



UKS2 THEOLOGISTS

DURING UKS2 CHILDREN'S LEARNING IN RE SHOULD INCLUDE THE FOLLOWING:

- ✓ Recognising different and common features of religions and world views.
- ✓ Further exploring a range of beliefs, symbols and actions so that they can understand different ways of life, particularly Buddhism and Judaism.
- ✓ Making links between how diverse communities and religions are interconnected.
- ✓ Being exposed to stories that raise ethical questions.

BY THE END OF UKS2 A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Compare how Buddhist people's beliefs about the world impact on their lives comparing Buddhists who live in predominantly Buddhist communities (China) and those who live in predominantly Christian communities (Britain).

Discuss common misconceptions people hold about how Muslim and Hindu people's beliefs about God, the world and others have an impact on their lives.

Describe what happens at a Bar Mitzvah and what a rite of passage is, making links to other rites of passage in other religions and communities.

Compare views held in different religions and communities on what happens after death.

Name key leaders in different religions and articulate their views on what makes an inspirational leader.

BY THE END OF UKS2 A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

MISCONCEPTION
RITE OF PASSAGE
PREDOMINANT
BIGOTRY
DEVOTE
PRACTISING
(RELIGIOUS DEFINITION)

Children will also know some Tier Three vocabulary linked to the specific religions studied e.g. synagogue, Koran