

Whole School Progression – RELIGIOUS EDUCATION

<p>Curriculum intent statement</p>	<p>The aims of the syllabus are for pupils:</p> <ul style="list-style-type: none"> • to develop religious literacy; • to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom; • to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures; • to develop attitudes of respect towards other people who hold views and beliefs different from their own; • to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom. <p>Religions deal with some of the most profound and difficult questions in human life, questions such as:</p> <ul style="list-style-type: none"> • What is the purpose of life? • How should people treat each other? • How do we explain and cope with death and suffering? <p>Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.</p> <p>To do this RE needs:</p> <ul style="list-style-type: none"> • to develop pupils' skills; • to enable them to ask questions; • to discover information, to approach new material with empathy; • to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position. <p>Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives. <u>Taken from The Agreed Syllabus 2018</u></p>
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Year 1/2	Autumn		Spring		Summer	
Cycle A	1.2 Creation	1.3 Incarnation – Christmas (deeper)	Sikhism Self and Community. How does the Khalsa influence the lives of Sikh families?	1.5 Salvation (deeper)	Sikhism Stories and symbols How do the stories from the gurus and the concept of seva affect Sikh children?	What is Christian worship?
Cycle B	How is the Guru Granth Sahib a living Guru Sikhism	1.3 Incarnation (core)	1.4 Gospel	1.5 Salvation (core)	New beginnings Welcoming ceremonies – Humanist, Sikh, Christian	1.1 God Link to paintings of Christ, stained glass and film

Completed by: Catriona Russellcook
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To be reviewed: September 2019

Whole School Progression – RELIGIOUS EDUCATION

KS1 – End of Year Statements

End of Year 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to name the different beliefs and practices of Christianity and at least one other religion.	Begin to talk about and find meanings behind different beliefs and practices.
To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.	Begin to suggest meanings of some religious and moral stories.
Show how different people celebrate aspects of religion.	Either ask or respond to questions about what individuals and faith communities do.
Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.	Express their own ideas creatively.

End of Key Stage 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

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Year 3/4	Autumn		Spring		Summer	
Cycle A	2a.1 Creation / fall	2a.3 Incarnation/ God	2a.2 people of God	Salvation 2a.5	CU Islam Why is prayer important to Muslims and not to other people?	Islam
Cycle B	Gospel 2a.4	2A. 3 Incarnation/ God	Harvest (Christianity and other religions) include Jewish festival of Sukkot and Passover	2a.5 Salvation (core)	Kingdom of God 2a.6	Judaism What is important for Jews about being part of God's family?

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End of Year 3 and
End of Year 4 Statements

End of year 3 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall the different beliefs and practices of Christianity and at least one other religion.	Suggest and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from at least three different religious texts and books.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do and why.
Use key words and vocabulary related to Christianity and at least one other religion.	Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.

End of year 4 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices.
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
To begin to understand the diversity of belief in different religions, nationally and globally.	Express views about why belonging to a faith community is valuable in their own lives.
Begin to compare directly different responses to ethical questions looking at a range of different religions.	Begin to make connections between their own ideas and others.

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Year 5/6	Autumn		Spring		Summer	
Cycle A	People of God	Incarnation (deep)	Humanism	Vellore Christians in other parts of the world. What is it like to be Christian in Vellore?	Buddhism Buddhism What does it mean to be a Buddhist?	Buddhism Buddhism Can we all be enlightened?
Cycle B	Hinduism Hinduism What does it mean to be a Hindu	Gospel core	Hinduism Hinduism What can stories and images of deities tell us about Hindu beliefs	Salvation (deep)	God	Creation

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End of Year 5 and End of KS2 Statements	End of year 5 statements	
	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Begin to make connections between different belief and practices of all religions.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.
	Begin to compare stories, beliefs and practices from different religions including differences and similarities.	Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.
	To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.	Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.
	Articulate and begin to apply the different responses to ethical questions from a range of different religions	Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.
	End of Key Stage 2 statements	
	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Make connections between different belief and practices of all religions.	To reflect and respond to the significance of meaning behind different beliefs and practices.
	Make links and compare stories, beliefs and practices from different religions including differences and similarities.	Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.
To understand and evaluate the diversity of belief in different religions, nationally and globally.	Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.	
Articulate and apply the different responses to ethical questions from a range of different religions	Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.	

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Ongoing skills covered by each year group	What to teach			Approach			Entitlement			
	EYFS	Will follow EYFS framework. Minimum 30hrs teacher-led activities								
	KS1	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.			Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions			Minimum of 36hrs in a school year		
	KS2	Christianity, five other world religions, humanism and an acknowledgement of other world views.			Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.			Minimum of 45hrs in a school year		

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Attainment Targets (statutory)

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

AT1 – Learning about religion and belief

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 – Learning from religion and belief

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Schedules for measuring assessment (statements) are in the supporting materials.