

Below outlines the learning focus for each term

Learning Outcomes For Upper Key Stage 2

Investigation of religions and worldviews

- describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview;
- ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;
- ask important questions about social issues and suggest what might happen depending on different moral choices;
- provide good reasons for the views they have and the connections they make.

Knowledge and understanding of Christianity

- make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts;
- describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience;
- describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art;
- describe and compare different ideas Christians may have about salvation and life after death with reference to key texts;
- provide good reasons for the views they have and the connections they make.

Knowledge and understanding of religions or worldviews other than Christianity

- make links between some texts and symbols from religion and belief and guidance on how to live a good life;
- describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;
- describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;
- describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts;
- provide good reasons for the views they have and the connections they make.

Term	Learning Focus		
	Knowledge	Skills	
Autumn 1	<p>Do all actions have a consequence? (Buddhism and Jainism)</p> <ul style="list-style-type: none"> • I know that there are consequences for doing something good or bad. • I understand that my actions affect me and others • I know what the word 'karma' means • I know that Jains believe Karma will come to them should they do "bad" things • I know that Jains believe that if they are good they will have good happy lives • I know that Buddhists believe that people can stop suffering if they stop wanting things they don't have 	<ul style="list-style-type: none"> • To talk about making choices about my own behaviour • I can ask important questions about social issues and suggest what might happen depending on different moral choices • I can explain why different religious communities or individuals may have a different view of what is right and wrong. • I can describe and explain how similarities and differences between some religions can make a difference to the lives of individuals/ communities • I can describe how religious and other beliefs, ideas and feelings are expressed in a range of styles – visual, writing, actions 	

Autumn 2	<p>How do Sikhs put their religion into practice? (Sikhism) <i>Discovery RE</i></p> <ul style="list-style-type: none"> • I know the correct names for some Sikh symbols or practices and talk about them • I know about some of the things Sikhs do to show that their religion is important to them • I know that not all Sikhs show their religion is important to them and can explain why not all Sikhs practice their religion in the same way. • I can make links between how Sikhs practice their religion and the beliefs that underpin this 	<ul style="list-style-type: none"> • I can talk about different levels of commitment • I can explain that Sikhs' commitment to the religion involves choice. • I can explain why I think some practices are more important to Sikhs than others. • I can respectfully ask questions about some ways Sikhs choose to behave and the levels of commitments they show • I can express my own opinion as to why Sikhs seem to show different levels of commitment 	
Spring 1	<p>What is the best way for a Hindu to show commitment to God ? (Hinduism) <i>Discovery RE</i></p> <ul style="list-style-type: none"> • I know the correct names for things that are special to Hindus • I understand why Hindus show commitment to God in different ways • I know that some Hindu practices will be more significant to some Hindus than others • I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this 	<ul style="list-style-type: none"> • Can talk about what I find interesting or puzzling about Hindu beliefs • Can talk about life after death beliefs and say if I agree with them • I can express my opinion on which I think might be the best way for Hindus to show their commitment to God and give my reasons • Can start to express my response to Hindu beliefs and compare these beliefs to my own • Can express my opinion on the Hindu belief in reincarnation with some reasoning 	
Spring 2	<p>How can Brahman be everywhere and in everything? (Hinduism) <i>Discovery RE</i></p> <ul style="list-style-type: none"> • I know some Hindu Gods and use their correct names • I know that Brahman is the Hindu God of Creation and is believed to be 'everything' • To understand the Hindu belief that there is only one God with many aspects. • I make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives • I understand how the Hindu belief that Brahman is everywhere and in everything influences the daily lives of Hindus 	<ul style="list-style-type: none"> • I describe what I find puzzling about a Hindu god • I can start to express my response to Hindu beliefs and compare these beliefs to my own • Can talk about some Hindu Gods and explain their significance to Hindus • I can express my understanding of how Brahman can / cannot be in everything • I can explain how aspects of my own religion influences my daily life 	

Summer 1	<p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Hinduism) <i>Discovery RE</i></p> <ul style="list-style-type: none"> • I recall what is meant by Karma • I know some things that Hindus believe about life after death • I can explain how beliefs about life and death make an impact on the ways Hindus choose to live their lives 	<ul style="list-style-type: none"> • I can talk about what I find interesting or puzzling about Hindu beliefs • I can talk about life after death beliefs and say if I agree with them • I can explain how the belief in Karma could make a difference to how Hindus choose to live • I can express my opinion on the Hindu belief in reincarnation with some reasoning 	
Summer 2	<p>How do faiths define themselves? (Baha'i)</p> <ul style="list-style-type: none"> • I know that the Baha'i faith accepts other faiths that came before. • Know and can explain some reasons for the variety of beliefs which people hold • I know how Baha people, worship and what it means to them to be able to do this either alone or with a community • I know the importance of a pilgrimage • I know that faiths have rituals and practices and prayers that are all different 	<ul style="list-style-type: none"> • I can think about how people's faith/belief impacts their lives and why some within the same faith may adopt different lifestyles. • I can describe and compare different ways of demonstrating a commitment to a tradition of religion and belief • Can explain how aspects of religion influences our daily life 	

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.