

The Curriculum for RE in Year 1 & 2

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences. RE's place in the curriculum is underpinned by values and purposes. Along with the other subjects of the curriculum, RE aims:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

The threefold aim of RE

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils can:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Key Stage 1

Christians, Sikhs and Muslims (an additional study of Hinduism where there are many Hindu pupils in a class)

RE teaching and learning increasingly enables pupils to...

- Make sense of a range of religious and non-religious beliefs.
- Understand the impact and significance of religious and nonreligious beliefs.
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

End of key stage outcomes:

This RE enables most 7 year olds at the end of year 2 to:

- Identify the core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give examples of how stories show what people believe (e.g. the meaning behind a festival).
- Give examples of ways in which believers put their beliefs into action
- Give a good reason for the views they have and the connections they make.
- Give clear, simple accounts of what stories and other texts mean to believers

The twelve units of study provided for schools are:

1. What do Christians believe God is like? (Christians)
2. Why does Christmas matter to Christians? How and why do we celebrate special times? (Christians)
3. Who celebrates what? How and Where? Celebrations that matter in Cannock (Christian, Muslim, Sikh)
4. Beginning to Learn Sikhi: Part A. Stories of the Sikh Gurus.
5. Beginning to Learn Sikhi: Part B. The Gurdwara, a place to belong.
6. Why does Easter matter to Christians? (Christians)
7. Beginning to learn Islam: What can we learn from stories of the Prophet? (Muslims)
8. Beginning to learn Islam: What can we learn from Muslims in Cannock? (Muslims)

9. Holy places: where and how do Christians, Sikhs and Muslims worship?
10. How and why are some books holy? Sacred words for Sikhs, Muslims and Christians.
11. Questions that puzzle us
12. What is the 'good news' Christians believe Jesus brings? (Christians)