

Below outlines the learning focus for each term

### Learning Outcomes For Lower Key Stage 2

#### Investigation of religions and worldviews

- compare different ideas about God and humanity in the traditions studied;
- ask important questions about the practice of faith and compare some different possible answers;
- link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;
- provide good reasons for the views they have and the connections they make.

#### Knowledge and understanding of Christianity

- describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection;
- describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others;
- describe a way in which some Christians work together locally;
- describe the importance of the Bible for Christians and give examples of how it is used;
- provide good reasons for the views they have and the connections they make.

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

- describe what believers might learn from the significant texts/writings being studied;
- describe what some of the arts in the tradition being studied might mean to believers;
- describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions;
- describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used;
- provide good reasons for the views they have and the connections they make

Term	Learning Focus		
	Knowledge	Skills	
Autumn 1	<p><b>Would celebrating Diwali bring a feeling of belonging to a Hindu child? (Hinduism)</b> <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>• I know some of the things Hindus do during Diwali at home and at the Temple</li> <li>• I know some of the ways Hindus celebrate Diwali</li> <li>• I can say what a believer might learn from an important religious story or other belief system</li> <li>• I can explain how I think Hindu children might feel at Diwali</li> <li>• I understand how celebrations can bring a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what I might enjoy about Diwali</li> <li>• I can say why Diwali might bring a sense of belonging to Hindus</li> <li>• I can give my own views on whether I would feel a sense of belonging if I celebrated Diwali</li> </ul>	<b>PSHE – Belonging Art – making Divas</b>

Autumn 2	<p><b>Has Christmas lost its true meaning? (Christianity)</b>  <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>I can recall the Christian nativity story</li> <li>I can describe what the nativity story tells Christians about Jesus (gift to the world from god)</li> <li>I can say what a believer might learn from an important religious story or other belief system</li> <li>I know that Christians believe that Jesus was God in human form and why God gave Him to the world</li> <li>I can make links between Christian beliefs about Christmas and the way it is celebrated</li> <li>I can explain the true meaning of Christmas for Christians</li> </ul>	<ul style="list-style-type: none"> <li>I know different ways Christmas is celebrated by Christians and non-Christians</li> <li>I can describe what Christmas means to me</li> <li>I recognise that Christmas means different things to different people</li> <li>I can compare and contrast some of the things that influence me with those that influence other people</li> <li>I can explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas</li> </ul>	
Spring 1	<p><b>Does joining the Khalsa make a person a better Sikh? (Sikhism)</b>  <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>I know what Sikhs do during the Amrit ceremony</li> <li>I can describe what might motivate a Sikh to go through the Amrit ceremony</li> <li>I know that some Sikhs choose to join the Khalsa to reinforce their commitment to God</li> <li>I use religious terms to describe some of the different ways in which people show their beliefs</li> <li>Describe the outward symbols (5K's) associated with Khalsa</li> <li>I show some understanding of the thinking and motivation behind the different choices Sikhs make</li> </ul>	<ul style="list-style-type: none"> <li>I can research effectively and use religious and other words to describe some of the different ways in which people show their beliefs.</li> <li>Can describe some things that happen in an Amrit ceremony</li> <li>I can link things that are important to me and to other people with the way I think and behave.</li> <li>I can compare my ideas and experiences of joining / belonging those of other people.</li> <li>I know that joining the Khalsa is not all it takes to be a better Sikh</li> </ul>	
Spring 2	<p><b>What is good about Good Friday? (Christianity)</b>  <i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>I can say what a believer might learn from an important religious story or other belief system</li> <li>I recognise symbols relating to the Last Supper and Jesus' death</li> <li>I know what these symbols represent (cross, bread, wine)</li> <li>I know why Christians believe Jesus' death is important</li> <li>I know why some Christians see Jesus' death as being 'good'</li> <li>I can explain the symbolism of the cross for Christians</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what I find puzzling or interesting about the Last Supper</li> <li>I can link things that are important to me and to other people with the way I think and behave.</li> </ul>	

<p>Summer 1</p>	<p><b>How do faith groups mark naming ceremonies? (Hinduism)</b></p> <ul style="list-style-type: none"> <li>• I know that, children's names are chosen with carefully, with meaning and significance</li> <li>• I know that the arrival of a baby is a cause for celebration for family and even for a community.</li> <li>• I know that the Hindu naming ceremony is called the Namakaran Puja Prayer / Ceremony</li> <li>• I know this often happens 40 days after the birth.</li> <li>• I know the key features of the ceremony including the items used</li> </ul>	<ul style="list-style-type: none"> <li>• I can make comparisons between people of different religions or other belief systems stating differences and similarities <ul style="list-style-type: none"> <li>❖ I can discuss different ways people celebrate a new baby.</li> <li>❖ I can compare my ideas with those of other people.</li> </ul> </li> <li>• I can ask important questions about life, express my view and compare with a particular religious view</li> <li>• I can compare and contrast some of the things that influence me with those that influence other people</li> <li>• I can describe some of the artefacts used in a religious celebration and compare them to those used by other religions</li> </ul>	
<p>Summer 2</p>	<p><b>What makes some places sacred? Christianity, Islam</b></p> <ul style="list-style-type: none"> <li>• I use religious terms to describe some of the different ways in which people show their beliefs</li> <li>• I know that people of faith have special places to pray.</li> <li>• I know what the words holy and sacred mean.</li> <li>• Know that holy places create an atmosphere that helps prayer.</li> <li>• I know what a church is and its function</li> <li>• I know and can explain why a church is special for its community</li> <li>• I know what a mosque is</li> <li>• I know and can explain why a mosque is special for its community</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall and discuss the key features of an inspirational event, place, ritual or special occasion;</li> <li>• I can identify religious places and explain how and why they are used in religions and other belief systems.</li> <li>• I can compare my ideas with those of other people.</li> <li>• I can express my view and compare with a particular religious view</li> </ul>	

**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 our school they will:

- Describe and make connections about different religions and worldviews.
- Describe and understand links between stories and other aspects of different communities.
- Explore different beliefs, symbols and actions.
- Observe and understand varied examples of religions and worldviews.
- Understand challenges of commitment to a community of faith.
- Spot similarities and differences.
- Discuss and present thoughtfully their own views.
- Consider how diverse communities can live together.
- Research and answer ethical questions.