

RE – OVERVIEW KS1

A minimum of two religions are to be studied. Christianity and at least one other religion (Islam is the recommended example. Judaism is a popular alternative). Religions and beliefs represented in the local area may also be chosen for learning.

36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

Requirements - A minimum 5% of curriculum time is required for teaching RE.	Outcomes: At the end of Y1 pupils will be able to:	Outcomes: At the end of key stage 1 pupils will be able to:
CHRISTIANITY	Local places of worships – St Saviours, St Marys, Methodist. Visits + little understanding of the key differences.	Creation stories from the Bible – how the world was made & Adam & Eve
WORLD RELIGIONS	Understanding the role of the Pope and the impact on the lives of Catholics – locally and globally. (St Marys Catholic Church)	Creation stories from around the World (Introduction to Islam)
SHEFFIELD SYLLABUS	<p>Myself How do we show we care for others? Why does it matter?</p> <p>Stories of Jesus: What can we learn from stories of Jesus about praying and helping people?</p> <p>Leaders: What makes some people inspiring to others? What does it mean to belong?</p> <p>Symbols In what ways are churches / mosques / synagogues important to believers?</p>	<p>Believing: How and why do people pray? (Christians, Muslims and Jewish people)</p> <p>Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</p> <p>Celebrations and festivals: Who Celebrates what and why? Christians and Muslims</p>
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	I can describe and show in my drawings the differences between different places of worship.	I can recall and name different beliefs and practices, and am beginning to be able to explain some reasons behind them.
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	I can retell the main events of a religious story and talk about why these events happened.	I can retell and suggest meanings to some religious and moral stories and recognise the communities from which they come.
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	I know some symbols that are seen in different places of worship and begin to explain their importance to their community.	I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
<p>Express and Communicate</p>	I can ask relevant questions about different places of worship in my community.	I can ask and respond to questions about what communities do, and why.

B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;		
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	I understand how to show respect for different religions and places of worship	I can recount different ways of expressing identity and belonging and can responding sensitively.
Express and communicate B3. Appreciate and appraise varied dimensions of religion6;	I can identify some similarities between different places of worship within my community.	I can notice and respond sensitively to some similarities between different religions and world views.
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	I can ask questions and find out what it means to belong to a community.	I can explore questions about belonging, meaning and truth and can express my own ideas and opinions in response using words, music, art or poetry.
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	I can share my ideas about being different and be sensitive to other people's views.	I can find out about and respond with ideas to examples of co-operation between people who are different.
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	I know about right and wrong and can share my thoughts with others.	I can find out about questions of right and wrong and begin to express their ideas and opinions in response.

RE OVERVIEW – KS2

A minimum of three religions are to be studied. Christianity and at least two other religions (two from Buddhism, Hinduism, Judaism or Islam are recommended).

45 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)

Requirements - A minimum 5% of curriculum time is required for teaching RE.	Outcomes: At the end of Y3 pupils will be able to:	Outcomes: At the end of Y4 pupils will be able to:	Outcomes: At the end of Y6 pupils will be able to:	Outcomes: At the end of key stage 2 pupils will be able to:
CHRISTIANITY	Stories from the New Testament – Jesus as a boy – presented at the temple, baptised, tempted by the devil, the first miracle.	Stories from the New Testament - parables (The Good Samaritan, Feeding of the 5,000, The Good Shepherd) The Easter Story	Stories from the Old Testament – Moses (Exodus 1 – 15) Joseph in Egypt (Genesis 37 – 49)	Stories from the Old Testament – The Ten Commandments, The Golden Calf & The Tabernacle (Exodus 19 40) (Woodland shelter)
WORLD RELIGIONS	Focused Study – ISLAM Links to maths/geometry (Islamic Art) Comparing religious make up with UK	Focused Study – Buddhism (Linked to Changing Earth) Comparing religious make up with UK	Focused study on Judaism (Links to WW1)	Focused Study – Hinduism/Sikhism Comparing religious make up with UK (India)
SHEFFIELD SYLLABUS	<p>Year 3: Beliefs and questions: How do Christian people’s beliefs about God, the world and others have an impact on their lives? Christianity</p> <p>Year 3: Religion, family and community: Prayer How do religious families and communities live out their faith? Religions: Christianity and Muslim</p> <p>Year 4: Inspirational people from long ago: What can we learn from inspiring leaders who started religions?</p>	<p>Year 4: Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Christians (symbol of the fish)</p> <p>Year 5: Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire. Buddhist Centre Sheffield.</p> <p>Year 4: Inspirational people in today’s world What can we learn from great leaders and inspiring examples in today’s world? Dalai Lama</p>	<p>Year 5: Beliefs and questions: How do people’s beliefs about God, the world and others have impact on their lives? Christianity Judaism</p> <p>Year 6: Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews - Christian, Judaism?</p> <p>Year 3: The journey of life and death: Why do some people think life is like a journey? Where do we go? What do people think about life after death? Christians</p>	<p>Year 6: Religion, family and community: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? All the religions and beliefs of Sheffield</p> <p>Year 5: Religion and the individual: What is expected of a person in following a religion or belief? Christians</p> <p>Year 6: Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>

				Hinduism/Sikhism
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	I can describe some different features of the religions studied.	I can describe a range of different features of the religions studied	I can describe a range of different features of each religion studied and beginning to make connections.	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 thoughtfully on their ideas.
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	I can identify links between different religious stories.	I can describe links between different religious stories.	I can describe links between different religious stories and am beginning to make links with aspects of the communities studied.	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.
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	I can explore different beliefs, symbols and actions of the religions studied.	I can explore and describe different beliefs, symbols and actions of the religion studied.	I can explore and describe different beliefs, symbols and actions of the religion studied and am beginning to understand different ways of life and ways of expressing meaning.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	I am beginning to understand that there are many different religions in the world and can explain the main features of ones that have been studied.	I understand that there are many different religions and views and can explain their significance to individuals and community	I can explain, with simple reasons the reasons and significance of religions to individuals and communities.	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.
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	I understand the word commitment and can explain what commitment to a faith or community means.	I am beginning to understand some of the challenges and benefits that an individual may experience when belonging to a faith or community.	I can explain, with examples from religions studied the challenges and benefits of belonging to a faith or community	

<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion6;</p>	<p>I can show simple differences and similarities between different religions and world views.</p>	<p>I can show simple difference and similarities between different religions and world views and can explain using examples from each religion studied.</p>	<p>I understand the meaning of the word dimension in the context of religion and can show understanding of similarities and differences between different religions and world views.</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>I can think about my own and others views and am beginning to ask questions about belonging, meaning, purpose and truth.</p>	<p>I can share my own views with others and can give simple explanations to support my views belonging, meaning, purpose and truth.</p>	<p>I can discuss and present my own views to others about belonging, meaning, purpose and truth, applying ideas of my own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>I understand that communities can be diverse and can explain the meaning of the word 'diverse.'</p>	<p>I can give examples of what is meant by a diverse community and can explain the benefits and challenges experienced.</p>	<p>I understand the benefits of a diverse community and am beginning to explain the benefits and challenges using examples to support my views.</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.</p>
<p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>I understand the meaning of the word 'ethical' and can give examples about how this impacts on everyday life for some people.</p>	<p>I am beginning to ask my own 'ethical' questions and can share my thoughts and views with others about what is right and wrong and what is just and fair.</p>	<p>I can articulate my own ideas about what is right and wrong and what is just and fair, in an 'ethical' context.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>