



Religious Education

CARE CURRICULUM -End of KS2 Expectations



knowing about and understanding religions and worldviews		expressing and communicating ideas related to religions and worldviews		
Beliefs and Questions (Theology)	Community and Identity (Living)	Reality and Truth (Philosophy)	Search for Personal Meaning	
Christianity				
God	<p>Pupils will know that Christians believe in one God who created the world and humanity. They should be able to explain Christian beliefs about God, including the belief that God is like a father – a loving God who is merciful to those who are truly sorry. They should be able to explain how and why Christians believe that they have a relationship with God and that God is active in human history.</p> <p>They should be able to explain how and why Christians have different views about and interpretations of the Bible. They should be able to apply this knowledge to analyse the teachings of Genesis 1 and Genesis 3 They should be able to explain how these teachings might influence Christian beliefs and values about caring for the world and responses to sin and temptation.</p>	<p>Pupils should know that Christians express their beliefs about God through activities such as prayer and celebrating Christian festivals (e.g. Christmas). They should know that Christians believe the world is God's creation and so should be treated with respect.</p> <p>They should know why the Bible is important to Christians and how it might be used as a source of wisdom and guidance. They should be aware of other sources of authority (e.g. church leaders, prayer, conscience) and how these might guide a Christian in their life.</p> <p>Pupils should be able to explain the links between beliefs and values and living religious traditions – e.g. they should be able to explain the importance of worship, prayer and rituals as a way of strengthening the connection between the believer and God.</p>	<p>Pupils should know about different types of human communities and the things that unite communities. They should be able to explain the importance of belonging and the different ways that humans express their belonging to a community.</p> <p>They should be able to explain why some aspects of human experience are particularly valuable. They should be able to suggest non-materialistic things that are important to humans. They should be able to give examples of things that really matter to humans and explain why.</p> <p>They should know what is meant by the term symbol and be able to explain religious and non-religious examples.</p>	<p>Pupils should be able to discuss their own identity and the different roles and responsibilities that they may have. They should be able to support this with examples of communities that they belong to and their own sense of identity and belonging as part of a particular community (eg. the school community, the family). They should be able to explain how they show commitment to the people and communities that are important in their lives.</p> <p>They should be able to take part in discussions about their own values and suggest how these might affect their behaviour. They should be able to explain why some relationships are special and the qualities needed to maintain these relationships.</p>
Jesus	<p>Pupils will know that Jesus is regarded as God incarnate. They should be able to retell some of the key teachings of Jesus (e.g. The Parable of the Good Samaritan) and some of the main events in his life (birth, miracle stories, death and resurrection) and explain how these might guide a Christian today. They should know what is meant by discipleship and be able to explain why some people became disciples.</p>	<p>Pupils should be able to explain how Christian festivals link with events from the life of Jesus (Advent, Christmas, Lent, Easter). They should be able to give examples of religious activities that might be done as a reminder of the religious message of the celebration.</p> <p>They should be able to explain how and why Christians might put the teachings and example of Jesus into action – e.g. through showing love for all, through charity work etc. Pupils should be able to explain how Christians might remember the life and sacrifice of Jesus through religious traditions such as pilgrimage and the Eucharist.</p>	<p>Pupils should be able to raise questions about the ways that humans use the planet. They should be able to discuss our shared human responsibility to look after the world. They should be able to explain ways that collective actions can make a difference, and how this can also unite communities.</p>	<p>Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied.</p> <p>They should be able to identify their own sources of wisdom and authority - people, ideas and experiences that have influenced them and explain the</p>

Church	<p>Pupils should be able to explain the core beliefs and values that unite the Church (eg. belief in one God, belief in Jesus Christ, beliefs about the Holy Spirit).</p> <p>They will know that the Church is a diverse community with shared beliefs and values, but with differing interpretations and practices.</p>	<p>Pupils should be able to give examples of how being a Christian could have an impact on a person's attitudes and behaviours. They should be able to recognise and explain the symbolism of key Christian symbols such as the cross, candles, the dove).</p> <p>They should be able to explain differing forms of Christian worship and how the rituals might reflect key beliefs and teachings. Pupils should be able to explain the impact that worship might have on a Christian – ie. a sense of feeling closer to God, a sense of identity and belonging.</p>	<p>be able to discuss how and why humans might change their roles and identity over the course of their life.</p> <p>Pupils should know that many people (religious and non-religious) believe it is important to be a morally good person, to care for the world and to think carefully about how they behave towards others. They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities.</p>	<p>the effect this has on their ideas and attitudes towards what matters. They should be able to discuss and debate the sources of guidance available to them and consider the value of differing sources of guidance.</p> <p>Pupils should demonstrate an increasing self-awareness in their own personal development and in their ability to express their own beliefs, values and commitments.</p>
	Other Worldviews (Islam and the Hindu Dharma)			
Islam	<p>Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life.</p> <p>They should know that Muslims believe that God created the world and everything in it.</p> <p>They should know why the Prophet Muhammed is important to Muslims.</p> <p>Pupils should be able to explain what is meant by the Five Pillars of Islam and how these unite the Ummah.</p> <p>They should be able to explain why the Quran is so important Muslims and how it might be used as a source of guidance.</p>	<p>They should know that Muslims believe the world is God's creation and that this should lead them to care for the world and act charitably towards all people. They should know that prayer is an important part of Muslim life and a way of showing obedience and gratitude to God.</p> <p>They should know that the Five Pillars are an important part of life for many Muslims and a way of showing obedience and gratitude to God. Pupils should be able to explain symbolism and the deeper meaning of rituals such as those involved in wudhu, salah and Hajj.</p>		
	Hindu Dharma	<p>Pupils should know that Hinduism teaches that there is one God in many forms and that God is present in all living things. They should know about some of the deities that Hindus might worship and how the qualities of these deities are expressed in through imagery and stories. They should know about the concept of dharma and how Hindus might find guidance about their dharma from the stories that are celebrated at festivals such as Diwali and Holi. Pupils should be able to explain Hindu beliefs about samsara, using religious vocabulary such as karma and moksha.</p>	<p>They should be able to describe how and why Hindus might worship at home and in the Mandir. They should be able to identify and explain symbolic aspects of worship. Pupils should be able to identify items that might be used in Hindu worship eg. arti lamp, items from a puja tray. They should be able to suggest why worship might be important to a Hindu. Pupils should be able to describe how and why Hindus might worship and explain symbolic aspects of worship and rituals.</p> <p>They should be able to explain why festivals (eg. Raksha Bandhan, Diwali, Holi) and rites of passage are important to individuals and the community and what Hindus might learn from these celebrations.</p>	

Other religious and non-religious world views

By the end of KS2, pupils should also have studied Sikhism and Buddhism. They should also be aware of non-religious world views. It is important that pupils have learnt about these religions and world-views as part of a broad, balanced and inclusive religious education curriculum.

Pupils should be aware that most religious people believe in a **God** of some sort. Many people ask questions about the **origins of the universe** and for some the explanation for the existence of the world is God, whereas other people find answers in science and non-religious world views.

Pupils should be able to retell some of the stories from these religious traditions

(eg. In Judaism – the story of the flood and the story of Abraham or the story of how Prince Siddhartha became the Buddha in Buddhism or stories about Guru Nanak from Sikhism) and explain what these might teach believers.

They should have an understanding of the idea of **the sacred** – of people, places and scriptures that might have a special meaning for people who hold a particular religion or world view.

They should know that religious beliefs have an impact on the life of a believer – eg. that **worship, prayer and rituals** are common aspects of religious life and an expression of **devotion**. They should be able to give examples of **special days and celebrations** within religions (eg. The Sabbath Day for Jews and Baisakhi in Sikhism) and explain how these are an opportunity to pass on beliefs, values and traditions. They should be able to talk about how a religion might provide **moral guidance** and **authority** (eg. how Jewish people might be guided by the Torah and the Ten Commandments, how a Sikh might try to follow the example of the Gurus or how a Buddhist might try to live in accordance with the Eight-fold path).