

Key stage 2

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

- Christianity
- At least two other principal world religions*
- Study of a local religious community, and a secular world view, where appropriate

*A four year rolling programme covering Hinduism, Sikhism, Islam, Judaism

Christianity

Year 6

AT1 Learning about religion

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings
- Identify and begin to describe the similarities and differences within and between religions
- Investigate the significance of religion in the local, national and global communities
- Investigate the significance of a religion in the local, national and global communities
- Describe and begin to understand religious and other responses to ultimate and ethical questions
- Use specialist vocabulary in communicating their knowledge and understanding
- Use and interpret information about religions from a range of sources

AT2 Learning from religion

- Discuss their own and other's views of religious truth and belief, expressing their own ideas
- Reflect on ideas of right and wrong, and their own and other's responses to them

Themes

- Beliefs and questions: how people's beliefs about God, the world and others impact on their lives
- Teaching and authority: what sacred texts and other sources say about God, the world and human life

- The journey of life and death: why some occasions are sacred to believers, and what people think about life after death
- Inspirational people: figures from whom believers find inspiration
- Religion, family and community: how religious families and communities practise their faith, and the contribution this makes in local life

Experiences / opportunities

- Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- Considering a range of human experiences and feelings
- Expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT
- Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally

Humanism

The teaching of religions should be complemented by teaching about non-religious life stories and secular world views to reflect that many young people will not come from a religious home, and to ensure all pupils' voices are heard. Pupils explore Humanist ceremonies, beliefs, values and actions, comparing and contrasting them with people from different religions.

A) To consider their beliefs about:

- Doing the right thing – the Golden Rule
- Human responsibility for actions

B) To develop knowledge and understanding about:

- Writers, scientists, discoverers, philosophers who explore human life and use their knowledge to benefit humanity and the environment (e.g. Sir David Attenborough, Professor Brian Cox, Thomas Paine, Charles Darwin)

C) To develop knowledge and understanding of:

- Texts such as novels or biographies which explore human lives, discoveries, achievements, social and environmental work

D) To consider special times such as:

- Times of reflection on what is important in life
- Celebrations of great scientific discoveries and human achievement (e.g. DNA, Olympic Games, artistic achievement through music, drama and art)

E) To put their beliefs into practise such as:

- To do to others as you would like them to do to you
- Being tolerant and caring, understanding the importance of religion to people, and respecting that Human Ceremonies always provide an

opportunity for people to say a prayer in their own way if they wish. They are relevant and meaningful for people of all religions and none.

- Campaigning to change the law (e.g. assisted dying)

Other religions (on a four year rolling programme)

Hinduism, Sikhism, Islam, Judaism

AT1 learning about religion

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings
- Identify and begin to describe the similarities and differences within and between religions
- Investigate the significance of religion in the local, national and global communities
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- Describe and begin to understand religious and other responses to ultimate and ethical questions
- Use specialist vocabulary in communicating their knowledge and understanding
- Use and interpret information about religions from a range of sources

AT2 Learning from religion

- Reflect on what it means to belong to a faith community, communicating their own and others' response
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- Discuss their own and others' views of religious truth and belief, expressing their own ideas
- Reflect on ideas of right and wrong, and their own and others' responses to them
- Reflect on sources of inspiration in their own and others' lives

Themes

- Beliefs and questions: how people's beliefs about God, the world and others impact on their lives
- Teachings and authority: what sacred texts and other sources say about God, the world and human life

- Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites
- The journey of life and death: why some occasions are sacred to believers, and what people think about life after death
- Symbols and religious expression: how religious and spiritual ideas are expressed
- Inspirational people: figures from whom believers find inspiration
- Religion and the individual: what is expected of a person in following a religion or belief practise their faith, and the contribution this makes to local life
- Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment

Experiences / opportunities

- Encountering religion through visitors and visits to places of worship, focusing on the impact and reality of religion on the local and global community
- Discussing religious and philosophical questions, giving reasons for their own belief and those of others
- Considering a range of human experiences and feelings
- Reflecting on their own and others' insights into life and its origin, purpose and meaning
- Expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT
- Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally