

Religious Education Curriculum

Objectives are taken from the SATRE scheme

Aspect	Year 1	Year 2
Units	<p>Unit 1.1- Philosophy- What do my senses tell me about the world?</p> <p>Unit 1.2- Human and Social Science- How does a celebration bring community together?</p> <p>Unit 1.3-Theology- What do Jewish people remember on Shabbat?</p> <p>Unit 1.4- Theology- What does the cross mean to Christians?</p> <p>Unit 1.5- Philosophy- How did the universe come to be?</p>	<p>Unit 2.1- Theology- Why is light an important symbol for Christina, Jews and Hindus?</p> <p>Unit 2.2- Theology- What does the nativity story teach Christians about Jesus?</p> <p>Unit 2.3- Human and Social Science- How do Christians belong to their faith family?</p> <p>Unit 2.4- Human and Social Science- How do Jewish people celebrate Passover (Pesach)?</p> <p>Unit 2.5- Philosophy- Why do people have different views about the idea of God?</p>
Events	<p>Half- Termly 'Celebrations In Our Community' Assembly</p> <p>Harvest Festival</p> <p>Christmas Nativity</p> <p>Easter Assembly</p>	<p>Half-Termly 'Celebrations In Our Community' Assembly</p> <p>Harvest Festival</p> <p>Christmas Nativity</p> <p>Easter Assembly</p>
Philosophy LENS	<ul style="list-style-type: none"> Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. Give a simple reason using the word 'because' when talking about religion and belief. Using religious and belief stories to talk about how beliefs impact on how people behave. 	<ul style="list-style-type: none"> Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something. Give a reason to say why someone might hold a particular belief using the word 'because'. Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.
Human and Social Science LENS	<ul style="list-style-type: none"> Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. Recognise that beliefs can have an impact on a believer's daily life, their family or local community. 	<ul style="list-style-type: none"> Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. Identify evidence of religion and belief especially in the local area. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.
Theology LENS	<ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs. Give an example of how Jews use beliefs to guide their daily lives. 	<ul style="list-style-type: none"> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. Recognise that some beliefs connect together and begin to talk about these connections Give different examples of how beliefs influence daily life.

Aspect	Year 3	Year 4
Units	<p>Unit 3.1- Human and Social Science- Expressing commitment to religion in different ways.</p> <p>Unit 3.2- Theology- What is the Trinity?</p> <p>Unit 3.3- Philosophy- How do people make moral decisions?</p> <p>Unit 3.4- Theology- What do Muslims believe about God?</p> <p>Unit 3.5- Human and Social Science- What difference does being a Muslim make?</p>	<p>Unit 4.1- Theology- Where do religious beliefs come from?</p> <p>Unit 4.2- Philosophy- What do we mean by truth- is seeing believing?</p> <p>Unit 4.3- Human and Social Science- How do religions contribute to society and culture?</p> <p>Unit 4.4- Human and Social Science- Why is there so much diversity of belief in Christianity?</p> <p>Unit 4.5- Philosophy- What does sacrifice mean?</p>
Events	<p>Half-Termly 'Celebrations In Our Community' Assembly</p> <p>Harvest Festival</p> <p>Christmas Nativity</p> <p>Easter Assembly</p>	<p>Half-Termly 'Celebrations In Our Community' Assembly</p> <p>Harvest Festival</p> <p>Christmas Nativity</p> <p>Easter Assembly</p>
Philosophy LENS	<ul style="list-style-type: none"> Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas. 	<ul style="list-style-type: none"> Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Give a simple reason using the word 'because' when talking about religion and belief. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.
Human and Social Science LENS	<ul style="list-style-type: none"> Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. 	<ul style="list-style-type: none"> Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.
Theology LENS	<ul style="list-style-type: none"> Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present. Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews. Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others. 	<ul style="list-style-type: none"> Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious worldviews. Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews. Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.

Aspect	Year 5	Year 6
Units	<p>Unit 5.1- Philosophy- Is believing in God reasonable?</p> <p>Unit 5.2- Human and Social Science- How has belief in Christianity and Islam impacted on music and art?</p> <p>Unit 5.3- Philosophy- Why should we be good, what do the great philosophers teach about the meaning of life?</p> <p>Unit 5.4- Theology- What difference does the resurrection make to Christians?</p> <p>Unit 5.5- Theology- How do Hindus make sense of the world?</p>	<p>Unit 6.1- Human and Social Science- How and why does religion bring peace and conflict?</p> <p>Unit 6.2- Theology- How do Buddhists explain the suffering in the world?</p> <p>Unit 6.3- Philosophy- What does it mean to be Human?</p> <p>Unit 6.4- Theology- Creation or science- conflicting or complimentary?</p> <p>Unit 6.5- Human and Social Science- How do beliefs shape identity for Muslims?</p>
Events	<p>Half-Termly 'Celebrations In Our Community' Assembly</p> <p>Harvest Festival</p> <p>Christmas Nativity</p> <p>Easter Assembly</p>	<p>Half-Termly 'Celebrations In Our Community' Assembly</p> <p>Harvest Festival</p> <p>Christmas Nativity</p> <p>Easter Assembly</p>
Philosophy LENS	<ul style="list-style-type: none"> Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. Give a reason to say why someone might hold a particular belief using the word 'because'. Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. 	<ul style="list-style-type: none"> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
Human and Social Science LENS	<ul style="list-style-type: none"> Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<ul style="list-style-type: none"> Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
Theology LENS	<ul style="list-style-type: none"> Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Describe how events in history and society have influenced some Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews. Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. 	<ul style="list-style-type: none"> Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews. Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others and connect this to other religions.