

# South Brent Primary School - Subject Overview

## RELIGIOUS EDUCATION

**At South Brent Primary School we aim for each pupils to have - Essential Religious Education Characteristics:**

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

## RELIGIOUS EDUCATION

Cycle	A			B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>EYFS</b> (Personal, Social and Emotional Development)	Being Special. What makes us special? Discuss similarities and differences. Families- who is in your family? New babies- link to Nativity. How do we welcome new babies?	Special Places. What places are special to us? Look at special buildings for Christians and Muslims. Think about the outside world as a special place.	Special Stories. Discuss favourite stories. Share stories from the Bible. Which stories are important for Muslims? Sort stories into different categories.	Being Special. What makes us special? Discuss similarities and differences. Families- who is in your family? New babies- link to Nativity. How do we welcome new babies?	Special Places. What places are special to us? Look at special buildings for Christians and Muslims. Think about the outside world as a special place.	Special Stories. Discuss favourite stories. Share stories from the Bible. Which stories are important for Muslims? Sort stories into different categories.
<b>Unit 1&amp;2</b>	What does it mean to belong to a faith community?	Who is Jewish and how do they live?	How should we care for the world and for others, and why does it matter?	Who is a Muslim and how do they live?	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?
<b>Unit 3&amp;4</b>	What do Christians learn from the Creation story?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jews?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	How and why do people mark significant events?

<b>Unit5&amp;6</b>	What does it mean if Christians believe God is holy and loving?	Why do Hindus want to be good?	Creation and science- conflicting or complementary?	What does it mean to be a Muslim in Britain today?	What matters most to Humanists and Christians?	Why is the Torah so important to Jewish people?
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Milestone 1 - (Years 1&2)	Milestone 2 - (Years 3&4)	Milestone 3 - (Years 5&6)
<b>Understand beliefs and teachings</b> - This concept involves understanding the key teachings of various religions.		
<ul style="list-style-type: none"><li>Describe some of the teachings of a religion.</li><li>Describe some of the main festivals or celebrations of a religion.</li></ul>	<ul style="list-style-type: none"><li>Present the key teachings and beliefs of a religion.</li><li>Refer to religious figures and holy books to explain answers.</li></ul>	<ul style="list-style-type: none"><li>Explain how some teachings and beliefs are shared between religions.</li><li>Explain how religious beliefs shape the lives of individuals and communities.</li></ul>
<b>Understand practices and lifestyles</b> - This concept involves understanding the day to day lives and practices of various religions.		
<ul style="list-style-type: none"><li>Recognise, name and describe some religious artefacts, places and practices.</li></ul>	<ul style="list-style-type: none"><li>Identify religious artefacts and explain how and why they are used.</li><li>Describe religious buildings and explain how they are used.</li><li>Explain some of the religious practices of both clerics and individuals.</li></ul>	<ul style="list-style-type: none"><li>Explain the practices and lifestyles involved in belonging to a faith community.</li><li>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li><li>Show an understanding of the role of a spiritual leader.</li></ul>
<b>Understand how beliefs are conveyed</b> - This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.		
<ul style="list-style-type: none"><li>Name some religious symbols.</li><li>Explain the meaning of some religious symbols.</li></ul>	<ul style="list-style-type: none"><li>Identify religious symbolism in literature and the arts.</li></ul>	<ul style="list-style-type: none"><li>Explain some of the different ways that individuals show their beliefs.</li></ul>
<b>Reflect</b> - This concept involves an appreciation of how religion plays an important role in the lives of some people.		
<ul style="list-style-type: none"><li>Identify the things that are important in their own lives and compare these to religious beliefs.</li><li>Relate emotions to some of the experiences of religious figures studied.</li><li>Ask questions about puzzling aspects of life.</li></ul>	<ul style="list-style-type: none"><li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li><li>Give some reasons why religious figures may have acted as they did.</li><li>Ask questions that have no universally agreed answers.</li></ul>	<ul style="list-style-type: none"><li>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li><li>Explain their own ideas about the answers to ultimate questions.</li><li>Explain why their own answers to ultimate questions may differ from those of others.</li></ul>
<b>Understand values</b> - This concept involves an appreciation of how many people place values as an important aspect of their lives.		
<ul style="list-style-type: none"><li>Identify how they have to make their own choices in life.</li><li>Explain how actions affect others.</li></ul>	<ul style="list-style-type: none"><li>Explain how beliefs about right and wrong affect people’s behaviour.</li></ul>	<ul style="list-style-type: none"><li>Explain why different religious communities or individuals may have a different view of what is right and wrong.</li></ul>

<ul style="list-style-type: none"> <li>• Show an understanding of the term 'morals'.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>
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