

## Religious Education Programmes of Study (based on the Brent RE Syllabus)

### EYFS

Children should be provided with opportunities to explore and learn to:

<b>Communication and language</b> <ul style="list-style-type: none"> <li>• listen to stories, songs and poems relating to different traditions and respond with comments, questions or actions;</li> <li>• use talk to organise, sequence and clarify thinking, express ideas and feelings;</li> <li>• answer 'who', 'how' and 'why' questions in response to stories, experiences or events;</li> <li>• talk about how they and others express and show feelings;</li> <li>• develop narratives in relation to stories relating to a range of traditions.</li> </ul>	<b>Personal, social and emotional development</b> <ul style="list-style-type: none"> <li>• understand that they can expect others to treat their needs, views, cultures and beliefs with respect</li> <li>• work as part of a group, behaving fairly, understanding the need for agreed values and codes of behaviour</li> <li>• talk about their own and others' behaviour and its consequences</li> <li>• appreciate and articulate issues of right and wrong</li> <li>• develop an awareness of their own needs, views and feelings and are sensitive to those of others</li> <li>• have a developing respect for their own cultures and beliefs, and those of others, showing sensitivity to the needs and feelings of others.</li> </ul>
<b>Understanding the world</b> <ul style="list-style-type: none"> <li>• talk about past and present events in their own lives and in the lives of family members</li> <li>• talk about themselves and the similarities and differences with others</li> <li>• begin to know about their own cultures and beliefs and those of other people</li> <li>• explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> <li>• Understand that other children don't always enjoy the same things, and are sensitive to this.</li> </ul>	<b>Expressive arts and design</b> <ul style="list-style-type: none"> <li>• represent their own ideas, thoughts and feelings through play, art, music, dance and stories</li> <li>• respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul>

## Key Stage 1

Pupils should be taught to:

Understanding questions of purpose and meaning	Knowledge and understanding of beliefs, practices and their effect on the life of the believer	Interpretation
<ul style="list-style-type: none"><li>• identify things which are important to people and what influences human actions including their own.</li></ul>	<ul style="list-style-type: none"><li>• about aspects of spiritual, ethical and religious traditions and to identify some features of religious practices contributing and responding in the light of their own views and experiences</li><li>• to recognise some ways of belonging to a religion or community of beliefs and to recognise choices they can make, reflecting on their own personal experiences</li><li>• to recognise similarities and differences between aspects of religions and belief systems, contributing and responding in the light of their own experience</li><li>• to be aware of human interdependence.</li></ul>	<p>about the significance of stories, symbols and artefacts which express beliefs and values and respond to these in the light of their experience.</p>
Understanding questions of purpose and meaning	Knowledge and understanding of beliefs, practices and their effect on the life of the believer	
<ul style="list-style-type: none"><li>• to recognise different types of purpose which motivate humans and inform human actions including their own</li></ul>	<ul style="list-style-type: none"><li>• to understand key beliefs, teachings and practices of spiritual, ethical and religious traditions and to contribute and respond to these in the light of their own views and experiences</li><li>• to be aware of the spectrum of ways of belonging to a religion or community of beliefs, and describe ways in which individuals make choices in belief and behaviour including and reflecting on their own personal experiences</li><li>• to make connections between aspects of religions and belief systems considering both similarities and differences, contributing and responding in the light of their own experience</li><li>• about historical links between religious traditions and about cultural differences within traditions at local, national and global levels, and to contribute and respond to this in the light of their own views and experiences</li><li>• to recognise human interdependence</li></ul>	

## Key Stage 2

Pupils should be taught:

Understanding questions of purpose and meaning	Knowledge and understanding of beliefs, practices and their effect on the life of the believer	
<ul style="list-style-type: none"> <li>to recognise different types of purpose which motivate humans and inform human actions including their own</li> </ul>	<ul style="list-style-type: none"> <li>to understand key beliefs, teachings and practices of spiritual, ethical and religious traditions and to contribute and respond to these in the light of their own views and experiences</li> <li>to be aware of the spectrum of ways of belonging to a religion or community of beliefs, and describe ways in which individuals make choices in belief and behaviour including and reflecting on their own personal experiences</li> <li>to make connections between aspects of religions and belief systems considering both similarities and differences, contributing and responding in the light of their own experience</li> <li>about historical links between religious traditions and about cultural differences within traditions at local, national and global levels, and to contribute and respond to this in the light of their own views and experiences</li> <li>to recognise human interdependence</li> </ul>	
Interpretation	Enquiry and investigation	
<ul style="list-style-type: none"> <li>to explore meanings of stories, symbols and artefacts and to relate these to their own experiences, contributing their own interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>to ask and explore questions, including those of purpose, which stimulate their imagination and broaden their vision and awareness</li> <li>to find out about aspects of ethical and religious traditions using a range of sources of information including oral accounts, artefacts, pictures, photographs, music, places of worship and ICT-based sources</li> </ul>	
Empathy	Expression and communication	Evaluation
<ul style="list-style-type: none"> <li>to consider issues from other points of view and take different views, beliefs and values into account</li> <li>to consider the integrity, feelings, ideas, beliefs and experiences of others showing respect and sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>to explain how beliefs, ideas and feelings are conveyed through spiritual and religious texts, ritual, symbolism and the arts</li> <li>to communicate their knowledge, understanding and personal responses using a range of techniques and a variety of media</li> <li>to contribute to exploratory group and class discussions</li> <li>to construct simple reasoned arguments</li> </ul>	<ul style="list-style-type: none"> <li>to consider what they can learn from the wisdom of spiritual and religious traditions</li> <li>to respond to the views of others while justifying their own with reasoned comments</li> <li>to develop and express personal values and commitments</li> </ul>