

Programme of Study: Religious Education

<p align="center">Key Stage 1</p> <p>Pupils will learn about religion. Pupils will learn from religion.</p>	<p align="center">Key Stage 2</p> <p>Pupils will learn about religion. Pupils will learn from religion.</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Talk about God as creator of the world who loves us. • Know that in the beginning God created everything and it was good. • People spoil the environment and their relationship with God. This is known as the Fall. • Know that God is three in one, Father, Son and Holy Spirit. • Retell both the nativity and Easter stories. • Use key vocabulary to talk about the celebrations of Christmas, Easter and Pentecost. • Know that Christians believe Jesus is the Son of God who died on the cross and rose again. • Know that Jesus had 12 special friends called disciples. • Know that the Bible is our holy book and it contains God's big story, the salvation plan. • Retell stories of Jesus' miracles. • Visit a church and confidently talk about their experience and what they have learnt. • Ask reflective questions that wonder about Christian practice, values and beliefs. • Share examples of how Christians, put their beliefs into action. • Know the names and significance of holy books from other faiths. • Know the places where people of other faiths worship. • Develop a sense of their own values and the values of others. • Experience taking part in the celebration of Harvest Festival. • Know that prayer is an important part of the life of a believer and explain why. • Ask important questions about religion and belief that improves their learning. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God. • Know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today. • Know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God). • Put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can. • Know that Pentecost was the start of the church. • Know that Christians believe that the Holy Spirit is at work in their lives today. • Know that Christianity is a worldwide multi-cultural faith. • Know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word. • Describe the impact responding to God's call has on a believer's life. • Use developing religious vocabulary to talk about the impact religion has on believers' lives. • Make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths. • Visit a place of worship other than a church. • Talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there. • Retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts. • Connect Christian practices, values and beliefs to events and teaching in the Bible. • Describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers. • Express and explain their own opinions on issues they have discussed. • Use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life. • Describe what they think motivates people of faith and explain what inspires and influences them personally. • Ask and suggest answers to questions that show their understanding of distinctive beliefs about God across world religions. • Describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.

Progression of Study: Religious Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion	<p>Recall features of religious and spiritual stories.</p> <p>Recognise and name features of religions and beliefs.</p>	<p>Retell religious, spiritual and moral stories.</p> <p>Identify how religion and belief is expressed in different ways.</p> <p>Identify similarities and differences in features of religions and beliefs.</p>	<p>Make links between beliefs, stories and practices.</p> <p>Identify the impacts of beliefs and practices on people's lives.</p> <p>Identify similarities and differences between religions and beliefs.</p>	<p>Comment on connections between questions, beliefs, values and practices.</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>Describe similarities and differences within and between religions and beliefs.</p>	<p>Explain connections between questions, beliefs, values and practices in different beliefs.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in beliefs are expressed.</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and values.</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the wider world.</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p>
Enquiring, investigating and interpreting	<p>Identify what they find interesting and confusing in life.</p> <p>Recognise symbols and other forms of religious expression.</p>	<p>Recognise that some questions about life are difficult to answer.</p> <p>Ask questions about their own and others' feelings and experiences.</p> <p>Identify possible meanings for symbols and other forms of religious expression.</p>	<p>Investigate and connect features of religions and beliefs.</p> <p>Ask significant questions about religions and beliefs.</p> <p>Describe and suggest meanings for symbols and other forms of religious expression.</p>	<p>Gather, select and organise ideas about religion and belief.</p> <p>Suggest answers to some questions raised by the study of religions and beliefs.</p> <p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</p>	<p>Suggest questions raised by the study of religions and beliefs.</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts.</p>	<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p> <p>Interpret religions and beliefs from different perspectives.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p>

Beliefs and teachings	Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied. Connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Practices and lifestyles	Recognise features of religious life and practice.	Identify some religious practices.	Describe how some features of religions are used or exemplified in festivals and practices	Show understanding of the ways of belonging to religions and what these involve	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	Show , how religious beliefs, ideas and feelings can be expressed in a variety of forms. Share meanings for some symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.
Identity and Experience	Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.	Compare aspects of their own experiences and those of others. Identify what influences their lives.	Ask questions about the significant experiences of key figures from religions. Suggest answers from own and others' experiences, including believers.	Make informed responses to questions of identity.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Meaning and Purpose	Identify things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and Commitments	Identify what is of value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong. Suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments in the light of their learning.	Make informed responses to people's values and commitments. Use different techniques to reflect deeply.