







Religious Education

	Beliefs and Values	Making links and connections	Stories	Symbols	Empathy	Questioning
Age 5-6	<p>Life Stances: 'what makes me: me?'</p> <p>Know communities they belong in; know that not everyone has a faith but would still have values they follow.</p> <p>BIG question: what do we do to make others happy?</p>		<p>Children are able to retell a religious or spiritual story with events in order verbally or pictorially e.g. Simple religious stories such as Hindus - The Tale of Rama and Sita. Christianity – The Nativity Story.</p>	<p>Children are able to name the religion a symbol belongs to and some words e.g. Hindus</p> <p>– om , temple, shrine, mandir, deity, Brahman (God).</p> <p>Christianity – </p> <p>crucifix/cross, church, bible, Jesus.</p>	<p>Children are able to talk about their own special experiences or feelings e.g. I am part of Rainbows, we do lots of fun activities. I enjoy going with my family to temple etc.</p>	<p>Children are able to ask questions about what puzzles them about the religions they are learning e.g. why is a church that shape?</p>
Age 6-7	<p>Children are able to identify some religious beliefs, teachings and practices e.g. Hindus believe God comes in many forms. Puja is when Hindus pray to a deity (form of god) for something. They have religious rules they follow to help them make good life choices. Know values that are shared; know that not each person follows a religion.</p>	<p>Children are beginning to notice that religions have similarities e.g. Both Christians and Hindus have religious books that teach them lessons. They celebrate important milestones in a person's life such as special birthdays etc.</p>	<p>Children are able to retell a religious or spiritual story with events in order pictorially or in written form and begin to suggest meanings or moral of that story e.g. In the Easter story Jesus rose again, this is important because it represents hope and second chances.</p>	<p>Children are able to suggest meanings for religious symbols and stories e.g. The om  is special to Hindus because it is the sound that was made when the world began.</p> <p>The crucifix/cross  is special to Christians because Jesus died on the cross and it represents hope.</p>	<p>Children are able to talk about or listen to other people's beliefs in a sensitive way. They are able to respond respectfully to others' experiences and feelings.</p>	<p>Children begin to realise that some questions can be difficult to answer e.g. Why do we have art? Do animals have feelings? What is God?</p>

Age 7-9	<p>Children are able to describe beliefs and practices. What did you believe when you were younger? Has this changed? Why?</p> <p>They are able to outline the importance of certain features of a festival or practice e.g. Ramadan is important to Muslims because Muslims believe the act of fasting (sawm) brings them closer to God.</p>	<p>Children make links between different religions through looking at their values, practices etc. e.g. In both Judaism, Islam and Christianity they believe in 1 God. All these religions have ceremonies that celebrate life milestones, this could be birth or becoming a certain age. In these 3 major religions they share some important figures and stories, although they may have different names.</p> <p>Children to begin to make links to their own attitude and behaviour.</p>	<p>Children are able to recall a religious or spiritual story in a pictorially or in written form and suggest meanings or moral of that story and begin to relate to themselves e.g. The story of David and Goliath teaches Christians that you can overcome any obstacle no matter who you are. I feel this is important message for me, because it teaches me not to give up even though I might find something too hard.</p>	<p>Embedding of age 6 – 7 statement based on the religions covered in the year group outlined on RE overview.</p>	<p>Children are able to compare aspects of their own experiences and ideas.</p> <p>They are able to identify what influences their own lives e.g. their religion, school, family etc.</p>	<p>Children recognise questions which are difficult to answer and are beginning to compare those questions with those of others.</p>
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Age 8-10	<p>Children are able to show understanding of what belonging to a religion or belief practice involves, e.g. beginning to know how other Christian denominations practice (Catholics/ Church of England) e.g. The pope is the religious leader for the Catholic church. Catholics believe that the pope has been ordained by God to lead the church.</p> <p>Considering those with different beliefs and values to mine.</p>	<p>Children are able to show how religious beliefs ideas and feelings can be expressed in a variety of forms and are beginning to explain how beliefs are shared by different religions and belief systems with more accuracy e.g. most religions' use stories to teach life lessons and morals etc.</p>	<p>Children are able to address and understand the themes of religious and spiritual stories and how they can apply these lessons for caring about their local community e.g. The Good Samaritan teaches care and respect for all. Link to helping local charitable projects such as Harvest Festival at the local church etc.</p>	<p>Children are able to give meanings to a broader range of symbols within religions e.g. The kirpan</p>  <p>in Sikhism represents a Sikh's readiness to protect the weak and defend against injustice and persecution.</p>  <p>The dove in Christianity is considered a symbol of hope as it gave Noah the sign of land in the biblical tale. It can also represent the Holy Spirit or the release of a soul after death into heaven.</p>	<p>Children are able to ask and answer questions about the significant experiences of key figures, puzzling aspects of life and moral issues. They to answer these questions by making reference to beliefs, from their own and others' experiences (linked to religion or otherwise).</p>	<p>Children are able to question religious rules or laws and ask why certain things are held to be right or wrong e.g. use examples of Islamic athletes such as Mo Farah may have to fast during sporting events, as a stimulus to question religious rules, Look at the ten commandments are they all still relevant in modern day? Etc.</p>
Age 10-11	<p>Children are able to explain principle beliefs and teachings of different religions in light of their learning throughout their time at school.</p> <p>What is meant by religious faith? What is meant by world views?</p>	<p>Children are able to explain with confidence how beliefs are shared by different religions and belief systems e.g. most religions believe in life after death, whether this is through reincarnation (Hinduism, Sikhism and Buddhism) or a form of Heaven (Christianity, Judaism and Islam). Know how different religious faiths and world views have developed.</p>	<p>Children are able to address and understand the themes of religious and spiritual stories and how they can apply these lessons for caring about their global community e.g. Look at Sikh tales such as The Tale of Two Villages. In which the Guru teaches that we should share respect, kindness with the world.</p>	<p>Embedding of age 8 – 10 statement based on the religions covered in the year group outlined on RE overview.</p>	<p>Children are able to make informed responses to questions of identity & experience, meaning & purpose and people's values & commitments in the light of their learning.</p> <p>Community Cohesion.</p>	<p>Children ask questions about how individuals and communities use different ways to express their religion or belief system e.g. Is a Sikh born and raised in modern day Britain any different to a Sikh born in traditional India? If so why?</p>