

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>How special is the relationship Jews have with God? (Judaism) <i>Discovery RE</i></p> <ul style="list-style-type: none"> • I know and retell a story about a person important to Jews (Arbraham, Isaac) • I can explain how a story is significant to Jewish peoples beliefs • Know about how this relationship started (covenant) • Use religious terms accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups and other belief systems • I can start to explain what makes Jewish people believe they have a special relationship with God and how that might feel • I can make links between Abraham and Moses stories and the 	<ul style="list-style-type: none"> • I can link my own ideas about how to lead a good life to the teachings of religions and beliefs being studied • Make links between the beliefs, teaching and sources of different religious and other groups and talk about how they are connected to believers' lives. • I can describe what a believer might learn from a story important within a religion or other belief system. 	

	<p>Jewish belief that they are in a special relationship with god.</p> <ul style="list-style-type: none"> • I know how some Jewish people remind themselves of their relationship with God • Understand how it feels to be in a special relationship with someone and relate to how Jews feel about their relationship with God 		
Autumn 2	<p>What do we mean by peace and where can it be found? Christianity</p> <ul style="list-style-type: none"> • I know the meaning of the word 'peace'. • I know some Christian symbols associated with peace. • I know how according to Christians belief, God wants us to pursue peace • I know and can explain how religions, focus on community cohesion to bring about peace. 	<ul style="list-style-type: none"> • I can define the word 'peace' • I can recognise peace symbols • I can present the key teachings and beliefs of a religion. • I can ask important questions about life and compare my ideas with those of other people. • I ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others • I can discuss the similarities and differences between each religion's views on peace. • I can make links between the religious beliefs and show how they are connected to our lives. 	
Spring 1	<p>How important is it for Jewish people to do what God asks them to do? (Judaism) <i>Discovery RE</i></p> <ul style="list-style-type: none"> • I use the correct vocabulary to talk about some things that are special to Jews • I know some of the things Jews can and cannot eat if they keep kosher • I know about some of the things Jews do to show respect for God • I can identify and describe some of the ways Jewish people try to do as God asks them and start to explain why they feel it is important to do so 	<ul style="list-style-type: none"> • I can discuss what I find interesting about the ways Jewish people choose to do as God asks them • I can ask questions about aspects of the Seder Meal or Kashrut law to find out why they are important • I can start to identify how it would feel to keep Kashrut • I can give my opinion as to whether Jewish ways are more or less important to show respect for God 	

Spring 2	<p>Is forgiveness always possible? (Christianity) <i>Discovery RE</i></p> <ul style="list-style-type: none"> • I know and can retell a Christian story about forgiveness (The Last Supper) • I can explain what a ‘forgiveness’ story tells people about how to treat each other. • I know what a Christian might learn about forgiveness from a Biblical text • I can explain how Christians might try to put into practice Jesus’ teachings about forgiveness • I can explain how Jesus’ teachings about forgiveness might be difficult but beneficial to Christians 	<ul style="list-style-type: none"> • I can talk about what I find tricky about forgiveness • I can ask important questions about how forgiveness is possible • Make links between the beliefs, teaching and sources of different religious and other groups and talk about how they are connected to believers' lives. • I can give my opinion about how people should live their lives and suggest what Jesus might say • I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion 	
Summer 1	<p>What role do places of worship have in communities?</p> <ul style="list-style-type: none"> • I know the correct names for places of worship for different religious groups • Describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. • I know and can describe some events / celebrations that take place in places of worship that help develop a sense of belonging • Describe a range of ways people can show their beliefs and explain why it may or may not be important to do so 	<ul style="list-style-type: none"> • I can talk about one of my special places • I can understand the impact places of worship can have on the community • I can recall some of the important things during different religious worship and explain some of the symbolisms 	
Summer 2	<p>How is Humanism the same as and different to other religion? (Humanism)</p> <ul style="list-style-type: none"> • I know what Humanists believe and how they express this • I know that for religious people they try to be “good with God”, but others think you can be “good without god”. • I know that faiths have a deity and a holy book but that Humanists do not have these • I know the 4 rules/principles of humanism • I can describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. 	<ul style="list-style-type: none"> • I can examine the principles of Humanism by researching on the humanist website. • I can discuss the idea that values show in what people do • I can talk about the origins and importance of the rules in our everyday life. • Make links between the beliefs, teaching and sources of different religious and other groups and talk about how they are connected to believers' lives. 	

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.