



Principal aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to...		
<b>A. make sense of a range of religious and non-religious beliefs</b>	<b>B. understand the impact and significance of religious and nonreligious beliefs</b>	<b>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b>
<b>End of lower Key Stage 2 outcomes</b>		
<b>Identify and describe the core beliefs and concepts studied</b>	<b>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</b>	<b>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</b>
<b>Make clear links between texts/sources of authority and the key concepts studied</b>	<b>Describe how people show their beliefs in how they worship and in the way they live</b>	<b>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</b>
<b>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</b>	<b>Identify some differences in how people put their beliefs into action</b>	<b>Give good reasons for the views they have and the connections they make</b>
<b>End of upper Key Stage 2 outcomes</b>		
<b>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</b>	<b>Make clear connections between what people believe and how they live, individually and in communities</b>	<b>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</b>
<b>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</b>	<b>Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</b>	<b>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</b>
<b>Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</b>		<b>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</b>

# Religions, beliefs and worldviews taught at KS2

During the key stage, pupils should be taught knowledge, skills and understanding about **Christians, Muslims, Hindus** and **Jews**. Pupils may also encounter other religions and worldviews (including **non-religious worldviews**) in thematic units.

<b>Christianity:</b> God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	<b>Hinduism:</b> Samsara and moksha Brahman (God) and atman Karma and dharma	<b>Islam:</b> God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)	<b>Judaism:</b> God Torah The People and the Land	<b>Non-religious worldviews</b>
<p><b>L2.1</b> What do Christians learn from the creation story? [Creation/Fall]</p> <p><b>L2.2</b> What is it like for someone to follow God? [People of God]</p> <p><b>L2.4</b> What kind of world did Jesus want? [Gospel]</p> <p><b>L2.3</b> What is the ‘Trinity’ and why is it important for Christians? [God/ Incarnation]</p> <p><b>L2.5</b> Why do Christians call the day Jesus died ‘Good Friday’? [Salvation]</p> <p><b>L2.6</b> For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p><b>U2.1</b> What does it mean if Christians believe God is holy and loving? [God]</p> <p><b>U2.3</b> Why do Christians believe Jesus was the Messiah? [Incarnation]</p>	<p><b>L2.7</b> What do Hindus believe God is like? [Brahman/atman]</p> <p><b>L2.8</b> What does it mean to be Hindu in Britain today? [Dharma]</p> <p><b>U2.7</b> Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]</p>	<p><b>L2.9</b> How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <p><b>U2.8</b> What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p>	<p><b>L2.10</b> How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p><b>U2.9</b> Why is the Torah so important to Jewish people? [God/Torah]</p>	<p><b>L2.12</b> How and why do people try to make the world a better place? (C, M/J/ NR)</p> <p><b>L2.11</b> How and why do people mark the significant events of life? (C, H, NR)</p> <p><b>U2.10</b> What matters most to Humanists and Christians? (C, M/J, NR)</p> <p><b>U2.11</b> Why do some people believe in God and some people not?(C, NR)</p> <p><b>U2.12</b> How does faith help people when life gets hard?</p>

<p><b>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</b></p> <p><b>U2.2 Creation and science: conflicting or complementary? [Creation]</b></p> <p><b>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]</b></p> <p><b>U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]</b></p>				
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## Planning overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.1 What can Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?  (C, M/J/ NR)
Year 4	L2.3 What is the 'Trinity' and why is it important to Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of the Pentecost?	L2.11 How and why do people mark the significant events of life?  (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians?  (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not?  (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

