

The Curriculum for RE in Year 3 & 4

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 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

End of Lower Key Stage 2 Outcomes

- Identify and describe the core beliefs and concepts studied
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
- Make clear links between texts / sources of authority and the key concepts studied

- Describe how people show their beliefs in how they worship and in the way they live
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers
- Identify some differences in how people put their beliefs into action
- Give good reasons for the views they have and the connections they make

The twelve units of study provided for teachers to use for Years 3 and 4 are:

1. What are the deeper meanings of the festivals? (Sikhs, Muslims, Christians)
2. What is it like to be a Hindu? Community, Worship, Celebration (Hindus)
3. What do Christians learn from the Creation story? (Christians)
4. What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living (Sikhi)
5. What is the 'Trinity' and why is it important for Christians? (Christians)
6. Values: What matters most? Christians and Humanists (Humanists, Christians)
7. What kind of world did Jesus want? (Christians)
8. Why do Christians call the day Jesus died 'Good Friday'? (Christians)
9. What is it like to be Jewish? Family, Synagogue and Torah (Jewish people)
10. For Christians, when Jesus left, what was the impact of Pentecost? (Christians)
11. Keeping the 5 Pillars of Islam (Muslims)
12. Why does the Prophet matter to Muslims? (Muslims)