incorporated. We provide opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences, enquiring into philosophical, moral and ethical issues. Children, including those disadvantaged or with SEND, will develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion. Potential barriers to learning will be addressed through additional support and provision of opportunities for enhancing cultural capital wherever possible. We are ambitious for pupil attainment in RE, anticipating achievement, in terms of reaching or exceeding age related expectations, to be at least broadly in line with reading across the school.

### **Implementation Statement**

As previously described, the Hertfordshire Agreed Syllabus for RE provides a statutory broad range of study for children incorporating challenge and differentiation. To achieve this, staff deliver high-quality, progressive lessons which offer pupils the following:

- to know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning;
- to express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities;
- to recognise and explore the diversity which exists within and between religious traditions.

Please refer to the separate progression statement, which details how knowledge and skills are assessed and developed throughout the Key Stages. Continual support for SEND/ PPG children is provided through a variety of measures including checking prior knowledge and appropriately pitched, supported tasks. Staff consistently seek to encourage and develop inquisitiveness, for example by including artefacts, re-enacting ceremonies, or posing philosophical questions. Staff are supported by access to training as required and a range of resources held in school. Additional religious artefact resource boxes are available for loan from SACRE.

## Whole School- Religious Education Skills Progression

Learning Outcomes	EYFS	KS1	LKS2	UKS2
Beliefs and practices	Talk about different ways of living, including beliefs and festivals.	Describe at least three examples of different beliefs and practices including festivals, worship, rituals and ways of life, and explain some meanings behind them using appropriate vocabulary.	Describe and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked and make connections between the different beliefs and practices.	Evaluate a range of beliefs and practices within and across traditions and worldviews and explain how they share similarities to and differences from each other.
Sources of wisdom	Listen and respond verbally and creatively to religious stories, fables, some prayers, reflections and wise sayings.	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Describe the impact on individual believers.	Evaluate the ways a range of sources of wisdom can influence the lives of individuals and communities. Show awareness of the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on this.
Symbols and actions	Communicate orally and through creative media about people, places and religious symbols and artefacts.	Identify at least three examples of symbols and actions and explain how and why they express religious meaning; describe some similarities between communities.	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between some symbols in different communities.	Compare how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.

Prayer, worship and reflection	Communicate through talk and gesture about prayer. Respond to their experience of periods of stillness and reflection.	Talk with others about prayer. Respond to their experience of periods of stillness and reflection.	Describe where and why worshippers perform prayer and worship. Express their opinions on the value of stillness and personal reflection.	Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.
Identity and belonging	Show awareness of things and people that matter to them and link this to learning in Religious Education.	Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.	Describe some of the benefits and challenges individuals face when belonging to a faith community. Describe how some religious people are guided by their religious leaders. Explain what commitments they themselves have.	Explain the benefits for and challenges to individuals and communities that commitment to a faith can bring. Raise questions about guidance and leadership in their own and others' lives.
Ultimate questions	Use imagination and curiosity to develop their wonder of the world and ask questions about it.	Ask and respond to a range of 'how' and 'why' questions about belonging, meaning and truth, expressing their own ideas and opinions.	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth and express their personal and critical responses to these in academic and creative ways.
Human responsibility and values	Talk about how people show concern for each other and the world about them.	Re-tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.	Explain some of the beliefs and teachings about how people should treat each other and the world. Describe how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Evaluate whether they think that diverse communities can live together, identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief.
Justice and fairness	Explain in simple terms what makes something right, wrong or fair.	Explain the influence of rules. Re-tell moral stories and explain how these show	Consider and discuss questions on matters that are important in the world	Evaluate how important faith and belief are in deciding what is right and

		what is right and wrong, just and fair.	including choices about what is right and what is wrong.	wrong, just and fair, referring to their own and others' ideas and arguments.
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## EYFS Religious Education- Learning Objectives and Knowledge Overview

	Autumn term	Spring term	Summer term
<b>Main Topic</b>	<ul style="list-style-type: none"> <li>Do you want to be my friend?</li> <li>Let's Celebrate!</li> </ul>	<ul style="list-style-type: none"> <li>Will you read me a story?</li> <li>Are we there yet?</li> </ul>	<ul style="list-style-type: none"> <li>All Creatures Great and Small</li> <li>Transitions</li> </ul>
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>The Colour Monster</li> <li>Ruby's Worry</li> <li>Owl Babies</li> <li>Kippers Birthday</li> <li>Rama and Sita Diwali story</li> <li>Kippers Birthday</li> <li>The Nativity Story</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man</li> <li>Cinderella</li> <li>The Three Little Pigs</li> <li>The Three Billy Goats Gruff</li> <li>The Chinese New Year Zodiac Story</li> <li>Man on the Moon</li> <li>Supertato</li> <li>The Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Tinga Tinga Tales</li> <li>What the Ladybird Heard</li> <li>Farmer Duck</li> <li>The Very Hungry Caterpillar</li> <li>What the Ladybird heard on Holiday</li> <li>Jack and the Beanstalk</li> </ul>
<b>Visits/Walks</b>	<ul style="list-style-type: none"> <li>Signs of Autumn walk</li> <li>Visit from fire brigade</li> <li>Signs of winter Walk</li> </ul>	<ul style="list-style-type: none"> <li>Library Visit</li> <li>Signs of Spring walk</li> <li>Local trip (walking distance)</li> </ul>	<ul style="list-style-type: none"> <li>Signs of Summer Walk</li> <li>School Trip</li> </ul>
<b>Weekly Topics</b>	<ul style="list-style-type: none"> <li>Settling in</li> <li>Fulltime</li> <li>Baseline</li> <li>Autumn</li> <li>Harvest</li> <li>Spooky Things</li> <li>Diwali Fireworks</li> <li>Potions</li> <li>Friends</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>The Three Little Pigs</li> <li>The Three Billy Goats Gruff</li> <li>Chinese New Year</li> <li>The Gingerbread man</li> <li>The Gruffalo</li> <li>Space</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Elmer</li> <li>Handa's Surprise</li> <li>Going to the Library</li> <li>Herrings Green</li> <li>The Queen's Jubilee</li> <li>Father's Day</li> </ul>

	<ul style="list-style-type: none"> <li>• Light and Dark</li> <li>• Christmas</li> <li>• Panto Week</li> <li>• Our Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato</li> <li>• Superheros</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Sport's Week</li> <li>•</li> </ul>
<p><b>UW</b> Understanding the World.</p>	<p><b>Exploring festivals and ways that people celebrate – Diwali, Harvest and Christmas etc</b></p> <p><b>Introduce iPads, computers and programmable toys</b></p> <p><b>Sharing and exploring children's experiences and environment</b></p> <p><b>Exploring and observing the differences in seasons</b></p> <ul style="list-style-type: none"> <li>• Talking about members of our immediate family and community.</li> <li>• Exploring different beliefs and find out how they are celebrated by others.</li> <li>• Finding out about seasons of the year with a focus on Autumn and Winter.</li> <li>• Exploring different areas of the school and</li> <li>• classroom.</li> </ul>	<p><b>Easter</b> <b>Develop skills of knowledge and understanding – predict, test and discuss</b></p> <p><b>Continue to develop technology skills and use of equipment.</b></p> <p><b>Explore book settings and relate to the world around us</b></p> <p><b>Exploring and observing the differences in seasons</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>	<p><b>Continue to develop skills including predicting and testing.</b> <b>Continue to develop technology skills and use of equipment.</b></p> <p><b>Continue to explore the world around us and use own experiences.</b> <b>Exploring and observing the differences in seasons</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live. Describe what they see, hear and feel whilst outside.</li> </ul>



Key areas of study	ELG	
<b>Beliefs and practices</b> Share their own beliefs, ideas and values.	<i>PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour; Understanding of the world: people and communities.</i>	Explore different ways of living, including beliefs and festivals.
<b>Sources of wisdom</b> Listen and respond to a range of stories that engage them, including faith stories.	<i>Communication and language: listening and attention, speaking; Understanding of the world: people and communities.</i>	Listen and respond to religious stories.
<b>Symbols and actions</b> Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance, for a religious family. Share own experiences of places that are important to them.	<i>Understanding of the world: people and communities.</i>	Communicate about people, places and religious symbols and artefacts.
<b>Prayer, worship and reflection</b> Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness.	<i>Understanding of the world: people and communities.</i>	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.
<b>Identity and belonging to a family</b> Explore how people know that they belong to a family and other groups, including religious groups.	<i>PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour</i>	Show awareness of things and people that matter to them; link this to learning in Religious Education.
<b>Ultimate questions</b> Experience aspects of the natural world, using imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers.	<i>Understanding of the world: expressive arts and design, being imaginative.</i>	Use imagination and curiosity to develop their wonder of the world and ask questions about it.



### Human responsibility and values

Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and that of others.

*Communication and language: speaking*

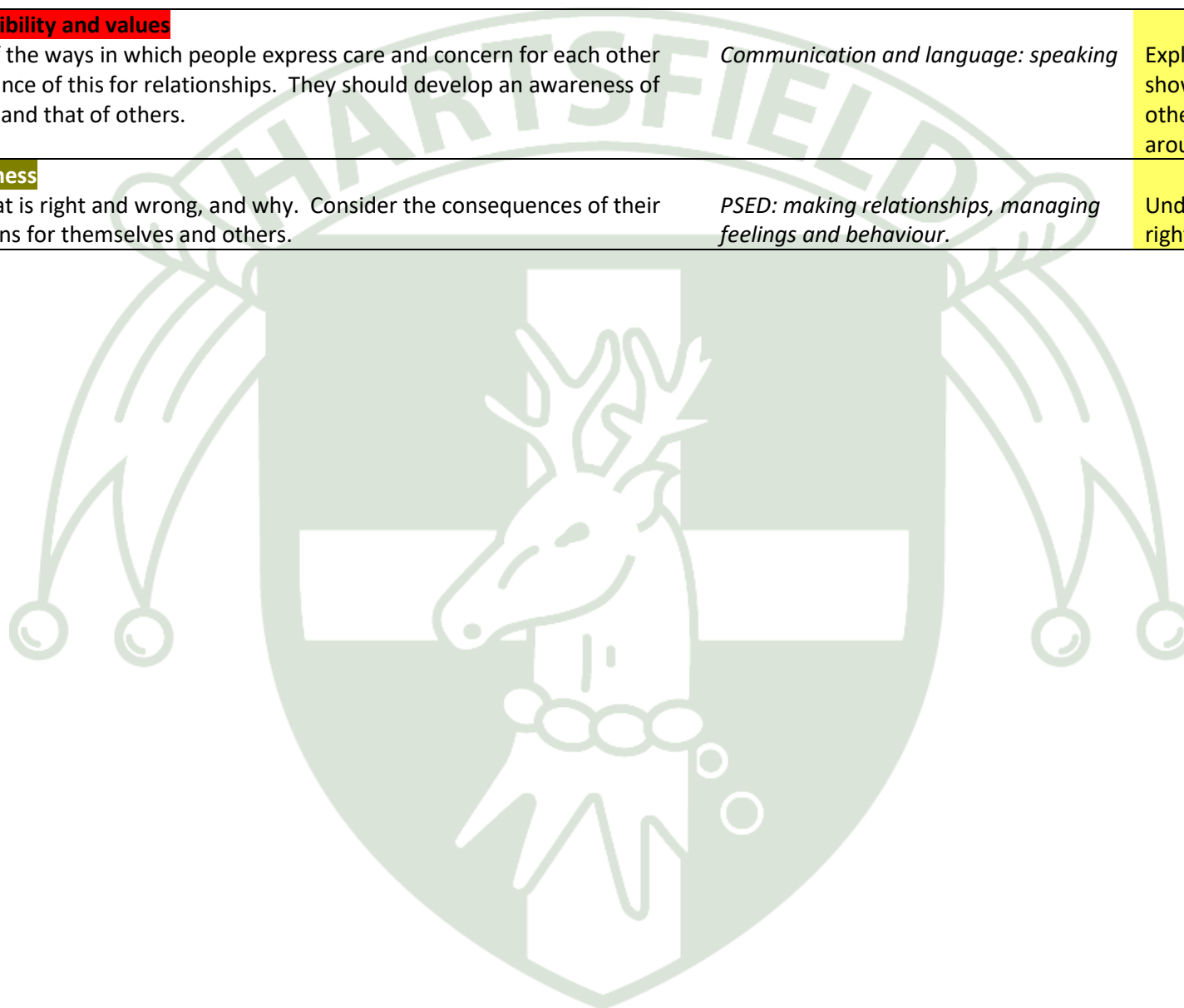
Explore how people show concern for each other and the world around them.

### Justice and fairness

Understand what is right and wrong, and why. Consider the consequences of their words and actions for themselves and others.

*PSED: making relationships, managing feelings and behaviour.*

Understand what is right, wrong and fair.



## Year 1 Religious Education- Learning Objectives and Knowledge Overview

Year 1 RE – Learning Objectives	Autumn	Spring	Summer
<b>Beliefs and practices</b> <i>Recall</i> and <i>name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them	Introduce	Revisit	
<b>Sources of wisdom</b> <i>Retell</i> and <i>suggest</i> meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come			Introduce
<b>Symbols and actions</b> <i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities	Introduce		
<b>Prayer, worship and reflection</b> <i>Respond</i> and <i>reflect</i> on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community		Introduce	
<b>Identity and belonging</b> <i>Notice</i> and <i>talk</i> about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives		Introduce	

<b>Ultimate questions</b> <i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media		Introduce	Revisit
<b>Human responsibility and values</b> <i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world			Introduce
<b>Justice and fairness</b> <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others	Introduce		
<b>RE – Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Festivals and Traditions</b> <ul style="list-style-type: none"> <li>• Understand the need to be thankful and appreciate our natural world.</li> <li>• Diwali</li> <li>• Hanukkah and Sukkot</li> <li>• Learn about harvest traditions.</li> <li>• Discuss and understand giving to charity.</li> <li>• Learn about festivals of light.</li> </ul>	<b>Inside a Place of Worship</b> <ul style="list-style-type: none"> <li>• Places of worship.</li> <li>• Inside places of worship</li> </ul> <b>Prayer</b> <ul style="list-style-type: none"> <li>• Hindu Prayer</li> <li>• Sikh Prayer</li> <li>• Islam Prayer</li> <li>• Buddhists Prayer</li> <li>• Naming ceremonies.</li> <li>• The Easter Story.</li> </ul>	<b>Big Questions</b> <ul style="list-style-type: none"> <li>• Discuss 'big' questions about God and Jesus.</li> <li>• Talk about our responsibilities and values as humans.</li> </ul> <b>Special Books</b> <ul style="list-style-type: none"> <li>• The Torah</li> <li>• The Bible</li> <li>• The Qu'ran</li> <li>• Zakat</li> </ul>

## Year 1 Religious Education-Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To understand beliefs and teachings	<b>Beliefs and practices</b> Describe some of the main festivals, celebrations, worship, rituals and ways of life of a religion.	With support, an example of belief and practice, such as a festival, is described.	Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them.	Some of the main festivals, celebrations and teachings of a religion are described and explained.
To understand practices and lifestyles	<b>Sources of wisdom</b> Recognise, name and describe some religious stories, artefacts, places and practices.	In discussion, respond to religious and moral stories.	Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.	There is growing knowledge of some religious stories, artefacts, places and practices, and some are described.
To understand how beliefs are conveyed	<b>Symbols and actions</b> Name and explain the meaning of some religious symbols and actions.	At least one example of a religious symbol or action is described.	Give at least one example of a religious symbol or action and explain how it is used.	Some religious symbols and actions are selected, named and their meanings described.
To reflect	<b>Identity and belonging</b> Identify the things that are important in one's own life and compare these to religious beliefs.	Talk about things and people that matter to them and recognise a range of groups to which people belong.	Talk about things and people that matter to them and how people belong to groups, including faith groups.	There is a growing understanding and some good explanation of how important aspects of one's own life compare to religious beliefs.

	<p><b>Ultimate questions</b> Ask questions about puzzling aspects of life.</p> <p><b>Prayer, worship and reflection</b> Describe where and how worshippers connect to prayer and worship.</p>	<p>With support, children ask a range of 'how' and 'why' questions about life.</p> <p>With support, places of prayer are described.</p>	<p>Demonstrate curiosity about the world, asking and beginning to respond to a range of questions about it. Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.</p>	<p>During discussions, questions are raised and opinions given about puzzling aspects of life.</p> <p>Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.</p>
To understand values	<p><b>Justice and fairness</b> Identify how one has to make choices about right and wrong in life.</p> <p><b>Human responsibility and values</b> Explain how actions affect others and show an understanding of shared cares and concerns.</p>	<p>In discussion, express ideas around choices about right and wrong.</p> <p>Describe how actions affect others.</p>	<p>Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.</p> <p>Respond to faith stories and examples of showing care and concern for humanity and the world.</p>	<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</p> <p>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</p>

## Year 2 Religious Education- Learning Objectives and Knowledge Overview

Year 2 RE – Learning Objectives	Autumn	Spring	Summer
<b>Beliefs and practices</b> <i>Recall and name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them	Introduce		
<b>Sources of wisdom</b> <i>Retell and suggest</i> meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come		Introduce	
<b>Symbols and actions</b> <i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities	Introduce		
<b>Prayer, worship and reflection</b> <i>Respond and reflect</i> on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community	Introduce	Revisit	
<b>Identity and belonging</b> <i>Notice and talk</i> about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives		Introduce	
<b>Ultimate questions</b>			Introduce

<i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media			
<b>Human responsibility and values</b> <i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world			Introduce
<b>Justice and fairness</b> <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others			Introduce
<b>RE – Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Religious Symbols</b> <ul style="list-style-type: none"> <li>•Discuss and look at various symbols,</li> <li>•Why is a light/water/tree such an important religious symbol?</li> <li>•Compare the symbols of Christianity and Islam.</li> </ul> <b>Places of Worship</b> <ul style="list-style-type: none"> <li>•Compare buildings and places of worship</li> <li>•Are there any symbols that identify each place of worship?</li> </ul> <b>Prayer</b>	<b>Prayer</b> <ul style="list-style-type: none"> <li>•In what ways do we show thanks to others?</li> <li>•How do different religions say 'thank you'?</li> <li>•What did Jesus teach about prayer? (Luke 11:1-4 &amp; Matthew 6:9-13)</li> <li>•Why do Christians all over the world pray 'The Lord's Prayer'?</li> <li>•In what ways do different religious people share actions when praying?</li> </ul>	<b>Creation Stories</b> <ul style="list-style-type: none"> <li>•Jewish story of creation.</li> <li>•Christian story of creation.</li> <li>•Compare this is the Muslim version of how the world was created.</li> </ul> <b>Uniqueness</b> <ul style="list-style-type: none"> <li>•What makes human beings so unique?</li> <li>•Are elephants more important than humans? Why are we different?</li> </ul>



	<ul style="list-style-type: none"> <li>•How and why do some Muslims wash and pray in a daily pattern?</li> <li>•How Muslims prepare for prayer?</li> <li>•Why does a prayer mat become holy when a Muslim prays on it?</li> <li>•prayer in different religions.</li> <li>• Understand the need to be thankful and appreciate our natural world.</li> <li>• Learn about harvest traditions.</li> <li>• Learn about festivals of light.</li> </ul>	<ul style="list-style-type: none"> <li>•Children to participate in period of stillness and reflection.</li> </ul> <p><b>Faith Leaders</b></p> <ul style="list-style-type: none"> <li>•Why do religious communities need leaders?</li> <li>•Do children know names of leaders of any religious groups?</li> <li>•leadership qualities.</li> <li>•What roles does a Christian leader have? Are they all within the church building?</li> </ul>	<ul style="list-style-type: none"> <li>•What can humans do that makes us different?</li> <li>•How we can live together when we are all so different?</li> </ul> <p><b>Special Books</b></p> <ul style="list-style-type: none"> <li>•What special books do the children possess?</li> <li>•Why is the Torah holy and sacred for Jews?</li> <li>•How and why are some stories important for religious people?</li> </ul> <p><b>Images of God and Heaven</b></p> <ul style="list-style-type: none"> <li>•What do Christians believe God is like?</li> <li>•What are his qualities?</li> <li>•What might heaven be like?</li> </ul>
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## Year 2 Religious Education- Progression and Assessment


Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To understand beliefs and teachings	<b>Beliefs and practices</b> Describe some of the main festivals, celebrations, worship, rituals and ways of life of a religion.	With the support of a teacher, some of the main festivals, celebrations and teachings of a religion are explored.	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.	The main festivals, celebrations and teachings of a religion are described and explained with some detail.
To understand practices and lifestyles	<b>Sources of wisdom</b> Recognise, name and describe some religious stories, artefacts, places and practices.	During structured activities, some religious stories, artefacts, places and practices are explored.	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	There is an in-depth understanding and questioning of some religious stories, artefacts, places and practices, which are described in interesting and accurate detail.
To understand how beliefs are conveyed	<b>Symbols and actions</b> Name and explain the meaning of some religious symbols and actions.	With the support of a teacher, the names and meanings of some religious symbols and actions are explored.	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.	Some religious symbols and actions are named and their meanings described with interesting and accurate detail. Some expression of their impact on followers is given.
To reflect	<b>Identity and belonging</b> Identify the things that are important in one's own life and compare these to religious beliefs. <b>Ultimate questions</b>	During structured discussions, important aspects of one's own life and how they compare to religious beliefs begin to be explored.	Talk with others about how groups express who they are and how individuals belong to communities including faith groups.	Aspects of their own lives are chosen and compared to religious beliefs from a number of religions.

	<p>Ask questions about puzzling aspects of life.</p> <p><b>Prayer, worship and reflection</b> Describe where and how worshippers connect to prayer and worship.</p>	<p>During structured discussions, some puzzling aspects of life are explored.</p> <p>With support, places of prayer and worship are described. Periods of stillness are participated in.</p>	<p>Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions. Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.</p>	<p>During discussions, well-considered questions are raised and opinions given and justified about puzzling aspects of life. Questions about places of prayer and worship and the impact they might make on faith communities are explored.</p>
To understand values	<p><b>Justice and fairness</b> Identify how one has to make choices about right and wrong in life.</p> <p><b>Human responsibility and values</b> Explain how actions affect others and show an understanding of shared cares and concerns.</p>	<p>During structured discussions, there is some exploration of how one must make choices in life.</p> <p>There is some awareness of how actions affect others.</p>	<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</p> <p>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</p>	<p>There is a good understanding that one must make choices in life, including some that are very difficult. Good examples are described well.</p> <p>There is a good understanding that actions affect others in a wide variety of ways, which are explained with examples and details.</p>

## Year 3 Religious Education- Learning Objectives and Knowledge Overview

Year 3 RE – Learning Objectives	Autumn	Spring	Summer
<b>Beliefs and practices</b> <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	Introduce		
<b>Sources of wisdom</b> <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities		Introduce	Revisit
<b>Symbols and actions</b> <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Introduce	Revisit	Revisit
<b>Prayer, worship and reflection</b> <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness		Introduce	
<b>Identity and belonging</b> <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives		Introduce	
<b>Ultimate questions</b> <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth		Introduce	
<b>Human responsibility and values</b> <i>Consider and apply</i> ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			Introduce

<b>Justice and fairness</b> <i>Discuss and apply</i> their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.			Introduce
<b>RE - Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Autumn</b> <b>Festivals</b> Explore a range of festivals, especially those related to Islam and Christianity. Develop an understanding of the significance and symbolic meaning of the beliefs and practices. <b>Spring</b> <b>Belonging</b> Explore what it means to belong and what involves. Look at the roles of religious leaders and some of their teachings within a belief system. <b>Summer</b> <b>Wisdom</b> Look at and explore the role of religious texts in a faith. Understand how the stories help to guide followers. <b>Responsibility</b> Understand how many faiths include elements of charitable work around the world to help others.	<ul style="list-style-type: none"> <li>•explain what a festival is</li> <li>•recognize that festivals can relate to traditions and conditions.</li> <li>•different ways of marking the same event.</li> <li>•different ways of marking the same event.</li> <li>•beliefs and practices to explain how symbolic actions communicate meaning.</li> <li>•beliefs and practices to explain how symbolic actions communicate meaning.</li> <li>•beliefs and practices to explain how symbolic actions</li> </ul>	<ul style="list-style-type: none"> <li>•examine why belonging to religious communities may be valuable to followers</li> <li>•understand the challenges of individual commitment to a community of faith or belief</li> <li>examine the role of religious leadership</li> <li>•examine the role of religious leadership</li> <li>•respond to stories, reflecting on the impact of teachings</li> <li>•observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces</li> </ul>	<ul style="list-style-type: none"> <li>•explain what it means to be wise.</li> <li>•understand the impact of faith stories.</li> <li>•know what a sacred text is and how it should be treated.</li> <li>•know what the trinity is and the authority it has.</li> <li>•know what Pentecost is and the impact it has on Christians.</li> </ul> <b>Responsibility</b> <ul style="list-style-type: none"> <li>•understand the responsibility we have towards the world.</li> <li>•explore the work of Christian Aid.</li> <li>•explore the work of Islamic relief.</li> </ul>



	<p>communicate meaning. the power of light across religions.</p> <ul style="list-style-type: none"> <li>• Describe ways and traditions celebrating festivals.</li> <li>• Explore Advent and Christmas traditions around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and present through creative media their own and others views about belonging, meaning, purpose and truth.</li> <li>• explore how actions can communicate meaning to followers</li> <li>• observe and understand varied examples of how people of faith communicate their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• explore the faith story of Zaccheus and the Tax Collector.</li> <li>• reflect on wrong and right.</li> </ul>
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## Year 3 Religious Education- Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To understand beliefs and teachings	<b>Beliefs and practices</b> Present the key teachings and beliefs of a religion, referring to celebrations and key moments in life.	With support, the impact of celebrations and key moments in life in some religious communities is described.	Using specific religious vocabulary, the impact of celebrations and key moments in life in some religious communities is described.	Some key teaching and beliefs of a religion are selected and presented in detail, with reference to celebrations and key moments in life.
To understand practices and lifestyles	<b>Sources of wisdom</b> Identify and respond to religious stories, artefacts and buildings and explain how and why they are used.  Identity and belonging   Explain some of the religious practices of both leaders and individuals.	With encouragement, there is some explanation of how and why religious stories, artefacts and buildings are used.   When supported, some explanations of the religious practices of both leaders and individuals are given.	Raise questions and suggest meanings to examples of either religious or moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers.   Recognise how some religious people are guided by their religious leaders.	Religious buildings, artefacts and sources of wisdom are identified and how and why they are used explained with some detail, showing some understanding of their impact on individual believers.   Generally, good explanations of the religious practices of both leaders and individuals are given with some interesting detail.



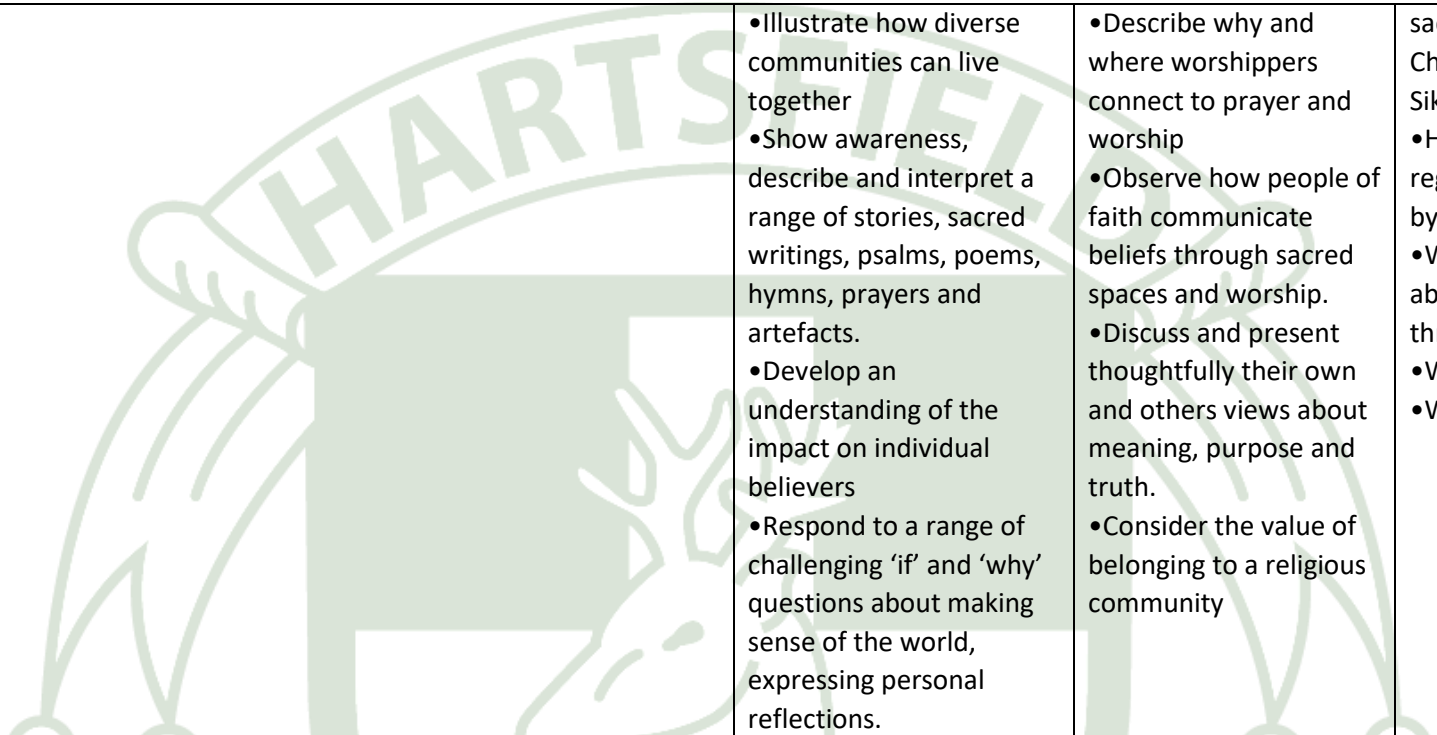
<p>To understand how beliefs are conveyed</p>	<p><b>Symbols and actions</b> Identify religious beliefs and symbolic expression in literature and the arts.</p>	<p>With support, religious symbolism in literature and the arts is explored.</p>	<p>Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.</p>	<p>There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts. Similarities between faith communities, including interesting details, are provided.</p>
<p>To reflect</p>	<p><b>Identity and belonging</b> <b>Sources of wisdom</b> Show an understanding that faith communities, personal experiences and feelings influence attitudes and actions.</p> <p><b>Ultimate questions</b> Ask questions that have no universally agreed answers.</p> <p><b>Prayer, worship and reflection</b> Describe why, where and how worshippers connect to prayer and worship.</p>	<p>In discussion, the influence of faith, personal experiences and feelings on attitudes and actions is described.</p> <p>With support, questions that are difficult to answer are considered.</p> <p>Places of prayer and worship are described. Periods of stillness are participated in.</p>	<p>Give two examples of how individuals show that they belong to a faith community. Identify the impact of faith traditions on followers.</p> <p>Through creative media, an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer, is expressed.</p> <p>Questions about places of prayer and worship and the impact they might make on faith communities are explored.</p>	<p>There is a growing awareness of, and good examples provided for, personal faith experiences and feelings and how they influence attitudes and actions. Some deeper questions that have no universally agreed answers are expressed and explored with enthusiasm, giving personal views.</p>

				Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and, where appropriate, express personal reflections.
To understand values	<p><b>Justice and fairness</b> Explain how beliefs affect people's behaviour.</p> <p><b>Human responsibility and values</b> Discuss and give opinions on stories involving important values and respectful behaviour.</p>	<p>With support, choices about what is right and wrong, just and fair are described.</p> <p>Examples of important shared values are described.</p>	<p>Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.</p> <p>Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.</p>	<p>Good explanations are provided for how beliefs affect people's behaviour in a range of contexts.</p> <p>There is a growing understanding of, and examples given for, instances of showing care and responsibility for the world. Shared values are explored in more depth.</p>

## Year 4 Religious Education- Learning Objectives and Knowledge Overview

Year 4 RE – Learning Objectives	Autumn	Spring	Summer
<b>Beliefs and practices</b> <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	Introduce		
<b>Sources of wisdom</b> <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities		Introduction	Revisit
<b>Symbols and actions</b> <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Introduce	Revisit	Revisit
<b>Prayer, worship and reflection</b> <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Introduce	Revisit	Revisit
<b>Identity and belonging</b> <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives	Introduce	Revisit	
<b>Ultimate questions</b> <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth	Introduce	Revisit	
<b>Human responsibility and values</b>	Introduce		

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			
<b>Justice and fairness</b> Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.	Introduce		
<b>RE - Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Making Connections</b> <ul style="list-style-type: none"> <li>•Describe, make connections and reflect upon different features of the religions and worldviews.</li> <li>•Find out who Sikhs are and what they believe.</li> <li>•Sikh people use the 5K's to express commitment to their faith?</li> <li>•Place of worship and why it is significant in a religious community.</li> <li>•What meanings and significances are attached to special places including a Masjid (Mosque) and the Musulla (prayer space) and a church?</li> <li>•Understand the importance of rules for living</li> </ul>	<b>Hinduism, Sikhism and Christianity</b> <ul style="list-style-type: none"> <li>•Examine why belonging to religious communities may be valuable to followers</li> <li>•Understand the challenges of individual commitment to a community of faith or belief.</li> <li>•Examine the role of religious leadership</li> <li>•Observe and understand varied examples of how people of faith communicate their beliefs through prayer</li> <li>•Interpret a range of sources of wisdom including prayers</li> </ul>	<b>Special Books</b> <ul style="list-style-type: none"> <li>•What special books do we have? What makes them special?</li> <li>•Examine a book special to someone religious, e.g. old family Bible. Why are the words contained important to a member of that faith group?</li> <li>•Discuss difference between special and sacred. (E.g. holy because the word of God)</li> </ul> Some books are special because they teach us things, we learn important skills. <ul style="list-style-type: none"> <li>•Make the connection that the special,</li> </ul>



	<ul style="list-style-type: none"> <li>•Illustrate how diverse communities can live together</li> <li>•Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.</li> <li>•Develop an understanding of the impact on individual believers</li> <li>•Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</li> </ul>	<ul style="list-style-type: none"> <li>•Describe why and where worshippers connect to prayer and worship</li> <li>•Observe how people of faith communicate beliefs through sacred spaces and worship.</li> <li>•Discuss and present thoughtfully their own and others views about meaning, purpose and truth.</li> <li>•Consider the value of belonging to a religious community</li> </ul>	<p>sacred/holy books for Christians, Hindus and Sikhs</p> <ul style="list-style-type: none"> <li>•How is the Bible regarded and handled by Christians?</li> <li>•What do we learn about Jesus/God through stories?</li> <li>•What is faith?</li> <li>•What is temptation?</li> </ul>
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## Year 4 Religious Education- Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To understand beliefs and teachings	<p><b>Beliefs and practices</b> Present the key teachings and beliefs of a religion, making reference to religious figures.</p>	When encouraged, some good examples of the key teachings and beliefs of a religion are given.	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.	Key teachings, and how beliefs are shared between religions, are described in detail. Examples of celebrations marking key points in life's journey, are presented with interesting details and explanations.
To understand practices and lifestyles	<p><b>Sources of wisdom</b> Identify and respond to religious stories, artefacts and buildings and explain how and why they are used.</p> <p><b>Identity and belonging</b>  Explain some of the religious practices of both clerics and individuals.</p>	<p>There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.</p> <p>When encouraged, some good explanations of the religious practices of both clerics and individuals are given.</p>	<p>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of their impact on individual believers.</p> <p>Explore how some religious people are guided by their religious leaders.</p>	Religious sources of wisdom, buildings and artefacts are identified rapidly and detailed, interesting explanations of how and why they are used are provided. Well thought-out explanations of the religious practices of both clerics and individuals are given with detailed examples.

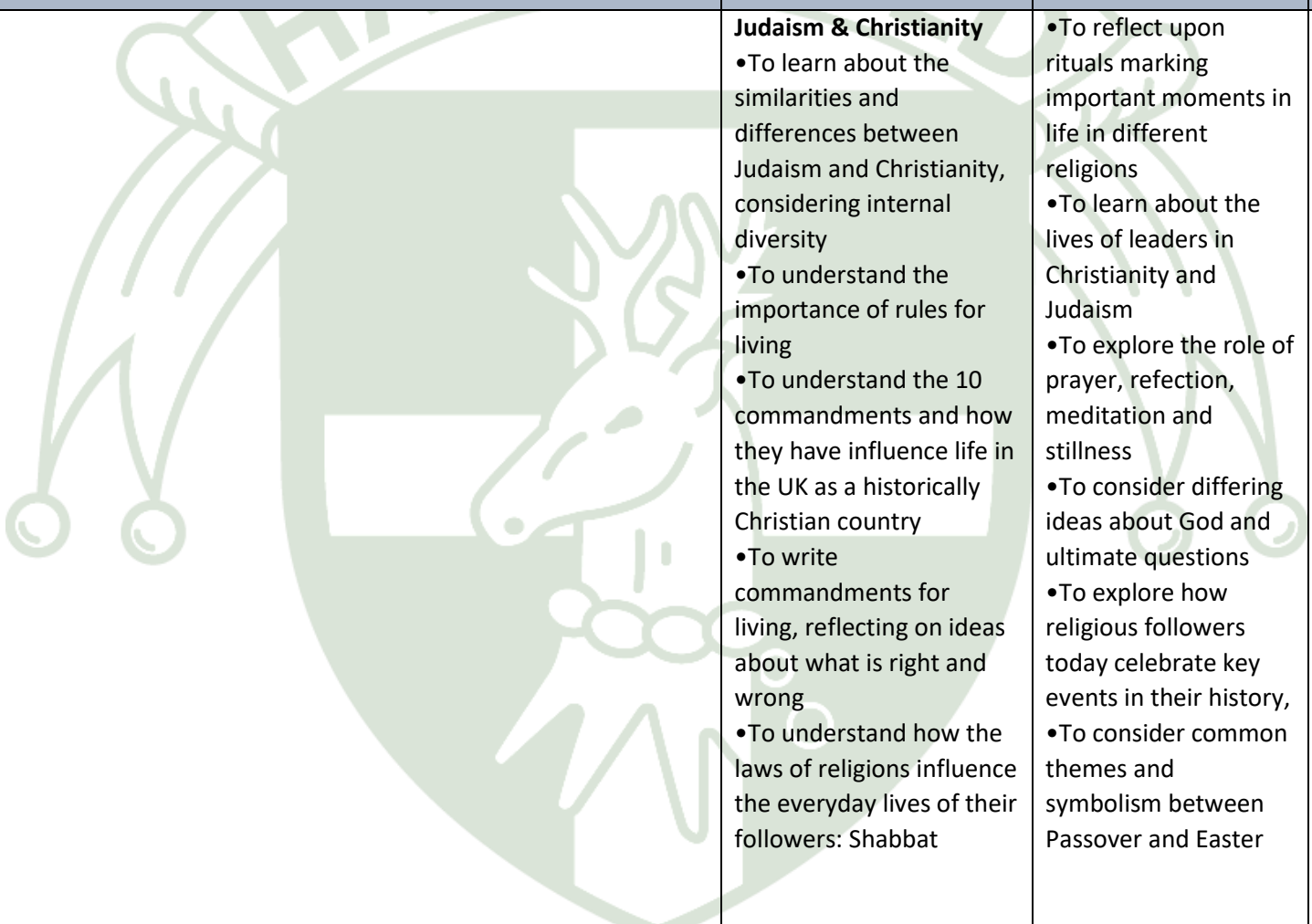
To understand how beliefs are conveyed	<p><b>Symbols and actions</b> Identify religious symbolism in literature and the arts.</p>	With support, religious symbolism in literature and the arts is explored.	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.	Good, well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.
To reflect	<p><b>Identity and belonging</b> <b>Sources of wisdom</b> Show an understanding that personal experiences, feelings and belonging to a faith community influence attitudes and actions.</p> <p><b>Ultimate questions</b> Ask questions that have no universally agreed answers.</p> <p><b>Prayer, worship and reflection</b> Describe why, where and how worshippers connect to prayer and worship.</p>	<p>During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.</p> <p>When encouraged, some questions that have no universally agreed answers are explored.</p> <p>With support, ways in which worshippers connect to prayer and worship are described. Periods of stillness are participated in.</p>	<p>There is an understanding of some of the challenges individuals face when belonging to a faith community, as well as the help faith may give them.</p> <p>There is a growing understanding of some answers to challenging 'if' and 'why' questions about making sense of the world, with personal reflections expressed. Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and, where appropriate, express personal reflections.</p>	<p>Good, well-explained examples of how personal experience, faith and feelings influence attitudes and actions in a wide range of contexts.</p> <p>There are some good examples of in-depth exploration of some answers to ultimate questions.</p> <p>Detailed description and explanation is given for why, where and how worshippers connect to prayer and worship. Periods of stillness are engaged</p>



				in, with personal reflection.
To understand values	<p><b>Justice and fairness</b> Explain how beliefs affect people's behaviour.</p> <p><b>Human responsibility and values</b> Discuss and give opinions on stories involving important values and respectful behaviour.</p>	<p>There are some good examples of explanations of how beliefs affect people's behaviour.</p> <p>The concepts of shared responsibility, common values and moral dilemmas are experienced during discussion.</p>	<p>Consider and discuss questions on matters that are important in the world including choices about what is right and wrong. Explain how beliefs affect people's behaviour in a range of contexts.</p> <p>Illustrate how diverse communities can live together respectfully, sharing the same important values and sense of responsibility.</p>	<p>Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts.</p> <p>Apt, and very well-described instances provided for situations involving moral dilemmas, important values and a shared sense of responsibility.</p>

## Year 5 Religious Education- Learning Objectives and Knowledge Overview

Year 5 RE – Learning Objectives	Autumn	Spring	Summer
<b>Beliefs and practices</b> <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	Introduce	Revisit	
<b>Sources of wisdom</b> <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities			Introduce
<b>Symbols and actions</b> <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Introduce	Revisit	
<b>Prayer, worship and reflection</b> <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Introduce	Revisit	
<b>Identity and belonging</b> <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives	Introduce	Revisit	
<b>Ultimate questions</b> <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth		Introduce	
<b>Human responsibility and values</b> <i>Consider and apply</i> ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			Introduce

<b>Justice and fairness</b> <i>Discuss and apply</i> their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.	Introduce		Revisit
<b>RE - Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Judaism &amp; Christianity</b> <ul style="list-style-type: none"> <li>•To learn about the similarities and differences between Judaism and Christianity, considering internal diversity</li> <li>•To understand the importance of rules for living</li> <li>•To understand the 10 commandments and how they have influence life in the UK as a historically Christian country</li> <li>•To write commandments for living, reflecting on ideas about what is right and wrong</li> <li>•To understand how the laws of religions influence the everyday lives of their followers: Shabbat</li> </ul>	<ul style="list-style-type: none"> <li>•To reflect upon rituals marking important moments in life in different religions</li> <li>•To learn about the lives of leaders in Christianity and Judaism</li> <li>•To explore the role of prayer, refection, meditation and stillness</li> <li>•To consider differing ideas about God and ultimate questions</li> <li>•To explore how religious followers today celebrate key events in their history,</li> <li>•To consider common themes and symbolism between Passover and Easter</li> </ul>	<b>Judaism &amp; Christianity</b> <ul style="list-style-type: none"> <li>•To interpret and respond to a range of stories, sacred writings and sources of wisdom.</li> <li>•To reflect on the impact of beliefs and teachings as ways of seeing the world</li> <li>•To consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.</li> <li>•To investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom.</li> </ul>

	<ul style="list-style-type: none"> <li>•To reflect upon own feelings concerning Friday nights</li> <li>•To understand how the laws of religions influence the everyday lives of their followers: Kosher</li> <li>•To discover how and why artefacts are used in prayer and practice to express meaning</li> <li>•To develop an understanding of spiritual journeys and the importance of pilgrimage for believers</li> <li>•To understand the use of light as a religious symbol</li> <li>•To explore how faith is communicated and expressed through creative arts</li> <li>•To understand the symbolism of the festival of Hanukkah</li> <li>•To understand religious festivals have common themes but meanings unique to each faith</li> </ul>		<ul style="list-style-type: none"> <li>•To respond thoughtfully to ideas about values, respect and human responsibility.</li> <li>•To consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.</li> <li>•To discuss and apply their own and others ideas about ethical questions, reflecting on what is right and wrong, just and fair.</li> </ul>
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## Year 5 Religious Education- Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To understand beliefs and teachings	<p><b>Beliefs and practices</b></p> <p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>With support, some connections are made for how beliefs are shared between religions</p> <p>Examples of celebrations marking key points in life's journey including pilgrimage are described.</p>	<p>With support, some good examples are provided for how beliefs are shared between religions.</p> <p>Using religious vocabulary, two examples of celebrations are compared marking key points in life's journey including pilgrimage.</p>	<p>Generally, beliefs that are shared between religions are identified and explained.</p> <p>Good examples, with some detail, are provided for how religious beliefs shape the lives of individuals and communities.</p>
To understand practices and lifestyles	<p><b>Sources of wisdom</b></p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Identity and belonging</p> <p>Show an understanding of the role of a spiritual leader.</p>	<p>With support, lifestyles of different faith groups are compared and contrasted.</p> <p>There is some awareness of the role of a spiritual leader.</p>	<p>An understanding of the impact of sources of wisdom on individuals is demonstrated, with examples of how these impact communities and lifestyles.</p> <p>Some understanding is shown of how faith today is shaped by identity, religious guidance and leadership.</p>	<p>Good examples of similarities and differences in the lifestyles of individuals within different faith groups are identified and described.</p> <p>There is some interesting exploration and recognition of aspects of the role of a spiritual leader.</p>

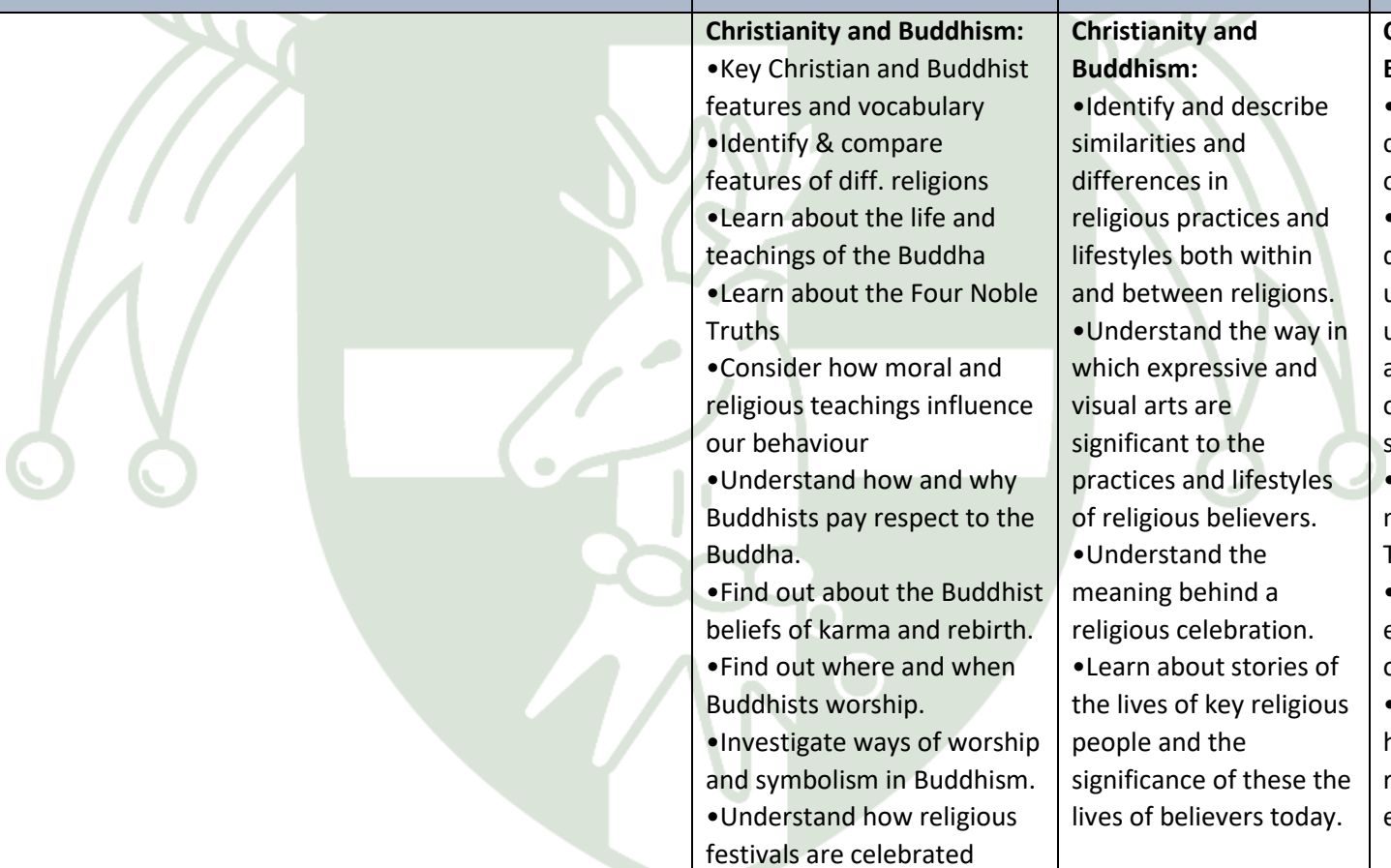
<p>To understand how beliefs are conveyed</p>	<p><b>Symbols and actions</b> Explain some of the different ways that individuals show their beliefs.</p>	<p>There is some awareness of the different ways that individuals show their beliefs</p>	<p>The ways in which a range of beliefs, symbolic expression and actions can communicate meaning to individuals are described. Similarities and differences between and within communities are identified.</p>	<p>There is a growing awareness of, and some detailed examples provided for, the different ways that individuals show their beliefs through actions. In-depth comparisons between and within communities are given.</p>
<p>To reflect</p>	<p><b>Identity and belonging</b> <b>Sources of wisdom</b> Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings.</p> <p><b>Ultimate questions</b> Explain ideas about some answers to ultimate questions and why answers may differ between individuals.</p> <p><b>Prayer, worship and reflection</b> Explain why, where and how worshippers connect to prayer and worship.</p>	<p>With support, the concept of identity is described and feelings expressed.</p> <p>There is some exploration of answers to ultimate questions and why answers may differ between individuals.</p> <p>With support, an explanation is given for why, where and how worshippers connect to prayer and worship. Periods of stillness are engaged in.</p>	<p>In structured discussions, the concept of identity is explored and related to religious beliefs and teachings.</p> <p>Challenging questions are raised, along with suggested answers, including a range of perspectives from different faith groups.</p> <p>Some understanding is shown of why, where and how worshippers connect to prayer and worship. Periods of stillness are actively engaged in.</p>	<p>There are some good explanations of the concept of identity and how this relates to religious beliefs and teachings.</p> <p>There is a growing and well-explained understanding of some answers to ultimate questions and how answers may differ between individuals.</p> <p>A detailed understanding is shown of why, where and how worshippers connect to prayer and</p>

				worship. Periods of stillness are actively engaged in and reflective experiences described.
To understand values	<p><b>Justice and fairness</b> Explain why different religious communities or individuals may have different views of what is right and wrong.</p> <p><b>Human responsibility and values</b> Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Express own values and remain respectful of those with different views.</p>	<p>Some understanding is shown that different religious communities may have different views of what is right and wrong.</p> <p>There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.</p> <p>With support, personal values are expressed.</p>	<p>The ways in which people with religious and worldviews make choices about what is right and wrong are identified and described.</p> <p>The diversity of local and national communities are described and some shared communal values and responsibilities are identified, regardless of the existence of rules.</p> <p>Personal values are explored and different views are considered.</p>	<p>There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.</p> <p>There is a growing understanding of the need to act in a morally right way, even in the absence of rules and regulations.</p> <p>There are some good examples of articulation of personal values and a respect for those with different values.</p>



## Year 6 Religious Education- Learning Objectives and Knowledge Overview

Year 6 RE – Learning Objectives	Autumn	Spring	Summer
<b>Beliefs and practices</b> <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	Introduce	Revisit	Revisit
<b>Sources of wisdom</b> <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities		Introduce	Revisit
<b>Symbols and actions</b> <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Introduce	Revisit	Revisit
<b>Prayer, worship and reflection</b> <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Introduce	Revisit	
<b>Identity and belonging</b> <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives	Introduce	Revisit	
<b>Ultimate questions</b> <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth			Introduce
<b>Human responsibility and values</b>			Introduce

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			
<b>Justice and fairness</b> Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.	Introduce	Revisit	Revisit
<b>RE - Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Christianity and Buddhism:</b> <ul style="list-style-type: none"> <li>•Key Christian and Buddhist features and vocabulary</li> <li>•Identify &amp; compare features of diff. religions</li> <li>•Learn about the life and teachings of the Buddha</li> <li>•Learn about the Four Noble Truths</li> <li>•Consider how moral and religious teachings influence our behaviour</li> <li>•Understand how and why Buddhists pay respect to the Buddha.</li> <li>•Find out about the Buddhist beliefs of karma and rebirth.</li> <li>•Find out where and when Buddhists worship.</li> <li>•Investigate ways of worship and symbolism in Buddhism.</li> <li>•Understand how religious festivals are celebrated</li> </ul>	<b>Christianity and Buddhism:</b> <ul style="list-style-type: none"> <li>•Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</li> <li>•Understand the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers.</li> <li>•Understand the meaning behind a religious celebration.</li> <li>•Learn about stories of the lives of key religious people and the significance of these the lives of believers today.</li> </ul>	<b>Christianity and Buddhism:</b> <ul style="list-style-type: none"> <li>•Learn about &amp; compare the beliefs of major religions.</li> <li>•Understand the difference between ultimate and non-ultimate questions, and how religion can offer the answers to some of these.</li> <li>•Understand the meaning of the Holy Trinity for Christians.</li> <li>•Understand the events and meaning of Pentecost.</li> <li>•Understand humans' responsibility for the environment</li> </ul>

	<ul style="list-style-type: none"> <li>•Consider how religious traditions link to traditions of others</li> <li>•To consider the importance of religious festivals within communities</li> </ul>	<ul style="list-style-type: none"> <li>•Know how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand what Christians believe about environment</li> </ul>
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## Year 6 Religious Education- Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To understand beliefs and teachings	<p><b>Beliefs and practices</b> Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>With support, some good examples are provided for how beliefs are shared between religions.</p> <p>When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.</p>	<p>Generally, beliefs that are shared between religions are identified and explained.</p> <p>Specific vocabulary from religions and worldviews studied is used to describe, make connections and reflect on how celebrations and key moments in life are marked by different communities.</p>	<p>Beliefs that are shared between religions are identified and any variations to a general belief are analysed and explained.</p> <p>Well-chosen and well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.</p>
To understand practices and lifestyles	<p><b>Sources of wisdom</b> Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. <b>Identity and belonging</b></p> <p>Show an understanding of the role of a spiritual leader.</p>	<p>With support, lifestyles of different faith groups are compared and contrasted.</p> <p>There is some awareness of the role of a spiritual leader.</p>	<p>Responding to a range of stories, sacred writings and sources of wisdom, awareness, recognition and understanding is shown of their impact within different communities and on individual believers.</p> <p>Questions on guidance and leadership in their own and others' lives are raised.</p>	<p>Well-chosen and detailed examples support the similarities and differences in the lifestyles of different faith groups, as well as the challenges faced.</p> <p>There is a good understanding of, and excellent examples provided for, the wide</p>

				and varied role of a spiritual leader.
To understand how beliefs are conveyed	<b>Symbols and actions</b> Explain some of the different ways that individuals show their beliefs.	There is some awareness of the different ways that individuals show their beliefs.	Compare how and why a range of beliefs communicate different meaning to individuals within communities. Similarities and differences between and within communities are described.	There is a very good awareness of, and some detailed examples provided for, the different ways that individuals show their beliefs.
To reflect	<b>Identity and belonging</b> Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings. <b>Sources of wisdom</b> Explain ideas about some answers to ultimate questions and why answers may differ between individuals. <b>Ultimate questions</b> Explain why, where and how worshippers connect to prayer and worship.	In structured discussions, the concept of identity is explored and related to religious beliefs and teachings.  There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals.  Some understanding is shown of why, where and how worshippers connect to prayer and worship. Periods of stillness are actively engaged in.	Show and express insights into the challenges of individual commitment, belonging and faith.  Present a range of views and answers to challenging questions about belonging, meaning and truth  . Through enquiry and experience, worshipper's connection to prayer, faith and sacred spaces is demonstrated.	Well-chosen and apt, detailed examples provided for the concept of identity and how this relates to religious beliefs and teachings. Detailed, in-depth research provides excellent examples and descriptions of different answers to ultimate questions and how answers may differ between individuals. Different interpretations of prayer, worship and the architectural significance of sacred spaces are analysed.
To understand values	<b>Justice and fairness</b>	There are some good examples that show some understanding	Evaluate and ask challenging questions, applying their own and	There is an excellent understanding,

<p>Explain why different religious communities or individuals may have different views of what is right and wrong.</p> <p><b>Human responsibility and values</b> Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Express own values and remain respectful of those with different views.</p>	<p>that different religious communities may have different views of what is right and wrong.</p> <p>There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.</p> <p>With support, personal values are explored.</p>	<p>others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility..</p> <p>There are some good examples of articulation of personal values and a respect for those with different values, considering how these are shaped by faith and belief.</p>	<p>demonstrated by evaluation and detailed explanations, of different views of what is right and wrong.</p> <p>There is understanding of the word 'integrity' and how this applies to one's own decisions.</p> <p>Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.</p>
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