

## R.E. Teaching Cycle

The R.E. curriculum at Wardley CE Primary is based upon the Locally Agreed Syllabus. Our R.E. is taught in distinct units as we believe this is the best way to develop the key skills of R.E. The units and key skills are shown below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>	What makes some places sacred?	Christmas and Light	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times? Easter Focus	Who is a Christian and what do they believe?	
<b>Y2</b>	Who is Jewish and what do they believe?	Christmas Signs and Symbols	Who is a Muslim and what do they believe?	How and why do we celebrate special and sacred times? Easter Focus	How can we learn from sacred books?	How should we care for others and the world, and why does it matter?
<b>Y3</b>	What do people believe about God?  Christian focus	Why do religions use light?  Christian focus and Judaism	What can we learn from the Bible?  Christian focus	Why are festivals important to religious communities?  Easter focus	How, where and why do people pray?  Christian focus and Islam	What does it mean to be a Christian?  Christian focus
<b>Y4</b>	What does it mean to be a Hindu in Britain today?	Christmas Around the World	What can we learn from religions about deciding what is right and wrong?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? Eid Focus	Why do some people think that life is like a journey and what significant experiences mark this?
<b>Y5</b>	What does it mean to be a Muslim in Britain today?	Christmas – The Nativity Story	If God is everywhere, why go to a place of worship? Focus on a visit to the church and the mandir	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		Why do some people think God exists?
<b>Y6</b>	Is it better to express your beliefs in arts and architecture or in charity and generosity?	Christmas – Sacred and Secular	What difference does it make to believe in ahimsa, grace and/or Ummah?	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?	

R.E. SKILLS ACROSS KS 1 & 2

	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions.</p>	<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>
<p><b>Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p>	<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>
<p><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.</p>	<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>
<p><b>Reflect</b> This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<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>
<p><b>Understand values</b> This concept involves an appreciation of how many people place values as an</p>	<ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</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</li> </ul>

<p>important aspect of their lives.</p>	<ul style="list-style-type: none"><li>• Explain how actions affect others.</li><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>	<p>different view of what is right and wrong.</p> <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>
-----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------