

Langham Primary School

Religious Education

Key Stage 1

Spiritual Development:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Explore: Essex agreed syllabus for R.E: Pupils should be able to:

- Recognise and name features of religion eg festivals, artefacts, buildings, stories etc
- Identify similarities in religions •
- Identify the importance of religion for some people
- Demonstrate their understanding of religion through, for example, the use of art and design, music, dance and drama
- Identify different forms of expression that religions use eg clothes, texts, rituals, artefacts etc
- Recognise that some questions cause people to wonder and are difficult to answer

Key Stage 1 Skills, Concepts, Knowledge & Understanding

Year 1

Year 2

Learning about Religion

Learning from Religion

Learning about Religion

Learning from Religion

Pupils show awareness by using some religious words to

- recognise and name features of religious life and practice
- recall some events in religious stories and festivals
- recognise verbal and visual forms of religious expression (eg sacred texts, symbols, artefacts, places of worship, ceremonies, rituals and clothing)

Pupils talk about

- their own experiences and feelings
- what they find interesting or puzzling
- what is special or of value to themselves and to others
- what matters or is of concern to themselves and to others

Pupils show some knowledge by using religious words and phrases to

- identify features of religion
- identify similarities in religions
- identify the importance of religion for some people
- retell religious stories
- identify how religion is expressed in different ways (eg through stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing)

Pupils

- ask, and respond sensitively to, questions about their own and others' experiences and feelings
- recognise that some questions cause people to wonder and are difficult to answer
- recognise their own values and those of others in relation to matters of right and wrong
- respond sensitively to the natural world and forms of artistic and spiritual expression

The following 6 study units are explored at Key Stage 1

Special people

Special places

Special words and stories

Special things in nature

Special symbols and objects

Special ways of living

Langham Primary School

Religious Education

Key Stage 2

Spiritual Development:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Explore: Essex agreed syllabus for R.E: Pupils should be able to:

- Raise and suggest answers to questions of morality and values
- Discuss and consider why some people have religious beliefs and why some people reject religion or have no religion
- Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others
- Express and communicate their own and others' religious insights through art and design, music, dance, drama and ICT
- Reflect on and evaluate how religion is portrayed in the media and society, recognising stereotypes and misrepresentation

Key Stage 2 Skills, Concepts, Knowledge & Understanding

Lower KS2

Upper KS2

Learning about Religion

Learning from Religion

Learning about Religion

Learning from Religion

Pupils show breadth of knowledge and some understanding by using a developing religious vocabulary to

- describe some key features of religions, recognising similarities and differences
- make basic links between beliefs, practices and sources, including religious stories and sacred texts
- begin to describe the impact religion has on believers' lives
- describe some forms of religious expression (eg stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing)

Pupils

- identify what influences them, making links between aspects of their own and others' experiences
- ask important questions about religion and beliefs, making links between their own and others' responses
- make links between values and commitments and their own attitudes and behaviour

Pupils show increasing understanding by using a developing religious vocabulary to

- give simple explanations of sources, practices, beliefs, ideas, feelings and experiences (answering the 'why?' questions)
- make links between sources, practices, beliefs, ideas, feelings and experiences • describe some similarities and differences between religions
- describe the impact of religion on people's lives
- give meanings for a range of forms of religious expression (eg stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing)

Pupils

- raise, and suggest answers to, questions of morality, identity, belonging, meaning, purpose, truth, values and commitments
- apply their ideas to their own and other people's lives
- describe what inspires and influences themselves and others
- suggest appropriate meanings for a range of forms of artistic and symbolic expression

Christianity

Buddhism

Hinduism

Humanism

Islam

Judaism

Sikhism

Places of worship

Sacred writings

Founders

Worship

Creation Stories

Beliefs/ teachings

Initiation ceremonies

Life changing experiences

Death & afterlife