

Subject:	RE
Year:	KS1

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none"> • The ability and confidence to ask big questions • The ability to express ideas and insights; • To show caring and understanding towards one another • To have a sense that each and everyone of us is special and a sense of belonging • To have a sense that religion is important to many people • To understand that Christianity is important to many people • To understand that Christianity is the faith of our school • To begin to demonstrate some of our Christian 	<p>Learning about religion:</p> <ul style="list-style-type: none"> • Use some religious words to recognise and name some important things for religious people • Recall features of different religions • Recall events/people in religious stories • Recognise some religious symbols or actions • Recognise different ways people show their religion <p>Moving on to...</p> <ul style="list-style-type: none"> • Use some religious words to say what is important for religious people • Identify some things that are the same in different religions • Retell religious, spiritual and moral stories • Say what religious symbols and actions might mean • Say how different people show their religion <p>Learning from religion:</p> <ul style="list-style-type: none"> • Identify what is important to them and others • Talk about what they find interesting or puzzling • Talk about their own experiences and feelings • Talk about important values such as love, friendship and in particular about Christian values <p>Moving on to...</p>	<ul style="list-style-type: none"> • Organise units of learning based around a central question – Diocese new units are question based - issue or dilemma (can be taken from current issues in world) which link to the BIG IDEAS JIGSAW • Some explicit teaching/teacher modelling/Think pair share/investigations/visits/visitors/Christian Values Days • Sharing of Bible stories to learn what Christians believe about God and the world • Sharing of stories of modern day Christians • Sharing of messages from other faiths: • Creative opportunities to respond to religious stories using art, drama and music • Opportunities for discussion and asking questions • Enquiry based activities (see <u>A Beginner’s Guide to Enquiry in RE</u>) for children – start with a stimulus – to engage them – a piece of artwork, a poem, an object. Enquire & explore – what do we need to find out to answer our question? • What does this idea mean? Children are gaining knowledge and understanding at this stage. • Children then evaluate – reflect on their learning – what does this really mean? 	<ul style="list-style-type: none"> • Use <u>KS1 Curriculum Overview and Ladder of Progression in RE in Pupil-speak Language</u> Diocese of Guildford • Observations of discussions during lessons • Use of iPad to log KPIs • Children’s work in RE books, artwork, as drama etc. and jottings and drawings in reflection journals • Assessment of key skills at end of units of work using <u>Progression</u> document

<p>values in actions and speech</p> <ul style="list-style-type: none">• To show respect for religious beliefs	<ul style="list-style-type: none">• Give a reason why something might be important to you and others• Ask questions about your own and other people's experience and feelings• Be thoughtful and caring when talking about other people's ideas and feelings• Realise that some questions make us wonder• Say what you and others think is right or wrong		
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Subject: RE

Phase: LKS2

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none">• The ability and confidence to ask big questions;• The ability to express ideas and insights;• To show caring and understanding towards one another;• To respect that each and everyone of us is special and a sense of belonging• To have a sense that religion is important to many people• To understand that Christianity is important to many people;• To understand that Christianity is the faith of our school;• To understand role Christianity plays in shaping British	<p>Learning About Religion</p> <ul style="list-style-type: none">• Use appropriate religious words to show understanding of things that are sacred to religious people• Describe similarities and differences within a religion and between religions• Show connections between stories and holy books and how religious people live their lives• Suggest reasons why people worship and describe what a range of religious symbols and actions mean• Describe how religion affects the lives of individuals, groups and communities <p>Learning From Religion</p> <ul style="list-style-type: none">• Describe what inspires and affects you and other people• Apply ideas raised by religion and belief in children's own and others' lives• Suggest answers to questions about life, beliefs, values and commitments• Suggest what might happen as a result of children's own or others' attitudes or actions	<ul style="list-style-type: none">• Organise units of learning based around a central question – Diocese new units are question based - issue or dilemma (can be taken from current issues in world) which link to the BIG IDEAS JIGSAW• Some explicit teaching/ teacher modelling/Think pair share/investigations/visits/visitors/Christian Values Days• Sharing of Bible stories to learn what Christians believe about God and the world• Sharing of stories of modern day Christians• Sharing of messages from other faiths• Creative opportunities to respond to religious stories using art, drama and music• Opportunities for discussion and asking questions• Enquiry based activities for children – (see <u>A Beginner's Guide to Enquiry in RE</u>) start with a stimulus to engage them a piece of artwork, a poem, an object (Why might this be important to some people?)• Then enquire & explore – what do we need to find out to answer our• What does this idea mean? Children are gaining knowledge and understanding at this stage.• Children then evaluate – reflect on their learning – what does this really mean? What do I think about what it means? What if I believed	<ul style="list-style-type: none">• Use Diocese of Guildford <u>KS2 Curriculum Overview</u> and <u>Ladder of Progression in RE in Pupil-speak Language</u>• Observations during lessons• Observations of discussions during lessons• Use of iPad to log KPIs• Children's work in RE books, artwork, as drama etc. and jottings and drawings in reflection journals• Assessment of key skills at end of units of work referring to <u>Progression</u> document

<p>culture;</p> <ul style="list-style-type: none">• To develop an understanding that religious faith is a search for and expression of truth and spirituality;• To begin to develop children's own spiritual and religious convictions• To demonstrate some of our Christian values in actions and speech		<p>it?</p> <ul style="list-style-type: none">• Children then express their own ideas and insights (knowledge and understanding) in creative, cross-curricular ways.	
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Subject: PSHCE

Phase: UKS2

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none">• The ability and confidence to ask big questions;• The ability to express ideas and insights;• To show caring and understanding towards one another;• To have a sense that each and everyone of us is special and a sense of belonging;• To show respect that religion is important to many people;	<p>Learning about religion:</p> <ul style="list-style-type: none">• Use a range of religious words to explain things which are sacred to religious people• Explain how and why differences in belief are expressed, both within and between religions• Explain how different people can use holy books and religious teachings to find answers to life's questions• Describe ways in which people worship and explain how this can be different within and between religions• Clearly explain the difference religion makes in people's lives and the wider community <p>Learning from religion:</p> <ul style="list-style-type: none">• Explain how issues are relevant in own life and what difference they make to you and others• Suggest ways you might go about addressing questions or issues raised• Suggest answers to questions about life, beliefs, values and commitments, using relevant sources and evidence• Develop 'arguments' about religious viewpoints and beliefs and the challenges of commitment	<ul style="list-style-type: none">• Organise units of learning based around a central question – Diocese new units are question based - issue or dilemma (can be taken from current issues in world) which link to the BIG IDEAS JIGSAW• Some explicit teaching/teacher modelling/Think pair share/investigations/visits/visitors/Christian Values Days• Sharing of Bible stories to learn what Christians believe about God and the world• Sharing of stories of modern day Christians• Sharing of messages from other faiths• Creative opportunities to respond to religious stories, visits, artefacts etc. using art, drama and music• Opportunities for discussion and asking questions• Enquiry based activities (see model explained in years 3 and 4 and copy of A Beginner's Guide to Enquiry in RE)• Then enquire & explore – what do we need to find out to answer our• What does this idea mean? Children are gaining knowledge and understanding at this stage.• Children then evaluate – reflect on their learning – what does this really mean? What do I think about what it means? What if I believed it?	<ul style="list-style-type: none">• Use Diocese of Guildford <u>KS2 Curriculum Overview</u> and <u>Ladder of Progression in RE in Pupil-speak Language</u>• Observations during lessons• Observations of discussions during lessons• Use of iPad to log KPIs• Children's work in RE books, artwork, as drama etc. and jottings and drawings in reflection journals• Assessment of key skills at end of units of work referring to <u>Progression</u> document

		<ul style="list-style-type: none">• Children then express their own ideas and insights (knowledge and understanding) in creative, cross-curricular ways.	
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