

Below outlines the learning focus for each term

### Learning Outcomes For Key Stage 1

#### Investigation of religions and worldviews

- talk about some things 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		Cross curricular Links
	Knowledge	Skills	
Autumn 1	<b>What makes faith buildings special? Sikhism</b> <ul style="list-style-type: none"> <li>• I know what a place of worship is (<i>generally</i>)</li> <li>• I know and can talk about why a place of worship is important to different people. (<i>generally</i>)</li> <li>• I know what you might see and experience at a Sikh Gurdwara.</li> <li>• I can describe how worship helps people feel closer to God</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why a place of worship is an important place to many people</li> <li>• I can provide good reasons, using my knowledge , when expressing my views</li> <li>• I can use the right names for some artefacts/places that are special to members of religions or other belief systems.</li> </ul>	

Autumn 2	<p><b>What gift would I have given Jesus if He had been born in my town / time? Christianity</b></p> <p><i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>I know and can describe some of the Christmas story including what gifts were given to Jesus</li> <li>I can start to explain why Jesus is special to Christians (as a gift from God)</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to the opinions of others</li> <li>I can identify the feelings of characters in a religious story and the qualities they demonstrate</li> <li>I can explain how stories in a selected tradition are inspirational for believers</li> <li>I can say what gift I would give to baby Jesus and why</li> <li>I understand that Jesus was a gift from God which is why gifts are given at Christmas – understand the link.</li> </ul>	
Spring 1	<p><b>Does God want people to look after the world? Christianity, Judaism</b></p> <p><i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>I understand what a 'creation story' is and that different people / religions believe in a different Creation Story</li> <li>I know the key features of the Christian creation story – <i>how the world was created</i>.</li> <li>I know that the Christian 'Creation Story' is also important to Jewish people</li> <li>I know that it is important to look after the world and why</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my views and provide a good reason for these</li> <li>I can talk about what is important to me and to other people</li> <li>I can recall stories in a selected tradition and say how they are inspirational for believers</li> </ul>	
Spring 2	<p><b>Why was Jesus welcomed like a King by the crowds on Palm Sunday? (Christianity)</b></p> <p><i>Discovery RE</i></p> <ul style="list-style-type: none"> <li>I can recall the key features of the Easter Story.</li> <li>I know some of the symbols in the Easter story</li> <li>I know what happened on Palm Sunday</li> <li>I recognise that Jesus must be special to Christians to be welcomed the way He was – and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about things that are important to me and compare these to religious beliefs.</li> <li>I can ask my own questions about God/deity and special people</li> <li>I can link Jesus' welcome to Christian's belief in Him.</li> </ul>	<p><b>English – listening to and retelling stories</b></p>

Summer 1	<b>Does Celebrating Chanukah (Hanukkah) make Jewish children feel closer to God? (Judaism)</b> <i>Discovery RE</i> <ul style="list-style-type: none"> <li>I know what Chanukah is and how this festival is similar to festivals celebrated by other religions (Diwali)</li> <li>I know some of the symbols used at Chanukah</li> <li>I know what some of the Chanukah symbols mean</li> <li>I know what activities Jewish children take part in for Chanukah.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about some festivals that are important to me and to other people</li> <li>I can explain how Chanukah activities help Jewish children feel closer to God and relate this to my own experiences.</li> </ul>	
Summer 2	<b>How do holy books teach religious people about being close to God?</b> <ul style="list-style-type: none"> <li>I know that different religions have different special books</li> <li>I know that some people find reading their special book helpful and closer to their God</li> <li>I know how Christians use the Bible and why it is important to them.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to the views of others and provide a good reason for my own views</li> <li>I can talk about how some books are Holy, and how to look after it.</li> <li>I can identify at least two ways Christians use the Bible in everyday life.</li> <li>I can talk about things that are important to me and compare these to religious beliefs.</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 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