

Religious Education Route Planner

Introduction to Curriculum Route Planners

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

Religious Education Route Planner

	Knowledge and understanding	Breadth of Study	Experiences and opportunities	Teaching topics
Key Stage 1	<p>Learning About <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • explore a range of religious stories and sacred writings, and talk about their meanings. • name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate. • identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. • explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses. • identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases. <p>Learning From <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness. • ask and respond imaginatively to puzzling questions, communicating their ideas. • identify what matters to them and others, including those with religious commitments, and communicate their responses. • reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice. • recognise that religious teachings and ideas make a difference to individuals, families and the local community. 	<p>Learning From <i>The course entails:</i></p> <ul style="list-style-type: none"> • Investigating Christianity introducing all the learning themes below. • introducing one other principal religion1 , Judaism – including at least themes 1 – 4. • encountering examples from other religions (Buddhism, Hinduism, Islam or Sikhism) possibly with a local presence and a secular world view as appropriate, and touching on any relevant area of study. • N.B. More time should be spent on Christianity than on any other individual religion with a minimum equivalent of no fewer than three terms on Christianity and one on Judaism. <p>Learning Themes</p> <ul style="list-style-type: none"> • Believing What some families believe about God, the natural world, human beings, a significant figure. • Belonging Where and how people belong and why belonging is important. • Prayer and Worship How and why some people pray and what happens in a place of worship. • Leaders and Teachers Figures who have an influence on others locally, nationally and globally in religion and why . • Stories and Books How and why some stories and books are sacred and important. • Celebration What celebrations are important in religion and why . • Symbols and Artefacts How symbols and artefacts are used to express religious meaning and why they are used. 	<ul style="list-style-type: none"> • visiting places of worship with a focus on stories, symbols and feelings . • listening and responding to visitors from local faith communities. • using their senses to explore religious artefacts. • experiencing times of celebration, ritual, silence and quiet reflection . • using art and design, music, dance and drama to express feelings and ideas . • beginning to use ICT to explore religion and belief . • encountering secular world views and sharing their own beliefs, ideas and values. 	<p>Year One</p> <ol style="list-style-type: none"> i) Believing: Christianity ii) Believing: Judaism iii) Encounter Islam iv) Encounter Hinduism v) Symbols and Artefacts vi) Stories and books <p>Year Two</p> <ol style="list-style-type: none"> i) Prayer & Worship: Judaism ii) Prayer & Worship: Christianity iii) Leaders and Teachers: Judaism iv) Leaders and Teachers: Christianity v) Belonging: Christianity vi) Belonging: Judaism

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All-Through Curriculum Planning

Key Stage 2	<p>Learning About <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values. 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. <p>Learning From <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> reflect on what it means to belong to a faith community, communicating their own and others' responses. 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. 	<p>Learning From <i>The course entails:</i></p> <ul style="list-style-type: none"> Exploring Christianity in more detail (incorporating each learning theme below). Investigating two principal religions: Hinduism and Islam (including at least themes 1–4 below) . Revisiting or encountering the other principal religious communities (Buddhism, Judaism, Sikhism), touching on various themes or looking at one in detail. a secular world view within any of the themes. NB. a minimum equivalent of four terms should be spent on Christianity, two terms each on Hinduism and Islam and one term on each of the other religions. Christianity should be included in each year and more time spent on it than on any other individual religion. <p>Learning Themes</p> <ul style="list-style-type: none"> Beliefs and Questions What key beliefs people hold about God, the world and humans. Inspirational People Why some figures, e.g. founders, leaders and teachers, inspire religious believers. Teachings and Authority What sacred texts and other sources say about God, the world and human life. Religion and the Individual What is expected of a believer following a religion and the impact of belief on people's live. Religion, Family and Community How religious families and communities practise their faith and the contributions this makes to local life. Worship, Pilgrimage and Sacred Places Where, how and why people worship, including the importance of some particular religious 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. Beliefs in Action in the World How religions respond to global issues e.g. human rights, fairness, social justice and the importance of the environment. 	<ul style="list-style-type: none"> encountering religion through visitors or visits to places of worship where possible, and where not, making use of video, Internet and e-mail. meeting, in action and dialogue, including people who are religious believers and considering a range of human and religious experiences and feelings. debating some religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to disagree respectfully. expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT. comparing religions with the world views of pupils, including, where appropriate, secular philosophies or religious traditions not otherwise being studied. developing ICT use, particularly in enhancing pupils' awareness of religion and belief globally. 	<p>Year Three</p> <ol style="list-style-type: none"> i) Inspirational People: Hinduism ii) Inspirational People: Christianity iii) Beliefs and Questions: Hinduism iv) Religion and the Individual: Hinduism v) Religion and the Individual: Christianity vi) Worship, Pilgrimage and Sacred Places: Christianity <p>Year Four</p> <ol style="list-style-type: none"> i) Encounter Islam* ii) Religion, Family and Community: Christianity iii) Teaching and Authority: Judaism iv) Teaching and Authority: Christianity v) Symbols and Religious Expression: Christianity and others vi) Beliefs and Questions: Christianity <p>Years Five and Six</p> <ol style="list-style-type: none"> i) Beliefs and Questions: Islam* ii) Inspirational People : Islam* iii) Teachings and Authority: Islam* iv) Religion and the Individual: Islam* v) Worship, Pilgrimage and Sacred Places: Islam* vi) The journey of life and death: Christianity vii) Beliefs in Action in the World: Christianity viii) Teachings and Authority: Hinduism ½ term <p><i>In addition, Middle schools will ensure pupil coverage by revisiting Christianity each year; by encountering Buddhism and Sikhism (total one term of each); by encountering a secular world view (total, one term).</i></p>
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Key Stage 3	<p>Learning About <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> investigate and explain the differing impacts of religious beliefs and teachings on individuals and communities and societies. analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions. investigate and explain why people belong to faith communities and the reasons for diversity in religion. analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy. discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues . apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs. interpret and evaluate a range of sources, texts and authorities, from a variety of religious, historical and cultural contexts . interpret a variety of forms of religious and spiritual expression. <p>Learning From <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments. evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas. express insights into the significance and value of religion and other world views on human relationships personally, locally and globally . reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas . express their own beliefs and ideas using a variety of forms of expression. 	<p>Learning From <i>The course entails:</i></p> <ul style="list-style-type: none"> studying Christianity in depth, incorporating each learning theme (below). exploring two principal religions – Buddhism and Sikhism – including at least themes 1–3. revisiting Hinduism, Islam and Judaism selecting whichever areas of study are appropriate . considering other religious traditions e.g Baha'i, represented locally or where they have particular relevance to an area of study being covered. N.B. Christianity should be studied in each year with a minimum equivalent of three terms across Key Stage 3. The minimum equivalent of one term should be spent on each of Sikhism and Buddhism. <p>Learning Themes</p> <ul style="list-style-type: none"> Beliefs and Concepts The key ideas and questions of meaning in a religion including issues relating to God, truth, the world, human life and life after death. Authority Different sources of authority and how they inform believers' lives. Expressions of Spirituality How, and in what forms, humans express their understanding of who they are, their beliefs about God, life and so on. Ethics and Relationships Questions and influences that inform people's ethical and moral choices including forgiveness and issues of good and evil . Rights and Responsibilities What religions say about human rights and responsibilities, social justice and citizenship . Religion and Science Issues of truth, explanation, meaning and purpose which arise in the debate between science and religion . Global issues What religions say about health, wealth, war, animal rights and the environment . Inter-faith dialogue How religions relate to each other and some examples of conflicts and collaboration within and between religions. 	<ul style="list-style-type: none"> encountering people with different religious, secular, cultural and philosophical backgrounds who can express a range of convictions on religious and ethical issues . visiting, where possible, a place of major or national religious significance and using opportunities in ICT to enhance pupils' understanding of such sites. discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues. reflecting on, and carefully evaluating, their own beliefs and values and those of others in response to their learning in religious education using reasoned, balanced arguments. using a range of forms of expression (such as the arts, dance, drama, writing and ICT) to communicate their ideas and responses creatively and thoughtfully . exploring connections between religious education and other subject areas such as arts, humanities, literature and science 	<p>Middle schools to be responsible for delivering these areas during Years 7 or 8</p> <ol style="list-style-type: none"> i) Beliefs and Concepts: Christianity ii) Beliefs and Concepts: Sikhism iii) Authority : Christianity iv) Authority: Buddhism v) Authority : Sikhism vi) Expressions of Spirituality: Christianity vii) Expressions of Spirituality: Sikhism viii) Religion and Science: Christianity ix) Global Issues: Christianity x) Inter-faith dialogue : Christianity xi) Revisit Hinduism and Judaism <p>Upper school to be responsible for delivering these areas during Year 9, then commence Exam course (Christianity and Islam).</p> <ol style="list-style-type: none"> i) Beliefs and Concepts: Buddhism ii) Expressions of Spirituality: Buddhism iii) Rights and Responsibilities: Christianity iv) Ethics and Relationships: Christianity
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