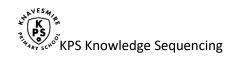
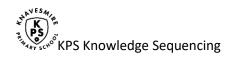
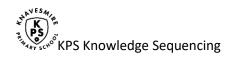
Religious Education (RE) Knowledge Sequencing at Knavesmire Primary						
Religious Education Understanding, Knowledge and Skills objectives:						
Intent:	Religious Education contributes to children's spiritual, moral, social, cultural and intellectual development. At Knavesmire, our Intent is that 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.					
Substantive knowledge in Religious Education:	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.					
Disciplinary knowledge in Religious Education:	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.					
Religious Education:	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.					



	Nursery							
Throughout the year, the nursery children will begin to look at and respond to the EYFS (rec) questions:								
RE in EYFS enables children to develop skil	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?	, supporting children within the areas of C&L,						
	PSED, UTW and EAD.							
A. Know about and understand a B. Express ideas and insights about ange of religions and world views of religions and worldviews and worldviews of religions and worldviews and worldviews 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						

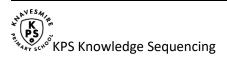


		Rec				
Throughout the year, it is recommende RE in EYFS enables children to develop skill PSED, UTW and EAD. Key learning is based	ls w aro	hat the reception children will answer a m Which stories are special and why? Which people are special and why? Which places are special and why? Which times are special and why? Where do we belong? What is special about our world?	ý, SI	upporting children within the areas of C&L,		
	B. Express ideas and insights about the nature, significance and impact of religions and worldviews			C. Gain and deploy the skills neede to engage seriously with religions and world views.		
. Know about and understand a ange of religions and world views	th	e nature, significance and impact	to	engage seriously with religions		



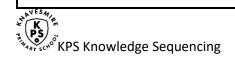
Year 1							
is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, livi The key questions are designed to enable children to achieve the end of key stage outcomes.							
Believing	Expressing	Living					
 Who is a Christian and what do they believe? 	 What places are sacred? How and why do we celebrate special and sacred times? 	 What does it mean to belong to a faith community? How should we care for others and the world, and why does it matter? 					
Know about and understand a ge of religions and world views	B. Express ideas and insights abo the nature, significance and impac						
	of religions and worldviews	and world views.					
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from	2 Observe and recount different wa of expressing identity and belonging, responding sensitively for themselves.	ideas to examples of cooperatio					

	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	Expressing	Liv	<u>/ing</u>				
	 Who is a Muslim and what de they believe? Who is Jewish and what do they believe? What can we learn from Jewish books? 	 How and why do we celebrate special and sacred times? 		 How should we care for others and the world, and why does it matter? 				
	Know about and understand a nge of religions and world views	B. Express ideas and insights about the nature, significance and imparts of religions and worldviews	ct	C. Gain and deploy the skills nee to engage seriously with religion and world views.				
	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 religio and world views.		3 Find out about questions of righ and wrong and begin to express their ideas and opinions in response.				



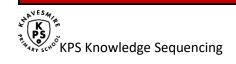
	Year 3					
lt	is recommended that a minimum of 3 of The key questions are des	-	stions are chosen, balancing across ed to enable children to achieve the			
	 Believing What do different people believe about God? Why is the bible so important for Christians today? 		 Why do people pray? What festivals are important to 		ng What does it mean to be a Christian in Britain today? How do family life and festivals show what matters to Jewish people?	
	ange of religions and world views		3. Express ideas and insights about he nature, significance and impact of religions and worldviews		. Gain and deploy the skills needed engage seriously with religions nd 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.	

	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? 			 religious communities? Why do some people think that life is like a journey and what significant experiences mark this? Britain today? What can we learn from deciding what is right a How do family life and f 		What does it mean to be a Hindu in			
	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 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.	2		aith ing ,	3 Consider and apply ideas about ways in which divers communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.			



	Year 5				
	t is recommended that a minimum of 3 qu The key questions are desig	estions are chosen, balancing across ned to enable children to achieve the			
	Believing	Expressing	<u>Livi</u>	ng	
	 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) 	a place of worship?	•	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?	
	ange of religions and world views	8. Express ideas and insights about he nature, significance and impact of religions and worldviews	to	. Gain and deploy the skills needed o engage seriously with religions nd 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.	 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.	

Year 6



lt	It is recommended that a minimum of 3 q The key questions are des <u>Believing</u> • What do religions say to us whe life gets hard? (Christian, Hindu		stions are chosen, balancing across red to enable children to achieve the Expressing Is it better to express your beliefs in arts and architecture or in	 end of key stage outcomes. Living What matters most to 		
	and non-religious responses)	u	 What can be done to reduce racism? Can religion help? 		 Christians and Humanists? Green religion? How and why should religious communities do more to care for the earth? 	
	range of religions and world views th		Express ideas and insights about e nature, significance and impact religions and worldviews	to	a. Gain and deploy the skills needed o engage seriously with religions nd 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.	

