

Overarching Principles...Honesty Empathy Aspiration Respect Teamwork

Religious Education
LEARNING RE ENABLES US TO KNOW MORE ABOUT MEANING AND PURPOSE IN LIFE, RIGHT AND WRONG AND WHAT IT MEANS TO BE HUMAN

Curriculum Drivers:
Personal – our world - context – society
Originality – oracy – adventure – risk – aspiration – creativity
Well-being – mental and physical – meta cognitive – learning powers
Environment and Nature – environment – sustainability
Real – Here and Now - current affairs – topical

Knowledge (SL)

Skills (SL)

Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 1	Know about and understand a range of religions and worldviews.	<p>Begin to recall and name a couple of different beliefs and practices, including festivals, (Christmas and Easter) worship, rituals and ways of life, in order to find out about the meanings behind them. <i>Talk about the fact that Christians believe in God and follow the example of Jesus.</i> Begin to retell (focusing on the main points) and with support, suggest meanings to some religious and moral stories. <i>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</i> Recognise some different symbols and actions which express a community's way of life. <i>Recognise and name some symbols of belonging from their own experience, for Christians and one other religion, suggesting what these might mean and why they matter to believers.</i></p>
	Express ideas and insights about the nature, significance and impact of religions and worldviews.	<p>With support, ask and respond to questions about what individuals and communities do. <i>Show an awareness that some people belong to different religions.</i> Observe different ways of expressing identity and belonging, responding sensitively for themselves. <i>Talk about ways in which stories, symbols and actions used in churches show what people believe.</i> Begin to notice similarities between different religions and worldviews. <i>Identify some similarities and differences between the ceremonies studied.</i></p>
	Gain and deploy the skills needed to engage seriously with religions and worldviews	<p>With support, explore questions about belonging and meaning, so that they can begin to express their own ideas and opinions in response using words, music, art or poetry. <i>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</i> Begin to find out about and respond with ideas to examples of co-operation between people who are different. <i>Respond to examples of co-operation between different people.</i> With support, find out about questions of right and wrong. <i>Talk about issues of good and bad, right and wrong arising from the stories.</i></p>

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Year 2	Know about and understand a range of religions and worldviews.	<p>Recall and name 3 different beliefs and practices, including festivals, such as Christmas and Easter, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p><i>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr</i></p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p> <p><i>Talk about some of the stories that are used in religion and why people still read them.</i></p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p><i>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like.</i></p>	•
	Express ideas and insights about the nature, significance and impact of religions and worldviews.	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p><i>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</i></p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p><i>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.</i></p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p><i>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</i></p>	
	Gain and deploy the skills needed to engage seriously with religions and worldview.	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p><i>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</i></p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p><i>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</i></p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p><i>Talk about issues of good and bad, right and wrong arising from the stories</i></p>	

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Year 3	Know about and understand a range of religions and worldviews.	<p>Begin to describe and make a connection between different features of the religions and worldviews they study.</p> <p><i>Retell and suggest the meanings of stories from sacred texts about people who have encountered God.</i></p> <p>Describe links between stories and other aspects of the communities they are studying.</p> <p><i>Recall and name some Bible stories that inspire Christians.</i></p> <p>Begin to describe some beliefs and symbols so that they can become aware of different ways of life.</p> <p><i>Make connections between what people believe about prayer and what they do when they pray.</i></p>	•
	Express ideas and insights about the nature, significance and impact of religions and worldviews.	<p>Recognise 2 or 3 religions so that they can begin to explain their meanings and to individuals and communities.</p> <p><i>Give examples of how and suggest reasons why Christians use the Bible today.</i></p> <p>Identify the challenges of commitment to a community of faith or belief.</p> <p><i>Describe ways in which prayer can comfort and challenge believers</i></p> <p>With support, consider 2 different dimensions of religion, so that they can, with support, begin to explore some similarities and differences between different religions.</p> <p><i>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</i></p>	
	Gain and deploy the skills needed to engage seriously with religions and worldviews	<p>With guidance, discuss and present their own views on challenging questions about belonging and meaning.</p> <p><i>Ask questions and suggest some of their own responses to ideas about God.</i></p> <p>Begin to consider ideas about ways in which diverse communities can live together for the wellbeing of all.</p> <p><i>Respond to examples of co-operation between different people.</i></p> <p>With support, discuss ideas about what is right and wrong and what is just and fair.</p> <p><i>Discuss their own and others' ideas about why humans do bad things and how people try to put things right</i></p>	

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Year 4	<p>Know about and understand a range of religions and worldviews.</p>	<p>Describe and make connections between different features of the religions and worldviews they study. <i>Make connections between some of Jesus' teachings and the way Christians live today.</i> Describe and begin to understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom. <i>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</i> Describe some beliefs and symbols so that they can identify different ways of life and ways of expressing meaning. <i>Describe what happens in Christian and Jewish ceremonies of commitment and say what these rituals mean.</i></p>	<ul style="list-style-type: none"> •
	<p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>Identify 3 examples of religions and worldviews so that they can begin to explain their meanings to individuals and communities. <i>Identify the most important parts of Easter for Christians and say why they are important.</i> Describe some of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. <i>Suggest reasons why marking the milestones of life are important to Christians.</i> Consider 2 or 3 dimensions of religion, so that they can explore some similarities and differences within and between different religions. <i>Explain similarities and differences between ceremonies of commitment.</i></p>	
	<p>Gain and deploy the skills needed to engage seriously with religions and worldviews</p>	<p>C1. With greater independence, discuss and present their own views on challenging questions about belonging, meaning and purpose. <i>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</i> C2. Consider ways in which diverse communities can live together for the wellbeing of all. <i>Present ideas about the most important attitudes and values to have today, making links with Christian values.</i> C3. Discuss ideas about what is right and wrong and what is just and fair, and express their own ideas in response <i>Suggest some ideas about good ways to treat others.</i></p>	

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Year 5	Know about and understand a range of religions and worldviews.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life. <i>Recall and name some key features of places of worship studied.</i> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs. <i>Outline clearly a Christian understanding of what God is like, using examples and evidence.</i> Explore and describe some beliefs, symbols and actions so that they can begin to understand different ways of life and ways of expressing meaning. <i>Give two reasons why a Christian believes in God and one why an atheist does not.</i>	
	Express ideas and insights about the nature, significance and impact of religions and worldviews.	Observe and understand 4 examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. <i>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</i> Understand some of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, in their own lives. <i>Give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging.</i> Summarise and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions. <i>Select and describe the most important functions of a place of worship for the community.</i>	
	Gain and deploy the skills needed to engage seriously with religions and worldviews	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning and purpose applying ideas of their own in different forms including (e.g.) music, art and poetry. <i>Present ideas about the importance of people in a place of worship, rather than the place itself.</i> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. <i>Find out about what believers say about their places of worship.</i> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. <i>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas.</i>	

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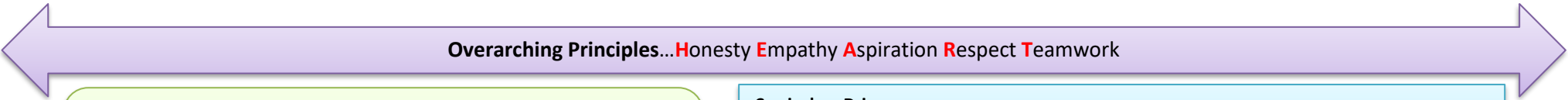
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Year 6	<p>Know about and understand a range of religions and worldviews.</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p><i>Outline Christian and another belief about life after death.</i></p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p><i>Identify the values found in stories and texts.</i></p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p><i>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven and reincarnation.</i></p>	<ul style="list-style-type: none"> •
	<p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p><i>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</i></p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p><i>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</i></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p><i>Describe some Christian and Humanist values simply.</i></p>	
	<p>Gain and deploy the skills needed to engage seriously with religions and worldviews</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p><i>Examine the title question from different perspectives, including their own.</i></p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p><i>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth and peace in the light of their learning.</i></p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p><i>Express their own ideas about some big moral concepts, such as fairness or honesty, comparing them with the ideas of others they have studied.</i></p>	



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