| **Key Stage 1 Emmanuel Project Expectations** | **Key Stage 2 Emmanuel Project Expectations** |
| --- | --- |
| Pupils should:  Know and understand that there are a range of religions and world views.  Be able to form their own opinions and insights and express them in a class setting sensitively.  Join in with discussions and observe religious dates and festivals throughout the year. | Pupils should:  Know and understand that there are a range of religions and world views and recognise diversity which exists within and between communities and individuals.  Express ideas and insights about the nature, significance and impact of religions and world views.  Gain and deploy the skills needed to engage seriously with religions and world views. |

**Aims**

The Emmanuel Project for RE aims to ensure that all pupils:

* are able to describe, explain and analyse beliefs and practices relating to various religions and world views.
* can identify, recognise and respond to questions and responses offered by values found in various religions.
* appreciate and appraise the nature, significance and impact of different ways of life.
* explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
* should have the ability to share personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value - including ethical issues - without judgement.
* investigate and respond creatively to the key concepts and questions of belonging, meaning, purpose and truth.
* enquire into what enables individuals and communities to live together respectfully for the well-being of all.
* articulate belief, values and commitments in order to explain why they may be important in their own and other people’s lives.

**Level Expected at the End of EYFS**

* For more detail about linked subject progression and the skills that need to be covered within the EYFS Framework, please refer below

| **Physical, Social and Emotional Development**  Pupils should be taught to:   * see themselves as a valuable individual * consider the perspectives of others * talk about things that happen to themselves * talk about things that they find interesting or puzzling * talk about what is important to themselves   **Building Relationships**  Pupils should be taught to:   * show sensitivity to their own and others needs   **Understanding The World**  Pupils should be taught to:   * discuss members of their immediate family and community * name and describe people who are familiar to them * understand that some places are special to members of their community * recognise that people have different beliefs and celebrate special times in different ways   **Religion and Faith**   * remember a Christian faith story and talk about it * use the right name for things that are special in a religion * recognise some art, symbols and words used in a religion, including the word “God” | **Past and Present**  Pupils should be taught to:   * talk about the lives of people around them and their roles in society * understand the past through settings, characters and events encountered in books read in class and storytelling   **People and Communities**  Pupils should be taught to:   * know some similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class |
| --- | --- |

**Intent**

We offer a mix of structured lessons alongside cross curricular opportunities to help teachers ensure they have covered the skills required to meet the expectations highlighted in the Emmanuel project. Our RE lessons are intended to offer a broad and rich RE curriculum to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have a purpose of providing a high quality, coherent and progressive experience of the subject, with scope for inclusive learning opportunities where all cultures and religions are explored. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. We intend to develop children’s curiosity and a fascination with the world and its people - particularly its ever growing diversity. The lessons are designed to improve the children’s spiritual, moral, social and cultural development, their personal growth and community cohesion. This allows them to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.



**Implementation**

In RE we follow the Emmanuel Project curriculum and its individual strands to offer a broad range of lessons for children studying RE. We have a suggested specific strand of lessons for each year group, which will offer structure and narrative but are no means to be used exclusively, rather to be used to support planning. In KS1, children begin to look at religions, focusing on celebrations and rituals including key stories and narratives from various religions and cultures. This is to promote a diverse and equal curriculum where children are introduced to a wide variety of cultural backgrounds and beliefs from EYFS. In KS2, we offer a wider range of learning opportunities about the world’s religions including deeper understanding of the origin of those religions and their primary beliefs and traditions. In KS2 we encourage children to participate in important discussions so they are able to ask appropriate questions. This enables them to broaden their understanding and evolve their cultural awareness and therefore form their own opinions and beliefs, as well as respecting and appreciating opinions different to their own. Although there is no formal assessment within RE, we expect the children to be able to meet the aims and objectives stated above.



**Impact**

We believe that the impact of using lessons from the Emmanuel Project as the basis of our RE curriculum allows the children to have a better understanding of the religions that are evident across the world. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. All children will be able to speak confidently about a multitude of religions, beliefs and cultures as well as taking part in educational discussions and asking inquisitive questions. Our suggested lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world and the growing cultural diversity within their own communities. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural artwork, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can encourage them to be an open minded member of society.

|  | **KS1** | **LKS2** | **UKS2** |
| --- | --- | --- | --- |
| **Beliefs, Teaching and Sources** | Building on EYFS knowledge of basic religion and cultural communities.  Children can:   * Remember a faith story and know who it is special to * Tell a faith story and say why it might be important to a believer | Building on KS1 knowledge of religions and cultures.    Children can:   * Describe what a believer might learn from a religious story * Describe what believers might learn from a religious story (about God or life) | Building on LKS2 knowledge of religious stories and specific beliefs.  Children can:   * Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures) * Make links between the beliefs (teachings, sources etc.) of different religious groups and show how they are connected to believers’ lives (Explain how?) |
| **Practices and Ways of Life** | Building on EYFS knowledge of the community.  Children can:   * Use the right names for things that people might do in a religion * Talk about some things that are similar for different religious people | Building on KS1 knowledge of similarities and differences between religions.  Children can:   * Describe some things religious people do as part of their faith that are similar * Describe some things religious people do as part of their faith that are the same and some that are different | Building on LKS2 knowledge of religious practices in different faiths.  Children can:   * Use the right religious words to describe practices and experiences which may be involved in belonging to different religious groups * Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary |

| **Forms of expression** | Building on EYFS knowledge of basic religious forms of expression (key stories).  Children can:   * Recognise and talk about religious art, symbols and words * Say what some religious symbols stand for and what some religious art or music are | Building on KS1 knowledge of religious symbols.  Children can:   * Use religious words to describe some of the different ways people show their beliefs * Describe some of the different ways people show their beliefs using religious words, symbols or art | Building on LKS2 knowledge of expressions of belief and religions.  Children can:   * Explain how believers have expressed their religious beliefs (ideas, feelings etc.) in a range of styles and words, and suggest reasons for this * Express religious beliefs (ideas, feelings etc.) in a range of styles and words used by believers and explain what they are trying to convey |
| --- | --- | --- | --- |
| **Identity, diversity and belonging** | Building on EYFS knowledge of their immediate family and their community.  Children can:   * Talk about things that happen to themselves, their friends or families * Ask about what happens to others, including religious people, with respect for their feelings | Building on KS1 knowledge of respecting others opinions and beliefs.  Children can:   * Recognise some of the things which influence themselves e.g. family, friends, faith * Compare some of the things that influence them with those that influence other people, including religious believers | Building on LKS2 knowledge of the influence of faith on individuals.  Children can:   * Ask questions about groups people (choose to) belong to, and suggest answers which refer to people who have inspired and influenced themselves and others * Ask questions about the diversity of groups people belong to and suggest answers which refer to people’s heritage, background, choices or beliefs |
| **Meaning, purpose and truth** | Building on EYFS knowledge of basic religion.  Children can:   * Talk about things they can learn in stories, including religious stories * Talk about some things in stories, including religious stories, that make people ask questions | Building on KS1 knowledge of religious stories.  Children can:   * Ask good (“big”) questions about life and communicate some of their ideas for answers * Ask important questions about life and compare ideas with those of other people, including religious believers | Building on LKS2 knowledge of inquisitive and sensitive questioning.  Children can:   * Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group * Compare a range of ideas about the meaning and purpose of life, including their own and those from religious or non-religious worldviews |
| **Values and commitments** | Building on EYFS knowledge of consideration of others.  Children can:   * Talk about what is important to themselves and to other people * Talk about what is important to others including religious believers, with respect for their feelings | Building on KS1 knowledge of what is important to specific individuals and their beliefs.  Children can:   * Link things that are important to themselves with the way they think and behave * Link things that are important to themselves, and others, with the way people think and behave (what they are committed to) | Building on LKS2 knowledge of specific things that are important to a group of believers.  Children can:   * Ask questions about moral decisions they and others make as a result of their values and commitments, including some based on religious beliefs * Suggest what might happen as a result of different moral decisions, including those made with reference to religious and non-religious beliefs/values |