

Significant Aspect of Learning	CfE Outcome	Core Learning	Suggestions
Communicate an increased understanding of the significance of the key figures, stories and teachings of world religions and other perspectives.	RME 2-01a RME 2-01b RME 2-04a RME 2-04b	See RME Framework Core Learning Progression on p20 & 21	<ul style="list-style-type: none"> <li>• Review key beliefs of each religion from First Level</li> <li>• Story of Abraham</li> <li>• Gospels (pick a selection)</li> <li>• Ganesh</li> </ul> <a href="http://www.bbc.co.uk/education/clips/zt7f g8">http://www.bbc.co.uk/education/clips/zt7f g8</a>
Develop an increased understanding of influences on their own moral decision making and on that of others.	RME 2-02a RME 2-05a RME 2-08a RME 2-09d	See RME Framework Core Learning Progression on p21 & 24	<ul style="list-style-type: none"> <li>• Kosher Food—Junior Steps in RE Year 4 Debate—do modern day Jews need to be Kosher?</li> <li>• Lent</li> <li>• Hindu diet—lactovegetarian</li> <li>• Research based outcome—compare/contrast</li> </ul>
Communicate an understanding of other people's beliefs, values and begin to explain the ways in which these values have developed.	RME 2-07a RME 2-09b RME 2-09c	See RME Framework Core Learning Progression on p24	<ul style="list-style-type: none"> <li>• Discuss how religious values are represented by gods/stories. Create figures and stories to represent school values or values which are important to the children.</li> </ul>

<p>Use sources to investigate and understand the importance of celebrations, practices, festivals and traditions within world religions and other perspectives.</p>	<p>RME 2-03b RME 2-03c RME 2-06b RME 2-06c</p>	<p>See RME Framework Core Learning Progression on p21 &amp; 22</p>	<ul style="list-style-type: none"> <li>• Yom Kippur, Rosh Hashanah &amp; Bat/Bar Mitzvah—Junior Steps in RE Year 5</li> <li>• Navaratri</li> <li>• Easter Around the World</li> </ul>
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P5 religions to be covered are Christianity, Hinduism & Judaism

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Investigate and evaluate the meaning of key sources of evidence including special places and artefacts.	RME 2-03a RME 2-06a	See RME Framework Core Learning Progression on p21 & 22	<ul style="list-style-type: none"> <li>• Buddhist places of Worship (Twinkl resource in 2nd Level Staff Share)</li> <li>• KS2 places of Worship—Christian Churches ppt (Twinkl resources in 2nd Level Staff Share)</li> <li>• KS<sup>2</sup> places of Worship—Sikh Gurdwaras (See 2nd Level Staff Share)</li> <li>• Range of artefacts in RME trolley in Community Lounge (also see Twinkl)</li> </ul>
Using a variety of sources, develop their consideration of ways in which values are related to actions.	RME 2-02a RME 2-05a RME 2-08a RME 2-09d	See RME Framework Core Learning Progression on p21, 22 & 24	<ul style="list-style-type: none"> <li>• Morals of Christian, Sikh &amp; Buddhist Stories and how they link to values.</li> <li>• Alternative Ten Commandments linked to personal values</li> <li>• <a href="http://resources.woodlands-junior.kent.sch.uk/homework/religion/sikhism.html">http://resources.woodlands-junior.kent.sch.uk/homework/religion/sikhism.html</a></li> <li>• Buddhism Main Beliefs Resource (See 2nd Level Twinkl)</li> </ul>
Drawing upon religious and other sources, reflect on the values of others and consider their own responses to these.	RME 2-01b RME 2-01c RME 2-04b RME 2-04c	See RME Framework Core Learning Progression on p20 & 21	<ul style="list-style-type: none"> <li>• This is to be done through all learning about these religions, where children compare their own values &amp; beliefs to those they are learning about. Could link well to task where children create their own code of morals or beliefs.</li> </ul>

<p>Use sources to investigate and evaluate the role of celebrations, practices, festivals and traditions in world religions and other perspectives.</p>	<p>RME 2-03b RME 2-03c RME 2-06b RME 2-06c</p>	<p>See RME Framework Core Learning Progression on p21 &amp; 22</p>	<ul style="list-style-type: none"> <li>• Easter</li> <li>• Parinirvana - Buddhist Festival (remembering the death of Buddah)</li> </ul>
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P6 religions to be covered are Christianity, Sikhism & Buddhism

<p><b>Significant Aspect of Learning</b></p>	<p><b>CfE Outcome</b></p>	<p><b>Core Learning</b></p>	<p><b>Suggestions</b></p>
<p>Demonstrate a more developed analysis of the relationship between beliefs and actions.</p>	<p>RME 2-01c RME 2-04c RME 2-07a</p>	<p>See RME Framework Core Learning Progression on p20, 21 &amp; 24</p>	<ul style="list-style-type: none"> <li>• Philosophy for Children—variety of books in school &amp; resource from Ashley on Staff Share.</li> </ul>
<p>Evaluate ways in which religions and other perspectives have influenced morality and shaped cultures and societies.</p>	<p>RME 2-03c RME 2-05a RME 2-09a</p>	<p>See RME Framework Core Learning Progression on p21, 22 &amp; 24</p>	<ul style="list-style-type: none"> <li>• Review core beliefs of Christianity &amp; Islam.</li> <li>• Comparing core beliefs of Christianity, Islam &amp; their own beliefs.</li> <li>• Look at current events which may be relevant, perception of different religions, religion in the news etc.</li> </ul>
<p>Develop an increased understanding of how people come to have their values.</p>	<p>RME 2-02b RME 2-05b RME 2-09b RME 20-9c</p>	<p>See RME Framework Core Learning Progression on p21 &amp; 24</p>	<ul style="list-style-type: none"> <li>• Look at influences which can affect beliefs—family, culture, etc.</li> <li>• Philosophy for Children—stories focusing on morals.</li> </ul>

<p>Recognise, understand and describe some differences between world religions and other perspectives through exploring practices and traditions.</p>	<p>RME 2-03b RME 2-03c RME 2-06b RME 2-06c</p>	<p>See RME Framework Core Learning Progression on p21 &amp; 22</p>	<ul style="list-style-type: none"> <li>• Comparative Study of practices &amp; traditions of Christianity &amp; Islam (resources available on Twinkl—some in 2nd Level Staff Share)</li> <li>• E.g. prayer, birth, death, festivals, key figures, core beliefs.</li> </ul>
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P7 religions to be covered are Christianity, Islam & Development of Beliefs through Philosophy for Children