



Subject: RE at Denton CP School Statement of Intention

- Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.
 - Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.
 - In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
 - They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
 - Religious Education also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.
 - RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others.
 - It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.
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- **Aims: Children will leave Denton CP School with a coherent framework to allow for deeper levels of knowledge and understanding of religious and non-religious life stances. Children will develop respect and sensitivity, so that, as future citizens, they will value and celebrate cultural and religious diversity, in peaceful co-existence. Opportunities will be provided for pupils to explore their own beliefs, values and traditions through study, visitors to our school and with visits to related places of worship.**



Skills	Year 1	Year 2	Year 3 Cycle B T5/6	Year 4	Year 5	Year 6
To understand beliefs and teachings	Describe some of the main festivals or celebrations of a religion.	Describe some of the teachings of a religion.	Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.	Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.	Explain how some teachings and beliefs are shared between religions. (B 5/6)	Explain how religious beliefs shape the lives of individuals and communities. (B 5/6)
To understand practices and lifestyles	Recognise and name some religious artefacts, places and practices.	Recognise, name and describe some religious artefacts, places and practices.	Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.	Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.	Explain the practices and lifestyles involved in belonging to a faith community. Show an understanding of the role of a spiritual leader.	Explain the practices and lifestyles involved in belonging to a faith community. (B 5/6) Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. B 5/6 Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	Name some religious symbols.	Explain the meaning of some religious symbols.	Identify religious symbolism in literature and the arts.	Identify religious symbolism in literature and the arts.	Explain some of the different ways that individuals show their beliefs. (B 5/6)	Explain some of the different ways that individuals show their beliefs. B 5/6)
To reflect	Identify the things that are important in their own lives and compare these to religious beliefs.	Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.	Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did.	Ask questions that have no universally agreed answers.	Explain their own ideas about the answers to ultimate questions. (B 5/6) Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.	Explain why their own answers to ultimate questions may differ from those of others. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
	Identify how they have	Explain how actions	Discuss and give opinions	Discuss and give opinions	Explain why different	Show an awareness of

To understand values	to make their own choices in life.	affect others. Show an understanding of the term 'morals'.	on stories involving moral dilemmas. Explain how beliefs about right and wrong affect people's behaviour.	on stories involving moral dilemmas. Describe how some of the values held by communities or individuals affect behaviour and actions.	religious communities or individuals may have a different view of what is right and wrong. (b 5/6)	morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values.
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