

Below outlines the learning focus for each term

### Learning Outcomes For Key Stage 1

#### Investigation of religions and worldviews

- talk about some things about people, that make people ask questions;
- ask their own questions about God/deity, special people and special occasions;
- provide a good reason for the views they have and the connections they make.

#### Knowledge and understanding of Christianity

- recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians;
- recall the key features of the Gospel stories of Christmas and Easter;
- say something about how Christians talk about a relationship with God;
- say something about how and why Christians try to help others;
- provide a good reason for the views they have and the connections they make.

#### Knowledge and understanding of religions or worldviews other than Christianity

- recall stories about an inspirational person;
- recall key features of an inspirational event, place, ritual or special occasion;
- say how stories in a selected tradition are inspirational for believers;
- say something about how and why followers of this tradition try to help others;
- provide a good reason for the views they have and the connections they make.

Term	Learning Focus		
	Knowledge	Skills	
Autumn 1	<p><b>Is it possible to be kind to everyone all of the time? (Christianity)</b> <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>• Is able to retell a story from a religion or other belief system and state some things that people believe</li> <li>• I know the key features of a Bible story that shows kindness.</li> <li>• I can retell a bible story about being kind</li> <li>• I understand how stories can give messages about how we behave towards others.</li> <li>• I know why Christians should be kind and understand why sometimes this might be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about some ways religious beliefs can affect my and other peoples choices / actions being respectful of the views of others</li> <li>• Can ask about what happens to others with respect to their feelings</li> <li>• I can remember something Jesus said or did to be kind and express my view about this.</li> <li>• I can express my views about whether it is possible to be kind all of the time – with reasons</li> <li>• Make comparisons between people of different religions or other belief systems stating differences and similarities</li> </ul>	

Autumn 2	<p><b>How do we remember people and why?</b></p> <ul style="list-style-type: none"> <li>• I know what memories are and why they are important</li> <li>• I know that we remember people we did not know but who did important things</li> <li>• I know a range of events / activities we do to remember at different times of the year – Remembrance Sunday</li> <li>• I know about some inspirational people within religions and can describe why they are remembered.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about what has happened to me and ask about what happens to others with respect for their feelings.</li> <li>• I can name some people do have done important things and talk about why they are remembered</li> <li>• I can describe what Remembrance Day is and what takes place.</li> </ul>	
Spring 1	<p><b>What rules are the most important and why?</b></p> <ul style="list-style-type: none"> <li>• I know some school rules and why these are important</li> <li>• I understand that rules can help direct our choices / actions</li> <li>• I know that Jews use the Torah as a rule book and a guide to life.</li> <li>• I know about the 10 commandments and where they are written in the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the importance of rules</li> <li>• I can discuss which commandments are still necessary providing a good reason for the views</li> <li>• I can express what is important to me and to others with respect for their feelings</li> </ul>	PSHE - Rules
Spring 2	<p><b>Is it true that Jesus came back to life again? (Christianity)</b> <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>• Knows about celebrations – for example Easter</li> <li>• I know and can re-tell the Easter Story.</li> <li>• I understand what is meant by ‘resurrection’ and what this means to Christians</li> <li>• I can recall what happened to Jesus on Easter Sunday</li> <li>• I know about the Christian belief in Jesus’ resurrection and am starting to explain why this is so important to them</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the key features of the Gospel story of Easter</li> <li>• I can talk about what I think happened to Jesus</li> <li>• I can talk about some things in stories that make people ask questions</li> <li>• I can suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion</li> <li>• Make comparisons between people of different religions or other belief systems stating differences and similarities</li> </ul>	English – retelling the key events in a story

<p>Summer 1</p>	<p><b>Does going to the Mosque give Muslims a sense of belonging? (Islam)</b>  <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>• I know that a Mosque is a special place for Muslims</li> <li>• I can use the correct words to describe what Muslims do and feel when they attend prayer at a Mosque</li> <li>• Know what some religious and other symbols stand for and say what some forms of religious art represents</li> <li>• I know what happens when Muslims pray alone or at the Mosque</li> <li>• I know and can describe how Muslims achieve a sense of belonging through prayer</li> </ul>	<ul style="list-style-type: none"> <li>• I can start to explain when Muslims might feel like they belong</li> <li>• I can describe how Muslims feel a sense of belonging when they are with other Muslims and say why this might be</li> <li>• I can say whether I would prefer to pray alone or with others and give reasons why</li> <li>• Talk about some of the things that are the same for people of different religions or other belief systems</li> </ul>	<p><b>PSHE - celebrating differences, why is it good to be unique and special.</b></p>
<p>Summer 2</p>	<p><b>Does completing Hajj make a person a better Muslim? (Islam)</b>  <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>• I use the correct words to describe some parts of the Hajj</li> <li>• I know some of the events that happen during Hajj and start to explain why these are important to Muslims</li> <li>• I can explain how some events during Hajj could help Muslims feel a sense of commitment to God</li> <li>• Know what some religious and other symbols stand for and say what some forms of religious art represents</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a special journey I have been on and why it was special to me</li> <li>• I can talk about what is important to me and to others with respect for their feeling</li> <li>• I can start to imagine how it might feel to be on the Hajj</li> <li>• I can express my own opinion as to whether Hajj makes a person a better Muslim</li> </ul>	<p><b>English - reading and expressing their opinion</b></p>

**Ambition / Intent:**

At Camrose we are proud to celebrate the diversity of faiths and cultures within our community. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. By learning about religion our children will develop an understanding and acceptance of others' beliefs, cultural practices.

At Camrose, RE prepares children to have a strong sense of belonging to their local, wider and global community and furthers their understanding of the multi-cultural society, ultimately enabling pupils to develop respect, awareness and responsibility towards our world. We aim to develop children's positive attitudes towards other peoples' views, faiths and beliefs even if they differ from their own.

**Design / Implementation:**

The school follows a curriculum created by 'Discovery RE.'- this scheme of work ensures that we are teaching about a multitude of religions that are revisited throughout the Key Stages to enable a progression of learning across the school. Weekly RE lessons aim to provide children with the tools to enable them to have a respectful discussion of the key principals of the major world religions. Activities to further enrich children's understanding, such as visits to places of worship, visitors in school and assemblies where key festivals and enjoyed and celebrated all contribute to making the learning aspirational and ambitious.

In Early Years the children spend time exploring the religions of Christianity and Judaism in the first two terms. The children think about the celebrated festivals in the Christian calendar, linking this to the celebrations in Judaism. The final term brings this together with exploring special stories and places of a multitude of religions.

Years One and Two build upon this teaching as the children look in more depth at what Christians believe - the children take time to ask 'Big Questions' and make connections across religions. The children also learn about Judaism in Year One and are introduced to Islam in Year Two.

Key Stage Two builds upon the learning of Christianity, Sikhism, Judaism and Islam with the addition of Hinduism in Year Three. The children are encouraged to think critically and ask questions of a religion as each half term focuses on a 'Big Question'.

**Impact:**

By the time our children leave Key Stage 1 they will:

- Recall and name different beliefs and practices.
- Retell and suggest meanings to some religious and moral stories.
- Recognise different symbols and actions linked with religious communities.
- Ask and respond to questions.
- Observe and recount different ways of expressing identity and belonging.
- Notice and respond sensitively to similarities between religions and worldviews.
- Explore questions about belonging, meaning and truth.
- Find out about examples of cooperation between people who are different.
- Find out about questions of right and wrong