

HIGHWOOD PRIMARY SCHOOL

Curriculum Statement - Religious Education

Intent

In line with the current Essex Agreed Syllabus for Religious Education, Religious Education will be delivered in school to meet the agreed syllabus aims by:

- Including knowledge and reference to religious and nonreligious beliefs and world views, practices and ways of life.
- Develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Developing positive attitudes and values to reflect and relate their learning in RE to their own experience.
- Having the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives.

At Highwood Primary School we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

Implementation

Essex SACRE publishes updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.

At Highwood Primary School, we use a range of resources to support the teaching and pedagogy of Religious Education.

Impact

At Highwood Primary School, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.

| | Year 1 skills | Year 2 skills | Year 3 skills | Year 4 skills | Year 5 skills | Year 6 skills |
|---|---|--|--|--|---|---|
| Knowing about and understanding religions and worldviews. | <p>Identify a special time they celebrate and what celebration means.</p> <p>Recognise some symbols and images used to express ideas.</p> <p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Talk about a belief in God for some communities.</p> <p>Talk about some of the stories that are used in religious contexts and why people still read them.</p> <p>Identify at least three objects used in worship in two religions.</p> <p>Talk about ways in which religious figures are special.</p> <p>Recognise that some</p> | <p>Retell some stories behind festivals.</p> <p>Retell stories about care for the world.</p> <p>Recognise religious objects and suggest why they are important and how they are used.</p> <p>Retell religious stories from more than one faith and explain what they mean.</p> <p>Make simple links between belief and practice.</p> <p>Make links between the messages within sacred texts and the way people live.</p> | <p>Retell stories linked to festivals and say why they are important to believers.</p> <p>Recall and name some of the ways religions mark milestones of commitment.</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>Recall and names some stories from sacred texts that inspire.</p> <p>Describe what some believers say or do as they pray.</p> | <p>Make connections between stories, symbols and beliefs and what happens in at least two festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in ceremonies of commitment and say what these rituals mean.</p> <p>Describe some of the ways religious groups describe God.</p> <p>Make connections between stories within a sacred text.</p> <p>Give simple</p> | <p>Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation.</p> <p>Describe what Ahimsa, Grace and Ummah mean to religious people.</p> | <p>Outline religious and/or non religious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity.</p> <p>Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil.</p> <p>Make connections between the key functions of a religious building and the beliefs of the religious community.</p> <p>Make connections between beliefs and behaviour in different religions.</p> |

| | Year 1 skills | Year 2 skills | Year 3 skills | Year 4 skills | Year 5 skills | Year 6 skills |
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| Expressing and communicating ideas related to religions and worldviews. | <p>Recognise ways that people treat their sacred books.</p> <p>Talk about how religions teach people that they are valuable, giving simple examples.</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Show an awareness that some people belong to different religions.</p> | <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify ways that festivals are marked and identify how this might make people feel.</p> <p>Talk about special religious days and give examples of what might be done to celebrate.</p> <p>Talk about ways in which stories, objects, symbols and actions show what people believe.</p> <p>Ask questions and suggest answers to questions about stories to do with religious festivals.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> | <p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Identify beliefs about God.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Recall and talk about some rules for living in religious traditions.</p> | <p>Give examples of how and suggest reasons why religious groups use their sacred text today.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Suggest reasons why marking milestones of life are important to religious communities.</p> <p>Suggest why having faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference to people's lives to believe in God.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and</p> | <p>Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p> | <p>Offer interpretations of two parables and say what they might teach people about how to live.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why groups of people have different ideas about an afterlife.</p> <p>Show an understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Outline the challenges of</p> |

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| <p>Gaining and deploying the skills for studying religions and worldviews.</p> | <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Ask and suggest answers to questions arising from stories across more than one faith.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p> <p>Use creative ways to express their own ideas about the creation story.</p> <p>Respond to examples of cooperation between different people.</p> | <p>Suggest some ideas about good ways to treat others arising from their learning.</p> <p>Find out about at least two teachings from religions about how to live a good life.</p> | <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p>Discuss their own ideas about how people decide right and wrong.</p> | <p>Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</p> | <p>Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</p> |