|  |
| --- |
| **Expectations at the end of Key Stage Two** |
| **A Knowledge and Understanding** | **B Skills and Attitudes** |
|  |  |
| Pupils shouldtalk about God and identify the influence of religion in the lives of believers and know some elements of religions and moral teachings and be able to discuss moral questions. Pupils shoulddescribe and discuss the significance of a number of religious festivals practices and symbols and retell a range of religious stories and identify their sources, and be able to describe a number of people of faith. | Pupils should show they are developing an enquiring approach to life by raising deeper questions, investigate using a variety of sources and recognise the importance of literature as a religious form of expression, and can understand and use a growing religious vocabulary. Pupils should show how they value themselves, others and the world around them and explain their responsibilities.Pupils should recognise the range of emotions in themselves and others and begin to understand their causes and reflect upon their own experience and that of others and to express sensitively their own thoughts with confidence recognise that people have a variety of life experiences. |

**More specifically pupils should be taught to:**

| **Objectives** | **Learning Outcomes by the end of Key Stage 2** | **Examples and notes*****( Some of the examples and notes are linked to units of work found in the Key Stage 2 Solihull Handbook)*** |
| --- | --- | --- |
| **A1**Develop their knowledge and understanding of religions and world views | Describe and make connections between different features of the religions and worldviews they study.Explain and recall different forms of celebrations, worship, pilgrimages, and recognise the rituals which mark important points in believers lives | **Rites of passage:**Hindu Sacred Thread ceremonyBar and Bat MitzvahBaisakhi**Pilgrimage:** AmritsarJerusalem | **Founders of faith:**Why is Mohammed called the Messenger of God? **Why do Christians call God saviour? CC** Places of worshipPrayerCustoms and celebrationsSacred writings |
| **A2**Develop their understanding of ethical and moral questions and extend their knowledge of the moral codes upon which faiths are based | 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 | Morality – the golden rule**Christianity – Christian Love Agape** CC – The Lost SheepJesus’ Great CommandmentsParables e.g. Good SamaritanJudaism – Esther, Buddhism - 5 Precepts Sikhism – Sewa, Work of Christian Aid and the fight against poverty |
| **A3**Develop an understanding of a range of beliefs and symbols and how they are expressed in the actions of believers  | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. | **Customs/celebrations****Symbolism** Christianity - The sign of the cross, RosaryHinduism – Sacred threadBuddhism – The prayer wheel**Prayer** Christianity – Lord’s PrayerIslam – The call to prayerPlaces of worshipHinduism - Ahimsa |
| **A4**Develop a knowledge and understanding of a range of sources including sacred writings and subject specific vocabulary  | Describe and show an understanding of the 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. | **Sacred writings –** Judaism - Torah, Christianity – the Bible, Church visit – places of worship, Christian teachingSikhism - Guru Granth Sahib – The living guruTreatment and respect of Holy scriptures  |
| **B1**Observe and understand varied examples of religions and worldviews Develop an understanding of questions about truth and meaning and using a variety of expression  | Explain, with reasons, religions meanings and significance to individuals and communities.Discuss and present views on challenging questions about belonging, meaning and truth in different forms (e.g.) reasoning, music, art and poetry. | **Freedom –** PassoverLimits to freedom **Being called** - St Paul, The disciples, Cat Stevens (Yusif Islam) |
| **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. Respond thoughtfully to ideas about community, values and respect. | Describe the way in which people belong to different communities and explain the meaning of diversity and evaluate the concepts of respect and tolerance | People of faith that have fought for **respect and tolerance** - Elizabeth Fry, Martin Luther King, Gandhi, Oscar RomeroJustice and Equality – Who is our neighbour?Sikhism – teachings of Guru NanakBaha’i – Words of inspiration |
| **B3**Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong | 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. | Hinduism – Non-violenceWhat does the bible mean to people?The Ten CommandmentsAmnesty CandleBuddhism – the spiritual versus the material |
| **B4**Develop their understanding of the different dimensions of religion including different narratives, beliefs, ethics and social life and the similarities and differences | Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. | Comparisons between different religions including different rituals and beliefs e.g. baptismDifferent perspectives on key events e.g. Passover for Moses and the Last supper for Jesus |