

Key Stage 1 RE

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national and global contexts. They learn to 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.

The aim of RE is expressed in age appropriate outcomes for most 7 year olds.

Specifically pupils should be taught to: Know about and understand religions and world views

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 communities from which they come;

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;

Express ideas and insights into religions and world views

B1. Ask and respond to questions about what communities do, and why, so that they 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 world views.

Gain and deploy the skills for learning from religions and world views

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 co-operation between people who are different;

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Pupils will achieve the outcomes by learning from at least two religions, studying Christianity in each year group and also either Judaism or Islam. They will study a secular world view where appropriate.

The breadth of study in RE

During the key stage, pupils should be taught the Knowledge, skills and understanding through the following areas of study:

The Themes of Key Stage 1 RE

- **believing:** what people believe about God, humanity and the natural world
- **story:** how and why some stories are sacred and important in religion

Experiences and opportunities for Key Stage 1 pupils:

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents and imagination

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- **celebrations:** how and why celebrations are important in religion
- **symbols:** how and why symbols express religious meaning
- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- **belonging:** where and how people belong and why belonging is important
- **myself:** who I am and my uniqueness as a person in a family and community
- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs found in the local and wider community, for example through a 'virtual tour' of the sacred places of religions studied.

Guidance and planning will be greatly helped where teachers refer to the syllabus support materials from Walsall SACRE, which includes a complete planned scheme of work for pupils aged 4-7.

The investigation plans provided for 4-7 year olds are:

EYFS: Playful RE (this plan provides ideas and plans for continuous provision of RE relating to the ELGs)

EYFS: Finding out about Special Places

Y1A: How do people celebrate? Baby, Wedding, Birthday

Y1B: How do we say thank you for the Earth? Cycles of the year: creation, harvest, giving thanks

Y1C: Stories and prayers about Jesus

Y1D: Beginning to learn from Sikhism

Y2A: A world of festivals: Who celebrates what and why?

Y2B: What does Easter mean to Christians? Symbols of the story

Y2C: Beginning to learn from Islam

Y2D: Questions that Puzzle Us

Teachers are encouraged to use these plans flexibly, adapting them to pupils learning needs and to different age groups as appropriate. They are not prescriptive, and other plans devised by the school are always an alternative as long as they enable pupils to meet the outcomes of the syllabus. The teaching order of the plans is a matter entirely for schools.

Key Stage 2 Programme of Study

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views, 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.

The aim of RE is expressed in age appropriate **outcomes for most pupils at age 11.**

Specifically, pupils should be taught to: **Know about and understand religions and world views**

A1. 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;

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.

Express ideas and insights into the significance of religion and world views

B1. 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;

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 between different religions and world views.

Gain and deploy skills for engaging with religions and world views

C1. 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;

C2. 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;

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.

Pupils will achieve the outcomes by learning from at least three religions, studying Christianity in each year group and also Islam and Hinduism. They will study a secular world view where appropriate.

Breadth of study

During key stage 2 pupils should be taught the knowledge, skills and understanding through the following areas of study:

Experiences and opportunities

- ▣ **encountering religion** through visitors and visits to places of worship, virtual visits using ICT and focusing on the impact and reality of religion on the local and global community
- ▣ **discussing** religious and philosophical questions, giving reasons for their own beliefs and those of others
- ▣ **considering** a range of human experiences and feelings
- ▣ **reflecting** on their own and others' insights into life and its origin, purpose and meaning
- ▣ **expressing and communicating** their own and others' insights through art and design, music, dance, drama and ICT
- ▣ **developing the use of ICT for RE**, particularly in enhancing pupils' awareness of religions and beliefs globally.

The Themes of Key Stage 2 RE

- ▣ **beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- ▣ **teachings and authority:** what sacred texts and other sources say about God, the world and human life
- ▣ **worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- ▣ **the journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- ▣ **symbols and religious expression:** how religious and spiritual ideas are expressed
- ▣ **inspirational people:** figures from whom believers find inspiration
- ▣ **religion and the individual:** what is expected of a person in following a religion or belief
- ▣ **religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life
- ▣ **beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Guidance and planning will be greatly helped where teachers refer to the syllabus support materials from SACRE, which include a complete planned scheme of work for this key stage.

The investigation plans provided for 7-9s are:

Y3A: Holy Buildings and Sacred Space: Visiting places of worship

Y3B: Why are holy books important?

Y3C: Why do people make pilgrimages?

Y3D: Jesus: why do some people think he is inspirational?

Y4A: What is it like to be a Hindu?

Y4B: Muslim Ways of Living: Keeping 5 pillars

Y4C: Christian and Hindu beliefs and questions on life's journey

Y4D: Finding reasons to care through religious stories – Christianity

Y3456: An extra unit plan: Remembrance – what can we learn from World War 1 in RE?

The investigation plans provided for 9-11s are:

Y5A: Christian Aid and Islamic Relief: Can they change the world?

Y5B: Commitments and meanings – Hindu, Muslim, Christian

Y5C: Respect for all: what will make Walsall a more respectful place?

Y5D: Muslims and Christians – who is inspiring?

Y6A: Exploring Key Leaders – Sikhs and Hindus

Y6B: What matters most? Christians and Humanists

Y6C: What can we learn from religions about temptation?

Y6D: How do we express spiritual ideas through the arts?

Teachers are encouraged to use these plans flexibly, adapting them to pupils learning needs and to different age groups as appropriate. They are not prescriptive, and other plans devised by the school are always an alternative as long as they enable pupils to meet the outcomes of the syllabus. Schools do not necessarily have to use plans numbered '3' or '4' in that year group.

Syllabus Support Materials from SACRE (2016) include planned schemes of work.

An extra unit plan - Remembrance- What can we learn from World War 1 in RE - could be used by Y3/4/5 or 6.

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views, 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.

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