

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? Hinduism/Sikhism</p>
Know about & Understand	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	Describe and make connections between different features of the religions and world views they

<p>A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>			<p>and beginning to make connections.</p>	<p>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>
<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>	<p>I can identify links between different religious stories.</p>	<p>I can describe links between different religious stories.</p>	<p>I can describe links between different religious stories and am beginning to make links with aspects of the communities studied.</p>	<p>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>
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>I can explore different beliefs, symbols and actions of the religions studied.</p>	<p>I can explore and describe different beliefs, symbols and actions of the religion studied.</p>	<p>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.</p>	<p>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>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<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.</p>	<p>I understand that there are many different religions and views and can explain their significance to individuals and community</p>	<p>I can explain, with simple reasons the reasons and significance of religions to individuals and communities.</p>	<p>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>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and</p>	<p>I understand the word commitment and can explain what commitment to a faith or community means.</p>	<p>I am beginning to understand some of the challenges and benefits that an individual may experience when belonging to a faith or community.</p>	<p>I can explain, with examples from religions studied the challenges and benefits of belonging to a faith or community</p>	

teachings about identity, diversity, meaning and value;				
Express and communicate B3. Appreciate and appraise varied dimensions of religion6;	I can show simple differences and similarities between different religions and world views.	I can show simple difference and similarities between different religions and world views and can explain using examples from each religion studied.	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.	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.
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	I can think about my own and others views and am beginning to ask questions about belonging, meaning, purpose and truth.	I can share my own views with others and can give simple explanations to support my views belonging, meaning, purpose and truth.	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.	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.
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	I understand that communities can be diverse and can explain the meaning of the word 'diverse.'	I can give examples of what is meant by a diverse community and can explain the benefits and challenges experienced.	I understand the benefits of a diverse community and am beginning to explain the benefits and challenges using examples to support my views.	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.
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 understand the meaning of the word 'ethical' and can give examples about how this impacts on everyday life for some people.	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.	I can articulate my own ideas about what is right and wrong and what is just and fair, in an 'ethical' context.	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.