

## Religious Education

### **Our School Aims**

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

### **Opportunities**

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"><li>• Study the main stories of Christianity.</li><li>• Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li><li>• Study other religions of interest to pupils.</li></ul>	<ul style="list-style-type: none"><li>• Study the beliefs, festivals and celebrations of Christianity.</li><li>• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li><li>• Study three of the major six religions not studied in depth in order to gain a brief outline.</li><li>• Study other religions of interest to pupils</li></ul>

## Key Stage 1

Year	Achievement	Knowledge and Independent Application				
		To understand beliefs and teachings	To understand practices and lifestyles	To understand how beliefs are conveyed	To reflect	To understand values
1	<b>Emerging</b>	Answer how and why questions about experiences and in response to religious stories or events.	Describe the similarities and differences between themselves and others, and among families, customs and traditions.	Becoming aware of some signs and symbols directly linked to their own family traditions, customs and beliefs.	Talk about family customs and routines.	Knows that other children don't always enjoy the same things and are sensitive to this
	<b>Expected</b>	Show an awareness of the teachings of a religion. Christianity/ Islam  Talk about some familiar festivals or celebrations of a religion.	Recognise some religious artefacts and places.	Show an awareness of some religious symbols.	Talk about the things that are important in their own lives. Begin to ask about puzzling aspects of life.	Recognise how actions affect others.
	<b>Exceeding</b>	Begin to talk about some of the teachings of a religion (Christianity/ Islam) Begin to describe festivals or celebrations of a religion.	Recognise and describe some religious artefacts, places and understand their importance.	Begin to name some religious symbols.	Talk about the things that are important in their own lives and begin to compare these to religious beliefs. Ask questions about puzzling aspects of life.	Explain how actions affect others.
2	<b>Emerging</b>	Begin to talk about some of the teachings of a religion (Christianity/ Islam) Begin to describe festivals or celebrations of a religion.	Recognise and describe some religious artefacts, places and understand their importance.	Begin to name some religious symbols.	Talk about the things that are important in their own lives and begin to compare these to religious beliefs. Ask questions about puzzling aspects of life.	Explain how actions affect others.
	<b>Expected</b>	Describe some of the teachings of a religion. Christianity (3 main teachings - Jesus is the son of God, Jesus died and rose again, Christian practice - prayer is important) and Islam (1 teaching - five pillars)	Recognise, name and describe some religious artifacts, places and practices.	Name some religious symbols. Explain the meaning of some religious symbols.	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.	Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.

		Describe some of the main festivals or celebrations of a religion (Christianity and Islam).				
	<b>Exceeding</b>	Describe in detail some of the teachings of a religion. Christianity (3 main teachings - Jesus is the son of God, Jesus died and rose again, Christian practice - prayer is important) and Islam (1 teaching - five pillars)  Describe in detail the main festivals or celebrations of a religion (Christianity and Islam) and explain their meaning.	Recognise, name and describe some religious artefacts, places and practices and talk about why they are important.	Explain the meaning of some religious symbols and talk about why they are important.	Identify and explain the things that are important in their own lives and compare these to religious beliefs.  Begin to have empathy for the experiences of religious figures studied.	Identify why they have to make their own choices in life. Explain how other people's actions affect us. Show an understanding of the term 'morals' and what they teach us.

### Lower Key Stage 2

Year	Achievement	Knowledge and Independent Application				
		To understand beliefs and teachings	To understand practices and lifestyles	To understand how beliefs are conveyed	To reflect	To understand values
3	<b>Emerging</b>	Understand some of the main teachings and beliefs of a religion as a group.  Know some of the religious or figures and holy books of three main religions.	Recognise, name and describe some religious artefacts, places and practices and talk about why they are important.	Explain the meaning of some religious symbols and talk about why they are important.	Show an understanding that personal feelings influence actions.  Begin to ask questions that have no universally agreed answers.	Identify why they have to make their own choices in life. Explain how other people's actions affect us. Show an understanding of the term 'morals' and what they teach us.
	<b>Expected</b>	Present the main teachings	Identify religious	Identify religious	Show an understanding	Explain how beliefs about

		<p>and beliefs of a religion as a group.</p> <p>Know the religious figures and holy books of three main religions.</p>	<p>artefacts and explain how they are used.</p> <p>Describe religious buildings.</p> <p>Explain some of the religious practices of religious leaders.</p>	<p>symbolism in art.</p>	<p>that personal feelings influence attitudes and actions.</p> <p>Ask questions that have no universally agreed answers.</p>	<p>right and wrong affect people's behaviour.</p> <p>Describe how some of the values held by individuals affect behaviour and actions.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p>
	<b>Exceeding</b>	<p>Individually, present the main teachings and beliefs of a religion.</p> <p>Know the religious figures and holy books of three main religions and explain the significance/the role of these.</p>	<p>Identify religious artefacts and explain how, when and why they are used.</p> <p>Describe religious buildings and explain key common features which support worship.</p> <p>Explain some of the religious practices of religious leaders and the effects they have on the followers of that religion.</p>	<p>Identify and explain religious symbolism in art.</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Ask and attempt to give an answer to questions that have no universally agreed answers.</p>	<p>Explain how beliefs about right and wrong affect people's behaviour and understand the importance of this.</p> <p>Describe and explain how some of the values held by communities affect behaviour and actions.</p> <p>Identify the moral dilemmas in stories.</p>
<b>4</b>	<b>Emerging</b>	<p>Individually, present the main teachings and beliefs of a religion.</p> <p>Know the religious figures and holy books of three main religions and explain the significance/the role of these.</p>	<p>Identify religious artefacts and explain how, when and why they are used.</p> <p>Describe religious buildings and explain key common features which support worship.</p> <p>Explain some of the religious practices of religious leaders and the effects they have on the followers of that religion.</p>	<p>Identify and explain religious symbolism in art.</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Ask and attempt to give an answer to questions that have no universally agreed answers.</p>	<p>Explain how beliefs about right and wrong affect people's behaviour and understand the importance of this.</p> <p>Describe and explain how some of the values held by communities affect behaviour and actions.</p> <p>Identify the moral dilemmas in stories.</p>
	<b>Expected</b>	<p>Present the key teachings and beliefs of a religion.</p>	<p>Identify the importance of religious artefacts and explain how, when and why</p>	<p>Identify religious symbolism in literature and the arts.</p>	<p>Show an understanding that personal experiences and feelings</p>	<p>Explain how beliefs about right and wrong affect people's behaviour and</p>

		Refer to religious figures and holy books to explain answers.	they are used.  Describe religious buildings and explain how they are used in worship.  Explain some of the religious practices of both clerics and spiritual leaders.		influence attitudes and actions.  Give some reasons why religious figures may have acted as they did.  Ask and attempt to give answers to questions that have no universally agreed answers.	understand the importance of this.  Show an awareness of morals and how this can affect how people behave.  Identify the moral dilemmas in stories and how the characters are affected by the actions.
	<b>Exceeding</b>	Identify the differences in the key beliefs of three main religions.  Use in detail religious figures and holy books to explain answers.	Identify religious artefacts and explain how they are used when practicing a faith.  Describe religious buildings and explain how a spiritual leader uses them.  Explain the wider role in the community of both clerics and spiritual leaders.	Identify and explain the significance of religious symbols in literature and the arts.	Give opinions about the actions of different religions demonstrating and understanding of why people may act as they do/did.  Explain why religious figures may have acted as they did.  Individually explore and evaluate a range of different answers to questions that have no universally agreed answers.	Explain how beliefs in a range of circumstances about right and wrong affect people's behaviour and understand the importance of this.  Reflect on a wider range of morals and how this can affect how people behave.  Identify the moral dilemmas in stories and how the characters are affected by the actions. Give an opinion about how they would react.

## Upper Key Stage 2

Year	Achievement	Knowledge and Independent Application				
		To understand beliefs and teachings	To understand practices and lifestyles	To understand how beliefs are conveyed	To reflect	To understand values
5	Emerging	Identify the differences in the key beliefs of three main religions.  Use in detail religious figures	Identify religious artefacts and explain how they are used when practicing a faith.  Describe religious buildings	Identify and explain the significance of religious symbols in literature and the arts.	Give opinions about the actions of different religions demonstrating and understanding of why people may act as they do/did.	Explain how beliefs in a range of circumstances about right and wrong affect people's behaviour and understand the importance of this.

		and holy books to explain answers.	and explain how a spiritual leader uses them.  Explain the wider role in the community of both clerics and spiritual leaders.		Explain why religious figures may have acted as they did.  Individually explore and evaluate a range of different answers to questions that have no universally agreed answers.	Reflect on a wider range of morals and how this can affect how people behave.  Identify the moral dilemmas in stories and how the characters are affected by the actions. Give an opinion about how they would react.
	<b>Expected</b>	Compare the similarities and differences of teachings and beliefs between religions.  Explain how religious beliefs shape the lives of individuals.	Explain the practices involved in belonging to a faith.  Compare and contrast the lifestyles of different faith groups.  Show an understanding of the role of a spiritual leader.	Experience some of the different ways that individuals show their beliefs.	Express feelings about their own identities.  As a group explain their own ideas about the answers to ultimate questions.  Understand why their own answers to ultimate questions may differ from those of others.	Explain why different religions 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.
	<b>Exceeding</b>	Compare and describe the similarities and differences of teachings and beliefs between religions.  Understand that there are different types of communities and that religious communities are shaped by their beliefs.	Explain the practices involved in belonging to a faith and how being part of a faith community can support this.  Compare and contrast the lifestyles/beliefs of different people within the same faith.  Show an understanding and describe the role of a spiritual leader.	Demonstrate some of the different ways that individuals show their beliefs.	Express and explain feelings about their own identities.  Individually explain their own ideas about the answers to ultimate questions.  Explain why their own answers to ultimate questions may differ from those of others.	Explain why different religions have a different view of what is right and wrong and what may have led them to that view.  Show an understanding of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).  Express their own values and understand why others may have different values.
<b>6</b>	<b>Emerging</b>	Compare and describe the similarities and differences of teachings and beliefs between religions.  Understand that there are different types of communities and that religious communities are	Explain the practices involved in belonging to a faith and how being part of a faith community can support this.  Compare and contrast the lifestyles/beliefs of different people within the same faith.	Demonstrate some of the different ways that individuals show their beliefs.	Express and explain feelings about their own identities.  Individually explain their own ideas about the answers to ultimate questions.  Explain why their own answers to ultimate questions may	Explain why different religions have a different view of what is right and wrong and what may have led them to that view.  Show an understanding of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).

		shaped by their beliefs.	Show an understanding and describe the role of a spiritual leader.		differ from those of others.	Express their own values and understand why others may have different values.
<b>Expected</b>	<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>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Give detail about the role of a spiritual leader.</p>	Explain some of the different ways that individuals show their beliefs.	<p>Recognise and express feelings about their own identities and relate these to religious beliefs or teachings.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <p>Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Explain why divisions occur in groups and the feelings associated with them.</p> <p>Show an awareness of conscience and how it affects people's behaviour</p>	
<b>Exceeding</b>	<p>Explain why some teachings and beliefs are shared between religions.</p> <p>Explain and describe in detail how religious beliefs shape the lives of individuals and communities.</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community and explore the concept of 'duty'.</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>Give detail about the role of a spiritual leader and compare the roles of different leaders within different religions.</p>	Explain and give examples of some of the different ways that individuals show their beliefs.	<p>Recognise and express feelings about other people's identities and relate these to religious beliefs or teachings.</p> <p>Explain their own ideas about the answers to ultimate questions and give reasons for their views.</p> <p>Explain why their own answers to ultimate questions may differ from those of others reflecting on their own experiences and the experiences of others.</p>	<p>Understand and explain why divisions occur in groups and the feelings associated with them.</p> <p>Show an understanding of conscience and how it affects people's behaviour.</p>	

## Phase Outcomes

	End of Year 2	End of Year 4	End of Year 6
To understand beliefs and teachings	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion. Christianity (3 main teachings – Jesus is the son of god, Jesus died and rose again, Christian practice – prayer is important) and Islam (1 teaching – three pillars)</li> <li>Describe some of the main festivals or celebrations of a religion (Christianity - .</li> </ul>	<ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> <li>Refer to religious figures and holy books to explain answers.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how some teachings and beliefs are shared between religions.</li> <li>Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>
To understand practices and lifestyles	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify religious artefacts and explain how and why they are used.</li> <li>Describe religious buildings and explain how they are used.</li> <li>Explain some of the religious practices of both clerics and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>Show an understanding of the role of a spiritual leader.</li> </ul>
To understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their beliefs.</li> </ul>
To reflect	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>Give some reasons why religious figures may have acted as they did.</li> <li>Ask questions that have no universally agreed answers.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>Explain their own ideas about the answers to ultimate questions.</li> <li>Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>
To understand values	<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the term 'morals'.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people's behaviour.</li> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>Express their own values and remain respectful of those with different values.</li> </ul>

## P-Scales

<p><b>P4</b></p> <ul style="list-style-type: none"> <li>• Use single elements of communication to express feelings.</li> <li>• Show an understanding of 'yes' and 'no'.</li> <li>• Begin to respond to the feelings of others.</li> <li>• Join in with activities by initiating ritual actions or sounds.</li> <li>• Demonstrate an appreciation of stillness and quietness.</li> </ul>	<p><b>P5</b></p> <ul style="list-style-type: none"> <li>• Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings.</li> <li>• Respond to a variety of new religious experiences.</li> <li>• Take part in activities involving two or three other learners.</li> <li>• Engage in moments of individual reflection.</li> </ul>	<p><b>P6</b></p> <ul style="list-style-type: none"> <li>• Express and communicate feelings in different ways.</li> <li>• Respond to others in group situations and cooperate when working in small groups.</li> <li>• Listen to, and begin to respond to, familiar religious stories, poems and music, and make contributions to celebrations and festivals.</li> <li>• Carry out ritualised actions in familiar circumstances.</li> <li>• Show concern and sympathy for others in distress.</li> <li>• Begin to be aware of own influence on events and other people.</li> </ul>	<p><b>P7</b></p> <ul style="list-style-type: none"> <li>• Listen to and follow religious stories.</li> <li>• Communicate their ideas about religion, life events and experiences in simple phrases.</li> <li>• Evaluate own work and behaviour in simple ways, beginning to identify some actions as right or wrong.</li> <li>• Find out about aspects of religion through stories, music or drama, answer questions and communicate responses.</li> <li>• Communicate feelings about what is special.</li> <li>• Begin to understand that other people have needs and to respect these.</li> <li>• Make purposeful relationships with others in group activity.</li> </ul>	<p><b>P8</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to religious stories or to people talking about religion.</li> <li>• Begin to understand that religious and other stories carry moral and religious meaning.</li> <li>• Communicate ideas, feelings or responses to experiences or to retell religious stories.</li> <li>• Communicate simple facts about religion and important people in religions.</li> <li>• Realise the significance of religious artefacts, symbols and places.</li> <li>• Reflect on emotions (happy, sad, excited or lonely).</li> <li>• Demonstrate a basic understanding of what is right and wrong in familiar situations.</li> <li>• Show sensitivity to the needs and feelings of others and show self respect.</li> <li>• Treat living things and their environment with care and concern.</li> </ul>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Describe themselves in positive terms.</li> <li>• Describe own and others' feelings.</li> <li>• Describe own and others' feelings and their consequences.</li> <li>• Understand that their own actions affect other people.</li> <li>• Know that some behaviour is wrong.</li> <li>• Know that others do not always enjoy the same things and show sensitivity to this.</li> </ul>
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## Challenge – KS3

<p><b>Religious education opportunities</b></p> <ul style="list-style-type: none"> <li>• Extend knowledge and understanding of Christianity.</li> <li>• Become more familiar with the teaching and beliefs of other major world religions.</li> <li>• Appreciate the similarities and differences between religions.</li> <li>• Study some of the guidelines for living in various religions.</li> <li>• Explore the ideas of Rites of Passage.</li> </ul>	<p><b>Learning about religion</b></p> <ul style="list-style-type: none"> <li>• Explore the way religious figures are portrayed in art, poetry and music.</li> <li>• Understand beliefs in Christianity such as God the Father, Son and Holy Spirit.</li> <li>• Compare readings from religious scripture.</li> <li>• Understand the significance of religious festivals.</li> <li>• Explore the significance of religious stories in today's world.</li> <li>• Visit religious buildings and meet figures from different religions.</li> </ul>	<p><b>Learning from religion</b></p> <ul style="list-style-type: none"> <li>• Consider rituals in own life and compare to religious rituals.</li> <li>• Understand why divisions occur in groups and the feelings associated with them.</li> <li>• Consider material possessions and their value as opposed to spiritual fulfillment.</li> <li>• Consider suffering and what religions tell us about this.</li> <li>• Consider the concept of enlightenment.</li> <li>• Reflect on opportunities to show 'loving kindness'.</li> <li>• Identify the qualities of key religious figures.</li> <li>• Explore the concept of 'duty'.</li> <li>• Consider the significance of religious symbols.</li> <li>• Explore questions related to life and death.</li> <li>• Explore rituals that mark changes in life.</li> </ul>
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