

**Programme of Study: KS1**

<p><b>Principal Aim</b></p>	<p><b>Principal Aim of RE</b> To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.</p>							
	<p><b>Focus of RE at KS1:</b> Religious education aims to promote the personal development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key part of personal development is spiritual development. A major contribution to this is gained through helping children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for most religious people, will spring from their belief in and relationship with God. Learning should help children investigate and reflect on their own thoughts, feelings and experience, as appropriate to their age. At the same time, it should help them to begin to explore religion in its various forms and contexts. These two dimensions – ‘exploring’ and ‘responding’ – are inextricably linked and RE should be a balance of both.</p>							
<p><b>Attainment Targets</b></p> 	<p><b>In KS1 pupils should be taught to...</b></p> <table border="1" data-bbox="373 801 1517 1514"> <thead> <tr> <th data-bbox="373 801 932 878">...learn about religion and belief <i>exploring</i></th> <th data-bbox="932 801 1517 878">...learn from religion and belief <i>responding</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="373 878 932 1514"> <ul style="list-style-type: none"> <li>a. <b>explore</b> a range of religious stories and sacred writings, and <b>talk about</b> their meanings</li> <li>b. <b>name and explore</b> a range of celebrations, worship and rituals in religion, noting similarities where appropriate</li> <li>c. <b>identify the importance</b>, for some people, of belonging to a religion and <b>recognise</b> the difference this makes to their lives</li> <li>d. <b>explore</b> how religious beliefs and ideas can be <b>expressed</b> through the arts and communicate their responses</li> <li>e. <b>identify and suggest meanings for religious symbols</b></li> <li>f. <b>begin to use a range of religious words.</b></li> </ul> </td> <td data-bbox="932 878 1517 1514"> <ul style="list-style-type: none"> <li>a. <b>reflect upon</b> and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness</li> <li>b. <b>ask and respond imaginatively to</b> puzzling questions, communicating their ideas</li> <li>c. <b>identify</b> what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>d. <b>reflect on</b> how spiritual and moral values relate to their own behaviour</li> <li>e. <b>recognise that</b> religious teachings and ideas about values make a difference to individuals, families and the local community.</li> </ul> </td> </tr> </tbody> </table>		...learn about religion and belief <i>exploring</i>	...learn from religion and belief <i>responding</i>	<ul style="list-style-type: none"> <li>a. <b>explore</b> a range of religious stories and sacred writings, and <b>talk about</b> their meanings</li> <li>b. <b>name and explore</b> a range of celebrations, worship and rituals in religion, noting similarities where appropriate</li> <li>c. <b>identify the importance</b>, for some people, of belonging to a religion and <b>recognise</b> the difference this makes to their lives</li> <li>d. <b>explore</b> how religious beliefs and ideas can be <b>expressed</b> through the arts and communicate their responses</li> <li>e. <b>identify and suggest meanings for religious symbols</b></li> <li>f. <b>begin to use a range of religious words.</b></li> </ul>	<ul style="list-style-type: none"> <li>a. <b>reflect upon</b> and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness</li> <li>b. <b>ask and respond imaginatively to</b> puzzling questions, communicating their ideas</li> <li>c. <b>identify</b> what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>d. <b>reflect on</b> how spiritual and moral values relate to their own behaviour</li> <li>e. <b>recognise that</b> religious teachings and ideas about values make a difference to individuals, families and the local community.</li> </ul>		
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<p><b>Religions and Beliefs</b></p> 	<p><b>Religions and Beliefs</b> During Key Stage 1, pupils should explore <b>Christianity</b> plus aspects of <b>at least one</b> other principal religion, selecting from <b>Islam</b> or <b>Judaism</b>.</p> <p>In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.</p>							
<p><b>Fields of Enquiry</b></p> 	<p><b>Fields of Enquiry</b> Through the key stage, pupils should have an opportunity to begin to explore each of the following RE Fields of Enquiry:</p> <table border="0" data-bbox="373 1890 1517 2024"> <tr> <td>a) Beliefs, teachings and sources</td> <td>d) Questions of identity, diversity and belonging</td> </tr> <tr> <td>b) Practices and ways of life</td> <td>e) Questions of meaning, purpose and truth</td> </tr> <tr> <td>c) Ways of expressing meaning</td> <td>f) Questions of values and commitments</td> </tr> </table> <p>In general, a), b) and c) are related to AT1; d), e) and f) are related to AT2.</p>		a) Beliefs, teachings and sources	d) Questions of identity, diversity and belonging	b) Practices and ways of life	e) Questions of meaning, purpose and truth	c) Ways of expressing meaning	f) Questions of values and commitments
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<p>Themes</p> 	<p><b>Themes:</b> The Fields of Enquiry should be addressed through the following themes, by raising and addressing key questions:</p> <ul style="list-style-type: none"> <li>• <b>Believing:</b> what people believe about God, humanity and the natural world</li> <li>• <b>Story:</b> how and why some stories are sacred and important in religion</li> <li>• <b>Celebrations:</b> how and why celebrations are important in religion</li> <li>• <b>Symbols:</b> how and why symbols express religious meanings</li> <li>• <b>Leaders and teachers:</b> figures who have an influence of others locally, nationally and globally in religion</li> <li>• <b>Belonging:</b> where and how people belong and why belonging is important</li> <li>• <b>Myself:</b> who I am and my uniqueness as a person in a family and community</li> </ul>
<p>Skills and Attitudes</p> 	<p><b>Skills and Attitudes</b> Across KS1, pupils should have an opportunity to develop skills in relation to their study of religion and belief. Levels 1 to 3 of the Levels of Achievement set these out: skills of naming, recalling, talking about, retelling, identifying, asking questions, describing, making links, expressing, reflecting and empathising. Throughout KS1 pupils should be encouraged to develop the attitudes of self-awareness, respect for all, open-mindedness and questioning, curiosity, appreciation and wonder.</p>
<p>Levels of Achievement</p> 	<p><b>Levels of Achievement:</b> In this Agreed Syllabus planning needs to integrate the Levels of Achievement in order to ensure that pupils make good progress within and across key stages. If teachers are clear about the expected learning outcomes from a unit of work then they will be able to plan learning experiences and opportunities to enable pupils to achieve these outcomes. If pupils are clear about the expected outcomes they will be helped to see how to make progress. The Levels of Achievement can be found on page 18.</p>
<p>Experiences &amp; Opportunities</p>	<p><b>Experiences and opportunities:</b> Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. The teaching and learning should be planned to ensure that all children have opportunities to:</p> <ul style="list-style-type: none"> <li>• listen to and talk about appropriate stories which engage children</li> <li>• directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities</li> <li>• get to know and use religious words accurately eg God, Bible, synagogue, church, prayer</li> <li>• use all five senses – smell (eg incense); taste (eg special foods); see and touch (eg religious artefacts); hear (eg chants/hymns/prayers/bells)</li> <li>• make and do – make festive food, role play, dress up, dance</li> <li>• have times of quiet and stillness</li> <li>• reflect upon their own beliefs, ideas and values</li> <li>• talk about their feelings and experiences</li> <li>• use their imagination and curiosity to develop their appreciation and wonder of the world in which they live</li> <li>• begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.</li> </ul>

## KS1 Themes, Questions, Religions and Beliefs

Theme	Key Questions	Recommended religions
<b>Believing:</b> what people believe about God, humanity and the natural world	1. What do some people believe about God?  2. The beginning of the world: what can we learn from special Christian and Jewish stories?  3. Why is God important for Muslims?	Christianity  Christianity and Judaism  Islam
<b>Story:</b> how and why some stories are sacred and important in religion	4. Why do Christians love the stories of Jesus?	Christianity
<b>Celebrations:</b> how and why celebrations are important in religion	5. Why do we celebrate special times?  6. How does being Jewish make a difference to family and celebration?	Christianity, Islam and/or Judaism and/or Hinduism  Judaism
<b>Symbols:</b> how and why symbols express religious meanings	7. Why and how do special places and symbols help people show what they believe?	Christianity plus two religions, from Hinduism, Islam and Judaism
<b>Leaders and teachers:</b> figures who have an influence of others locally, nationally and globally in religion	8. Who is an inspiring person and who inspires you?	Christianity plus at least one religion, e.g. Islam and /or Judaism
<b>Belonging:</b> where and how people belong and why belonging is important	9. What does it mean to belong?	Christianity plus at least one religion, eg Islam and/or Judaism
<b>Myself:</b> who I am and my uniqueness as a person in a family and community	10. How should we show care for others?	Christianity plus at least one religion, e.g. Islam and / or Judaism

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Believing:</b> what people believe about God, humanity and the natural world	
<b>Fields of Enquiry</b>	<b>a)</b> Beliefs, teachings and sources and <b>e)</b> Questions of meaning, purpose and truth	
<b>Question</b>	<b>1. What do some people believe about God?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and <i>learning from</i> religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> <li>i. <b>talk about</b> some ways a Christian might describe God</li> <li>ii. <b>talk about</b> different words and art which are used to describe God</li> <li>iii. <b>talk about</b> <i>their own ideas about God</i></li> <li>iv. <b>ask</b> <i>their own puzzling or mysterious questions about life and share their ideas with others</i></li> <li>v. <b>respond sensitively</b> <i>to other peoples' ideas of God.</i></li> </ul> <p><i>Italic text relates to Attainment Target 2, learning from religion and belief.</i></p>		<ul style="list-style-type: none"> <li>• share stories that help to show how Christians think of God e.g. the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13)</li> <li>• talk to Christians about what they believe about God</li> <li>• look at art and listen to pieces of music that express ideas about God</li> <li>• give opportunities for children to reflect on and express their own big questions about life and God in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art</li> <li>• describe some of the beliefs that Christians hold about God e.g. all-powerful, loving <ul style="list-style-type: none"> <li>▪ explore what the concept of God means for the children themselves</li> </ul> </li> </ul>
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
<b>Level 1 Name, recall and talk about</b>	
<b>Pupils:</b>	<b>Pupils talk about:</b>
<ul style="list-style-type: none"> <li>• use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>• can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• their own experiences and feelings, in relation to religion and belief</li> <li>• what they find interesting or puzzling in relation to religion and belief</li> <li>• what is of value and concern to themselves and to others</li> </ul>
<b>Level 2 Retell stories, identify religious material and ask questions</b>	
<b>Pupils:</b>	<b>Pupils:</b>
<ul style="list-style-type: none"> <li>• use religious words and phrases to <b>identify</b> some features of religion and its importance for some people</li> <li>• <b>begin to show awareness of similarities</b> in religions</li> <li>• <b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols,</li> <li>• <b>identify</b> how religion is expressed in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings, in relation to religion and belief</li> <li>• <b>recognise that some questions</b> cause people to wonder and are difficult to answer</li> <li>• in relation to matters of right and wrong, <b>recognise their own values and those of others</b></li> </ul>
<b>Level 3 Describe religion, make links to their own experience</b>	
<b>Pupils:</b>	<b>Pupils:</b>
<ul style="list-style-type: none"> <li>• use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>• make links between beliefs and sources, including religious stories and sacred texts</li> <li>• <b>begin to identify the impact religion has</b> on believers' lives.</li> <li>• <b>describe some forms of religious expression</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li>• <b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li>• <b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Believing:</b> what people believe about God, humanity and the natural world	
<b>Fields of Enquiry</b>	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
<b>Question</b>	<b>2. The beginning of the world: what can we learn from special Christian and Jewish stories?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in previous column. Teachers can use different content as appropriate.
i.	<b>retell</b> in words, drama or pictures the story of the creation from the Bible and talk about how this is important for Christians and Jews	<ul style="list-style-type: none"> <li>take time to reflect upon the wonder of the world</li> </ul>
ii.	use religious or spiritual vocabulary such as God, creation	<ul style="list-style-type: none"> <li>reflect on stories from a variety of cultures and perspectives that seek to explain how the world began</li> </ul>
iii.	recognise that stories from the Bible and the Torah matter to Christian and Jewish people	<ul style="list-style-type: none"> <li>share stories which help people understand Christian ideas of God as the creator of the world (Genesis 1)</li> </ul>
iv.	<b>identify</b> one key thing from the creation story showing why it is important to look after the world	<ul style="list-style-type: none"> <li>consider art and music that express ideas about the beginning of the world</li> </ul>
v.	<b>recognise, ask and respond to puzzling questions arising from the creation story</b>	<ul style="list-style-type: none"> <li>consider beliefs about God as creator in another religion – e.g. Judaism: beliefs expressed in the <i>Shema</i> – God is one, creator and cares for all people. <i>Shabbat</i> as a weekly expression of the seventh day of creation (God rested)</li> </ul>
vi.	<b>say why Christians think God is like a good parent</b>	<ul style="list-style-type: none"> <li>find out what a group of people have done to protect the natural world because of their beliefs</li> </ul>
vii.	<b>use colour, words, actions and/or music to express their own feelings and ideas about the creation story</b>	
viii.	<b>recognise and name</b> a mezuzah, say what it contains and what this says about God	
ix.	<b>talk about</b> how <i>Shabbat</i> shows how important the creation story is in the life of Jewish people.	
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
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<b>Pupils:</b> <ul style="list-style-type: none"> <li>use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<b>Pupils talk about:</b> <ul style="list-style-type: none"> <li>their own experiences and feelings, in relation to religion and belief</li> <li>what they find interesting or puzzling in relation to religion and belief</li> <li>what is of value and concern to themselves and to others</li> </ul>
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<b>Pupils:</b> <ul style="list-style-type: none"> <li>use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>make links between beliefs and sources, including religious stories and sacred texts</li> <li><b>begin to identify the impact religion has</b> on believers' lives</li> <li><b>describe some forms of religious expression</b></li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li><b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li><b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li><b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

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<b>Theme</b>	<b>Believing:</b> what people believe about God, humanity and the natural world	
<b>Fields of Enquiry</b>	<b>a)</b> Beliefs, teachings and sources and <b>d)</b> Questions of identity, diversity and belonging	
<b>Question</b>	<b>3. Why is God important for Muslims?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
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i. <b>retell</b> a story about Allah and Muhammad ii. <b>identify</b> some ways a Muslim might describe God iii. choose some of 99 names of Allah and <b>say</b> what they symbolise about God iv. <b>say</b> why Muslims try to follow Muhammad and have great respect for him v. begin to <b>show an understanding</b> of how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an vi. use the right words to <b>describe</b> some things that are important in Islam vii. <b>respond sensitively</b> to what matters to Muslims and what matters to me viii. <b>suggest some questions</b> about God that are hard to answer  <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> <li>share stories that help to show how Muslims think of God and how following God shows them ways to behave e.g. Muhammad and the Cat, the story of the two brothers, the crying camel</li> <li>talk to Muslims about what they believe about God</li> <li>look at calligraphy and listen to <i>nasheeds</i> that express ideas about God e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikka</li> <li>give opportunities to reflect on and express big questions about life and God in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art</li> <li>describe one of the beliefs that Muslims hold about God e.g. <i>tawhid</i></li> <li>share the story of the revelation of the Qur'an</li> <li>explore what the concept of God means for the children themselves</li> </ul>
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<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Story:</b> how and why some stories are sacred and important in religion	
<b>Fields of Enquiry</b>	<b>a)</b> Beliefs, teachings and sources and <b>f)</b> Questions of values and commitments	
<b>Question</b>	<b>4. Why do Christians love the stories of Jesus?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. begin to <b>show an understanding</b> of why stories are told by Christians ii. <b>suggest</b> feelings and reactions of characters at key points in faith stories ii. <b>retell</b> Bible stories in words, drama and pictures v. <b>ask and suggest answers to questions arising from stories Jesus told</b> v. <b>express their own ideas about stories of bravery, kindness and friendship from the Bible</b> vi. <b>recognise</b> that Holy Books contain stories which are special to many people and should be treated with respect  <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> <li>• what is a story and why do we like them?</li> <li>• are there different types of story? e.g introduce parable as a made up story with a deeper meaning which is true, introduce stories about the miracles of Jesus</li> <li>• the Bible as a special book for Christians</li> <li>• stories Jesus told (e.g. The Lost Sheep/Lost Coin Luke 15) and how to treat each other (e.g Good Samaritan Luke 10)</li> </ul>
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
<b>Level 1 Name, recall and talk about</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>• can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<b>Pupils talk about:</b> <ul style="list-style-type: none"> <li>• their own experiences and feelings, in relation to religion and belief</li> <li>• what they find interesting or puzzling in relation to religion and belief</li> <li>• what is of value and concern to themselves and to others</li> </ul>
<b>Level 2 Retell stories, identify religious material and ask questions</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use religious words and phrases to <b>identify</b> some features of religion and its importance for some people</li> <li>• <b>begin to show awareness of similarities</b> in religions</li> <li>• <b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols,</li> <li>• <b>identify</b> how religion is expressed in different ways</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings, in relation to religion and belief</li> <li>• <b>recognise that some questions</b> cause people to wonder and are difficult to answer</li> <li>• in relation to matters of right and wrong, <b>recognise their own values and those of others</b></li> </ul>
<b>Level 3 Describe religion, make links to their own experience</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>• make links between beliefs and sources, including religious stories and sacred texts</li> <li>• <b>begin to identify the impact religion has</b> on believers' lives</li> <li>• <b>describe some forms of religious expression</b></li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li>• <b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li>• <b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Celebrations:</b> how and why celebrations are important in religion;	
<b>Fields of Enquiry</b>	<b>c) Expressing meaning and e) Questions of meaning, purpose and truth</b>	
<b>Question</b>	<b>5. Why do we celebrate special times? Christmas/Easter/ Eid and/or Hanukkah and/or Divali</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. <b>identify</b> a special time they celebrate and explain simply what celebration means	<ul style="list-style-type: none"> <li>consider the importance and value of celebration and remembrance in children's own lives</li> </ul>	
ii. <b>retell</b> stories connected with Christmas/ Easter and a festival in another religion and say why these are important to believers	<ul style="list-style-type: none"> <li>learn about Christmas and Easter in Christianity: the stories and meanings associated with them</li> </ul>	
iii. <b>talk about</b> ways in which Jesus was a special baby who Christians believe came from God	For example, from Easter:	
v. <b>ask questions and suggest answers</b> about stories to do with Christmas and Easter and a story from a festival in another religion	<ul style="list-style-type: none"> <li>explore stories of Jesus in Holy Week such as tTurning over tables in temple washing his friends' feet; being arrested; being deserted; crucifixion; Sunday morning</li> </ul>	
v. <b>identify</b> some ways Christians celebrate Easter and some ways a festival is celebrated in another religion	<ul style="list-style-type: none"> <li>explore feelings of Jesus and disciples</li> </ul>	
vi. <b>suggest meanings</b> for some symbols used in the Christian celebration of Easter /Christmas	<ul style="list-style-type: none"> <li>explore how these are shown in the ways Christians celebrate Easter today – Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services light and joy of Easter day etc</li> </ul>	
ii. <b>suggest meanings</b> for some symbols used in the celebration of a festival in another religion (e.g. Hanukkah in Judaism, Eid ul fitr in Islam, Divali in Hinduism)	<ul style="list-style-type: none"> <li>the story and meaning of a festival in another religion for believers (e.g. Judaism: Hanukkah, Islam: Eid ul Fitr, Hinduism: Divali)</li> </ul>	
iii. <b>talk about</b> features in festival stories that made people feel happy or sad and compare them with their own experiences	<ul style="list-style-type: none"> <li>what the stories and events means for the children themselves</li> </ul>	
x. <b>suggest a meaning</b> in a story of Easter, Christmas, Hanukkah, Eid or Divali	<i>Italic text relates to AT2, learning from religion and belief</i>	
x. <b>make links</b> between these religious festivals and occasions they celebrate.		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
<b>Level 1 Name, recall and talk about</b>	
<b>Pupils:</b>	<b>Pupils talk about:</b>
<ul style="list-style-type: none"> <li>use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>their own experiences and feelings, in relation to religion and belief</li> <li>what they find interesting or puzzling in relation to religion and belief</li> <li>what is of value and concern to themselves and to others</li> </ul>
<b>Level 2 Retell stories, identify religious material and ask questions</b>	
<b>Pupils:</b>	<b>Pupils:</b>
<ul style="list-style-type: none"> <li>use religious words and phrases to <b>identify</b> some features of religion and its importance for some people</li> <li><b>begin to show awareness of similarities</b> in religions</li> <li><b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols,</li> <li><b>identify</b> how religion is expressed in different ways</li> </ul>	<ul style="list-style-type: none"> <li><b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings, in relation to religion and belief</li> <li><b>recognise that some questions</b> cause people to wonder and are difficult to answer</li> <li>in relation to matters of right and wrong, <b>recognise their own values and those of others</b></li> </ul>
<b>Level 3 Describe religion, make links to their own experience</b>	
<b>Pupils:</b>	<b>Pupils:</b>
<ul style="list-style-type: none"> <li>use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>make links between beliefs and sources, including religious stories and sacred texts</li> <li><b>begin to identify the impact religion has</b> on believers' lives.</li> <li><b>describe some forms of religious expression</b></li> </ul>	<ul style="list-style-type: none"> <li><b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li><b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li><b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Celebrations:</b> how and why celebrations are important in religion	
<b>Fields of Enquiry</b>	<b>b) Practices and ways of life and d) Questions of identity, diversity and belonging</b>	
<b>Question</b>	<b>6. How does being Jewish make a difference to family and celebration?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. <b>know</b> that God is important for Jewish people ii. <b>talk about</b> how a mezuzah in the home reminds Jewish people about God iii. <b>retell</b> a story that shows the significance of the Menorah in Jewish family life iv. <b>describe</b> how Shabbat is a special day of the week for Jewish people v. <b>express own ideas</b> about the value of times of reflection, thanksgiving, praise and remembrance vi. <b>identify</b> some things that happen at the festival of Sukkoth and/or Rosh Hashanah and what that means to Jewish people vii. <b>ask some thoughtful questions</b> about why Jewish people choose to celebrate in these ways, and suggest some answers  <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> <li>discuss what precious items they have in their home? Why are they important?</li> <li>look at a <i>mezuzah</i>, how it is used and the words that are inside it. Why do Jews have this in their home? What words would they like to have displayed in their home?</li> <li>find out what Jewish people do on <i>Shabbat</i>? Why do they have <i>Shabbat</i>? When do you have times of rest and for family in your house?</li> <li>consider the importance and value of celebration and remembrance in children's own lives</li> <li>learn about the festival of Sukkoth or Rosh Hashanah: the stories and meanings associated with them</li> </ul>
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
<b>Level 1 Name, recall and talk about</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<b>Pupils talk about:</b> <ul style="list-style-type: none"> <li>their own experiences and feelings, in relation to religion and belief</li> <li>what they find interesting or puzzling in relation to religion and belief</li> <li>what is of value and concern to themselves and to others</li> </ul>
<b>Level 2 Retell stories, identify religious material and ask questions</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>use religious words and phrases to <b>identify</b> some features of religion and its importance for some people</li> <li><b>begin to show awareness of similarities</b> in religions</li> <li><b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols,</li> <li><b>identify</b> how religion is expressed in different ways</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li><b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings, in relation to religion and belief</li> <li><b>recognise that some questions</b> cause people to wonder and are difficult to answer</li> <li>in relation to matters of right and wrong, <b>recognise their own values and those of others</b></li> </ul>
<b>Level 3 Describe religion, make links to their own experience</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>make links between beliefs and sources, including religious stories and sacred texts</li> <li><b>begin to identify the impact religion has</b> on believers' lives.</li> <li><b>describe some forms of religious expression</b></li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li><b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li><b>ask important questions</b> about religion and beliefs, <b>making links between their own and others' responses</b></li> <li><b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Symbols:</b> how and why symbols express religious meaning	
<b>Fields of Enquiry</b>	<b>a)</b> Beliefs, teachings and sources and <b>d)</b> Questions of identity, diversity and belonging	
<b>Questions</b>	<b>7. Why and how do special places and symbols help people show what they believe?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	<b>work out</b> a symbol to remind themselves of something special in their own experience	<ul style="list-style-type: none"> <li>what makes some things special and sacred?</li> <li>what things are special and sacred to you and your family? Why are they special?</li> <li>showing respect for other people's precious or sacred belongings (including the importance of having clean hands)</li> <li>what symbols and artefacts mean and how they are used in and another religion –</li> </ul> For example <ul style="list-style-type: none"> <li>Christianity: cross, wedding ring, christening candle, icon, rosary beads</li> <li>Judaism: <i>mezuzah</i>, Torah scroll, <i>tallith</i>, <i>Shabbat</i> candles</li> <li>Islam: calligraphy, prayer mat, prayer beads</li> <li>Hindu: <i>Puja</i> tray, <i>diva</i>, <i>om</i> sign</li> <li>Sikh: Turban, <i>kachera</i>, <i>kara</i>, <i>kesh</i>, <i>kirpan</i>, <i>kangha</i></li> <li>how are religious symbols used to aid worship in places of worship? E.g. Church for Christianity, home and synagogue for Judaism, home and mosque for Muslims, home and <i>mandir</i> for Hindus, <i>gurdwara</i> for Sikhs</li> <li>visit one or two places of worship to see how symbols are used (visits can be to nearby places and achieved using virtual visit sites).</li> </ul>
ii.	<b>identify</b> special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers	
iii.	<b>identify</b> special objects and symbols found in their own home or school and say why these are special and what they mean	
iv.	<b>demonstrate</b> appropriate care and sensitivity when handling religious artefacts and objects special to others	
v.	<b>talk about</b> meanings contained in stories, objects and symbols	
vi.	<b>recognise</b> that there are special places where people go to worship and their importance to believers	
vii.	<b>know</b> some of the ways in which people pray and meditate	
viii.	<b>show</b> that they have begun to be aware that some people regularly worship God in different ways and in different places	
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
<b>Level 1 Name, recall and talk about</b>	
<b>Pupils:</b>	<b>Pupils talk about:</b>
<ul style="list-style-type: none"> <li>use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>their own experiences and feelings, in relation to religion and belief</li> <li>what they find interesting or puzzling in relation to religion and belief</li> <li>what is of value and concern to themselves and to others</li> </ul>
<b>Level 2 Retell stories, identify religious material and ask questions</b>	
<b>Pupils:</b>	<b>Pupils:</b>
<ul style="list-style-type: none"> <li>use religious words and phrases to <b>identify</b> some features of religion and its importance for some people</li> <li><b>begin to show awareness of similarities</b> in religions</li> <li><b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols,</li> <li><b>identify</b> how religion is expressed in different ways</li> </ul>	<ul style="list-style-type: none"> <li><b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings, in relation to religion and belief</li> <li><b>recognise that some questions</b> cause people to wonder and are difficult to answer</li> <li>in relation to matters of right and wrong, <b>recognise their own values and those of others</b></li> </ul>
<b>Level 3 Describe religion, make links to their own experience</b>	
<b>Pupils:</b>	<b>Pupils:</b>
<ul style="list-style-type: none"> <li>use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>make links between beliefs and sources, including religious stories and sacred texts</li> <li><b>begin to identify the impact religion has</b> on believers' lives.</li> <li><b>describe some forms of religious expression</b></li> </ul>	<ul style="list-style-type: none"> <li><b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li><b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li><b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Leaders and teachers:</b> figures who have an influence on others locally, nationally and globally in religion	
<b>Fields of Enquiry</b>	<b>a)</b> Beliefs, teachings and sources and <b>g)</b> Questions of values and commitments	
<b>Question</b>	<b>8. Who is an inspiring person? Who inspires you?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> <li>i. <b>retell</b> stories about Jesus and a religious figure from another faith that led people to admire and follow them; for example Judaism: Moses, Islam: Prophet Muhammad, Sikhism: Guru Nanak, Buddhism: Siddhartha Gautama</li> <li>ii. describe a way a Muslim or a Christian might be inspired by a story from their faith</li> <li>iii. use religious vocabulary such as 'Lord' or 'Prophet' to <b>describe</b> who inspires Muslims and Christians</li> <li>iv. <b>identify</b> some good things people admire in inspiring people /religious figures and <b>talk about</b> how they might show these same qualities in their own lives</li> <li>v. <b>express</b> their own ideas about what can be good and bad about following others</li> <li>vi. <b>respond sensitively</b> to questions about who has inspired them, for example to be thankful, to be generous or to be kind</li> <li>vii. <b>talk about</b> the feelings and emotions experienced by a leader being studied when they were called by God to be a leader</li> <li>viii. <b>talk about</b> their own experiences in the light of the story</li> <li>ix. <b>talk about</b> how stories of religious leaders are important for both religions</li> </ul>		<ul style="list-style-type: none"> <li>• what makes an inspiring leader?</li> <li>• stories from the life and teachings of Jesus and how these are important to people today: For example –</li> <li>• Story of Peter and Andrew – the first disciples (Luke 5.1-11)</li> <li>• Story of Zacchaeus – how following Jesus changed his life (Luke 19.1-10)</li> <li>• Why do people follow Jesus today?</li> <li>• Study a leader from another faith – Moses or Prophet Muhammad or Guru Nanak or Siddhartha Gautama</li> <li>• For example –</li> <li>• Why was Moses a good leader?</li> <li>• Stories from life of Moses which show him as a leader sent by God e.g – Moses and the Burning Bush (Exodus Ch 3); Moses leads his people (Exodus 7-14)</li> </ul>
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
<b>Level 1 Name, recall and talk about</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>• can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<b>Pupils talk about:</b> <ul style="list-style-type: none"> <li>• their own experiences and feelings, in relation to religion and belief</li> <li>• what they find interesting or puzzling in relation to religion and belief</li> <li>• what is of value and concern to themselves and to others</li> </ul>
<b>Level 2 Retell stories, identify religious material and ask questions</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use religious words and phrases to <b>identify</b> some features of religion and its importance for some people</li> <li>• <b>begin to show awareness of similarities</b> in religions</li> <li>• <b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols,</li> <li>• <b>identify</b> how religion is expressed in different ways</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings, in relation to religion and belief</li> <li>• <b>recognise that some questions</b> cause people to wonder and are difficult to answer</li> <li>• in relation to matters of right and wrong, <b>recognise their own values and those of others</b></li> </ul>
<b>Level 3 Describe religion, make links to their own experience</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>• make links between beliefs and sources, including religious stories and sacred texts</li> <li>• <b>begin to identify the impact religion has</b> on believers' lives.</li> <li>• <b>describe some forms of religious expression</b></li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li>• <b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li>• <b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Belonging:</b> where and how people belong and why belonging is important	
<b>Fields of Enquiry</b>	<b>c)</b> Expressing meaning and <b>d)</b> Questions of identity, diversity and belonging	
<b>Question</b>	<b>9. What does it mean to belong?</b>	
<b>Learning Outcomes</b>		<b>Suggested Content</b>
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> <li>i. <b>identify</b> symbols of belonging from their own experience and for Christians and at least one other religion, <b>suggesting</b> what these might mean</li> <li>ii. <b>express</b> their feelings of belonging and depending on others</li> <li>iii. <b>show an awareness</b> that different people belong to different religions</li> <li>iv. <b>retell</b> what happens at a traditional Christian infant baptism /dedication and <b>suggest</b> what actions and symbols mean</li> <li>v. <b>identify</b> a way people show they belong to each other when they get married</li> <li>vi. <b>suggest meaning</b> for the words and actions in a wedding ceremony</li> <li>vii. <b>talk about</b> what is special and of value about belonging to a group that is important to them</li> <li>viii. <b>talk about</b> what is special and of value to religious people when they meet for worship</li> </ul>		<ul style="list-style-type: none"> <li>• Share stories of people who belong to groups; which children belong, including their families and school, what they enjoy about them and why they are important to them</li> <li>• look at symbols of 'belonging' used in Christianity and at least one other religion symbols of belonging in children's own lives and experience</li> <li>• the value of each person and how Christians show this through infant baptism and dedication, compare this with a welcoming ceremony from another religion e.g. Judaism: <i>Brit Milah</i>; Islam: <i>Aqiqah</i></li> <li>• how many people show they belong with another person through the promises made in a wedding ceremony, for example compare the promises made in a Christian wedding with the Hindu seven steps to a good marriage</li> <li>• how Christians, and members of another religion, often meet in groups for worship and community activities</li> </ul>
<small>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.</small>		

AT1: learning about religion and belief	AT2: learning from religion and belief
<b>Level 1 Name, recall and talk about</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use some religious words and phrases to <b>recognise and name features</b> of religious life and practice</li> <li>• can <b>recall religious stories</b> and <b>recognise</b> symbols, and other verbal and visual forms of religious expression</li> </ul>	<b>Pupils talk about:</b> <ul style="list-style-type: none"> <li>• their own experiences and feelings, in relation to religion and belief</li> <li>• what they find interesting or puzzling in relation to religion and belief</li> <li>• what is of value and concern to themselves and to others</li> </ul>
<b>Level 2 Retell stories, identify religious material and ask questions</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use religious words and phrases to <b>identify</b> some features of religion and its importance for some people</li> <li>• <b>begin to show awareness of similarities</b> in religions</li> <li>• <b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols,</li> <li>• <b>identify</b> how religion is expressed in different ways</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings, in relation to religion and belief</li> <li>• <b>recognise that some questions</b> cause people to wonder and are difficult to answer</li> <li>• in relation to matters of right and wrong, <b>recognise their own values and those of others</b></li> </ul>
<b>Level 3 Describe religion, make links to their own experience</b>	
<b>Pupils:</b> <ul style="list-style-type: none"> <li>• use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>• make links between beliefs and sources, including religious stories and sacred texts</li> <li>• <b>begin to identify the impact religion has</b> on believers' lives</li> <li>• <b>describe some forms of religious expression</b></li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li>• <b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li>• <b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

<b>KS1</b>	<b>Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development</b>	
<b>Theme</b>	<b>Myself:</b> who I am and my uniqueness as a person in a family and community	
<b>Fields of Enquiry</b>	<b>b) Practices and ways of life and f) Questions of values and commitments</b>	
<b>Question</b>	<b>10. How do we show we care for others?</b>	
<b>Learning Outcomes</b>	<b>Suggested Content</b>	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
i. <b>retell</b> Bible stories and stories from another faith about each person being special ii. <b>talk about</b> ways in which people they know are special and unique iii. <b>retell</b> Bible stories and stories from another faith about the importance of friendship and giving to others iv. <b>describe</b> how religious practice influences how people live their lives, especially in regard to caring for others v. <b>describe</b> ways in which people can make friends vi. <b>talk about</b> how they can use their 'talents' to help others vii. <b>talk about</b> issues of good and bad, right and wrong in familiar situations; viii. <b>respond sensitively</b> to stories about caring and being cared for ix. <b>identify</b> ways that some people make a response to God by caring  <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>	how each person is unique and important: for example, Christian teachings that God values everyone (Matthew 6.26) Jesus blesses the children (Matthew 19, Mark 10, Luke 18) Psalm 8 (David praises God's creation & how each person is special in it) the benefits and responsibilities of friendship and the ways in which people care for others: to include stories from the Bible about friendship and care for others such as: Jesus' special friends (Luke 5:1-11), Four friends take the paralysed man to Jesus (Luke 5:17-26), Good Samaritan (Luke 10:25-37) we all have special gifts we can use to benefit others that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. <i>Zakah</i> , alms giving (Islam) or <i>Sewa</i> , (Sikhism) stories of how people from other religions give to others e.g. Sikhism: Bhai Ghanaiya, and Guru Gobind Singh stories of how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sr Frances Dominica, Salvation Army; having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some helpers/volunteers - make cakes and thank you cards, write invitations and provide cake/ drink or organise a small fund raising event to donate the money to a charity	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

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<b>Pupils:</b> <ul style="list-style-type: none"> <li>use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b></li> <li>make links between beliefs and sources, including religious stories and sacred texts</li> <li><b>begin to identify the impact religion has</b> on believers' lives.</li> <li><b>describe some forms of religious expression</b></li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li><b>identify what influences</b> them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li><b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others' responses</li> <li><b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>

## Planning RE at Key Stage 1 Part 1: using the Agreed Syllabus key questions

In order to plan high quality RE at KS1, teachers should follow a planning process that takes account of all the elements of the breadth of study. The planning grid below is recommended as a guide to this process.

<b>Step 1: Theme</b> 	<i>This theme...</i>	See page 33 for theme. Choose one that fits in with the long term plan over the key stage. For overview of themes, see page 14 and page 24.
<b>Step 2: Key question</b> 	<i>Raises this important question...</i>	Choose a key question related to that theme (see pages 14 and 24)
<b>Step 3: Learning outcomes and assessment</b> 	<i>Specifically we want pupils to be able to...</i>	<p>Select learning outcomes for the question (see the Programme of Study pages 34- 43). Use the level descriptions and the outcomes to develop specific levelled “I can..” statements as appropriate to the age and ability of the pupils. These “I can...” statements should indicate the skills pupils are developing.</p> <p>By planning outcomes and levelled “I can...” statements at this point, assessment for learning can be integrated within the unit of work. There is no necessity for an end of unit assessment task.</p>
<b>Step 4: Content</b> 	<i>So we've selected this content in order to address the question</i>	Select relevant content from the “Suggested Content” of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.
<b>Step 5: Teaching and learning activities</b>	<i>And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes</i>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop, ensuring all appropriate skills are developed across the key stage. Make sure that the activities allow pupils to practise these skills.</p> <p>For some units, you can plan to use the enquiry process outlined on page 99.</p>

Part 2 of the planning guidance can be found on page 99 – “Devising your own key questions”.