**RE KS1 OVERVIEW**

**Requirements from the Curriculum Framework**

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| Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary.  **Know about and Understand**  Pupils should be taught to: | |
| 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. |
| 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 came. |
| A3 | Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities. |
| Pupils should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.  **Express and Communicate**  Pupils should be taught to: | |
| 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. |
| B2 | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| B3 | Notice and respond sensitively to some similarities between different religions and world views. |
| They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.  **Gain and Deploy Skills**  Pupils should be taught to: | |
| C1 | Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. |
| C2 | Find out about and respond with ideas to examples of co-operation between people who are different. |
| C3 | Find out about questions of right and wrong and begin to express their ideas and opinions in response. |