



# Religious Education Outcomes



## Our Religious Education Vision

At Drayton Infants we aim to develop children’s skills of enquiry, reasoned argument and reflection. Our ethos is to encourage children to enquire and ask questions, in order to impact on their spiritual, moral, social and cultural development. Children are taught about a range of religions and learn to respect and ask questions about different religions, traditions and cultures around the world. We aim to make RE relevant by studying and celebrating real events whether this be by special assemblies, lesson time or joining in with community events.

Children are taught to think about their own school and personal values and to understand how people of different backgrounds or beliefs may share similar values whilst differing in other values. Questions are constantly being asked of children whilst allowing them to ask their own in order to develop their critical thinking, self-belief and self-confidence. Children exhibit their religious education in many ways from dance, creativity, writing and role-play in order to fully immerse children in the understanding of a topic.

## Outcomes for Religious Education

Enquiry	Spiritual, moral, social and cultural development	Forming opinions through reasoned argument	Critical thinking and decision making	Tolerance and appreciation of difference	Safe and secure
Self-belief and self confidence	British citizenship and fundamental values	Confidence and communication	Developing personal values	Building and developing relationships	

### Key Knowledge - EYFS

### Key Skills - EYFS

#### Pupils will know:

#### Pupils will be able to:

Subject Specific Knowledge:

- Begin to explore religion and worldviews in terms of important people, times, places and objects as well as visiting places of worship.
- Listen to, and talk about, religious stories which may raise puzzling and interesting questions.
- Use their senses in exploring religious beliefs, practices and forms of expression.

- Reflect on feelings, relationships, experience, beliefs and practices.
- Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Draw meaning from artefacts, works of art, music, poetry and symbolism.

Subject Specific Vocabulary:

- good, right, wrong, God, religion

### Key Knowledge – Year 1

### Key Skills – Year 1

#### Pupils will know:

#### Pupils will be able to:

Subject Specific Knowledge:

- Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.
- Give a simple reason using the word ‘because’ when talking about religion and belief.
- Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.

- Reflect on feelings, relationships, experience, beliefs and practices.
- Ask relevant questions.
- Suggest meanings of religious texts.
- Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Draw meaning from artefacts, works of art, music, poetry and symbolism.
- Make the association between religion and individual, community, national and international life.

Subject Specific Vocabulary:

- Shabbat, Easter, cross, belief

### Key Knowledge – Year 2

### Key Skills – Year 2

#### Pupils will know:

#### Pupils will be able to:

Subject Specific Knowledge:

- Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
- Give a reason to say why someone might hold a particular belief using the word ‘because’.

- Reflect on feelings, relationships, experience, beliefs and practices.
- Ask relevant questions.
- Suggest meanings of religious texts.
- Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.

<ul style="list-style-type: none"> <li>Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.</li> </ul> <p>Subject Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>Light, symbol, nativity, faith, Passover (Pesach), God</li> </ul>	<ul style="list-style-type: none"> <li>Draw meaning from artefacts, works of art, music, poetry and symbolism.</li> <li>Develop the ability to identify feelings such as love, wonder, forgiveness and sorrow.</li> <li>See the world through the eyes of others and see issues from their point of view.</li> <li>Make the association between religion and individual, community, national and international life.</li> <li>Begin to distinguish between the features of different religions.</li> <li>Respond to religious questions through a variety of media.</li> </ul>
<p style="text-align: center;"><b>Key Knowledge – Year 3</b> Our Pupils will be moving on to:</p>	<p style="text-align: center;"><b>Key Skills – Year 3</b> Our Pupils will be moving on to:</p>
<ul style="list-style-type: none"> <li>Show awareness of different sources of authority and how they link with beliefs.</li> <li>Identify different types of writing and give an example of how a believer might interpret a source of authority.</li> <li>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</li> <li>Use more than one reason to support their view.</li> <li>Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on feelings, relationships, experience, beliefs and practices.</li> <li>Ask relevant questions.</li> <li>Suggest meanings of religious texts.</li> <li>Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</li> <li>Draw meaning from artefacts, works of art, music, poetry and symbolism.</li> <li>Develop the ability to identify feelings such as love, wonder, forgiveness and sorrow.</li> <li>See the world through the eyes of others and see issues from their point of view.</li> <li>Make the association between religion and individual, community, national and international life.</li> <li>Begin to distinguish between the features of different religions.</li> <li>Respond to religious questions through a variety of media.</li> <li>Link significant features of religion together in a coherent pattern.</li> <li>Connect different aspects of life into a meaningful whole.</li> <li>Explain concepts, rituals and practices.</li> <li>Distinguish between the features of different religions.</li> </ul>