

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>How responsible are we for the environment? (Christianity/Hinduism)</p> <ul style="list-style-type: none"> • I understand the themes and messages in the Hindu stories • I know and can explain why Hindus are vegetarian • I know about and can retell the Hindu creation story • I understand the consequences of the Hindu value of ahimsa (not harming other living things) • I know about the Christian theory of creation and its link to looking after the planet. 	<ul style="list-style-type: none"> • I can make links between some texts and symbols from religion and belief and guidance on how to live a good life • I can explain how some teachings and beliefs are shared between religions • I can describe and compare different ideas from the tradition being studied about the meanings of life and death • I can ask important questions about social issues and suggest what might happen depending on different moral choices. 	

Autumn 2	<p>Is anything ever eternal? (Christianity) <i>Discovery RE</i></p> <ul style="list-style-type: none"> Evaluate different beliefs about eternity and to understand the Christian perspective on this. I know and can retell a Christian story about love and can talk about it I can begin to explain what a Christian story about love teaches Christians about how they live their lives I know what a Christian might learn about life after death from a Bible story I know that Christians believe that some things are eternal and the difference this makes to them 	<ul style="list-style-type: none"> I can talk about something I can relate to in a Christian story about love and what it means I can ask important questions about eternity I can reflect on my own beliefs about whether anything is eternal and give my reasons I can use different sources and arguments to explain the reasons for diversity within and between religious Practices and ways of life I can make links between different Christian beliefs and their views on whether anything is eternal 	
Spring 1	<p>What is the truth about the Vaisakhi story? (Sikhism)</p> <ul style="list-style-type: none"> I know the origins of the Sikh faith I understand the importance of the Vaisakhi story to Sikhs I know and understand that people with a faith share a common heritage and beginnings that is integral to their faith. I understand the meaning of 'Religious persecution' I know about Dastar Bhandi (Sikh coming of age ceremony) 	<ul style="list-style-type: none"> I can make links between some texts and symbols from religion and belief and guidance on how to live a good life I can explain how some teachings and beliefs are shared between religions how beliefs have had different effects on communities and societies I can ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. 	
Summer 1	<p>Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam) <i>Discovery RE</i></p> <ul style="list-style-type: none"> I know something Muslims believe about how they should try to live good lives I know that Muslims believe in life after death and understand that this is linked to how they choose to behave I know that a belief in Akhirah influences Muslims to do their best and lead good lives 	<ul style="list-style-type: none"> I can explain my own views on life after death I recognise what motivates or influences me to lead a good life and can compare it to what motivates and influences Muslims I can ask questions about life after death and explore how what I believe about this might influence my life 	

<p>Summer 2</p>	<p>Who do we look for inspiration and why? Buddhism and Humanism</p> <ul style="list-style-type: none"> • I understand the term ‘aspiration’ and what it means to look up to someone. • I know that Humanists do not have a faith or religious figures in their lives so they look up to people who have contributed to the world • I know who Charles Darwin is and about his work and the links between science. • I know that Buddhists look to their religious leaders for inspiration on which to lead their lives. • I know about the life of the Dalai Lama • Knows about and can make links between some texts and symbols from religion and belief and guidance on how to live a good life 	<ul style="list-style-type: none"> • I can 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 describe and compare different ideas from the tradition being studied about the meanings of life and death • I can ask important questions about social issues and suggest what might happen depending on different moral choices. • I can use different sources and arguments to explain the reasons for diversity within and between religious Practices and ways of life 	
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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.