

Religious Education Spiritual, Moral, Social, Cultural						
KS1		LKS2		UKS2		
Why should I say sorry?		Should we always forgive?		Should we all be equal?		
C O N F L I C T	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn to:
	<ul style="list-style-type: none"> Actions affect others They can make their own choices in life The term 'morals' and can recognise these in some stories 	<p>Recognise how a character's actions in a story affect others and explain what the effects are</p> <p>Recognise how the choices they make affect others</p> <p>Explain what choices are 'good choices' in their own lives</p>	<p>beliefs about right and wrong affect people's behaviours</p> <p>values held by communities or individuals affect behaviour and actions</p> <p>stories involving moral dilemmas, including those in religious texts</p>	<p>Understand that some stories have particular importance to people of faith</p>	<p>Religion and equality have not always had a straightforward relationship and that religion and conflict can sometimes be interwoven</p>	<p>Reflect upon and describe their own experiences of equality and the times it has brought about conflict</p> <p>Identify the way in which community values and commitment to equality can affect behaviour and actions</p> <p>Describe the role of religion in peacebuilding</p>
P L A N E T E A R T H	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn to:
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B R I T A I N	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn to:
	•		•			
Who is important to you?		Do all religions have an inspirational figure?		Why are some people seen to be inspirational in religion?		
H U M A N K I N D	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn to:
	<p>People in their lives who are important and can name them e.g. parents, teachers, doctors, nurses etc.</p> <p>What makes a particular person important</p>	<p>Recognise, name and describe the characteristics of people who are important</p> <p>Recall stories that focus on special or important people</p>	<p>Different religions have figures who are considered inspirational and can name them</p>	<p>Recognise, name and describe the characteristics of figures from different religions</p> <p>Recall and retell stories about inspirational religious figures e.g. Jesus, Mohammed, Guru Nanek</p>	<p>Different religions have people who are considered spiritual leaders e.g. Mother Theresa, Dali Lama, Gandhi, Pope etc.</p>	<p>Discuss and present their own ideas as to why these people are considered inspirational</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs and compare with those of spiritual leaders</p>

Where can we worship?		Do all places of worship look the same?		Do you need a religious building to worship?		
I N V E N T I O N S	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn to:
	<p>The features of a Christian Church</p> <p>The church is a symbol of the Christian community</p> <p>The significance of the church for Christian Worship</p>	<p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Name some religious symbols and explain the meaning of them.</p>	<p>Similarities and differences between holy buildings e.g. Anglican, Baptist, Mosque, Temple</p>	<p>Describe religious buildings and explain how they are used in different Christian denominations and other religions.</p> <p>Identify religious artefacts and explain how and why they are used.</p>	<p>The term 'Sacred Space' and that it can refer to anywhere a believer or follower practises their religion e.g. labyrinths, Mecca, Temple Mount, Hagia Sophia, Rothko Chapel</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Explain some of the different ways individuals show their beliefs.</p> <p>Appreciate the special importance that is attached to sacred spaces within religious traditions</p>

	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn to:
C I V I L I S A T I O N S					•	

While knowledge, skills and understanding are central to religious education, it is also vital that pupils are encouraged to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and need to be consistently developed at each key stage:

Self-awareness in religious education, this includes pupils:

- ▣ feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- ▣ developing a realistic, positive sense of their own religious, moral and spiritual ideas
- ▣ recognising their own uniqueness as human beings and affirming their self-worth
- ▣ becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education, this includes pupils:

- ▣ developing skills of listening and a willingness to learn from others, even where the views of others are different from their own
- ▣ being ready to value difference and diversity for the common good
- ▣ appreciating that some views are not inclusive and considering the issues that this raises for individuals and for society
- ▣ being prepared to recognise and acknowledge their own bias
- ▣ being sensitive to the feelings and ideas of others.

Open-mindedness in religious education, this includes pupils:

- ▣ being willing to learn and gain new understanding
 - ▣ engaging in argument about religious, moral or spiritual questions,
- while being able to disagree reasonably and respectfully and without belittling or abusing others
- ▣ being willing to go beyond surface impressions
 - ▣ distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education, this includes pupils:

- ▣ developing their capacity to respond to questions of meaning and purpose
- ▣ appreciating the sense of wonder at the world in which they live
- ▣ recognising that knowledge is bounded by mystery
- ▣ developing their imagination and curiosity.