



**Shawclough
Community
School**

Progression in Religious Education

Principal Aim

The principal aim for RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Shawclough Community primary School follows the Rochdale Agreed Syllabus for Religious Education
2019-2024**

Rochdale

Agreed Syllabus for Religious Education
2019–2024



The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews¹, 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 wisdom² found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

¹ The phrase 'religions and world views' is used in this document to refer to Christianity, other principal religions represented in Britain, smaller religious communities and non-religious worldviews such as Humanism. The phrase is meant to be inclusive, and its precise meaning depends on the context in which it occurs, e.g. in terms of belief, practice or identity.

² The sources of wisdom found in religions and worldviews will include the key texts, the teachings of key leaders, and key thinkers from different traditions and communities. Examples include the Bible, the Torah and the Bhagavad Gita; the Buddha, Jesus Christ, the Prophet Muhammad, Guru Nanak and humanist philosophers. Other sources of wisdom might come from texts, thinkers, leaders and scientists in the contemporary world as well as from experience and informed personal reflection and conscience.

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

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.

EYFS:

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the reception year at the age of five. Religious Education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE may, however, form a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to this Agreed Syllabus.

RE sits very firmly within the areas of **personal, social and emotional development and understanding the world**. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of

³ The RE Programme of Study usually refers to 'religions and world views' to describe the field of enquiry. Here, however, the aim is to consider religion and belief itself as a phenomenon which has both positive and negative features, and is open to many interpretations: in this aspect of the aims, pupils are to engage with the concept of religion and non-religious belief, not merely with individual examples, and similar critiques should apply to both.

guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures

Understanding the World

EYFS

Nursery & Reception

People, Culture & Communities

Early Learning Goal

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.

Make connections between the features of their family and other families

Will be open to children talking about differences and what they notice.

**For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?”
Point out the similarities between different families, as well as discussing differences. Notice differences between people.**

Model positive attitudes about the differences between people including differences in race and religion. Support children’s acceptance of difference.
Have resources which include:

- positive images of people who are disabled
- books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity
- materials which confront gender stereotypes.

Which stories are special to you and why?

Which people are special and why?

Which places are special and why?

Which times are special and why?

Where do we belong?

Intended experiences/Key questions/Knowledge.

What is your favourite story and why? What do you like about it, and why?

What stories do you know about Jesus?

What do you think Jesus was (is) like?

Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?

What stories do you know that tell you how you should behave towards other people?

What are the similarities and differences between different people's special stories?

Who is special to you and why?

What is a good friend like? How can you show that you are a good friend?

What stories did Jesus tell about being a friend and caring for others?

What stories do special people tell in other religions?

How and why do we celebrate special and sacred times?

Why are festivals important to religious communities?

Why do some people think that life is a journey and what significant experiences mark this?

Is it better to express your beliefs in arts and architecture or in charity and generosity?

How can people express the spiritual through the arts?

Where do you feel safe? Why?

Where do you feel happy? Why?

Where is special to me?

Where is a special place for believers to go?

What makes this place special?

What is special in our world?

How do we show respect for one another? How do we show love/how do I know

I am loved? Who do you care about? How do we show care/how do I know I am cared for?

How do you know what people are feeling?

How do we show people they are welcome?

What things can we do better together rather than on our own?

Where do you belong? How do you know you belong?

What makes us feel special about being welcomed into a group of people?

What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you?

Why do some people say the world is special? What do you think is special about the world?

What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world?

What are the similarities and differences between different people's ideas about the world?

Rochdale Agreed Syllabus 2019-2024

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Term	Key Stage One – Years 1 and 2	Year One
Autumn 1	Who is a Christian and what do they believe? (believing)	<ul style="list-style-type: none"> ▪ Talk about simple ideas about Christian beliefs about God and Jesus. ▪ Retell a story about what Christians think about God - drama, art etc. saying what it means. ▪ Talk about issues of right/wrong, good/bad arising from stories. ▪ Ask some questions about believing in God and offer some ideas of their own.
Autumn 2	How and why do we celebrate special and sacred times?	<ul style="list-style-type: none"> ▪ Identify some ways Christians celebrate Christmas / Easter / Harvest / Pentecost and some ways a festival is celebrated in another religion. ▪ Re-tell stories connected with Christmas / Easter / Harvest / Pentecost and a festival in another religions and say why these are important to believers. ▪ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. ▪ Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
Spring	What makes some places sacred? (expressing)	<ul style="list-style-type: none"> ▪ Identify special objects and symbols found in a place of worship and be able to say what they are used for and what they mean. ▪ Talk about ways stories, objects and symbols are used in places of worship to show what people believe.
Summer	What does it mean to belong to a faith community (living)	<ul style="list-style-type: none"> ▪ Recognise and name some symbols for Christians and 1 other religion and suggest what they might mean. ▪ Give an account of what happens at a baptism/marriage and what the symbols mean.

		<ul style="list-style-type: none"> Respond to examples of cooperation between different peoples.
Year Two		
Autumn 1	Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out about and respond with ideas to examples of co-operation between people who are different.
Autumn 2	Who is Jewish and what do they believe?	<ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God. 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. Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.
Spring	How and why do we celebrate special and sacred times? (expressing)	<ul style="list-style-type: none"> Identify ways Christians celebrate Christmas/Easter/Pentecost etc. and ways other faiths celebrate special festivals. Ask questions & suggest answers about stories to do with Christian festivals and a story/festival from another faith. Collect examples of what people do, give, sing at festivals and why they matter to believers.
Summer 1	What can we learn from Sacred Books? (believing)	<ul style="list-style-type: none"> Recognise that sacred books contain stories which are special to many people and should be treated with respect. Retell stories from another faith and suggest a meaning. Ask and answer questions from Jesus' stories and from another religion.

Summer 2	How should we care for others and the world, and why does it matter? (living)	<ul style="list-style-type: none"> ▪ Retell stories from Bible and other faiths about caring for the world. Identify people who respond to God by caring for others. ▪ Discuss good and bad, right and wrong. ▪ Talk about 'The Golden Rule' and what would happen if people followed it. Express creation story creatively.
Religious Education LKS2		
Year 3		
Autumn 1	What do different people believe about God? (believing)	<ul style="list-style-type: none"> ▪ Describe ways in which Christians and Muslims describe God. ▪ Ask questions and suggest some of their own responses to ideas about God. ▪ Suggest ways having a faith can be hard. ▪ Identify how and say why it makes a difference in peoples' lives to believe in God.
Autumn 2	Why is the Bible important for Christians today?	<ul style="list-style-type: none"> ▪ Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvations. ▪ Give examples of how and suggest reasons why Christians use the Bible today. ▪ Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.
Spring 1	Why are festivals important to religious communities?	<ul style="list-style-type: none"> ▪ Make connections between stories, symbols and beliefs with what happens in, at least two festivals.

		<ul style="list-style-type: none"> ▪ Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) ▪ Identify similarities and differences in the way festivals are celebrated within and between religions. ▪ Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
Summer 1	Why do people pray?(expressing)	<ul style="list-style-type: none"> ▪ Make connections about what people believe about prayer and what they do when they pray. ▪ Describe ways prayer can comfort and challenge believers. ▪ Describe and comment about the similarities and differences between how Christians/Muslims/others pray.
Summer 2	What does it mean to be a Christian in Britain? (living)	<ul style="list-style-type: none"> ▪ Describe ways Christians show faith through hymns and modern worship songs. ▪ Suggest 2 ways it may be hard to be a Christian in Britain today & 2 good things about it. ▪ Discuss links between the ways Christians help others of different faiths.
Year 4		
Autumn 1	Why Is Jesus inspiring to some people? (believing)	<ul style="list-style-type: none"> ▪ Make connections between Jesus' life and the way Christians live today. ▪ Describe how Christians celebrate Holy Week. Identify the most important aspects of Easter Sunday. ▪ Give simple explanations of key Christian terms.
Autumn 2	Why do some people think that life is a journey?	<ul style="list-style-type: none"> ▪ Suggest why some people see life as a journey and identify some of the key milestones on this journey.

		<ul style="list-style-type: none"> ▪ Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. ▪ Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. ▪ Link up some questions and answers about how believers show commitment with their own ideas
Spring	Why are festivals important to religious communities? (expressing)	<ul style="list-style-type: none"> ▪ Make connections between stories, symbols & beliefs with what happens in at least 2 different festivals. ▪ Ask questions about what matters to believers in festivals. ▪ Suggest and explore ideas about what is worth celebrating and remembering in religious communities and their own lives.
Summer 1	What does it mean to be a Hindu in Britain today?	<ul style="list-style-type: none"> ▪ 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. ▪ Describe some ways in which Hindus express their faith through puja, aarti and bhajans. ▪ 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. ▪ 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.
Summer 2	What can we learn from religions about deciding what is right and wrong? (living)	<ul style="list-style-type: none"> ▪ Give examples of rules for living and suggest ways they help believers with difficult decisions. ▪ Give examples of inspirational people who have been guided by their religion. ▪ Discuss their own ideas and others' about right and wrong.

Religious Education UKS2		
		Year 5
Autumn 1	Why do some people think God exists? (believing)	<ul style="list-style-type: none"> ▪ Outline clearly what Christians believe God is like, using examples and evidence. ▪ Give examples of ways in which believing in God is valuable to Christians and ways it can be challenging. ▪ Express thoughtful ideas and the impact of believing or not. Present different views/ideas of why people believe in God including their own ideas.
Autumn 2	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	<ul style="list-style-type: none"> ▪ Outline Jesus' teaching on how his followers should live. ▪ Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. ▪ Explain the impact Jesus' example and teachings might have on Christians today. ▪ Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.
Spring	If God is everywhere why go to a place of worship? (expressing)	<ul style="list-style-type: none"> ▪ Make connections between how believers feel about places of worship in different traditions. ▪ Select and describe the most important functions of a place of worship in the community. ▪ Give examples of how places of worship provide support at difficult times and explain why this matters to believers. ▪ Present ideas about the importance of people in a place of worship for the community.
Summer	What does it mean to be a Muslim in Britain today? (living)	<ul style="list-style-type: none"> ▪ Make connections between 5 Pillars of Islam -& Muslim practice & their beliefs about God and the prophet Muhammad (pbuh) ▪ Describe and reflect upon the significance of the Qur'an to Muslims.

		<ul style="list-style-type: none"> Describe the forms of guidance a Muslim uses and compare them to pupils' lives. Make connections between the key functions of a mosque and the beliefs of Muslims
Year 6		
Autumn 1	What do religions say to us when life gets hard? (believing)	<ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian/Hindu/non-religious belief about life after death. Explain similarities and differences about beliefs about life after death. Explain some reasons why Christians and Humanists have different views on life after death.
Autumn 2	Is it better to express your beliefs in arts and architecture or charity and generosity?(expressing)	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity.(buildings& art) Show an understanding of the value of sacred buildings and art. Apply ideas about values from the scriptures to the title question.
Spring 1	What matters most to Christians and Humanists? (living)	<ul style="list-style-type: none"> Describe what Christians mean about being made in the image of God & being 'fallen', giving examples. Describe Humanist/Christian values simply. Describe own ideas about moral concepts & compare with others they've studied. Suggest reasons it may be helpful to follow a moral code & why it may also be difficult offer point of view.

Spring 2	What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?	<ul style="list-style-type: none">▪ Make connections between beliefs and behaviour in different religions.▪ Make connections between belief in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions.▪ Outline the challenges of being a Hindu, Christian or Muslim in Britain today.▪ Consider similarities and differences between beliefs and behaviour in different faiths.
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