



Palfrey Junior School

RE/SACRE Mapping

At Palfrey Junior School our RE curriculum follows the Walsall SACRE document 2016-21. The Key stage 2 programme of study is as follows:

Key Stage 2 Programme of Study

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The aim of RE is expressed in age appropriate outcomes for most pupils at age 11. Specifically pupils should be taught to:

Know about and understand religions and world views	Express ideas and insights into the significance of religion and world views	Gain and deploy skills for engaging with religions and world views
A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect;

from them in different communities;		
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly

Pupils will achieve the outcomes by learning from at least three religions, studying Christianity in each year group and also Islam and Hinduism. They will study a secular world view where appropriate.

Breadth of study

During key stage 2 pupils should be taught the knowledge, skills and understanding through the following areas of study:

The Themes of Key Stage 2 RE

- **beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- **teachings and authority:** what sacred texts and other sources say about God, the world and human life
- **worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- **the journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- **symbols and religious expression:** how religious and spiritual ideas are expressed
- **inspirational people:** figures from whom believers find inspiration
- **religion and the individual:** what is expected of a person in following a religion or belief
- **religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life
- **beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Experiences and opportunities

- **encountering religion** through visitors and visits to places of worship, virtual visits using ICT 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 for RE**, particularly in enhancing pupils' awareness of religions and beliefs globally.

Year 3 Palfrey Junior RE Curriculum/SACRE Mapping

Palfrey Junior Topic	KS2 SACRE Programme of Study	Themes	Experiences and Opportunities
Sacred Books and Writings (Christianity)	A2 A3,B1,B3, C1	Beliefs and questions,teachings and authority, symbols and religious expression	Encountering religion,discussing,considering, reflecting, expressing and communicating
Sacred Books and Writing (Islam)	A2A3,B1,B3, C1	Beliefs and questions,teachings and authority, symbols and religious expression	Encountering religion,discussing,considering, reflecting, expressing and communicating
Holy Buildings and Places (Christianity and Islam)	A1,A2, A3,B2 B3, C1, C2	Beliefs and questions ,worship, pilgrimage and sacred places, symbols and religious expression	Encountering religion,discussing,considering, reflecting, expressing and communicating
Holy Buildings and Places (Christianity and Sikhism)	A1,A2, A3,B2 B3, C1, C2	Beliefs and questions ,worship, pilgrimage and sacred places symbols and religious expression	Encountering religion,discussing,considering, reflecting, expressing and communicating
Pilgrimages (Hinduism and Islam)	A1,A2,A3, B1, B2,C1	Beliefs and questions ,worship, pilgrimage and sacred places, symbols and religious expression	Encountering religion,discussing,considering, reflecting, expressing and communicating

Year 4 Palfrey Junior RE Curriculum/SACRE Mapping

Palfrey Junior Topic	KS2 SACRE Programme of Study	Themes	Experiences and Opportunities
Christians and Hindus (Hinduism)	A1,A2,A3,B1,B3,C1,	Beliefs and questions ,the journey of life and death, symbols and religious expression	Discussing, considering, reflecting, expressing and communicating
Christians and Hindus (Christianity)	A1,A2,A3,B1,B3,C1,	Beliefs and questions ,the journey of life and death, symbols and religious expression	Discussing, considering, reflecting, expressing and communicating
Keeping Five Pillars of Islam: Muslim life today	A1,A3,B1,B2,B3, C1,C3	Beliefs and questions ,teachings and authority, worship, pilgrimage and sacred places, Religion, family and community, beliefs in action in the world	Encountering religion, discussing, considering, reflecting, expressing and communicating
Why is Easter important to Christians?	A1,A3,B1,B2,B3, C1,C3	Beliefs and questions, teachings and authority, worship, pilgrimage and sacred places, Religion, family and community, beliefs in action in the world	Encountering religion, discussing, considering, reflecting, expressing and communicating
Values and Commitment (Hinduism, Christianity and Islam)	A1, A3,B1,B2,B3,C1,C2,	Beliefs and questions ,teachings and authority, worship, pilgrimage and sacred places, Religion, family and community, beliefs in action in the world	Encountering religion, discussing, considering, reflecting, expressing and communicating, developing the use of ICT

Year 5 Palfrey Junior RE Curriculum/SACRE Mapping

Palfrey Junior Topic	KS2 SACRE Programme of Study	Themes	Experiences and Opportunities
Can Christian Aid and Islamic Relief change the world?	A2, A3,B2,B3,C1,C3	Beliefs and questions ,religion, family and community, beliefs in action in the world	Discussing, considering, expressing and communicating, developing the use of ICT for RE
Muslims and Christians: Who is inspiring us?	A1,A2,,B1,B3,C1,C2, C3	Inspirational people, beliefs in action in the world	Discussing, considering, reflecting, expressing and communicating, developing the use of ICT for RE
Religions in the local community: What will make our town a more respectful place?(Hinduism and Christianity)	A1,A2,B2,B3, C1,C2	Beliefs and questions ,worship, pilgrimage and sacred places, Religion, family and community, beliefs in action in the world	Encountering religion, discussing, considering, reflecting, expressing and communicating
What difference does it make to be committed to a religion? (Islam and Christianity)	A3,B2,B3, C1,C3	Beliefs and questions,teachings and authority, worship, pilgrimage and sacred places, Religion, family and community, beliefs in action in the world	Encountering religion, discussing, considering, reflecting, expressing and communicating

Year 6 Palfrey Junior RE Curriculum/SACRE Mapping

Palfrey Junior Topic	KS2 SACRE Programme of Study	Themes	Experiences and Opportunities
Sikh and Hindu inspirational leaders	A1, A3,B2,B3,C1,C3	Teachings and authority, inspirational people, religion, families and community	Discussing, considering, expressing and communicating, reflecting
Exploring right and wrong through Humanism and Christianity	A2,A3,,B1,B3,C1 C3	Teachings and authority, symbols and religious expression, beliefs in action in the world	Discussing, considering, reflecting, expressing and communicating, developing the use of ICT for RE
What can we learn from religions about temptation?	A2,A3,B1,B3, C1,C3	Teachings and authority, religion, family and community, beliefs in action in the world	Discussing, considering, reflecting, expressing and communicating, encountering religion
How do we express our spiritual ideas? (Sikhism, Islam and Christianity)	A1,A3,B1,B2,B3, C1,C3	Teachings and authority, worship, pilgrimage and sacred places, symbols and religious expression, religion, family and community, beliefs in action in the world	Encountering religion, discussing, considering, reflecting, expressing and communicating, developing the use of ICT for RE