

4.3 Key Stage 1: Enquiring into experience and feelings

What is special in and about life?

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Throughout key stage 1, pupils explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious worldviews as appropriate. Teachers should also take the pupils' own background, experiences and questions into consideration. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

A: Progression and assessment in KS1

i. Through the aims:

Aims	To understand the nature, role and influence of religion in the world	To pursue personal quest for meaning, purpose and value	To formulate reasoned opinion/argument
Key Stage 1 pupils will be able to:	show basic knowledge and understanding of Christianity and other faiths in the world, exploring similarities between religions.	reflect on the significance of personal experience and emotion.	gain the necessary knowledge to be able to give one or more valid reasons for an opinion.

ii. Through the learning process:

Pupils' experience and self-concept	Identify: pupils recognise what is significant to them in their immediate experience and recognise basic concepts used to express this.	Contextualise: pupils see their own experience in the light of their background and compare this sensitively with the experiences of other pupils in the class.	Explore: pupils find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed.	Reflect: pupils think about their experience and the feelings related to it and see how these affect themselves and others.	
Religious experience and concepts	Enquire: pupils find out about the religions studied.	Contextualise: pupils recognise religious experience and concepts in the religion being explored, and the feelings that may arise from them for believers.	Reflect: pupils think about religious experience and concepts and their importance to believers and consider how these make a difference to how people live.	Respond: pupils express, sensitively and in a variety of ways, their own views about religious experience and concepts.	Synthesise: pupils identify similarities and differences between their own experience and the religious beliefs, practices and concepts.

Universal human experience and concepts	Reflect: pupils reflect on what they can learn from others.	Apply: pupils apply their learning to their own life.			
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B: Knowledge, skills and understanding

Learning about religion

Pupils should be enabled to:

- explore a range of religious stories and sacred writings and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion

Pupils should be enabled to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

C: Breadth of study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:

Religions and beliefs

- Christianity;
- at least one other principal religion from Hinduism, Islam and Judaism;

- a religious community with a significant local presence, where appropriate;
- non-religious views.

Experiences and opportunities

- visiting places of worship and focusing on symbols and feelings;
- listening and responding to visitors from local faith communities;
- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

KS1 framework questions

- a) What do people believe about God, humanity and the natural world?
- b) What makes some stories special in religion?
- c) How and why are celebrations important in religion?
- d) How and why do symbols express religious meaning?
- e) What makes some teachers and leaders special for religious people?
- f) What do we get out of belonging to different groups and how do we show that we belong?
- g) What makes me special?

These questions should be explored through conceptual enquiry into Christianity drawing from one of Hinduism, Islam or Judaism, as well as non-religious worldviews as appropriate to current issues, educational balance and the pupils' own background, experience and questions.

4.4 KS2 Enquiring into experience and beliefs:

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How do religious and other beliefs, traditions and practices make a difference in people's lives?

Throughout Key Stage 2, pupils explore key questions through conceptual enquiry into Christianity whilst also drawing from Hinduism, Islam and Judaism, as well as non - religious worldviews as appropriate, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

A: Progression and assessment in KS2

i. Through the aims:

Aims	To understand the nature, role and influence of religion in the world	To pursue personal quest for meaning, purpose and value	To formulate reasoned opinion/argument
Key Stage 2 pupils will be able to:	show knowledge and understanding of Christianity and other faiths in the world exploring similarities and differences between and within religions; understand what it means to belong to a religious community and the influence	think about what influences our beliefs and lifestyle and the way we see things; explore different religious and non-religious beliefs about meaning, purpose and value.	gain basic understanding of some beliefs to be able to give reasons for and against an opinion; develop awareness of the influence of beliefs on attitudes and behaviour.

ii. Through the learning process:

Pupils' experience and self-concept	Identify: pupils can identify people, concepts, beliefs and attitudes that have an influence on how they live their lives.	Contextualise: pupils see own way of life in relation to the influences identified and to recognise that other people will have different influences affect how they live.	Explore: pupils ask thoughtful and searching questions their own and other people's beliefs, attitudes and ways of life.	Reflect: pupils evaluate and weigh up their own ideas, beliefs and way of life in relation to those of other people.

Religious experience and concepts	Enquire: pupils research into religious beliefs, practices and concepts in a way that is thoughtful, searching and sensitive to difference.	Contextualise: pupils relate religious beliefs and concepts to the practices, lifestyles and attitudes of the religions studied, identifying similarities and differences between and within religions.	Reflect: pupils consider what is of value to religious people through their exploration of religious beliefs, concepts and practices and how this makes a difference to people's lives.	Respond: pupils respond sensitively and with reasoned argument to religious beliefs and concepts in relation to the difference they make to believers' attitudes and ways of life	Synthesise: pupils relate the religious beliefs, concepts and practices to their own experience and values and consider these in the light of religious values.
Universal human experience and concepts	Reflect: pupils reflect on their learning and how this relates to human values, responsibilities and rights.	Apply: pupils apply values and beliefs to their own and others' experience and lives.			

B: Knowledge, skills and understanding

Learning about religion

Pupils should be enabled to:

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- identify and begin to describe the similarities and differences within and between religions;
- investigate the significance of religion in the local, national and global communities;
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

Learning from religion

Pupils should be enabled to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment in their own lives and within religious traditions, recognising how commitment is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.

C: Breadth of study

During the Key Stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:

Religions and beliefs

- Christianity;
- at least two other principal religions from Hinduism, Islam and Judaism;
- a religious community with a significant local presence, where appropriate;
- a secular world view, where appropriate.

Experiences and opportunities

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community;
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- considering a range of human experiences and feelings;
- reflecting on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT;
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

KS 2 framework questions

- a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?
- b) What do different sacred texts teach about life and how do they influence people differently?
- c) In what different ways do people worship and what difference does this make in their lives??
- d) What makes some occasions in life significant and how and why are these recognised and celebrated?
- e) How are religious and spiritual ideas expressed and why is literal language not adequate?
- f) What is it about key religious figures that makes them inspirational for religious believers?
- g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?
- h) How do religious families and communities practice their faith and how is this seen in local communities?
- i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?

These questions should be explored through conceptual enquiry into Christianity, drawing from at least one and no more than two from Hinduism, Islam or Judaism, as well as non-religious worldviews and other religious traditions as appropriate to current issues, educational balance and the pupils' own background, experience and questions.