Be the best that we can be

Riccall Curriculum - Religious Education

Know about and understand a range of religion and worldviews	*To recognise why stories may be special to different people	*Recognise some symbols and images used to express ideas. *Recognise that there are special places where people go to worship and talk about what people do there. *Talk about some of the stories that are used in religious contexts and why people still read them. *Identify objects used in worship in religions. *Retell religious stories from more than one faith and explain what they mean	*Retell stories linked to festivals and say why they are important to believers, linking on to making connections between stories and festivals. *Retell and suggest the meanings of stories from sacred texts about people who encountered God. *Recall and name some stories from sacred texts that inspire and how they are connected. *Describe what some believers say or do as they pray.	*Give simple definitions of some key terms to do with life after death. *Outline religious and/or non-religious beliefs about life after death. * Describe and make connections between examples of religious creativity. *Make connections between the key functions of a religious building and the beliefs of the religious community. *Make connections between beliefs and behaviour in different religions.

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Express ideas and insights about the nature, significance and impact of religions and worldviews	*To recognise what makes people special and why *To recognise and explain which places and times may be special to different people and why	*Recognise that sacred texts contain stories which are special to many people and should be treated with respect. *Talk about how religions teach people that sacred texts are valuable, giving simple examples. *Talk about what is special and of value about belonging to a group that is important to them. * Identify ways that festivals are marked and identify how this might make people feel. * Identify ways that some people make a response to God by caring for others and the world.	*Recognise and identify some differences between religious festivals and other types of celebrations. *Describe and suggest meanings for symbols and other forms of religious expression *Identify beliefs about God. *Respond thoughtfully to examples of how praying helps religious believers. *Recall and talk about some rules for living in religious traditions. * Consider similarities and differences between beliefs and behaviour in different faiths. Identify how and say why it makes a difference to people's lives to believe in God.	*Identify reasons why a sacred text is important to a religious group and how it makes a difference to how they live. *Express ideas about how and why religion can help believers when times are hard, giving examples. *Explain similarities and differences between beliefs about life after death. *Explain the reasons why groups of people have different ideas about an afterlife. *Show an understanding of the value of sacred buildings and art. *Outline the challenges of belonging to a religious community in Britain today.

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Gaining and deploying skills for studying religions and worldviews		*Ask some questions about believing in God and offer some ideas of their own. *Ask and suggest answers to questions arising from stories across more than one faith. *Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. *Talk about issues of good and bad, right and wrong arising from stories. .	*Suggest some ideas about good ways to treat others arising from their learning. *Find out about at least two teachings from religions about how to live a good life. *Discuss their own and others' ideas about why humans do bad things and how people try to put things right, linked to restorative justice. *Make links between values and commitments, including religious ones, and their own attitudes or behaviour *Discuss their own ideas about how people decide right and wrong.	*Discuss their own ideas about the importance of values to live by, comparing them to religious ideas. *Make and explain thematic connections between different religious beliefs *Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. *Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world *Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures