

<b>RE Topic:</b>	<b>Teachers</b>	<b>Term:</b>
<b>Other faith covered:</b> <a href="http://www.casportsmouth.org.uk/primary-re-3/">http://www.casportsmouth.org.uk/primary-re-3/</a> Please use God Matters (link above) to check year group coverage.  Judaism / Islam / Sikhism / Hinduism – highlight as necessary.	<b>Year Group:</b>	
<b>CST Link:</b>		

<b>Vocabulary:</b>	<b>Resources:</b>
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**Prior Learning in RE:**

<b>Week beginning</b>	<b>Learning Objective AT strand identified</b>	<b>Whole Class Teaching</b>	<b>Activities</b>	<b>Plenary/ Reflection:</b>
		<u>Prior knowledge/last year:</u> <u>Starter activity:</u> <u>Main teaching:</u> <u>Scripture reference:</u>	<b>Working towards</b>	Complete prior knowledge sheet.
			<b>Working at</b>	
			<b>Greater depth</b>	
<b>Week beginning</b>	<b>Learning Objective AT strand identified</b>	<b>Whole Class Teaching</b>	<b>Activities</b>	<b>Plenary/ Reflection:</b>
		<u>Recap last lesson:</u>	<b>Working towards</b>	

AT1 Knowledge and understanding 'learning about'

AT2 Engagement and response 'learning from'

AT3 Analysis and Evaluation (using sources, construct arguments, make judgments, analyse and deconstruct, recognise diversity)

		<u>Starter activity:</u> <u>Main teaching:</u> <u>Scripture reference:</u>	    	    	Complete new knowledge sheet.
				Working at	
				Greater depth	
<b>Week beginning</b>	<b>Learning Objective AT</b> <i>strand identified</i>	<b>Whole Class Teaching</b>	<b>Activities</b>	<b>Plenary/ Reflection:</b>	
		<u>Recap last lesson:</u> <u>Starter activity:</u> <u>Main teaching:</u> <u>Scripture reference:</u>	    	    	Complete new knowledge sheet.
				Working towards	
				Working at	
				Greater depth	
<b>Week beginning</b>	<b>Learning Objective AT</b> <i>strand identified</i>	<b>Whole Class Teaching</b>	<b>Activities</b>	<b>Plenary/ Reflection:</b>	
		<u>Recap last lesson:</u> <u>Starter activity:</u> <u>Main teaching:</u> <u>Scripture reference:</u>	    	    	Complete new knowledge sheet.
				Working towards	

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			<b>Working at</b>	
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**YEAR GROUP – UNIT - TERM ADDED.**

<b>Lesson &amp; AT strand</b>	<b>WT</b>	<b>GD</b>	<b>Notes</b>

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# Standards for Primary Religious Education

Skills Areas		Age 3-5 End of Phase Standards
Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>Sing songs; make music and dance to express religious stories.</li> <li>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>Read and understand simple sentences from scripture or from their own religious stories</li> <li>Share religious stories they have heard and read with others.</li> <li>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. (did say scripture and moved up)</li> <li>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>Listen, talk about and role play how people act in a particular way because of their beliefs. (new one)</li> <li>Listen and talk about key figures in the history of the People of God. (moved up)</li> <li>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</li> </ul>
	Making Links and Connections	
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> <li>Decode key religious words appropriate to their age and stage of development.</li> <li>Use key religious words appropriate to their age and stage of development.</li> </ul>
Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events.</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Show sensitivity to others’ needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners’ needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about their own and others’ behaviour and its consequences.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don’t always enjoy and share the same feelings and are sensitive to this.</li> </ul>

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	Skills Areas	Age 5-7 End of Phase Standards	Age 7-9 End of Phase Standards	Age 9-11 End of Phase Standards
Knowledge and Understanding (learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>Recognise religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy:               <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of:               <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
	Making Links and Connections		<ul style="list-style-type: none"> <li>Make links between:               <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of, by making links between:               <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> <li>beliefs and life</li> </ul> </li> </ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>
Engagement and Response (learning from)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Talk about their own feelings, experiences and the things that matter to them</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>
Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to support a point of view</li> </ul>
	Construct Arguments		<ul style="list-style-type: none"> <li>Express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Express a point of view and give reasons for it</li> </ul>
	Make Judgements		<ul style="list-style-type: none"> <li>Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at judgements</li> </ul>
	Recognise Diversity			<ul style="list-style-type: none"> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>

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