**R.E. Outcomes**

At St Andrew’s, we follow the SACRE revised syllabus for religious education (RE) for schools in Manchester, Salford, Stockport, Tameside and Trafford. This new syllabus has been developed to promote the cognitive, spiritual, moral, social and cultural development of all learners and enable RE to be taught in a coherent, progressive, pedagogically and philosophically. It covers the period 2016 – 2021.

**RE in the Early Years Foundation Stage**

In line with the DfE’s 2013 EYFS Profile, we aim to teach RE through planned, purposeful play and through a mix of adult-led and child-initiated activity and provide these opportunities for our children:

**Communication and Language:**

* Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions
* They use talk to organise, sequence and clarify thinking, ideas, feelings and events
* Children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources
* They talk about how they and others show feelings
* They develop their own narratives in relation to stories they hear from different communities

**Personal, Social and Emotional Development:**

* Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
* They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values of code and behaviour to work together harmoniously
* They talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable
* Children think and talk about issues of right and wrong and why these questions matter
* They respond to significant experiences, showing a range of feelings when appropriate
* They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
* Children have a developing respect for their own cultures and beliefs, and those of other people
* They show sensitivity to others’ needs and feelings, and form positive relationships

**Understanding the World:**

* Children talk about similarities and differences between themselves and others, among families, communities and traditions
* They begin to know about their own cultures and beliefs and those of other people
* They explore, observe and find out about places and objects that matter in different cultures and beliefs

**Expressive Arts and Design:**

* Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings
* They respond in a variety of ways to what they see, hear, smell, touch, taste

**Literacy:**

Children are given access to a wide range of books, poems and other written materials to ignite their interest

**RE in Key Stage 1 and 2**

The units covered are available for you to view under the **Parents – Curriculum - Curriculum Overview** section of our website.

The revised syllabus sets out the intended/expected outcomes for ***the end of each Key Stage.***

The units are designed so that the children will cover the necessary content over the duration of that key stage (2 years for Key Stage 1 and 4 years for Key Stage 2).

The expected outcomes are:

**KEY STAGE 1**

At the end of KS1, after completing the units, pupils should be able to:

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| **A.Know about and understand a range of religions and worldviews.** | **B. Express ideas and insights about the nature, significance and impact of world religions and worldviews.** | **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.** |

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| **A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.** | **B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.** | **C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art, poetry.** |
| **A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.** | **B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.** | **C2. Find out about and respond with ideas to examples of co-operation between people who are different.** |
| **A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities** | **B3. Notice and respond sensitively to some similarities between religions and worldviews.** | **C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.** |

**KEY STAGE 2**

At the end of KS2, after completing the units, pupils should be able to:

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| **A.Know about and understand a range of religions and worldviews.** | **B. Express ideas and insights about the nature, significance and impact of world religions and worldviews.** | **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.** |

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| **A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.** | **B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.** | **C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.** |
| **A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities** | **B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.** | **C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.** |
| **A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.** | **B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.** | **C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.** |