



RE Curriculum – Year 3 and 4 – Cycle B

Non- Negotiables - – [Links to Lincolnshire Locally Agrees RE Syllabus](#)

Understand beliefs and teachings; RE1: Present the key teachings and beliefs of a religion. RE2: Refer to religious figures and holy books to explain answers. **Understand practices and lifestyles;** RE3: Identify religious artefacts and explain how and why they are used. RE4: Describe religious buildings and explain how they are used. RE5: Explain some of the religious practices of both clerics and individuals. **Reflect;** RE7: Show an understanding that personal experiences and feelings influence attitudes and actions. RE9: Ask questions that have no universally agreed answers. **Understand values;** RE10: Explain how beliefs about right and wrong affect people’s behaviour. RE11: Describe how some of the values held by communities or individuals affect behaviour and actions. RE12: Discuss and give opinions on stories involving moral dilemmas.

| | Autumn | | Spring | | Summer | |
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| | <p>What is the bible and why is it important to Christians? (God:Christianity) RE2: Refer to religious figures and holy books to explain answers. RE6: Identify religious symbolism in literature and the arts.</p> | <p>Christmas Journeys RE6: Identify religious symbolism in literature and the arts. RE8: Give some reasons why religious figures may have acted as they did.</p> | <p>What do Jewish people celebrate? (Life Journey: Judaism) RE8: Give some reasons why religious figures may have acted as they did. RE10: Explain how beliefs about right and wrong affect people’s behaviour.</p> | <p>What do signs and symbols mean in religions? RE2: Refer to religious figures and holy books to explain answers RE3: Identify religious artefacts and explain how and why they are used.</p> | <p>What are the Sikh rites of passage? (Life Journey: Sikhism) RE5: Explain some of the religious practices of both clerics and individuals.</p> | <p>Identity and belonging – global citizenship RE6: Identify religious symbolism in literature and the arts.</p> |
| Resources | Story of Mary Jones, examples of bibles, | Images of Bethlehem past and present, nativity images/model/scene, | Story of Esther, the story of the Maccabees and the Miracle of Oil, menorah, | Images/artefacts of signs and symbols, sedar plate, unleavened bread, | Sikh artefacts, | |
| Vocabulary | Christian, bible, hymns, genre, writings, laws, letters, poems, stories | Christians, Bethlehem, pilgrimages, Mary, Joseph, shepherds, wise men, nativity | Judaism, Jewish, Torah, shukkot, Passover, Exodus, Purim, Esther, Hanukah, Rosh Hashanah, Days of Awe | Noah, ark, Sedar plate, | Guru Nanak, Sikhism, Guru Granth Sahib, Amrit, 5Ks Kirpan, kesh, khanga, kara, kacheri, | Diversity, minority, community, faith, citizen, global community, refugee, homeless, |
| Lesson 1 | <p>Year 3: To identify ways in which the Bible is important for Christians. Year 4: To identify and describe ways in which the Bible is important for Christians. Activities: Children will consider their favourite books and think about why books are important. They will understand that the Bible is an important book for Christians. This is demonstrated through the story of Mary Jones which the children will read, retell and analyse. Outcomes Year 3/4: Children know that the Bible is the holy book of Christianity • Children identify ways in which the Bible is important for Christians • Children reflect on their own feelings about their use of time and money</p> | <p>Year 3: To learn about the importance of Bethlehem to Christians Year 4: To understand the importance of Bethlehem to Christians and to find out what a pilgrimage is. Activities: Children will find out where Bethlehem is and start to understand why it is a significant location in Christianity. They will learn what a pilgrimage is and think about why people go on pilgrimages to Bethlehem. They will also identify some pilgrimages sites for other major religions and explore what Israel is like today. Outcomes Year 3: Children explain why Bethlehem is an important religious site is • Children compare what Bethlehem was like when Jesus was born to what it is like today Year 4: Children explain why Bethlehem is an important religious site • Children explain what a pilgrimage is • Children compare what Bethlehem was like when Jesus was born to what it is like today</p> | <p>Year 3/4: To recap facts about Judaism and Jewish beliefs. Activities: Children will consider what they already know about Judaism. They will be given an overview of the Judaic faith, identifying what Jews believe, where Jews worship, what the Torah is and who rabbis are. They will identify Judaism as one of the major global religions. Outcomes Year 3/4: Children know that Judaism is one of the world’s oldest religions • Children know that Jews believe in one God • Children describe some of the main features of Judaism</p> | <p>Year 3: To explore the meaning of signs and symbols. Year 4: To explore the meaning of signs and symbols. Activities: Children will look at a variety of everyday symbols and identify their meaning. They will understand that symbols can carry important meanings. They will look at some of the symbols used in the story of Noah’s Ark to start identifying how symbols are used in religious stories. Outcomes Year 3: Children identify the meanings of everyday signs and symbols • Children begin to identify objects of symbolic importance to them • Children know that symbols in religion are often open to interpretation Year 4: Children identify the meanings of everyday signs and symbols • Children identify objects of symbolic importance to them • Children know that symbols in religion are often open to interpretation</p> | <p>Year 3: To find out who Sikhs are and what they believe. Year 4: To understand who Sikhs are and what they believe. Activities: Children will understand that Sikhism is one of the major world religions. They will find out how Sikhism began and why, before looking at some of the core beliefs and practices of Sikhism. Outcomes Year 3: Children know who Guru Nanak was and how Sikhism began? • Children describe some of the fundamental beliefs of Sikhism • Children ask and begin to answer questions about the basic beliefs and practices of Sikhism Year 4: Children know who Guru Nanak was and how Sikhism began? • Children describe the fundamental beliefs of Sikhism • Children ask and answer questions about the basic beliefs and practices of Sikhism</p> | <p>Year 3: To understand how drama is used to reinforce important teachings in religions. Year 4: To know how drama is used to reinforce important teachings and stories in religions. Activities: Children will consider how a number of external factors help shape our identity. They will then draw mind maps, create fact files, or write at length about how their identities are shaped by many things around them. Outcomes Year 3: Children explain what an identity is • Children understand that many external factors can help shape a person’s identity • Children begin to consider the things which have helped shape their sense of identity Year 4: Children explain what an identity is • Children understand that many external factors can help shape a person’s identity • Children consider the things which have helped shape their sense of identity</p> |

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| Lesson 2 | <p>Year 3: To find out how Christians use the Bible at home and at church.</p> <p>Year 4: To understand how Christians use the Bible at home and at church.</p> <p>Activities: Children will find out how Christians use the Bible both at home and at church as the basis for worship. They will focus particularly on how Christians use Bible verses as the basis for hymns and worship songs. Children will look at some examples of popular worship songs and identify where in the Bible the words originated from.</p> <p>Outcomes</p> <p>Year 3: Children know that the Bible is used by Christians at home and at church • Children know that the Bible forms the main reference for guidance, teaching and worship</p> <ul style="list-style-type: none"> • Children reflect on what is of value in their own lives <p>Year 4: Children know how the Bible is used by Christians at home and at church • Children know that the Bible forms the main reference for guidance, teaching and worship</p> <ul style="list-style-type: none"> • Children reflect on what is of value in their own lives | <p>Year 3: To find out about Mary and Joseph’s journey to Bethlehem.</p> <p>Year 4: To recount Mary and Joseph’s journey to Bethlehem.</p> <p>Activities: Children will discover why Mary and Joseph had to travel to Bethlehem from Nazareth and look at how far the journey would have been. The emphasis is on how Mary and Joseph would have felt at this time and encourages your class to think about what the journey would have been like.</p> <p>Outcomes</p> <p>Year 3: Children know why Mary and Joseph travelled to Bethlehem • Children identify how Mary and Joseph might have been feeling • Children make connections with their own experiences</p> <p>Year 4: Children know why Mary and Joseph travelled to Bethlehem • Children identify how Mary and Joseph might have been feeling • Children make connections with their own experiences</p> | <p>Year 3: To find out about the Jewish festival of Passover.</p> <p>Year 4: To be able to explain the Jewish festival of Passover.</p> <p>Activities: Children will read the story of Moses and the exodus from Egypt. They will understand what Passover represents and identify how it is celebrated by Jews today. They will look at the Seder plate and understand the symbolism of each of the objects of the plate in relation to the story</p> <p>Outcomes</p> <p>Year 3: Children know the story behind the Passover celebrations • Children describe some of the ways in which Passover is celebrated today • Children identify symbols associated with Passover</p> <p>Year 4: Children can explain the story behind the Passover celebrations • Children describe some of the ways in which Passover is celebrated today • Children identify symbols associated with Passover</p> | <p>Year 3: To find out how symbolic food can be used to remember important events.</p> <p>Year 4: To understand how symbolic food can be used to remember important events.</p> <p>Activities: Children will be given a brief overview of what the Passover festival is and what it commemorates before looking at the Seder plate used during this festival. They will identify the meaning behind each of the objects on the Seder plate and relate this to the idea of certain foods being symbolic in their own lives.</p> <p>Outcomes</p> <p>Year 3: Children know why the Passover meal is significant for Jews • Children explain how food can remind them of special events • Children make connections between their personal experience and the experience of people in a religious context</p> <p>Year 4: Children explain why the Passover meal is significant for Jews • Children explain how food can remind them of special events • Children make connections between their personal experience and the experience of people in a religious context</p> | <p>Year 3: To find out about the naming ceremonies of Sikh children.</p> <p>Year 4: To know the naming ceremonies of Sikh children.</p> <p>Activities: Children will identify what happens during the ‘Naam Karan’ ceremony. They will find out how names for boys and girls are generated by reading from the Guru Granth Sahib, and find out that names can be given to both boys or girls. They will consider ways in which Sikh naming ceremonies are similar or different to other naming or birth ceremonies in different religions.</p> <p>Outcomes</p> <p>Year 3/4: Children describe what a ‘Naam Karan’ ceremony is • Children explain how Sikh babies are given their names • Children identify similarities and differences between Sikh naming ceremonies and those of other religions</p> | <p>Year 3/4: To consider the ways in which we express our identity</p> <p>Activities: Children will consider ways in which they, and others, express their identity through their actions. They may then either describe how they express their own identities, or how religious communities express themselves by helping others.</p> <p>Outcomes</p> <p>Year 3: Children think of some words to describe significant aspects of their own identity • Children explain some ways in which they express their identity • Children know some ways in which religious identity is expressed</p> <p>Year 4: Children think of words to describe significant aspects of their own identity • Children explain some ways in which they express their identity through their actions • Children know some ways in which religious identity is expressed</p> |
| Lesson 3 | <p>Year 3: To find out about the different kinds of writing in the Bible and why each is important.</p> <p>Year 4: To can explain the different kinds of writing in the Bible and why each is important.</p> <p>Activities: Children will understand that the Bible is comprised of different genres of writing by many different authors. They will look at some of the different genres, such as laws, poems and stories, and identify why they are important. They will consider what kind of information is able to be portrayed in each genre.</p> <p>Outcomes</p> <p>Year 3: Children know that the Bible is made up of lots of different</p> | <p>Year 3: To recount some of the key features of the nativity story</p> <p>Year 4: To recount the key features of the nativity story</p> <p>Activities: Children will read and re-tell the section of the nativity story that tells of the angels’ visit to the shepherds. Children will consider what the shepherds might have been feeling and describe why they are an important part of the nativity story.</p> <p>Outcomes</p> <p>Year 3: Children re-tell the story of the shepherds in the nativity story • Children explain why the shepherds are an important symbol in the nativity story</p> <p>Year 4: Children re-tell the story of the shepherds in the nativity story •</p> | <p>Year 3: To find out about the Jewish festival of Sukkot.</p> <p>Year 4: To explain the main features of the Jewish festival of Sukkot.</p> <p>Activities: Children will recap the story of the exodus from Egypt before finding out what happened to the Israelites in the desert. They will understand what the festival of Sukkot commemorates and how it is celebrated by Jews today.</p> <p>Outcomes</p> <p>Year 3: Children know that the Israelites wandered the desert for forty years before reaching the Promised Land • Children know why Jews celebrate Sukkot • Children describe some of the main features of Sukkot celebrations</p> | <p>Year 3: To begin to explore and interpret religious metaphors.</p> <p>Year 4: To be able to explore and interpret religious metaphors.</p> <p>Activities: Children will look at some familiar metaphors before exploring some Christian metaphors and the reasons behind why they are used. Your class will consider the meaning behind phrases such as ‘God is my rock’ and think about how these metaphors can help Christians in their faith and understanding</p> <p>Outcomes</p> <p>Year 3: Children begin to understand the difference between literal and non-literal meanings of metaphors • Children use metaphors to convey a meaning • Children begin to explain</p> | <p>Year 3: To find out about the Sikh baptismal ceremony of Amrit</p> <p>Year 4: To explain the Sikh baptismal ceremony of Amrit</p> <p>Activities: Children will learn what the Amrit ceremony is and what happens during this ceremony. They will consider the importance of this ceremony to Sikhs and find out how and when the practice began. They will understand what the 5 Ks are and their importance to Sikhs in their daily lives.</p> <p>Outcomes</p> <p>Year 3: Children explain what the Amrit ceremony is and why it is important to Sikhs • Children explain how the Amrit ceremony began •</p> | <p>Year 3/4: To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding.</p> <p>Activities: Children will think about what 'diversity' means (in terms of the UK population). They will also consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding</p> <p>Outcomes</p> <p>Year 3: Children begin to understand what ‘diversity’ means when talking about a population • Children know what a ‘minority’ faith group is • Children consider some ways in which we can show tolerance and</p> |

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| | <p>genres of writing • Children understand how the different genres of writing in the Bible are used for different purposes</p> <p>Year 4: Children know that the Bible is made up of lots of different genres of writing • Children understand how the different genres of writing in the Bible are used for different purposes • Children understand that religious ideas, beliefs and feelings are expressed through the Bible</p> | <p>Children explain why the shepherds are an important symbol in the nativity story • Children empathise with the characters in the story</p> | <p>Year 4: Children know that the Israelites wandered the desert for forty years before reaching the Promised Land • Children know why Jews celebrate Sukkot • Children describe the main features of Sukkot celebrations</p> | <p>how religions use metaphors to convey beliefs and ideas</p> <p>Year 4: Children understand the difference between literal and non-literal meanings of metaphors • Children use metaphors to convey a meaning • Children explain how religions use metaphors to convey beliefs and ideas</p> | <p>Year 4: Children explain what the Amrit ceremony is and why it is important to Sikhs • Children explain how the Amrit ceremony began • Children know what the 5 Ks are and what they symbolise</p> | <p>understanding of those of different faiths</p> <p>Year 4: Children understand what ‘diversity’ means when talking about a population • Children know what a ‘minority’ faith group is • Children consider some ways in which we can show tolerance and understanding of those of different faiths</p> |
| Lesson 4 | <p>Year 3: To learn about what makes a book special to different people</p> <p>Year 4: To understand what makes a book special to different people</p> <p>Activities: Children will consider what makes pieces of writing special to different people. They will recall some of the different genres of writing in the Bible before considering some different stories, poems, songs or rules that are important to them. They will relate this to special pieces of writing in the Bible.</p> <p>Outcomes</p> <p>Year 3: Children give examples of books and other pieces of writing that are special to them • Children recognise that certain sections of the Bible are special for different Christians • Children choose and present a piece of writing that has special meaning to them</p> <p>Year 4: Children give examples of books and other pieces of writing that are special to them • Children recognise that certain sections of the Bible are special for different Christians • Children choose and present a piece of writing that has special meaning to them</p> | <p>Year 3: To find out how religious ideas can be expressed through music and art.</p> <p>Year 4: To explain how religious ideas can be expressed through music and art.</p> <p>Activities: Children will study the role of the three wise men in the nativity story and look at how they have been represented in music and art across the centuries. They will read the story of the visit of the wise men, find out what gifts they brought Jesus and consider how these visitors to the stable were different to the shepherds.</p> <p>Outcomes</p> <p>Year 3: Children know the story of the three kings • Children know how religious ideas can be expressed through music and art • Children express their own ideas through music and art</p> <p>Year 4: Children know the story of the three kings • Children know how religious ideas can be expressed through music and art • Children express their own ideas through music and art</p> | <p>Year 3: To find out about the festival of Purim.</p> <p>Year 4: To explain the festival of Purim.</p> <p>Activities: Children will identify the main characters and events in the story of Esther. They will understand what is being celebrated at Purim and why it is such a lively and joyous festival. They will describe the main features of Purim and understand how it is celebrated by Jews today.</p> <p>Outcomes</p> <p>Year 3: Children retell the main points from the story of Esther • Children know why Purim is a joyous and important festival for Jews • Children describe some of the ways in which Purim is celebrated</p> <p>Year 4: Children retell the main points from the story of Esther • Children know why Purim is a joyous and important festival for Jews • Children describe the ways in which Purim is celebrated</p> | <p>Year 3: To learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism.</p> <p>Year 4: To understand religious beliefs and ideas about God can be experienced in different forms, including symbolism.</p> <p>Activities: Children will identify that different religions have different views on what God is like. They will explore some of the different beliefs surrounding God and how God or gods are represented, before considering their own views on what they think God is like.</p> <p>Outcomes</p> <p>Year 3: Children know that God is ascribed different characteristics in different religions • Children identify the reasons for some symbolic actions • Children begin to consider and explain their own views on what they think God is like</p> <p>Year 4: Children know that God is ascribed different characteristics in different religions • Children identify the reasons for some symbolic actions • Children explain their own views on what they think God is like</p> | <p>Year 3: To find out about Sikh marriage ceremonies.</p> <p>Year 4: To understand about Sikh marriage ceremonies.</p> <p>Activities: Children will find out about the importance of marriage in the Sikh religion before looking at the features of a Sikh wedding ceremony. They will consider how Sikh weddings are similar to or different from weddings in other faith groups or communities.</p> <p>Outcomes</p> <p>Year 3: Children know some of the features of a Sikh wedding • Children identify similarities and differences between Sikh weddings and weddings of other cultures • Children express their knowledge of Sikh weddings</p> <p>Year 4: Children know some of the features of a Sikh wedding • Children identify similarities and differences between Sikh weddings and weddings of other cultures • Children express their knowledge of Sikh weddings in a variety of ways</p> | <p>Year 3/4: To explore ways in which a sense of belonging is shaped by our relationships and environment.</p> <p>Activities: Children will consider how the place where they live shapes who they are, then ask and answer questions about the experiences of refugees forced to leave their homes and communities. They may then either study what religions say about welcoming newcomers, or produce posters about their own senses of belonging.</p> <p>Outcomes</p> <p>Year 3: Children think of some things which help shape a sense of belonging • Children consider the difficulties for people forced to leave their homes • Children find out about some ways in which newcomers can be helped and made to feel welcome</p> <p>Year 4: Children think of some things which help shape a sense of belonging • Children consider the difficulties for people forced to leave their homes • Children know some ways in which newcomers can be helped and made to feel welcome</p> |
| Lesson 5 | <p>Year 3: To find out how different genres of writing in the Bible show different aspects of God.</p> <p>Year 4: To understand how different genres of writing in the Bible show different aspects of God.</p> | <p>Year 3: To learn about how the emotions of the people in the story are the same emotions as people have today.</p> <p>Year 4: To understand how the emotions of the people in the story are</p> | <p>Year 3: To find out about the festival of Hanukkah.</p> <p>Year 4: To understand the festival of Hanukkah.</p> <p>Activities: Children will start by thinking about what they would do if someone tried to force them to do</p> | <p>Year 3: To learn about some common symbols within a place of worship.</p> <p>Year 4: To describe some common symbols within a place of worship.</p> <p>Activities: Children will think about how symbols can be used to express tricky concepts, such as the trinity.</p> | <p>Year 3: To find out about Sikh funerals and beliefs on life after death.</p> <p>Year 4: To understand what happens at a Sikh funeral and beliefs on life after death.</p> | <p>Year 3: To consider some of the responsibilities of belonging to a global community.</p> <p>Year 4: To consider the responsibilities of belonging to a global community.</p> |

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| | <p>Activities: Children will understand that the Bible is like a library with different books. They will find out about the books of both the Old and New Testaments. They will look at extracts from three different books in the Bible and consider what Christians can learn about God through them. They can also portray their own ideas about God in a variety of ways.</p> <p>Outcomes Year 3: Children know that the Bible is made up of lots of different books • Children explain how different genres of writing portray different aspects of God • Children portray their own ideas about God Year 4: Children know that the Bible is made up of lots of different books • Children explain how different genres of writing portray different aspects of God • Children portray their own ideas about God in a variety of ways</p> | <p>the same emotions as people have today.</p> <p>Activities: Children will consider Herod’s motivations for infanticide and think about why Mary, Joseph and Jesus had to flee to Egypt. They will relate this to refugees today. There is also the chance to re-tell the story of the nativity from start to finish.</p> <p>Outcomes Year 3/4: Children explain why Mary and Joseph had to flee to Egypt • Children empathise with the emotions of the characters • Children understand that people a long time in the past had the same emotions as people today</p> | <p>something they knew was wrong. They will go on to read the story of the Maccabees and the Miracle of Oil. They will understand how and why Jews celebrate Hanukkah today, considering the importance of the symbol of light.</p> <p>Outcomes Year 3: Children know that Hanukkah is known as the Festival of Lights • Children retell the main points in the story of the Maccabees • Children describe some of the main features of the celebrations of Hanukkah Year 4: Children know that Hanukkah is known as the Festival of Lights • Children retell the story of the Maccabees • Children describe the main features of the celebrations of Hanukkah</p> | <p>They will then look at a variety of other Christian symbols and identify what they represent. Your class will also think about how symbols can be used in ways other than through pictures and images.</p> <p>Outcomes Year 3/4: Children identify signs and symbols in a place of worship • Children explain what signs and symbols in a place of worship represent • Children know that signs and symbols are not just limited to objects</p> | <p>Activities: Children will identify some of the features of Sikh funerals and identify Sikh beliefs in life after death and reincarnation. They will consider their own beliefs on life after death and compare this with the Sikh belief in reincarnation.</p> <p>Outcomes Year 3: Children know some of the features of a Sikh funeral ceremony • Children explain some of the Sikh beliefs on life after death • Children give their own opinions on what they think happens after death Year 4: Children know the main features of a Sikh funeral ceremony • Children explain the Sikh beliefs on life after death • Children give their own opinions on what they think happens after death</p> | <p>Activities: Children will learn what is meant by 'global community', then consider the rights and responsibilities of its citizens. They will then undertake a range of activities where they will show what they think the responsibilities of global citizens are.</p> <p>Outcomes Year 3: Year 4: Children know what the 'global community' is • Children explain what it means to be a 'global citizen' • Children think of some responsibilities we have as members of a global community</p> |
| Lesson 6 | <p>Year 3: To investigate the Old and New Testaments of the Bible Year 4: To know the bible has an Old and New Testament Activities: Children will recap that the Bible is split into the Old Testament and the New Testament. They will then look at the different books of the Bible in order and start to identify the location of different books within the Bible. Children can then consolidate what they have learnt about the Bible and why it is important for Christians. Outcomes Year 3/4: Children know that the Bible is separated into the Old Testament and the New Testament • Children know that the birth of Jesus marks the two sections • Children evaluate the importance of the Bible for Christians</p> | | <p>Year 3: To find out about the festival of Rosh Hashanah. Year 4: To describe the festival of Rosh Hashanah. Activities: Children will identify Rosh Hashanah as the Jewish New Year. They will understand that it marks the anniversary of the creation of Adam and Eve, and identify some of the ways in which it is celebrated today. Children will have the chance to consider things they have done wrong in the past year, as Jews do during Rosh Hashanah, and think about who they would want to ask for forgiveness. Outcomes Year 3/4: Children know that Rosh Hashanah is the Jewish New Year festival • Children describe some of the ways in which Rosh Hashanah is celebrated • Children understand what the Days of Awe are and relate this to things they have done wrong themselves</p> | | | <p>Year 3/4: To consider the importance of sharing in our global community Activities: Continuing from the last lesson, children will consider what we share with members of the global community, including shared responsibilities. They may then either find out what different religions say about sharing, or identify ways in which they help others through charitable activities. Outcomes Year 3/4: Children think of some things which are shared by all citizens of our global community • Children suggest some ways in which sharing can help those less well-off • Children consider what religions say about the sharing of resources</p> |

Assessment Criteria

| | Understand beliefs and teachings | Understand practices and lifestyles | Understand how beliefs are conveyed | Reflect | Understand values |
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| Year 1 and Year 2 | <p>RE1: Present the key teachings and beliefs of a religion.</p> <p>RE2: Refer to religious figures and holy books to explain answers.</p> | <p>RE3: Identify religious artefacts and explain how and why they are used.</p> <p>RE4: Describe religious buildings and explain how they are used.</p> <p>RE5: Explain some of the religious practices of both clerics and individuals.</p> | <p>RE6: Identify religious symbolism in literature and the arts.</p> | <p>RE7: Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>RE8: Give some reasons why religious figures may have acted as they did.</p> <p>RE9: Ask questions that have no universally agreed answers.</p> | <p>RE10: Explain how beliefs about right and wrong affect people's behaviour.</p> <p>RE11: Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>RE12: Discuss and give opinions on stories involving moral dilemmas.</p> |