



Flowery Field Primary School - RE

Threshold Concepts Progression

EYFS –

Understanding the World

Understanding the world involves children making sense of their physical world and their community. Listening to a broad range of stories (fiction and non-fiction), poems and rhymes will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Nursery

Continue to develop positive attitudes about the differences between people.

Reception

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.

Level Expected at the end of EYFS

We have selected the Early Learning Goals that link closest to the RE Curriculum.

ELG Understanding the World – People, Culture and Communities:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

RE alongside the National Curriculum

The National Curriculum states the legal requirement that:

“Every state-funded school must offer a curriculum which is balanced and broadly based, and which: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and: Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

The curriculum for RE aims to ensure that all pupils:



1. Know about and understand a range of religions and worldviews so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in the local area, and how they help pupils to achieve the threefold aim. Our curriculum offer links closely to the RE Syllabus for Manchester, Salford, Stockport, Tameside and Trafford.

Intent

We want RE to be challenging, inspiring and fun. We want pupils to develop their levels of religious literacy and conceptual understanding. We want them to be able to articulate, with confidence, their ideas about religion, beliefs and spirituality – and then to change their minds, if they choose to do so. We want learners to understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human. Promoting social and ethnic harmony and awareness of British values is a moral imperative for schools and RE has a significant contribution to make to this. Through the exploration of multiple identities and local communities, through visits to places of worship and



meeting people from religious and belief communities, and through a deepening understanding of beliefs and practices, our aim is for young people to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration.

Pupils will explore British values in relation to religions and beliefs. Religion has a major position in public life so it is crucial that young people are educated to understand and to engage critically with religions and beliefs, and their representation in the media. Breadth and balance are essential in RE, as in the whole curriculum.

Implementation

Every pupil has a statutory entitlement to religious education. This entitlement is for all pupils regardless of their faith or belief. Our RE curriculum follows the guidance from SACRE that our curriculum 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

In RE pupils **learn from** religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Children study two areas of the RE curriculum in depth (yearly), this builds on children's prior learning to develop their understanding of Christianity, Islam, Judaism and Hinduism. Through these studies, children explore 3 key concepts: Know About and Understand; Express and Communicate; Engage

Religious traditions are to be studied in depth as follows:

EYFS - Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 - Christians and Muslims or Jewish people

Key Stage 2 - Christians, Muslims, Hindus and Jewish people

Impact



The Humanities team, which comprises a member from each phase, will monitor the study of RE (as part of the school's monitoring cycle) using a range of strategies. Book scrutiny will take place after the completion of each RE unit. The team will look for evidence in the books and cross-reference them with the objectives for the year group. These are then matched to ensure complete coverage.



Year Overview

BEL: Believing EXP: Expressing LIV: Living D- Discovery RE scheme	AUTUMN	SPRING	SUMMER
N	Which People are special and why? F3 BEL	Which times of the year are special and why? F4 EXP	Where do we belong? F5 LIV
R	Which stories are special and why? F1 BEL	Which people are special and why? F3	What is special about our world and why? F6
Y1	Who is a Christian? 1.1 BEL What gifts would I have given Jesus?- D	What makes some places sacred? 1.5 EXP	What does it mean to belong to a faith community? 1.7 LIV
Y2	Who is a Muslim? 1.2 BEL Jesus as a gift-D	Who is Jewish and what do they believe? 1.3 How and why we celebrate (Passover) 1.6 BEL/LIV	How should we care for the world? 1.8 LIV
Y3	What do different people believe about God? (Christian/Hindu) L2.1 BEL Has Christmas lost its meaning?-D	Why are festivals important? (Christian/Hindu/Muslim) L2.5a EXP	What does it mean to be a Christian? L2.7 LIV
Y4	What can we learn about what is right and wrong? L2.9 LIV What is the most significant part of the nativity story for Christians?- D	How do people from religious and non- religious communities celebrate key festivals? L2.5a EXP	What does it mean to be a Hindu? L2.8
Y5	Why do some people think God exists? (Christian/Humanist) U2.1 BEL Is the Christmas story true?- D	If God is everywhere, why go to a place of worship? U2.4 EXP	What does it mean to be a Muslim today? U2.6 LIV
Y6	What does religion say to us when life is hard? U2.3 BEL Significance of Mary-D	What can be done to reduce racism? U2.9 EXP	What difference does it make to believe in Ahimsa, Grace and Ummah? U2.8 LIV

Know About and Understand about religion

Y1	Y2	Y3	Y4	Y5	Y6
By the End of KS1:		By the End of KS2:			



<ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. 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 from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 				
<p>- Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>- Identify two ways people show they belong to each other when they get married (A1).</p> <p>- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>- Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>- Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p>	<p>- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>- Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>- Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>- Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>- Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>- Recognise some objects used by Muslims and suggest why they are important (A2).</p>	<p>- Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>- Identify beliefs with what happens in at least two festivals (A2).</p> <p>- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>- Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</p> <p>- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>- Describe some ways Christians say what God is like, with examples from the Bible, using</p>	<p>- Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>- Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <p>- Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</p> <p>- Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>- Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p>	<p>- Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>- Describe examples of connections between anti-racism and religion (A1).</p> <p>- Outline Jesus' teaching on how his followers should live (A2).</p> <p>- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>- Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p>	<p>- Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).</p> <p>- Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>- Explain similarities and differences between religious beliefs about the Earth (A1).</p> <p>- Make connections between beliefs and behaviour in different religions (A1).</p> <p>- Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).</p>



<p>- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p>	<p>- Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p>	<p>different forms of expression (A1).</p> <ul style="list-style-type: none">- Describe the practice of prayer in the religions studied (A2).- Make connections between what people believe about prayer and what they do when they pray (A3).	<ul style="list-style-type: none">- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).- Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).- Make connections between stories of temptation and why people can find it difficult to be good (A2).		
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Express and Communicate

Express and Communicate					
Y1	Y2	Y3	Y4	Y5	Y6
By the End of KS1: <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. 		By the End of KS2: <ul style="list-style-type: none"> Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 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. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and difference within and between different religions and worldviews. 			
<ul style="list-style-type: none"> - Give examples of ways in which believers express their identity and belonging within faith communities (B2) - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). - Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). 	<ul style="list-style-type: none"> - Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). - Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). - Identify ways that some people make a response to God by caring for others and the world (B1). 	<ul style="list-style-type: none"> - Suggest why having a faith or belief in something can be hard (B2). - Identify how and say why it makes a difference in people's lives to believe in God (B1). - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). - Give examples of how and suggest reasons why Christians use the Bible today (B1). - Describe ways in which prayer can comfort and challenge believers (B2). - Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	<ul style="list-style-type: none"> - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). - Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1). - Identify the most important parts of Easter for Christians and say why they are important (B1). - Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). - Give examples of ways in which some inspirational people have been guided by their religion (B1). 	<ul style="list-style-type: none"> - Select and describe the most important functions of a place of worship for the community (B3). - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). - Understand the challenges racism presents to human communities and consider different religious responses (B2). - Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). - Explain the impact Jesus' example and teachings might have on Christians today (B1). - Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). - Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). 	<ul style="list-style-type: none"> - Express ideas about how and why religion can help believers when times are hard, giving examples (B2). - Explain some similarities and differences between beliefs about life after death (B2). - Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). - Show understanding of the value of sacred buildings and art (B3). - Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). - Describe some Christian and Humanist values simply (B3). - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).



				<p>- Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p>	<p>- Consider and evaluate the contributions religions can make to environmental protection (B3).</p> <p>- Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
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Engage

Engage					
Y1	Y2	Y3	Y4	Y5	Y6
By the End of Key Stage 1; <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of cooperation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 		By the End of KS2: <ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. 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 in response. 			
<ul style="list-style-type: none"> - Respond to examples of co-operation between different people (C2). - Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). - Ask some questions about believing in God and offer some ideas of their own (C1). 	<ul style="list-style-type: none"> - Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). - Ask some questions about believing in God and offer some ideas of their own (C1). - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). - Ask some questions about God and offer some ideas of their own (C1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). - Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). - Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	<ul style="list-style-type: none"> - Ask questions and suggest some of their own responses to ideas about God (C1). - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). - Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). - Discuss their own and others' ideas about why humans do bad things and how people try put things right (C3). 	<ul style="list-style-type: none"> - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). - Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1). - Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). - Discuss their own and others' ideas about how people decide about right and wrong (C3). 	<ul style="list-style-type: none"> - Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). - Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). - Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). - Present different views on why people believe in God or not, including their own ideas (C1). 	<ul style="list-style-type: none"> - Apply ideas about values from scriptures to the title question (C2). - Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). - Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).

