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| Curriculum Intent Statement  The principal aim of RE is to engage pupils in The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.  Religious Education is important in order to develop our children’s spiritual, social, moral and emotional education and wellbeing. Our pupils will reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Through Religious Education children will be encouraged to express their own beliefs, values and experiences whilst being respectful of other points of view. Children will be accepting and have deeper knowledge of other faiths, beliefs, values present in other cultures and societies  Religious Education is important in order to develop our children’s spiritual, social, moral and emotional education and wellbeing. Our pupils will reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Through Religious Education children will be encouraged to express their own beliefs, values and experiences whilst being respectful of other points of view. Children will be accepting and have deeper knowledge of other faiths, beliefs, values present in other cultures and societies. The aim of Religious Education is for children to explore and understand different religions through thoughtful and provoking questioning. | | | | | | |
| **EYFS**  Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.  In line with the DfE’s 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult led and child-initiated activity, provide these opportunities for pupils:  **Communication and Language**   * Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions * They use talk to organise, sequence and clarify thinking, ideas, feelings and events * Children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources * They talk about how they and others show feelings * They develop their own narratives in relation to stories they hear from different communities.   **Personal, Social and Emotional Development**   * Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect * They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously * They talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable * Children think and talk about issues of right and wrong and why these questions matter * They respond to significant experiences showing a range of feelings when appropriate * They have a developing awareness of their own needs, views and feelings and be sensitive to those of others * Children have a developing respect for their own cultures and beliefs, and those of other people * They show sensitivity to others’ needs and feelings, and form positive relationships   **Understanding the World**   * Children talk about similarities and differences between themselves and others, among families, communities and traditions * They begin to know about their own cultures and beliefs and those of other people * They explore, observe and find out about places and objects that matter in different cultures and beliefs   **Expressive Arts and Design**   * Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings * They respond in a variety of ways to what they see, hear, smell, touch and taste.   **Literacy**   * Children are given access to a wide range of books, poems and other written materials to ignite their interest.   **Mathematics**   * Children recognise, create and describe some patterns, sorting and ordering objects simply.   These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013). | | | | | | |
| Year group | Autumn | | Spring | | Summer | |
| EYFS | Which stories are special and why? | Which times are special and why? | Where do we belong? | Which people are special and why? | Which places are special and why? | What is special about our world? |
| **KS1**  Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.  A. Know about and understand a range of religions and worldviews   * A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. * A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come * A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities   B. Express ideas and insights about the nature, significance and impact of religions and worldviews.   * B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. * B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves * B3. Notice and respond sensitively to some similarities between different religions and worldviews   C. Gain and deploy the skills needed to engage seriously with religions and worldviews.   * C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. * C2. Find out about and respond with ideas to examples of cooperation between people who are different * C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.   **Religions and worldviews**  During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians and Muslims or Jewish people. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.  **Strands** (to be balanced across the year groups):  Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)  Expressing (Religious and spiritual forms of expression; questions about identity and diversity)  Living (Religious practices and ways of living; questions about values and commitments) | | | | | | |
| Year group | Autumn | | Spring | | Summer | |
| Y1 | What does it mean to belong to a faith community?  *(Living)* | How and why do we celebrate special and sacred times?  *(Expressing)* | Who is a Christian and what do they believe?  *(Believing)* | | How can we learn from sacred books?  *(Believing)* | |
| Y2 | How should we care for others and the world, and why does it matter?  *(Living)* | How and why do we celebrate special and sacred times? different festival focus)  *(Expressing)* | Who is a Jew and what do they believe?  *(Believing)* | | What makes some places sacred?  *(Believing)* | |
| **KS2**  Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.  A. Know about and understand a range of religions and worldviews.   * A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. * A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning   B. Express ideas and insights about the nature, significance and impact of religions and worldviews.   * B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities * B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. * B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.   C. Gain and deploy the skills needed to engage seriously with religions and worldviews.   * C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. * C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. * C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.   During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people. Pupils may also encounter other religions and worldviews in thematic units.  **Strands** (a minimum of 1 of each type of strand per year group):  Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)  Expressing (Religious and spiritual forms of expression; questions about identity and diversity)  Living (Religious practices and ways of living; questions about values and commitments) | | | | | | |
| Year group | Autumn | | Spring | | Summer | |
| Y3 | What does it mean to be a Christian in Britain today?  *(Living)* | | Why is the Bible so important for Christians today?  *(Believing)* | Why are festivals important to religious people?  *(Expressing)* | Why do people pray? Multi-faith  *(Expressing)* | What do different people believe about God? Hindu focus  *(Believing)* |
| Y4 | What does it mean to be a Hindu in Britain today?  *(Living)* | | What can we learn from religions about deciding what is right and wrong?  *(Living)* | Why is Jesus inspiring to some people?  *(Believing)* | Why are festivals important to religious communities? | Why do some people think that life is a journey and what significant experiences mark this?  *(Expressing)* |
| Y5 | U2.1 Why do some people think God exists?  *(Believing)* | U2.4 If God is everywhere, why go to a place of worship?  *(Expressing)* | U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?  *(Believing)* | | U2.6 What does it mean to be a Muslim in Britain today?  *(Living)* | |
| Y6 | Is it better to express your beliefs in arts and architecture or in charity and generosity?  *(Expressing)* | What difference does it make to believe in ahimsa, grace and/or Ummah?  *(Living)* | What matters most to Christians and Humanists?  *(Living)* | |  | What do religions say to us when life gets hard?  *(Believing)* |

SACRE’s expectation of what should be taught to pupils across Coventry and Warwickshire

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| **Reception**  **Early Years** | Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. |
| **KS1** | Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge building and reconciliation. |
| **KS2** | Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. All six religions should be studied in this Key Stage but schools may choose to place greater emphasis on some, according to the school community and work in the previous key stage. Pupils might also look at religious groups and individuals who work to foster good moral behaviour and what it means to be ‘good’. There is also scope to explore the work of religious groups that encourage peace and forgiveness, and the role of Coventry Cathedral. |

**Progression of Skills,**

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| **Aims in RE: A progression grid** | **At the end of KS1 most pupils will be able to:** | **At the end of key stage 2 most pupils will be able to:** |
| Know about & Understand  A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities; | **Recall** and **name** different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; | **Describe** and **make connections** between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to **reflect thoughtfully** on their ideas; |
| Know about & Understand  A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views; | **Retell** and **suggest** meanings to some religious and moral stories, **exploring** and **discussing** sacred writings and sources of wisdom and **recognising** the communities from which they come; | **Describe** and **understand** links between stories and other aspects of the communities they are **investigating**, **responding thoughtfully** to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; |
| Know about & Understand  A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning; | **Recognise some** different symbols and actions which express a community’s way of life, appreciating some similarities between communities; | **Explore** and **describe** a range of beliefs, symbols and actions so that they can **understand** different ways of life and ways of expressing meaning; |
| Express and Communicate  B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; | **Ask** and **respond** to questions about what communities do, and why, so that they can **identify** what difference belonging to a community might make; | **Observe** and **understand** varied examples of religions and world views so that they can **explain, with reasons**, their meanings and significance to individuals and communities; |
| Express and Communicate  B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value; | **Observe** and **recount** different ways of expressing identity and belonging, responding sensitively for themselves; | **Understand** the challenges of commitment to a community of faith or belief, **suggesting why** belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; |
| Express and communicate  B3. Appreciate and appraise varied dimensions of religion; | **Notice** and **respond** sensitively to some similarities between different religions and world views; | **Observe** and **consider** different dimensions of religion, so that they can **explore** and **show understanding** of similarities and differences between different religions and world views; |
| Gain & deploy skills:  C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; | **Explore questions** about belonging, meaning and truth so that they **can express their own ideas and opinions** in response using words, music, art or poetry; | **Discuss** and **present** thoughtfully their own and others’ **views** on challenging questions about belonging, meaning, purpose and truth, **applying ideas** of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry; |
| Gain & deploy skills:  C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all; | **Find out** about and **respond** with ideas to examples of co-operation between people who are different; | **Consider** and **apply** ideas about ways in which diverse communities can live together for the well-being of all, **responding thoughtfully** to ideas about community, values and respect; |
| Gain & deploy skills:  C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives. | **Find out** about questions of right and wrong and **begin to express** their ideas and opinions in response. | **Discuss** and **apply** their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and **express their own ideas clearly** in response. |