



Subject: Religious Education

OUR COMMON PURPOSE

All children will reach their full educational potential and look back at their time at Riverview Junior School with absolute admiration irrespective of gender, race, disability or background.

Rationale:

At Riverview Junior School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area.

Aims and objectives

- To acquire and develop knowledge and understanding of Christianity and the other principal religions
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- To develop the ability to make reasoned and informed judgements about religious and moral issues
- To enhance their spiritual, moral, social and cultural development
- To develop awareness of the ultimate questions of life raised by human experiences, and of how religions can relate to them
- To respond to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- To reflect positively on their own identity, beliefs, values and experiences in the light of their study
- To develop positive attitudes of respect towards other people who hold views and beliefs different from their own
- To develop positive attitudes towards living in and contributing to an inclusive and caring community and a society of diverse religions.



Skills and Knowledge Progression

Area of Study: Know about and understand religions and worldviews.

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Retell some stories behind festivals.	Name some religious festivals and retell stories linked to them.	Make connections between stories, symbols and beliefs and what happens in at least two festivals. Identify the similarities and differences in the way festivals are celebrated within and between religions.	Describe and make connections between stories, symbols and beliefs and how believers celebrate their faith through festivals and rituals (practices).	Reflect thoughtfully to describe and make connections between stories and beliefs with ways in which different religions can have faith in their beliefs and celebrate it.	Reflect thoughtfully and explain how stories and culture influence individuals and communities beliefs and practices.
Know that religions have festivals of commitment such as Christenings, Bar/Bat Mitzvahs.	Recall and name some of the ways religions mark milestones of commitment.	Suggest why some people see life as a journey and identify some of the key milestones in this journey. Describe what happens in ceremonies of commitment and say what these rituals mean.	Describe and make connections between stories, symbols and beliefs and life events such as commitment ceremonies, pilgrimages and begin to think about views on life after death,	Reflect thoughtfully to describe and make connections between stories and beliefs with ways in which different religions can show their faith through commitment ceremonies or practices, such as charity, artwork and rituals	Explain a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as a way of seeing the world.
Retell some stories from more than one faith and explain what they teach people or mean. Make simple links between belief and practice. Make links between the messages within sacred	Retell and suggest the meanings of stories from sacred texts about people who encountered god. Make connections between stories about temptation and why people can find it difficult to be good.	Make connections between stories within a sacred text and how this changes the way people live their lives. Recall and name stories from sacred texts that inspire.	Describe and give reasons for connections between stories in a sacred text and religious practice.	Describe the impact of a person's belief on their lives. Describe the forms of guidance religious people use and compare them to forms of guidance by the pupil.	



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texts and the way people live.					
Recognise religious objects and suggest why they are important and how they are used.	Describe some of the ways religious groups describe God. Describe what some believers say or do in pray.	Describe the practise of prayer. Describe things which are important to believers.	Know different terms used for describing beliefs about God and how beliefs can be different, even in the same religion. Describe and make connections between the key functions of a religious building and the beliefs of the religious community.	Describe what Ahimsa, Grace ad Ummah mean to religious people. Describe, make connections and be critical of examples of religious creativity.	Explore and describe a range of beliefs, symbols, places of worship and religious teachings so they understand different ways of life and ways of expressing meaning.
Curriculum goals:	Why are festivals important? What do people believe about God? Why is the Bible important to Christians? Why do people pray? Being a Christian in Britain.	Is life a journey? Why are festivals important to religious communities? Why is Jesus inspiring? Being a Hindu in Britain. How can religion help us know right or wrong?	Why go to a place of worship? Why do some people believe in God? Being a Muslim in Britain What would Jesus do?	What do religions say when life gets tough? What matters most to Christians and Humanists? What is more important? Art or charity? Ahimsa, Grace and Ummah.	

Outcomes for this area are embedded across all the following areas of study including the enrichment activities.



Skills and Knowledge Progression

Area of Study: Expressing and communicating ideas related to religions and worldviews.

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p>	<p>Identify beliefs about God.</p> <p>Give examples of how and suggest reasons why religious groups use their sacred text today.</p>	<p>Suggest why having faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference to people's lives to believe in God.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p>Identify reasons why a sacred text and belief in God is important to a religious group and how it makes a difference to how they live.</p> <p>Offer interpretations of two parables and say what they might teach people about how to live.</p>	<p>Consider similarities and differences between beliefs and behaviour in different faith.</p>	<p>Explain the religions and worldviews which they encounter with respect and evaluate them with respect to effect they have on people's lives.</p>
<p>Identify ways that festivals are marked and identify how this might make people feel.</p> <p>Talk about special religious days and give examples of what might be done to celebrate.</p> <p>Ask questions and suggest answers to questions about stories to do with religious festivals.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p>	<p>Ask questions and give idea about what matters most to believers in festivals.</p> <p>Suggest reasons why marking milestones of life are important to religious communities.</p>	<p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p>	<p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why groups of people have different ideas about an afterlife.</p>	<p>Investigate differing views on celebrations, life after death and what matters most in life and be able to discuss these respectfully and coherently.</p>
<p>Identify ways that some people make a response to God by caring for others and the world.</p>	<p>Recall and talk about some rules for living in religious traditions and practices.</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p>	<p>Understand the struggles which religious groups may experience living in our world today.</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p>	<p>Observe, interpret and thoughtfully discuss ways in which religions help people when times are tough and the challenges which religious groups experience in today's world.</p>



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				Outline the challenges of belonging to a religious community in Britain today.	
Talk about ways in which stories, objects, symbols and actions show what people believe.	Respond thoughtfully to examples of how praying helps religious believers. Describe and comment on similarities and differences between how different religions pray.	Describe ways in which prayer can comfort, guide or challenge believers.	Identify reasons why prayer (at home and a place of worship) is important to a religious group and how it makes a difference to how they live.	Show an understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art.	Consider big questions such as 'what is religion?' and 'why are people religious?' to understand why religion is important to different people.
Curriculum goals:	Why are festivals important? What do people believe about God? Why is the Bible important to Christians? Why do people pray? Being a Christian in Britain.	Is life a journey? Why are festivals important to religious communities? Why is Jesus inspiring? Being a Hindu in Britain. How can religion help us know right or wrong?	Why go to a place of worship? Why do some people believe in God? Being a Muslim in Britain What would Jesus do?	What do religions say when life gets tough? What matters most to Christians and Humanists? What is more important? Art or charity? Ahimsa, Grace and Ummah.	



Skills and Knowledge Progression

Area of Study: Gaining and deploying skills for studying religions and worldviews.

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Ask some questions about believing in god and begin to develop their own ideas.	Ask questions and suggest some of their own responses to ideas about God.	Describe their own ideas on God and compare it with a friend or another religion.	Compare religious views, with those of themselves about God. Understand and use the terms Atheist, Agnostic and Theist.	Compare religious and non-religious views on god and the effect which this has on the way they lead their lives.	Explore some of the big questions relating to God and give a well-thought out and reason response for their own ideas.
Ask and suggest answers to questions arising from stories across more than one faith. Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.	Suggest ideas about good ways to treat others arising from their learning.	Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Begin to explore how religious figure give believers guidance on how to lead a good life.	Explore how religious figures give guidance on how to lead a good life.	Express their own understanding of how to lead a good life,	Explore and explain how religions and worldviews impact the way a person leads their life.
Talk about issues of good and bad from stories.	Talk about issues of good and bad, right and wrong arising from stories.	Discuss their own ideas about how people decide right and wrong. Discuss their own and others' ideas about why humans do bad things and how people try to put them right.	Discuss their own ideas about the importance of values to live by, comparing them to religions ideas for right and wrong.	Discuss, explain and respectfully, be critical of their own and others' ideas and values about what is right and wrong.	Investigate, interpret and compare values held by different believers and myself into what is right or wrong.
Curriculum goals:	What do people believe about God? Why is the Bible important to Christians? Why do people pray? Being a Christian in Britain.	Why are festivals important to religious communities? Why is Jesus inspiring? Being a Hindu in Britain. How can religion help us know right or wrong?	Why do some people believe in God? Being a Muslim in Britain. What would Jesus do?	What do religions say when life gets tough? What matters most to Christians and Humanists? What is more important? Art or charity? Ahimsa, Grace and Ummah.	