

RE

The teaching of religious studies within Key Stage One needs to be driven by open discussions with children allowing them to gain real life experiences of different religions and beliefs. The main focus within this key stage should be upon Christianity with a secondary focus on Judaism. However, the other major religions may also be mentioned through discussion. Teaching of Religious Studies within KS1 should include cross curricular links with; music, drama, literacy, citizenship and PHSe in order for its delivery to be successful.

Examples of cross curricular links within KS1

Literacy	Drama	Music	PHSe	Citizenship
Retelling of religious stories	Acting out religious stories	Hymn practise	Emotional involvement	Understanding of different people within the community
Recounts of religious festivals	Nativity plays	Bible explorers	Influence of religion on behaviour	The role of the church in the local community Influential religious people around the world Distribution of the worlds religions Festivals

The below table contains the main objectives for the teaching of religious studies for targeted teaching within Key Stage One

Two main themes need to be considered in addition to each objective:

- How pupils develop their knowledge, skills and understanding with reference to different religions
- How pupils, in the light of their learning about religion, express their responses and insight with regard to questions and issues in relation to each objective.
- below table contains the main objectives for the teaching of religious studies for targeted teaching within Key Stage One

As children move through KS1 each of the objectives below will be focused upon with more detail.

Topic	Objectives	Vocabulary	Non Negotiables	Questions	Expectation
<p><b>Religious Education</b></p> <p>Foundation: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism Key Stage One: Christianity, Judaism, As Foundation</p>	<p>To recall and retell religious stories.</p> <p>To use the correct terminology for things that are special to different religious people.</p> <p>To recognise religious art and symbols and talk about them.</p> <p>To talk about own experiences and reflect upon them.</p> <p>To ask questions to extend upon one's own knowledge.</p> <p>Ask important questions about life and compare my ideas to that of other people.</p> <p>Discuss the similarities and the differences between different religions.</p> <p>Link things that are important to me and other people with the way I think and behave.</p> <p>Compare some of the things that influence me with those that influence other people.</p> <p>Ask about what happens to others for the same and different religions with respect for their feelings.</p>		<p>Learning about Religion:</p> <p>Interpret Describe Identify Explain Interpret Analyse Use specialist vocabulary</p> <p>Learning from Religion:</p> <p>Reflect Express Empathise Apply Interpret Evaluate</p>	<p>Can I remember a Christian (Hindu etc.) story and talk about it?</p> <p>Can I use the correct terminology for religious artefacts?</p> <p>Can I recognise the significance of religious symbols?</p> <p>Can I reflect upon my own experiences? (what could be made better, improved?)</p> <p>Can I ask suitable questions for a given topic? (<i>Real life experiences through Q&amp;A with religious visits</i>).</p> <p>Can I talk about how religious people are influenced by their faith?</p>	<p>I can retell religious stories.</p> <p>I can use the correct names for religious artefacts</p> <p>I can reflect upon my own experiences and subject improvements.</p> <p>I can recognise religious symbols and explain their significance.</p> <p>I can come up with suitable questions to ask a visitor.</p> <p>I can talk about why religious people follow certain rules.</p>

Topic	Objectives	Vocabulary	Non Negotiables	Questions	Expectation
<p><b>Religious Education</b></p> <p>Key Stage Two: Christianity, Judaism, As Foundation</p>	<p><b>Year 3 and 4</b></p> <p>Each objective represents the half termly focus.</p> <p>To describe what a believer might learn from a religious story.</p> <p>To compare the beliefs of the major religions.</p> <p>Use religious terminology to explain how someone shows their beliefs.</p> <p>To compare things that influence me and other people.</p> <p>To ask important questions about life and compare my ideas with those of other people.</p> <p>To link things that are important to other people with the way I think and behave.</p>	<p>Please refer to Religious word bank for.</p>	<p>Learning about Religion:</p> <p>Interpret Describe Identify Explain Interpret Analyse Use specialist vocabulary</p> <p>Learning from Religion:</p> <p>Reflect Express Empathise Apply Interpret Evaluate</p>	<p>Can I describe what a believer might learn from a religious story.</p> <p>Can I compare the beliefs of major religions?</p> <p>Can I use religious terminology to explain how someone shows their beliefs?</p> <p>Can I compare things that influence people?</p> <p>Can I ask important questions?</p> <p>Can I link why things are important to others?</p>	<p>To discuss what a believer/ non-believer might learn from a story.</p> <p>To compare and contrast different religions.</p> <p>To learn and use correct religious terminology to explain how to identify religious followers.</p> <p>Discuss how different people are influenced.</p> <p>Think of different important questions. How are these answered for religious followers?</p> <p>Discuss and identify different ways in which people's behaviour is influenced.</p>

# Religious Education

Key Stage Two: Christianity, Judaism, As Foundation

Topic	Objectives	Vocabulary	Non Negotiables	Questions	Expectation
<p><b>Year 5 and 6</b></p> <p><b>Each objective represents the half termly focus.</b></p> <p>To make links between the links of different religious groups and show how they are connected to believers lives.</p> <p>To use the right religious words to describe and compare what practises and experiences might be involved in belonging to different religious groups.</p> <p>To express religious beliefs in a range of styles and words used by believers and suggests what they mean.</p> <p>To ask questions about who we are and where we belong and suggest answers which refer to people who have inspired myself and others.</p> <p>To ask questions about the meaning and purpose of life and suggest a range of answers which may be given by me and different religious groups.</p> <p>To ask questions about the moral questions I and other people make.</p>	<p>Please refer to Religious word bank for.</p>	<p>Learning about Religion:</p> <p>Interpret Describe Identify Explain Interpret Analyse Use specialist vocabulary</p> <p>Learning from Religion:</p> <p>Reflect Express Empathise Apply Interpret Evaluate</p>	<p>Can I make links between different religious groups and how their lives differ?</p> <p>Can I identify key religious practises?</p> <p>How are religious beliefs displaced by different followers? – within one religious (denominations and between religions.</p> <p>Can I ask reaching questions about our meaning and purpose in the world?</p> <p>Can I ask meaning and reaching questions about the meaning of life on earth?</p> <p>Can I make moral decisions?</p>	<p>To make different links between the major religions and compare how these affect the lives of their followers.</p> <p>To look at and analyses key religious practises to decipher their meaning.</p> <p>Identify how religious followers display their beliefs. Compare and contrast within religions and between.</p> <p>To encourage children to 'think of the bigger picture' and discuss their role in the world.</p> <p>Why is their life? What is its purpose? Identify key religious beliefs and compare to that of their own.</p> <p>To make moral decisions.</p>	