

The School Curriculum at Fairfields - Key Stage 2 - Year 5 - RE

Year 5 Programme of study

In religious education, children learn *about* religion and what we can learn *from* religion.

Learning about religion – Children are taught:

Beliefs and teachings

- to describe the key aspects of religions and traditions that influence the beliefs and values of others; (In Year 5, the children study Christianity, .)
- to use key religious vocabulary in communicating their knowledge and understanding;
- about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;
- about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.

Religious practices and lifestyles

- to identify and begin to describe the similarities and differences within and between religions;
- to investigate the significance of religion in the local, national and global communities;
- to use and interpret information about religions from a range of sources;
- about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;
- the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship;
- about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;
- about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;
- how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;
- about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance.

Ways of expressing meaning

- about religious festivals which share common themes, but which have meaning unique to each faith;
- about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.

Learning from religion – Children are taught:

Human identity, personality and experience

- about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;
- to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;
- that there are important landmarks in life, both religious and non-religious;
- to understand what it means to belong to groups and how believers demonstrate commitment to a faith group;
- to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions.

Questions of meaning and purpose

- the difference between ultimate and non-ultimate questions, including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life.

Values and commitments

- about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;
- to reflect on ideas of right and wrong and their own and others' responses to them;
- about religious codes of conduct and rules of living, considering the effect of these on daily life;
- examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.