

Religious Education



End of key stage expectations

Showing knowledge and understanding:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• identify similarities in features of religions and beliefs• retell religious, spiritual and moral stories• identify possible meanings for stories,• symbols and other forms of religious expression• identify how religion and belief is expressed in different ways	<ul style="list-style-type: none">• explore, gather, select, and organise idea about religion and belief• investigate and describe similarities and differences within and between religions and beliefs• comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate• suggest meanings for a range of forms of expression, using appropriate vocabulary• describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally

Expressing ideas, beliefs and insights:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings.• Asks questions about their own and others' ideas, feelings and experiences.• Give a reason why something may be valued by themselves and others.• Recognise that some questions about life are difficult to answer.	<ul style="list-style-type: none">• investigate and describe how sources of inspiration and influence make a difference to themselves and others• apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives• suggest what might happen as a result of their own and others' attitudes and actions• suggest answers to some questions raised by the study of religions and beliefs

RELIGIOUS EDUCATION Scheme of work

Year	Autumn	Hours	Spring	Hours	Summer	Hours
1	Who were Jesus' friends?	5-6	What is the Torah and why is it important to Jews? Why do Jewish families celebrate Shabbat?	3-4 4-6	What is prayer? <i>Is the world a fair place?</i>	3-4 3-4
	<i>How do Christians follow Jesus?</i> Why is Christmas important to Christians?	4-6 2-3	What made Moses a good leader? Why do eggs have to do with Easter?	3-4 2-3	Why is the bible an important book for Christians? <i>Why should we look after our world?</i>	4-6
2	Why did Jesus tell parables?	5-6	Who is Allah? How do Muslims pray?	2-3 2-3	What happens in a church?	5-6
	What are symbols and why do religions use them? What signs are there in the Christmas story? Sparkfish – Christmas journey	4-6 2-3	Why is the Qur'an important to Muslims? Who is Muhammad (pbuh)? Why is Easter important to Christians?	5-6 2-3	What do Christians believe God might be like? <i>Why do Christians call Jesus saviour?</i>	4-6

3	<p>Why is praying important for Christians?</p>	<p>5-6</p>	<p>What are important times for Jews?</p> <p>How can a synagogue help us understand the Jewish faith?</p>	<p>2-3</p> <p>2-3</p>	<p>Why do Christians share communion?</p>	<p>6-8</p>
	<p>How did Jesus change lives?</p> <p>Why are presents given at Christmas?</p>	<p>6-8</p> <p>2-3</p>	<p>What does it mean to be a Jew?</p> <p>What happened during Jesus' last week on earth?</p>	<p>3-4</p> <p>2-3</p>	<p>How do people celebrate new life?</p>	<p>6-8</p>
4	<p>What do Christians believe God is like?</p>	<p>6-8</p>	<p>What do Sikhs value?</p>	<p>6-8</p>	<p>Why do Christians call God father?</p>	<p>6-8</p>
	<p>Is Christian worship the same all around the world?</p> <p>How can artists help us understand Christmas?</p>	<p>5-6</p> <p>2-3</p>	<p>How does the Bible reveal God's rescue plan?</p> <p>What can we learn about How do Christians prepare for Easter?</p>	<p>6-8</p> <p>2-3</p>	<p><i>How can we live together in one world?</i></p>	<p>6-8</p>

5	How did it all begin?	6-8	What do Muslims believe?	6-8	What would Jesus do? (How do the beliefs of Christians influence their actions?)	6-8
	Why did Jesus say I am? Why is light an important sign at Christmas?	6-8 3-4	What are the Pillars of Islam? How do we know what happened at Easter? Easter Experience – Reigate Park church	6-8 2-3	How did Jesus' teaching challenge people?	6-8
6	How is God three – and yet One?	6-8	What does it mean to be a Hindu?	6-8	What is the “Buddhist” way of life?	6-8
	<i>Why do Christians make promises in marriage?</i> What do the gospels say about the birth of Jesus? – Why is it good news?	6-8 3-4	Adam, Eve, Christmas, Easter: what are the connections? Did Jesus have to die?	6-8 2-3	How can churches help us to understand Christian belief?	6-8

SURREY AGREED SYLLABUS FOR R.E. – Curriculum outline (Primary)

Topics in **BOLD** are compulsory RE units. Topics in Italics are the additional units of study required to make up the total number of hours across the key stage.

A minimum of **36 hours** per year **must** be completed at **Key Stage 1** and this increases to a **minimum** of **42 hours** per year at **Key Stage 2**. This equates to approximately **1 ¼ hours** per week. This can be taught in blocks of learning over a shorter period of time and this would work well for the Christmas and Easter topics.

Anita and Alison from Luke's church will lead a session to launch this unit. 1 per year group.

Whole school topic: Why is Harvest a world-wide celebration? How can we give thanks?

Additional RE teaching: Open the Book assemblies (storytelling through the Bible) 20 mins per week.