

Religious Education Statement of intent

Taught during two topic blocks during the year and supported by our assembly programme and additional events

By the end of Phase three of school (years 4,5 and 6)

Know About and Understand	Express and Communicate	Gain and Deploy Skills
<p>Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life? Can they reflect on their ideas?</p>	<p>Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities?</p>	<p>Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? Can they apply their own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry?</p>

<p>Can they describe and understand links between stories and other aspects of the communities they are investigating?</p> <p>Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?</p>	<p>Do they understand the challenges of commitment to a community of faith or belief?</p> <p>Can they suggest why belonging to a community may be valuable in the diverse communities being studied?</p> <p>Can they suggest why belonging to a community may be valuable in their own lives?</p>	<p>Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all?</p> <p>Do they respond thoughtfully to ideas about community, values and respect?</p>
<p>Can they explore and describe a range of beliefs, symbols and actions?</p> <p>Do they understand different ways of life and ways of expressing meaning?</p>	<p>Can they observe and consider different dimensions of religion?</p> <p>Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	<p>Can they 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?</p> <p>Can they express their own ideas clearly in response?</p>

Year 4- How is Christmas celebrated in other countries?

Breakdown of coverage for Religious Education

Know About and Understand	Express and Communicate
<p>Can they describe different features of religions and worldviews? Can they explain more about celebrations and the rituals which mark important points in life? Can they reflect on their ideas?</p>	<p>Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities?</p>
<p>Can they explore and describe a range of actions? Do they understand different ways of life and ways of expressing meaning?</p>	<p>Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>

Pupils should be taught to 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.

WOW: *Light an advent candle and ask the children to reflect on what they know about Christmas and what it means to Christians.*

LC1	Why do Christians celebrate Christmas and what do we associate with this festival?
LC2	What are the four themes of Advent?
LC3	How is Christmas celebrated in Mexico and what happens nine days before Christmas?
LC4	How is Christmas celebrated in Poland and why is a twelve course meal eaten?
LC5	How is Christmas celebrated in Norway?
Ref	What are the similarities and differences between Christmas celebrations and traditions around the world?

Year 4- What is Judaism?

Breakdown of coverage for Religious Education

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<p>Can they describe and understand links between stories and other aspects of the communities they are investigating? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?</p>	<p>Do they understand the challenges of commitment to a community of faith or belief?</p>	<p>Do they respond thoughtfully to ideas about community, values and respect?</p>
<p>Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning?</p>	<p>Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	

Pupils should be taught to 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.

WOW: *Read from the story of Moses and discuss his actions.*

LC1	What is the Torah?
LC2	Who were Abraham, Moses and David?
LC3	What is the Jewish 'covenant with God'?
LC4	What is the 'Magen David'?
LC5	What happens in a synagogue?
LC5	Why is Shabbat so important?
LC6	What is Bar Mitzvah and Bat Mitzvah?
Ref	What beliefs do Jews and Christians have in common?

Year 5- How do different religions celebrate marriage?

Breakdown of coverage for Religious Education

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<p>Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they explain more about celebrations and rituals which mark important points in life? Can they reflect on their ideas?</p>	<p>Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities?</p>	<p>Can they discuss and represent their own views on challenging questions about belonging and , meaning? Can they represent other’s views on the same?</p>
	<p>Do they understand the challenges of commitment to a community of faith or belief?</p>	<p>Do they respond thoughtfully to ideas about community, values and respect?</p>
<p>Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning?</p>	<p>Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	<p>Can they discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong? Can they express their own ideas clearly in response?</p>

Pupils should be taught to 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

WOW: *Watch a film of marriage ceremonies from different religions.*

LC1	What do I celebrate?
LC2	Who is special to me and why?
LC3	How do Christians celebrate marriage?
LC4	How do Muslims celebrate marriage?
LC5	How do Hindus celebrate marriage?
LC6	How do Humanists celebrate marriage?
Ref	What do I believe about marriage?

Year 5 - What are the Five Pillars of Islam?

Breakdown of coverage for Religious Education

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<p>Can they describe and understand links between stories and other aspects of the communities they are investigating? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?</p>	<p>Do they understand the challenges of commitment to a community of faith or belief?</p>	
<p>Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning?</p>	<p>Can they observe and consider different dimensions of religion?</p>	<p>Can they 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? Can they express their own ideas clearly in response?</p>

Pupils should be taught to 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

WOW: Show a film clip or pictures of Hajj and discuss its significance.

LC1	What do we know about the Qu'ran and the Sunnah?
LC2	Can we re-tell the stories of Muhammad?
LC3	What rules do I follow in my life and why do I follow them?
LC4	What are Shahada, Salat, Zakah, Sawm and Hajj?
LC5	Where is Makkah and why is it so important to Muslims?
Ref	How do Muslims follow the Five Pillars of Islam?

Year 6 - How can religious meaning be expressed through art?

Breakdown of coverage for Religious Education

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<p>Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they reflect on their ideas?</p>	<p>Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities?</p>	<p>Can they apply their own ideas thoughtfully in different forms including art?</p>
<p>Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning?</p>	<p>Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	

Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning

WOW: *Visit a local place of worship to see and record (if appropriate) symbols and artwork.*

LC1	Which art work do I like and why?
LC2	What are the key features of Islamic art?
LC3	What stories can be found in a church's stained glass windows?
LC4	What are some of the 64 traditional Hindu arts?
LC5	How is religion expressed through art in our community?
Ref	How can I create a piece of art that is significant to me and my beliefs?

Year 6 - What can we learn from religious texts?

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<p>Can they describe and understand links between stories and other aspects of the communities they are investigating? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?</p>		
<p>Can they explore and describe a range of beliefs and actions? Do they understand different ways of expressing meaning?</p>	<p>Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	

Pupils should be taught to 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.

WOW: *Demonstrate using an instruction manual to make or improve something.*

LC1	What have we learned from books and texts that has helped us lead our lives?
LC2	What is the Shema and why is it a source of wisdom?
LC3	In The Quran, what does the 1 st Shurah teach?
LC4	What does 1 Corinthians 13 tell us about love?
LC5	Is prayer common to all religions?
Ref	What have I learned from religious texts?