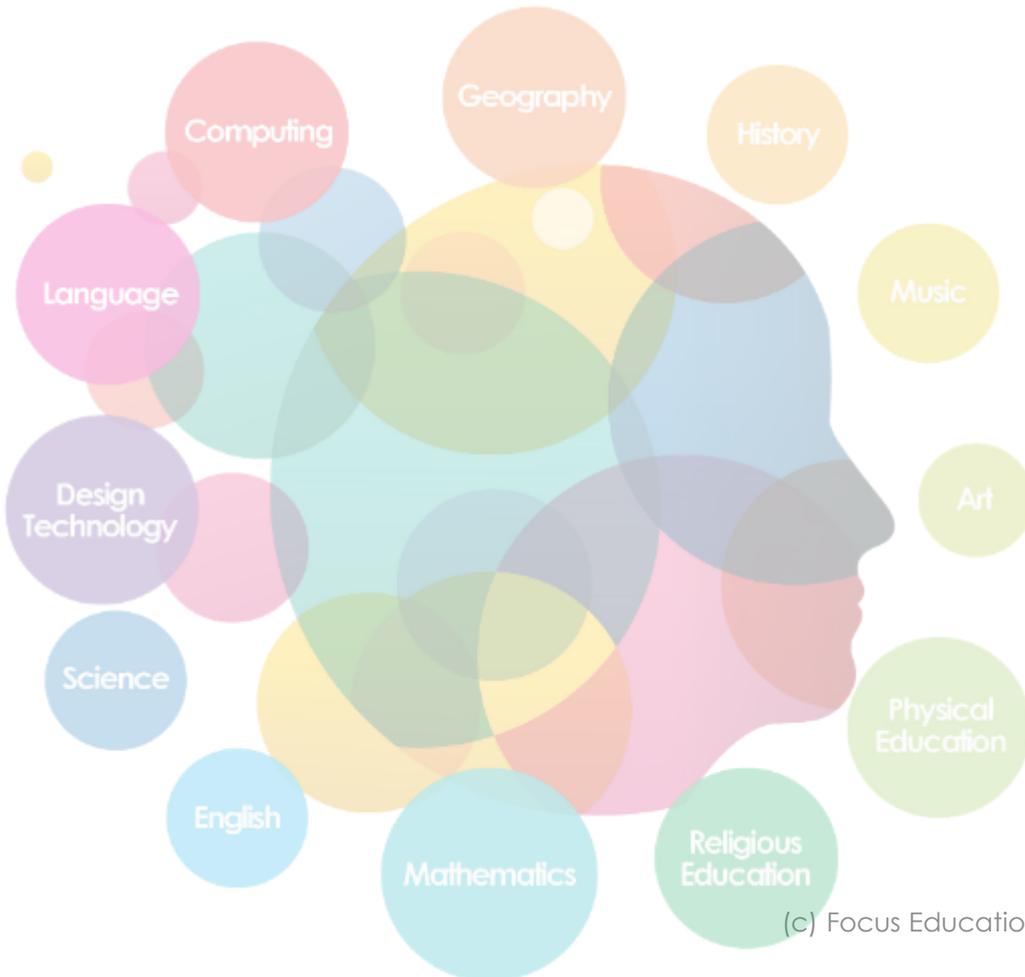


Subject Leadership RE



RE: key stage 1 overview

Requirements from the curriculum framework

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.

Know and understand

Pupils should be taught to:

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.

RE: key stage 1 overview

Requirements from the curriculum framework

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.

Express and communicate

Pupils should be taught to:

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.

RE: key stage 1 overview

Requirements from the curriculum framework

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.

Gain and deploy skills

Pupils should be taught to:

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.

RE: key stage 2 overview

Requirements from the curriculum framework

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.

Know about and understand

Pupils should be taught to:

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.

RE: key stage 2 overview

Requirements from the curriculum framework

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.

Express and communicate

Pupils should be taught to:

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.

RE: key stage 2 overview

Requirements from the curriculum framework

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.

Gain and deploy skills

Pupils should be taught to:

C1	Discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including 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.

Knowledge and Understanding breakdown for KS1 Religious Education

By the end of key stage 1:

Know about and understand	Express and communicate	Gain and deploy skills
<ul style="list-style-type: none"> • I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. • I can explain the meanings behind different beliefs and practices. 	<ul style="list-style-type: none"> • I can ask and respond to questions about what communities do. • I can ask and respond to questions about why communities do different things. • I can identify what difference belonging to a community might make. 	<ul style="list-style-type: none"> • I can explore questions about belonging, meaning and truth. • I can express my own ideas and opinions in response using words, music, art or poetry.
<ul style="list-style-type: none"> • I can retell and suggest meanings to some religious and moral stories. • I can explore and discuss sacred writings and sources of wisdom. • I recognise the communities from which stories come. 	<ul style="list-style-type: none"> • I can recount different ways of expressing identity and belonging. • I can respond sensitively. 	<ul style="list-style-type: none"> • I can find out about and respond with ideas to examples of co-operation between people who are different.
<ul style="list-style-type: none"> • I recognise some different symbols and actions which express a community's way of life. • I can explain some similarities between communities. 	<ul style="list-style-type: none"> • I can respond sensitively to some similarities between different religions and worldviews. 	<ul style="list-style-type: none"> • I can find out about questions of right and wrong. • I can begin to express their ideas and opinions.

Knowledge and understanding breakdown for key stage 2 Religious Education

By the end of key stage 2:

Know about and understand	Express and communicate	Gain and deploy skills
<ul style="list-style-type: none"> • I can describe different features of religions and worldviews. • I can make connections between different religions and world views. • I can explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life. • I can reflect on my ideas. 	<ul style="list-style-type: none"> • I can observe and describe varied examples of religions and worldviews. • I can explain, with reasons, the meanings and significance to individuals and communities. 	<ul style="list-style-type: none"> • I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth. • I can represent the views of others about belonging, meaning, purpose and truth. • I can apply my own ideas thoughtfully in different forms including, e.g. reasoning, music, art and poetry.
<ul style="list-style-type: none"> • I can describe and understand links between stories and other aspects of the communities I am investigating. • I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities. 	<ul style="list-style-type: none"> • I understand the challenges of commitment to a community of faith or belief. • I can suggest why belonging to a community may be valuable. 	<ul style="list-style-type: none"> • I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all. • I respond thoughtfully to ideas about community, values and respect.
<ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I understand different ways of life and ways of expressing meaning. 	<ul style="list-style-type: none"> • I can observe and consider different dimensions of religion. • I can explore and show understanding of similarities and differences between different religions and worldviews. 	<ul style="list-style-type: none"> • I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. • I can express my own ideas clearly in response.