

Religious Education - KS1 – KS5

This grid is adapted from The Local Agreed Syllabus for RE (Milton Keynes) and includes aspects from 'Religious Education for All' Erica Brown (David Fulton Publishers) and 'Religious Education for Very Special Children' Flo Longhorn (Catalyst)

Special Occasions and Celebrations			
By the end of KS5 our pupils should be able to:	Redway Pre-Formal Pathway		Redway Formal Pathway
	Encounter → Foundation	Core → Development	Enrichment → Enhancement
	The pupil can	The pupil can	The pupil can
<i>Learning about religions (AT1)</i> <i>Learning from religions (AT2)</i> Describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices (AT1) Respond sensitively to the experiences and feelings of others (AT2) Recognise that some ideas and practices, such as festivals, are shared by more than one religion but expressed differently (AT1)	a) Respond to multi-sensory aspects of a faith festival or celebration b) Show an awareness of unfamiliar and familiar aspects of a festival or celebration (such as the food and music or singing happy birthday) c) Start to become familiar with or anticipate elements of festival or celebration after being exposed to it several times (this may be through showing a consistent response) d) Respond to personal celebrations such as their own birthday, through changes in level of attention (such as excitement when being offered a gift in wrapping paper, or anticipation when seeing a birthday cake with candles on and the singing of 'Happy Birthday') e) Demonstrate a response to the special atmosphere of a shared festival or special occasion	a) Show recognition of familiar elements of a festival or celebration b) Demonstrate familiarity with key people or aspects of a festival (i.e. Father Christmas, Diya lights, chanting) c) Respond emotionally to a festival or celebration shared with friends and family d) Engage with the repetitive sensory elements of a familiar festival or special occasion (such as switching Christmas tree lights on, tasting barfi) e) Recognise elements of favourite festivals and show anticipation f) Begin to show an awareness of festivals and celebrations which are special to other people g) Begin to be aware that people celebrate special occasions (ie. birthdays, anniversaries, festivals)	a) Recount key aspects of a festival or special celebration b) Identify key people or key activities from festivals (Buddha at Wesak for example) c) Take an active part in exploring a festival. This could be through role play, joining in stories or creating cards and decoration (Please note, participation does not necessitate joining in worship) d) Show awareness of the importance of festival and celebration e) Identify common elements to many celebrations (i.e., Dressing up, music, dance, gifts, and special meals) f) Begin to identify some stories, customs and traditions associated with some major religious festivals g) Respond sensitively to other's beliefs that are different to their own. h) Suggest meanings within the festival (ie. sharing, looking after each other and the natural world) i) Recognise some religious symbols and words that form part of a religious festival or celebrations

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The Redway School