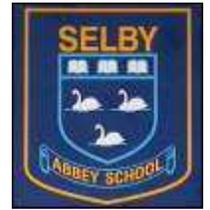




Selby Abbey C.E. (VC) Primary School Religious Education Curriculum 2017-2018



Essential Objectives

- To understand beliefs and teachings
- To understand practices and lifestyles
- To understand how beliefs are conveyed
- To reflect
- To understand values



Essential Characteristics of Religiously Literate Pupils

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Foundation Stage and Key stage 1

- Study the main stories of Christianity.
- Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study other religions of interest to pupils.

| Foundation Stage | Year 1 | Year 2 |
|-----------------------------|--|---|
| Who celebrates what and why | Creation and Thanksgiving | Signs and symbols |
| What makes a place special | Incarnation | Incarnation |
| Jesus' birthday | Questions that puzzle us | Who is Jewish and what do they believe? |
| Remembering | Salvation | Salvation |
| New Life | Special Stories for Muslims and Christians | Holy Places |
| | Exploring Big Promises | How do we show we care? |

| To understand beliefs and teachings | To understand practices and lifestyles |
|--|--|
| <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. | <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. |
| To understand how beliefs are conveyed | To reflect |
| <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. | <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. |
| To understand values | |
| <ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. | |

Lower Key Stage 2

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils

Year 3

Does a beautiful world mean a beautiful God?
 Incarnation
 Five Pillars of Islam
 Salvation
 What makes Jesus an inspiration?
 Sacred Spaces

Year 4

Deeper meanings of festivals
 Being a Buddhist
 Incarnation
 How should we live and who can inspire us?
 Salvation
 Stories shared by Christians, Muslims and Jews

| To understand beliefs and teachings | To understand practices and lifestyles |
|--|--|
| <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. | <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. |
| To understand how beliefs are conveyed | To reflect |
| <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. | <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. |
| To understand values | |
| <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. | |

Upper key Stage 2

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils

Year 5

Values: What matters most to me?

Incarnation

Sacred Journeys and pilgrimage

Salvation

God's Kingdom

Why are there 50 mosques in Yorkshire?

Year 6

Faith through arts

Incarnation

What will make our community more tolerant and respectful?

Salvation

What does it mean to be a Muslim?

How do Muslims, Christians and Hindus see life as a journey?

| To understand beliefs and teachings | To understand practices and lifestyles |
|--|---|
| <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. | <ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. |
| To understand how beliefs are conveyed | To reflect |
| <ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. | <ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. |
| To understand values | |
| <ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. | |