

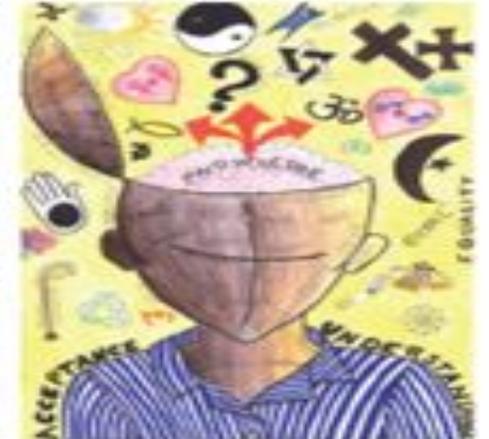
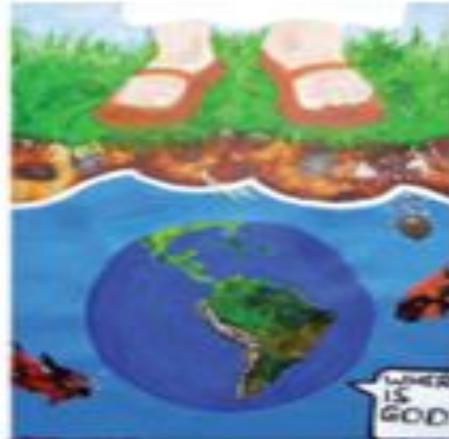


# Clara Grant

## Key Knowledge, Skills and Understanding

**RE**

# Tower Hamlets Agreed Syllabus for Religious Education 2017–2022 (Standing Advisory Council RE)SACRE



# Knowledge, Skills and Understanding breakdown for Religious Education

## EYFS “Understanding the World”

Characteristics of Effective Learning (Skills)	Knowledge and Interpretation	Early Learning Goal
<p><b>Playing and exploring</b> – engagement</p> <ul style="list-style-type: none"> <li>• Finding out and exploring-</li> <li>• Playing with what they know</li> <li>• Being willing to ‘have a go’</li> </ul> <p><b>Active learning</b> – motivation</p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically</b> – thinking</p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>	<ul style="list-style-type: none"> <li>• Children show interest in the lives of people who are familiar to them.</li> <li>• Do they remember and talk about significant events in their own experience?</li> <li>• Can they recognise and describe special times or events for family or friends.</li> <li>• Do they show interest in different occupations and ways of life?</li> <li>• Children know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

# Knowledge, Skills and Understanding breakdown for Religious Education

## Key stage 1 (Year 1 )

### Know about and understand (Skills)

- Can children recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.
- Can children explain the meanings behind different beliefs and practices.

### Express and communicate

- Can children ask and respond to questions about what communities do.
- Can children ask and respond to questions about why communities do different things.
- Can children identify what difference belonging to a community might make.

### Gain and deploy skills

- Can children explore questions about belonging, meaning and truth.
- Can children express own ideas and opinions in response using words, music, art or poetry.

# Knowledge, Skills and Understanding breakdown for Religious Education

## Key stage 1 (Year 2)

### Know about and understand (Skills)

- Children can retell and suggest meanings to some religious and moral stories.
- Children can explore and discuss sacred writings and sources of wisdom.
- Children recognise the communities from which stories come.

### Express and communicate

- Children can recount different ways of expressing identity and belonging.
- I can respond sensitively.

### Gain and deploy skills

- Children can find out about and respond with ideas to examples of cooperation between people who are different.

# Knowledge, Skills and Understanding breakdown for Religious Education

## Key stage 1 (Year 3)

### Know about and understand (Skills)

- Can children recognise some different symbols and actions which express a community's way of life.
- Can children explain some similarities between communities

### Express and communicate

- Can children respond sensitively to some similarities between different religions and worldviews.

### Gain and deploy skills

- Can children find out about questions of right and wrong.
- Can children begin to express their ideas and opinions.

# Knowledge, Skills and Understanding breakdown for Religious Education

## Key stage 2 (Year 4)

### Know about and understand (Skills)

- Children can describe different features of religions and worldviews.
- Children can make connections between different religions and world views.
- Children can explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life.
- Children can reflect on my ideas.

### Express and communicate

- Children can observe and describe varied examples of religions and worldviews.
- Children can explain, with reasons, the meanings and significance to individuals and communities.

### Gain and deploy skills

- Children can discuss and represent own views on challenging questions about belonging, meaning, purpose and truth.
- Children can represent the views of others about belonging, meaning, purpose and truth.
- Children can apply my own ideas thoughtfully in different forms including, e.g. reasoning, music, art and poetry.

# Knowledge, Skills and Understanding breakdown for Religious Education

## Key stage 2 (Year 5)

### Know about and understand (Skills)

- Children can describe different features of religions and worldviews.
- Children can make connections between different religions and world views.
- Children can explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life.

### Express and communicate

- Children understand the challenges of commitment to a community of faith or belief.
- Children can suggest why belonging to a community may be valuable.

### Gain and deploy skills

- Children can consider and apply ideas about ways in which diverse communities can live together for the well-being of all.
- Children respond thoughtfully to ideas about community, values and respect.

# Knowledge, Skills and Understanding breakdown for Religious Education

## Key stage 2 (Year 6)

### Know about and understand (Skills)

- Children can explore and describe a range of beliefs, symbols and actions.
- Children understand different ways of life and ways of expressing meaning.

### Express and communicate

- Children can observe and consider different dimensions of religion.
- Children can explore and show understanding of similarities and differences between different religions and worldviews.

### Gain and deploy skills

- Children can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
- Children can express my own ideas clearly in response.

## Knowledge and Understanding breakdown for KS1 Religious Education

By the end of key stage 1:

### Know about and understand

- I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.
- I can explain the meanings behind different beliefs and practices.
  
- I can retell and suggest meanings to some religious and moral stories.
- I can explore and discuss sacred writings and sources of wisdom.
- I recognise the communities from which stories come.
  
- I recognise some different symbols and actions which express a community's way of life.
- I can explain some similarities between communities.

### Express and communicate

- I can ask and respond to questions about what communities do.
- I can ask and respond to questions about why communities do different things.
- I can identify what difference belonging to a community might make.
  
- I can recount different ways of expressing identity and belonging.
- I can respond sensitively.
  
- I can respond sensitively to some similarities between different religions and worldviews.

### Gain and deploy skills

- I can explore questions about belonging, meaning and truth.
- I can express my own ideas and opinions in response using words, music, art or poetry.
  
- I can find out about and respond with ideas to examples of co-operation between people who are different.
  
- I can find out about questions of right and wrong.
- I can begin to express their ideas and opinions.

## Knowledge and understanding breakdown for key stage 2 Religious Education

### By the end of key stage 2:

#### Know about and understand

- I can describe different features of religions and worldviews.
  - I can make connections between different religions and world views.
  - I can explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life.
  - I can reflect on my ideas.
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- I can describe and understand links between stories and other aspects of the communities I am investigating.
  - I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities.
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- I can explore and describe a range of beliefs, symbols and actions.
  - I understand different ways of life and ways of expressing meaning.

#### Express and communicate

- I can observe and describe varied examples of religions and worldviews.
  - I can explain, with reasons, the meanings and significance to individuals and communities.
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- I understand the challenges of commitment to a community of faith or belief.
  - I can suggest why belonging to a community may be valuable.
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- I can observe and consider different dimensions of religion.
  - I can explore and show understanding of similarities and differences between different religions and worldviews.

#### Gain and deploy skills

- I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth.
  - I can represent the views of others about belonging, meaning, purpose and truth.
  - I can apply my own ideas thoughtfully in different forms including, e.g. reasoning, music, art and poetry.
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- I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all.
  - I respond thoughtfully to ideas about community, values and respect.
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- I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
  - I can express my own ideas clearly in response.