



KS1-KS2 Religious Education Objective Overview (22-23)

Religious Education and the National Curriculum

Schools are required to teach RE, but it is not part of the National Curriculum; this means that, although they provide guidance on what to teach and the aims of learning about RE, these are non-statutory.

Why is Religious Education Important?

Religious education is an essential part of education for students as it opens their minds to different beliefs and mindsets that different people and cultures have around the world. It's extremely important for students to understand that their world-view is one of many.

Learning about different religions can help students to find purpose within their own lives, and can provide the opportunity to explore different religions and find meaning in things that they may not have found meaning in before.

What are the Aims of the RE Curriculum?

The RE curriculum framework document does state the ways a well-designed syllabus will benefit children, help them to grow and understand their world:

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.



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What is the religious education national curriculum for KS1 and KS2?

Although there is not a religious education national curriculum for KS1 and KS2, every state-funded school has to offer a curriculum which is 'balanced and broadly based'. This means all maintained schools have a duty to teach RE as part of promoting the spiritual, moral, cultural, mental, and physical development of pupils.

Regardless of whether a school has a designated-denomination or is part of the Locally Agreed Syllabus, the non-statutory government guidance sets out good practice for managing, planning, and teaching a religious education curriculum for KS1 and KS2.

They suggest that RE provision covers three key questions:

- What are we trying to achieve?
- How will we organize the learning?
- How will we measure success?

The document points out that the principles of good planning apply to RE as they do any curriculum subject. These include:

- Providing a high-quality, joined-up, and progressive experience of RE.
- Incorporating RE into the wider dimensions of the curriculum.
- Allowing flexibility to best suit the needs of learners.

It also encourages a more creative approach to delivering RE, such as teaching key concepts through storytelling and exploring their meanings.

In addition, the Religious Education Council also provides a non-statutory Curriculum Framework for Religious Education in England designed to guide Local Authority Standing Advisory Councils on Religious Education (SACRE's), academies, free schools, providers of RE in schools with a religious character, and governing bodies.



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Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.1	<u>Belonging</u>	<u>Who is a Muslim and what do they believe?</u>	<u>What do different people believe about God?</u>	<u>Why are festivals important to religious communities?</u>	<u>Why do some people believe God exists?</u>	<u>What do religions say to us when life gets hard?</u>
1.2		<u>Who is Jewish and what do they believe?</u>	<u>Why is the Bible important for Christians today?</u>			
2.1	<u>Caring for others</u>	<u>What can we learn from sacred books?</u>	<u>Why do people pray?</u>	<u>Why do some people think that life is a journey? What significant experiences mark this?</u>	<u>If God is everywhere, why go to a place of worship?</u>	<u>Is it better to express your religion in arts and architecture or in charity and generosity?</u>
2.2		<u>Symbols of faith and signs of belonging: Why are they important?</u>	<u>Why are festivals important to religious communities?</u>	<u>Why is Jesus inspiring to some people?</u>	<u>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</u>	
3.1	<u>Friendships</u>	<u>How should we care for others and the world and why does it matter?</u>	<u>What does it mean to be a Christian in Britain today?</u>	<u>What does it mean to be a Hindu in Britain today?</u>	<u>What does it mean to be a Muslim in Britain today?</u>	<u>What matters most to Christians and Humanists?</u>
3.2		<u>How and why do we celebrate special and sacred times?</u>		<u>What can we learn from religions about what is right and wrong?</u>		<u>What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</u>

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Believing	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means • Talk about issues of good and bad, right and wrong, arising from the stories • Ask some questions about believing in God and offer some ideas of their own 	<ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • Re-tell a story about the life of the Prophet Muhammad • Recognise some objects used by Muslims and suggest why they are important • Identify some ways Muslims mark Ramadan and celebrate Eid-UL-Fitr and how this might make them feel • Find out about and respond with ideas of examples of co-operation between people who are different • Talk about how the mezuzah in the home reminds Jewish people about God • Talk about how Shabbat us a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means • Recognise that sacred texts contain stories which are special to many people and should be treated with respect • Re-tell stories from the Christian Bible and stories from another faith; suggesting the meaning of these stories • Ask and suggest answers to questions arising from stories Jesus told, and from stories relevant to another religion • Talk about issues of good and bad, right and wrong, arising from the stories 	<ul style="list-style-type: none"> • Describe some of the ways in which Christians, Hindus and/or Muslims describe God • Ask questions and suggest some of their own responses to ideas about God • Suggest why having a faith or belief in something can be hard • Identify how and say why it makes a difference to believe in God • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation • Give examples of how, and suggest why, Christians use the Bible today • Describe some ways Christians say what god is like, with examples from the Bible, using different forms of expression <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right</p>	<ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today. • Describe how Christians celebrate Holy Week and Easter Sunday. • Identify the most important parts of Easter for Christians and say why they are important. • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter 	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence • Give examples of ways in which believing in god is valuable in the lives of Christians, and ways in which it can be challenging • Express thoughtful ideas about the impact of believing or not believing in God on someone's life • Present different views of why people believe in God or not, including their own ideas • Outline Jesus' teaching on how his followers should live • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live • Explain the impact of Jesus' teachings might have on Christians today • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today 	<ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard • Outline Christian, Hindu and/or non-religious beliefs about life after death • Explain some similarities and differences between beliefs about life after death • Explain some reasons why Christians and Humanists have different ideas about an afterlife

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Expressing	<ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Identify special objects found in a place where people worship and be able to say something about what they mean and how they are used Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe Ask good questions during a school visit about what happens in a church, mosque or synagogue Identify some ways Christians celebrate Easter/Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Easter/Pentecost and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<ul style="list-style-type: none"> Identify some key religious symbols and some symbolic actions in a religious context Talk about some of the beliefs that underpin these symbols Respond sensitively to the 'special objects' of two religions Use some examples of symbolic language Identify some ways Muslims Eid-UL-Fitr and Ramadan and some ways a festival is celebrated in another religion. Re-tell stories connected with Eid-UL-Fitr and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Islamic festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied Make connections between what people believe about prayer and what they do when they pray Describe ways in which prayer can comfort and challenge believers Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray Make connections between stories, symbols and beliefs with what happens in at least two festivals Ask questions and give ideas about what happens to most believers in festivals (e.g. Easter, Eid-UL-Fitr) Identify similarities and differences in the way festivals are celebrated within and between religions Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives 	<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals Ask questions and give ideas about what happens to most believers in festivals (e.g. Easter, Eid-UL-Fitr) Identify similarities and differences in the way festivals are celebrated within and between religions Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives Suggest why some people see life as a journey and identify some of the key milestones on this journey Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief 	<ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Give examples of how places of worship support believers in difficult times, explaining why this matters to believers Present ideas about the importance of people in a place of worship, rather than the place itself 	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art <p>Apply ideas about values and from scriptures to the title question</p>

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Living	<ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers Give an account of what happens at a traditional Christian baptism/dedication and suggest what the actions and symbols mean Identify two ways people show they belong to each other when they get married Respond to examples of co-operation between different people Retell the Hindu story of the great river Identify a good reason to help others Recognise some artefacts from Hindu shrines, and say how and why some Hindu children use them Respond sensitively to the ideas about helping others and about community 	<ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world. Talk about issues of good and bad, right and wrong arising from the stories. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. Use creative ways to express their own ideas about the creation story and what it says about what God is like. 	<ul style="list-style-type: none"> Describe some example of what Christians do to show their faith, and make connections with some Christian beliefs and teachings Describe some ways in which Christians express their faith through hymns and modern worship songs Suggest at least two good reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes Discuss links between the actions of Christians in helping others and way in which people of other faiths and beliefs, including the pupils themselves, help others 	<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings and aims and duties in life Describe some ways in which Hindus express their faith through puja, aarti and bhajans Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including the pupils themselves, help others Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong. 	<ul style="list-style-type: none"> Make connections between Muslim practice and the Five Pillars and their beliefs about God and the Prophet Muhammad Describe and reflect on the significance of the Holy Qur'an to Muslims Describe the forms of guidance a Muslim uses and compare them to the forms of guidance experienced by the pupils Make connections between the key functions of the mosque and the beliefs of Muslims 	<ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples Describe some Christian and Humanist values simply Express their own ideas about some big moral concepts, such as fairness or honesty, comparing them with the ideas of others that they have studied Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections between beliefs and behaviour in different religions Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions Outline the challenges of being a Hindu, Christian or Muslim in Britain today Consider similarities and differences between beliefs and behaviour in different faiths