



Learning journey map

Key stage 2 RE

KS3 RE Curriculum Intents:

Pupils use a comprehensive vocabulary to show a coherent understanding of a range of religions and beliefs by analysing issues in a faith context. They account for the influence of history and culture on aspects of religious life and practice. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence, and forms of expression.

Pupils identify, and articulate critical responses to, fundamental questions of meaning, purpose and truth and ethical issues. They can express a clear sense of their own identity.

Pupils evaluate the significance of religious and world views for understanding questions of human relationships, belonging, identity, society, values, and commitments appropriate to living well in a diverse world. They identify interfaith opportunities and successes as well as instances of religious prejudice and of discrimination on religious grounds using evidence and examples and in the context of their own experience. They are able to articulate awareness of negative attitudes within themselves and others.



Summer 2
Ethical Choices
Moral Dilemmas



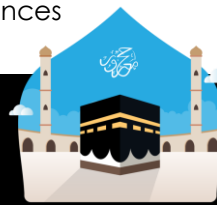
Year
7



Summer 1
Embracing Differences
Exploring Religious clothing,
food and traditions



Spring 2
Pilgrimages
The Hajj
The River Ganges
Similarities and differences

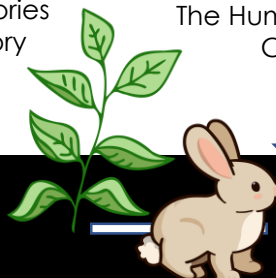


Summer 1
What do we believe in?
Exploring the beliefs of
others.
What is the difference
between faith, trust and
belief?



Year
6

Autumn 1
Understanding the importance of RE
Introduction to Creation Stories
The Christian Creation Story



Autumn 2
The Muslim Creation Story
The Hindu Story of Creation
The Humanist View on
Creation

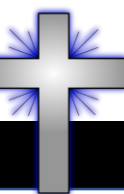
Spring 1
What is Lent?
What is Ramadan?
Expressing strength of faith



Summer 1
Sikhism
What so we know about Sikhism?
Who was Guru Nanak?
The Guru Granth Sahib



Spring 1
Christian Parables
What is a miracle?
Easter
Faith, belief and reality



Autumn 1
Why do we study RE in school?
Introduction to the Big 6 Religions
Christianity
Islam



Spring 2
Places of worship
Church
Mosque
Gurdwara



Autumn 2
Continuing with the Big 6 Religions



welcome

Year
4

Year
5

KS2 PSHE curriculum intents:

Pupils use an increasingly wide vocabulary to explain the impact of religious beliefs and a non-religious life stance on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions. They suggest possible reasons for this and explain how religious sources are used to provide answers to ethical issues.

Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action. Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

Churnet Views RE curriculum:

The role of RE in schools is to help prepare and equip all pupils for life and citizenship in today's diverse Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world views they will encounter.