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Religious Education (RE) Knowledge Sequencing at Knavesmire Primary

Religious Education Understanding, Knowledge and Skills objectives:

Intent:	<p>Religious Education contributes to children's spiritual, moral, social, cultural and intellectual development. At Knavesmire, our Intent is that children will be encouraged to respect the religious commitment of others and embrace that people have the right to hold different religious beliefs. The school teaches RE in line with the legal requirement, by following the agreed Programme of Study of The City of York although instead of selecting Christianity and two other religions to teach we teach about all six major world religions across the seven years from Reception to Year 6. It is felt that all children, whatever their personal beliefs and commitments, can study RE in line with this syllabus.</p>
Substantive knowledge in Religious Education:	<p>Children are taught the basis of 4 key religions throughout their time at KPS. They learn about the beliefs of the different religions, the different practises from those religions and at the forefront they are learning about the people who practice those religions.</p>
Disciplinary knowledge in Religious Education:	<p>Children learn how to ask questions about the substantive knowledge that they have learnt. It allows children to think critically and apply the information they have learnt about different religions, helping them to understand the differences and similarities between themselves and others. Through this they develop respect, tolerance, empathy and have a much greater understanding of religions around the world.</p>
Religious Education:	<p>Understanding HOW people LIVE their lives and that we have differences and similarities - promoting knowledge based on mutual respect and tolerance, in a diverse society.</p>



EYFS Building the foundations for Religious Education:

Nursery

Throughout the year, the nursery children will begin to look at and respond to the EYFS (rec) questions:

Which stories are special and why?
Which people are special and why?
Which places are special and why?
Which times are special and why?
Where do we belong?
What is special about our world?

RE in EYFS enables children to develop skills within the prime and specific areas. Particularly, supporting children within the areas of C&L, PSED, UTW and EAD.

A. Know about and understand a range of religions and world views

B. Express ideas and insights about the nature, significance and impact of religions and worldviews

C. Gain and deploy the skills needed to engage seriously with religions and world views.

1 Know about differences and similarities between people.

2 Develop their sense of membership of a community.

3 Continue to develop positive attitudes about the differences between people.



Religious Education: Understanding, Knowledge and Skills objectives:

Rec

Throughout the year, it is recommended that the reception children will answer a minimum of 3 of the following questions:

- Which stories are special and why?
- Which people are special and why?
- Which places are special and why?
- Which times are special and why?
- Where do we belong?
- What is special about our world?

RE in EYFS enables children to develop skills within the prime and specific areas. Particularly, supporting children within the areas of C&L, PSED, UTW and EAD. Key learning is based around answering the Rec questions in a variety of ways and touches upon the key objectives which are covered more thoroughly in KS1.

A. Know about and understand a range of religions and world views

B. Express ideas and insights about the nature, significance and impact of religions and worldviews

C. Gain and deploy the skills needed to engage seriously with religions and world views.

1 Recall and name different beliefs and practises, including festivals, worship, rituals and way of life, in order to find out about the meanings behind them

2 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

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Religious Education: Understanding, Knowledge and Skills objectives:

Year 1

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes.

Believing

- Who is a Christian and what do they believe?

Expressing

- What places are sacred?
- How and why do we celebrate special and sacred times?

Living

- What does it mean to belong to a faith community?
- How should we care for others and the world, and why does it matter?

A. Know about and understand a range of religions and world views

1 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.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews

2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

C. Gain and deploy the skills needed to engage seriously with religions and world views.

3 Find out about and respond with ideas to examples of cooperation between people who are different.



Religious Education: Understanding, Knowledge and Skills objectives:

Year 2

**It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) .
The key questions are designed to enable children to achieve the end of key stage outcomes.**

Believing

- Who is a Muslim and what do they believe?
- Who is Jewish and what do they believe?
- What can we learn from Jewish books?

Expressing

- How and why do we celebrate special and sacred times?

Living

- How should we care for others and the world, and why does it matter?

A. Know about and understand a range of religions and world views

B. Express ideas and insights about the nature, significance and impact of religions and worldviews

C. Gain and deploy the skills needed to engage seriously with religions and world views.

1 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

2 Notice and respond sensitively to some similarities between religions and world views.

3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Religious Education: Understanding, Knowledge and Skills objectives:



Year 3

**It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) .
The key questions are designed to enable children to achieve the end of key stage outcomes.**

Believing

- What do different people believe about God?
- Why is the bible so important for Christians today?

Expressing

- Why do people pray?
- What festivals are important to religious communities?

Living

- What does it mean to be a Christian in Britain today?
- How do family life and festivals show what matters to Jewish people?

A. Know about and understand a range of religions and world views

B. Express ideas and insights about the nature, significance and impact of religions and worldviews

C. Gain and deploy the skills needed to engage seriously with religions and world views.

1 Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

2 Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

3 Discuss and present thoughtfully their own and others' view on challenging questions about belonging, meaning, purpose and truth, applying ideas on their own in different forms including (e.g.) reasoning, music, art and poetry.

Religious Education: Understanding, Knowledge and Skills objectives:



Year 4

**It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) .
The key questions are designed to enable children to achieve the end of key stage outcomes.**

Believing

- Why is Jesus inspiring for some people?

Expressing

- What festivals are important to religious communities?
- Why do some people think that life is like a journey and what significant experiences mark this?

Living

- What does it mean to be a Hindu in Britain today?
- What can we learn from religions about deciding what is right and wrong?
- How do family life and festivals show what matters to Jewish people?

A. Know about and understand a range of religions and world views

1 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.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews

2 Understand the challenge 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.

C. Gain and deploy the skills needed to engage seriously with religions and world views.

3 Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Religious Education: Understanding, Knowledge and Skills objectives:



Year 5

**It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) .
The key questions are designed to enable children to achieve the end of key stage outcomes.**

Believing

- Why do some people think God exists? Christian and non-religious responses.
- What would Jesus do? Can we live by the values of Jesus in the twenty-first century)

Expressing

- If God is everywhere, why go to a place of worship?

Living

- What does it mean to be a muslim in britain today?
- Green religion - How and why should religious communities do more to care for the earth?

A. Know about and understand a range of religions and world views

B. Express ideas and insights about the nature, significance and impact of religions and worldviews

C. Gain and deploy the skills needed to engage seriously with religions and world views.

1 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

2 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 world views.

3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just fair, and express their own ideas clearly in response.

Religious Education: Understanding, Knowledge and Skills objectives:

Year 6



**It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) .
The key questions are designed to enable children to achieve the end of key stage outcomes.**

<u>Believing</u>	<u>Expressing</u>	<u>Living</u>
<ul style="list-style-type: none"> • What do religions say to us when life gets hard? (Christian, Hindu and non-religious responses) 	<ul style="list-style-type: none"> • Is it better to express your beliefs in arts and architecture or in charity and generosity? • What can be done to reduce racism? Can religion help? 	<ul style="list-style-type: none"> • What matters most to Christians and Humanists? • Green religion? How and why should religious communities do more to care for the earth?

A. Know about and understand a range of religions and world views		B. Express ideas and insights about the nature, significance and impact of religions and worldviews		C. Gain and deploy the skills needed to engage seriously with religions and world views.	
1	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	2	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 world views.	3	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just fair, and express their own ideas clearly in response.