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| | <p align="center">At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.</p> <p align="center">This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child</p> | | | |
| | Knowing about and understanding religions and world views | | Expressing and communicating ideas related to religions and world views | |
| | Beliefs and Values | Living Religious Traditions | Shared Human Experience | Search for Personal Meaning |
| Reception | <ul style="list-style-type: none"> • Begin to explore the things that people believe and the things that are important to people. | <ul style="list-style-type: none"> • Explore the different celebrations that people have. • Develop some understanding of different cultures. | <ul style="list-style-type: none"> • Begin to develop an understanding of different people and their traditions. Relate these to their own experiences | <ul style="list-style-type: none"> • Relate what they have found out to their own lives and own experiences. |
| Year 1 | <ul style="list-style-type: none"> • Give an example of a key belief and/or a religious story • Give an example of a core value or commitment | <ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves | <ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives | <ul style="list-style-type: none"> • Ask questions |
| Year 2 | <ul style="list-style-type: none"> • Retell and suggest meanings for religious stories and/or beliefs • Use some religious words and phrases when talking about beliefs and values | <ul style="list-style-type: none"> • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions | <ul style="list-style-type: none"> • Identify things that influence a person's sense of identity and belonging | <ul style="list-style-type: none"> • Ask relevant questions • Talk about their own identity and values |

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| Year 3 | <ul style="list-style-type: none"> Show awareness of similarities in religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer | <ul style="list-style-type: none"> Identify how religion is expressed in different ways Use religious terms to describe how people might express their beliefs | <ul style="list-style-type: none"> Describe how some people, events and sources of wisdom have influenced and inspired others | <ul style="list-style-type: none"> In relation to matters of right and wrong, recognise their own and others' values Discuss own questions and responses related to the question 'who should we follow – and why?' |
| Year 4 | <ul style="list-style-type: none"> Describe what a believer might learn from a religious teaching/story Make links between ideas about morality and sources of authority | <ul style="list-style-type: none"> Describe the impact religion has on believers' lives Explain the deeper meaning and symbolism for specific religious practices | <ul style="list-style-type: none"> Consider the range of beliefs, values and lifestyles that exist in society Discuss how people make decisions about how to live their lives | <ul style="list-style-type: none"> Reflect on their own personal sources of wisdom and authority |
| Year 5 | <ul style="list-style-type: none"> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers Explain the impact of beliefs and values – including reasons for diversity | <ul style="list-style-type: none"> Explain differing forms of expression and why these might be used Describe diversity of religious practices and lifestyle within the religious tradition Interpret the deeper meaning of symbolism – contained in stories, images and actions | <ul style="list-style-type: none"> Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities | <ul style="list-style-type: none"> Discuss and debate the sources of guidance available to them Consider the value of differing sources of guidance |
| Year 6 | <ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions | <ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression | <ul style="list-style-type: none"> Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging Discuss how people change during the journey of life | <ul style="list-style-type: none"> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments Develop own views and ideas in response to learning Demonstrate increasing self-awareness in their own personal development |

