

## Religious Education

### Six questions to support continuity and progression

<p>Learning outcomes are taken from the Barnsley's Scheme of Work and adapted to meet the needs of our children and the community in which we live.</p>	<p>Through KS1 pupils explore 3 faiths - the Christian faith (Y1 and Y2), Islam (Y1) and Jewish faith (Y2).</p> <p>They learn about different beliefs and their God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of way, and begin to use specific vocabulary. They begin to understand the importance and value of religion for believers, especially for children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their feelings and experiences and developing a sense of belonging.</p> <p><b>The emphasis at KS1 is exploration: finding out about religion and oneself.</b></p>	<p>Throughout KS2 pupils learn about 5 faiths – the Christian Faith (all KS2), Islam (Y3), Hindu Dharma (Y4), Way of the Buddha (Y5) and Sikh Dharam (Y6).</p> <p>They study the impact of religion locally, nationally and globally. They make connections between differing religions and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about the sacred text and other sources and consider their meaning. They begin to recognise diversity in religion, learning about similarities and differences both within and between faiths and the importance of dialogues between religions. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicated their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.</p> <p><b>Key Stage 2 emphasis is on handling questions and making connections and links between religion and oneself.</b></p>
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<p><b>Question 1</b> Why are these words special? Sacred books</p>	<p>Pupils learn to name some holy books and talk about the stories from them that they have heard</p>		<p>Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas</p>		<p>Understand where sacred words originated from and how holy books are special to different religions and why.</p>	
<p><i>To achieve progression and continuity through this question</i></p>	<p><i>Year 1</i> Pupils show an awareness of how books should be handled, why sacred books are special and talk about stories in them **</p>	<p><i>Year 2</i> Pupil talk about how books should be handled, name different holy books and suggest stories with a special significance. They can talk about why people have favourite stories and books and make links to personal choices. *</p>	<p><i>Year 3</i> Pupils recognise the importance of respecting sacred text. They show an understanding of how sacred books influences people's life. *</p>	<p><i>Year 4</i> Pupils can describe the impact sacred stories have in people's life. They can make links to some stories and how these can be used to answer questions in their own lives. *</p>	<p><i>Year 5</i> Pupils can identify where the sacred words originated from and show an understanding of how that influences lives dependant on their religious beliefs. *</p>	<p><i>Year 6</i> Pupils can recognise the role some people had in the development of the sacred books and understand how that has guided religious beliefs over time. **</p>
<p><b>Question 2</b> Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<p>Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places</p>		<p>Pupils learn to describe different places of worship and their symbols, and make links between different religions. Pupils learn that pilgrimages come in many forms in different religions, and the significance behind pilgrimages.</p>		<p>Pupils can describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey.</p>	
<p><i>To achieve progression and continuity through this question</i></p>	<p><i>Year 1</i> Pupils understand that some places, including homes, have a special significance and can talk about why they are special. **</p>	<p><i>Year 2</i> Pupils can identify special places of worship and show an awareness of objects and artefacts within places of worship. They can make connections to their own special places. **</p>	<p><i>Year 3</i> Pupils make links between the features of places of worship and compare similarities and differences. They recognise that some stories told have a significance to pilgrimages **</p>	<p><i>Year 4</i> Pupils make links to homes and places of worship and look at similarities and differences for worship. Describe the importance of sacred sites and recognise the history linked to these sites **</p>	<p><i>Year 5</i> Pupils describe what inspires and influences worship and celebrations. Compare and contrast how different religions worship and recognise the significance of symbols and sacred sites. **</p>	<p><i>Year 6</i> Pupils recognise the importance of special places to the world wide religious communities and describe why religious people aspire to make a pilgrimage *</p>
<p><b>Question 3</b> How can faith contribute to Community Cohesion? Beliefs, ethics, family traditions and faith in the community</p>	<p>Pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first hand</p>		<p>Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives.</p>		<p>Pupils learn to describe what difference believing makes in some religions and the effect it can have on their life. They can describe their own beliefs, linking them to religious ones.</p>	
<p><i>To achieve progression and continuity through this question</i></p>	<p><i>Year 1</i> Pupils will recognise that people live by different rules. They will identify simple ways in which families respect each other and</p>	<p><i>Year 2</i> Pupils will identify religious key values which influences how people live their lives and treat others. They will show some awareness of what</p>	<p><i>Year 3</i> Pupils will describe the impact of some religious teachings and how that influences care for others in the community. Pupils will look at issues other religions face living in</p>	<p><i>Year 4</i> Pupils will recognise that some Gods are represented in more than one form and that some people show links/belonging to communities in different ways</p>	<p><i>Year 5</i> Pupils will make links to different denominations expressing themselves in different ways to support the community and that</p>	<p><i>Year 6</i> Pupils will recognise and describe outward signs of belonging and recognise and explain the prohibitions and values of religious lifestyles comparing it to their own.</p>

	<i>how families extend responsibility into their extended families.</i> *	<i>religions do in the community in which they live</i> **	<i>the UK and the contributions that these religions make society.</i> **	**	<i>some people give part or all of their life to be part of a religious order.</i> *	*
<b>Question 4</b> <b>Why are some times special? Festivals and families</b>	Pupils learn to name celebrations and festivals that are special to each religion, and to themselves		Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied.		Pupils can describe religious artefacts, festivals and practices, and explain the significance. They can compare religious festivals to secular celebrations.	
<i>To achieve progression and continuity through this question</i>	<b>Year 1</b> <i>Pupils will understand how 'special days' are celebrated and make connections with their own special times.</i> **	<b>Year 2</b> <i>Pupils will recognise customs people have at special times and explain the meaning behind them.</i> **	<b>Year 3</b> <i>Pupils will understand that special occasions are celebrated and that religious festivals have practices attached to them. They will make links to their own lives and values.</i> **	<b>Year 4</b> <i>Pupils will describe ways in which religious festivals are celebrated and talk about the customs and stories behind them. They will describe the impact this has on believers.</i> **	<b>Year 5</b> <i>Demonstrate an awareness of important religious festivals and explain the significance of the traditions behind them.</i> **	<b>Year 6</b> <i>Recognise and describe traditions and rituals linked to religious ceremonies and compare significant times for believers to the secular celebrations</i> **
<b>Question 5</b> <b>What can be learned from the lives of significant people of faith? Role models</b>	Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special.		Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves.		Pupils recognise the teachings of some great leaders, and make links between their beliefs, the religions they contributed to and the effect it has on the followers. They can compare these teachings to their own life and values.	
<i>To achieve progression and continuity through this question</i>	<b>Year 1</b> <i>Pupils will recognise that some people are special and talk about what makes them special</i> *	<b>Year 2</b> <i>Pupils will recognise that some roles make people special and can explain why. They begin to recognise that some people in places of worship are trained to teach and influence others</i> **	<b>Year 3</b> <i>Pupils will describe the values of key leaders which has influenced other people in everyday life</i> **	<b>Year 4</b> <i>Pupils will describe some aspects of life and teachings of key leaders which has impacted on people today and can talk about some aspects of teachings that have inspired them.</i> *	<b>Year 5</b> <i>Pupils understand the teachings of key religious leaders and can talk about the significance of these teachings on today's life.</i> **	<b>Year 6</b> <i>Pupils will recognise that there is more than one leader who can have an effect on people and how they live their lives. They can explain the importance of these leaders. They can talk about the examples they set to religious people and compare these teachings to their own lives.</i> *
<b>Question 6</b> <b>How do I and others feel about life and the universe around us? Ultimate questions</b>	Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about the questions they would like to ask God		Pupils use some puzzling questions about God and humanity and debate answers from different viewpoints both religious and personal views.		Pupils can identify some questions about God and religious beliefs that may be difficult to answer and debate answers from different religious viewpoints and personal views	
<i>To achieve progression and continuity through this question</i>	<b>Year 1</b> <i>Pupils will look at stories from religious text and talk about the puzzling questions it raises</i> *	<b>Year 2</b> <i>Pupils will talk about creation and the religious beliefs behind this; they will recognise that their own behaviours in the natural world will lead to care or harm of living things.</i> **	<b>Year 3</b> <i>Pupils will notice that people believe that religion can offer answers to questions that they find puzzling.</i> *	<b>Year 4</b> <i>Pupils will recognise that some religions believe in Karma and Dharma and that their actions impacts on their future life.</i> *	<b>Year 5</b> <i>Pupils will identify some questions that arise linked to suffering and suggest answers</i> *	<b>Year 6</b> <i>Pupils will debate the existence of God and evaluate their point of view. They will recognise where in the world equality and tolerance may be an issue and describe why.</i> **

**Greater Depth is the depth of understanding is shown in the identified (1,2,3) assessed learning outcomes.**