

Religious Education

Intent

At Stamford Bridge Primary School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area.

Our Agreed Syllabus for Religious Education is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the four local authorities that comprise the Humberside region, following the similar joint RE syllabuses of 1999, 2005 and 2010.

*To ensure that children receive the full Religious Education curriculum we organise the unit of study over a two year cycle.

Key Stage 1

Attainment targets (National Curriculum)

AT1- Knowledge and Understanding

- Recall and name different beliefs and practices, including festivals, worship and rituals
- Retell some religious and moral stories from sacred writings, recognising the traditions from which they come
- Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life
- Identify what difference belonging to a faith community might make
- Observe and recount different ways of expressing identity and belonging to faith groups, including wearing clothing and symbols and taking part in acts of worship
- Pupils present ideas about two different religions using key words for each faith studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief
- Consider responses to big questions from different religious traditions and worldviews
- Give examples of co-operation from different religious traditions
- Identify how different religions answer questions of right and wrong

AT2- Reflection and Response

- Suggest meanings behind different beliefs and practices
- Suggest meanings of some religious and moral stories
- Appreciate some similarities between faith communities
- Ask and respond to questions about what individuals and faith communities do, and why
- Respond sensitively to expressions of belonging to faith groups
- Notice and respond sensitively to some similarities between different religions and worldviews
- Express their own ideas and opinions using words, music, art or poetry
- Respond with ideas to examples of co-operation from different religious traditions
- Express their ideas and opinions in response to questions of right and wrong

Skills

With the attainment targets in mind, the following skills have been devised to ensure that the Religious Education curriculum is progressive and skills based.

Key Stage 1

Y1 and Y2 - To understand beliefs and teachings

Describe some of the teachings of a religion.
Describe some of the main festivals or celebrations of a religion.

Y1 and Y2 - To understand practices and lifestyles

Recognise, name and describe some religious artefacts, places and practices.

Y1 and Y2 – To understand how beliefs are conveyed

Name some religious symbols.
Explain the meaning of some religious symbols.

Y1 and Y2 – To reflect

Identify the things that are important in their own lives and compare these to religious beliefs.
Relate emotions to some of the experiences of religious figures studied.
Ask questions about puzzling aspects of life.

Y1 and Y2 – To understand values

Identify how they have to make their own choices in life.
Explain how actions affect others.
Show an understanding of the term 'morals'.

Key Stage 2

Attainment targets (National Curriculum)

AT1- Knowledge and Understanding

Describe and make connections between different features of religions, including celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage. Describe and show understanding of links between stories, beliefs and practices of faith communities.

Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship.

Show understanding of how beliefs, practices and forms of expression influence individuals and communities.

Show understanding of the challenges of commitment to a community of faith.

Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places.

Present their own and others' views to challenging questions about belonging, meaning, purpose and truth.

Identify ways in which diverse communities can live together for the wellbeing of all.

Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair.

AT2- Reflection and Response

Reflect on the significance for faith members of participating in celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage.

Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities.

Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship.

Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities.

Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives.

Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places.

Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry.

Respond thoughtfully to ideas about community, values and respect.

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.

Lower Key Stage 2

Y3 and Y4 - To understand beliefs and teachings

Present the key teachings and beliefs of a religion.

Refer to religious figures and holy books to explain answers.

Y3 and Y4 - To understand practices and lifestyles

Identify religious artefacts and explain how and why they are used.
Describe religious buildings and explain how they are used.
Explain some of the religious practices of both clerics and individuals.

Y3 and Y4 – To understand how beliefs are conveyed

Identify religious symbolism in literature and the arts.

Y3 and Y4 – To reflect

Show an understanding that personal experiences and feelings influence attitudes and actions.
Give some reasons why religious figures may have acted as they did.
Ask questions that have no universally agreed answers.

Y3 and Y4 – To understand values

Explain how beliefs about right and wrong affect people's behaviour.
Describe how some of the values held by communities or individuals affect behaviour and actions.
Discuss and give opinions on stories involving moral dilemmas.

Upper Key Stage 2

Y5 and Y6 - To understand beliefs and teachings

Explain how some teachings and beliefs are shared between religions.
Explain how religious beliefs shape the lives of individuals and communities.

Y5 and Y6 - To understand practices and lifestyles

Explain the practices and lifestyles involved in belonging to a faith community.
Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles
Show an understanding of the role of a spiritual leader.

Y5 and Y6 – To understand how beliefs are conveyed

Explain some of the different ways that individuals show their beliefs.

Y5 and Y6 – To reflect

Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
Explain their own ideas about the answers to ultimate questions.

Explain why their own answers to ultimate questions may differ from those of others.

Y5 and Y6 – To understand values

Explain why different religious communities or individuals may have a different view of what is right and wrong.

Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).

Express their own values and remain respectful of those with different values.