

RE Knowledge Progression



Early Learning Goal/EYFS Link: Understanding the World (Specific Area) including People, Culture and Communities and **PSED (Prime Area)** including Self-Regulation, Managing Self and Building Relationships

EYFS: Please refer to EYFS Progression Documents for:

- **Personal, Social and Emotional Development**
- **Understanding the World**

Religious Education contributes dynamically to children and young people's education in schools by developing their religious literacy, this includes asking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE children learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ

National curriculum aims:

Religious Education is a component of the basic curriculum (but not the National Curriculum) and is compulsory for all pupils in local authority maintained schools aged 5 to 18 years unless they are withdrawn from these lessons by their parents, or withdraw by their own choice after their 18th birthday. However, while schools are free to decide when and how subjects are taught and how much time is spent on each subject, they remain responsible for implementing the legally required syllabus (whether the locally agreed syllabus or their individual one) and for monitoring pupils' progress. In EYFS, Religious Education is taught through the various Early Learning Goals using a plethora of stories, discussions, activities within role play and guided by the Understanding Christianity documents.

Lincolnshire Agreed Syllabus Aim:

To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief

School intent:

At Bracebridge Infant and Nursery School, we believe that the teaching of RE, allows children to explore:

- the sacred
- celebrations
- authority.

We believe that the participation of children in RE activities gives children opportunities to:

- gain the powerful knowledge they need about different religions and world views in age appropriate ways.
- build this knowledge into broader conceptual frameworks of understanding
- develop the skills associated with the academic disciplines that underpin RE (Theology, Philosophy, Human and Social Science)
- develop personally and to engage with a range of cultures, religions and world views

Implementation:

We use the Understanding Christianity documents throughout school from Reception alongside the Lincolnshire Agreed Syllabus in Key Stage 1 to ensure cohesion and coverage across the curriculum.

Furthermore our intent is to focus on developing pupil's core knowledge and key skills so that the pupils have sufficient opportunity to deepen and broaden their prior learning over time. To do this progression is shown over Key Stages

Nursery and Reception

Pupils will know how to:

- become aware of own feelings, and knows that some actions and words can hurt others' feelings.
- begin to understand 'why' and 'how' questions about different faiths and cultures.
- question why things happen and gives explanations. Asks e.g. who, what, when, how
- show an interest in the lives of people who are familiar to them.
- remember and talk about significant events in their own experience.
- recognise and describes special times or events for family or friends.
- show interest in different occupations and ways of life.
- know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- listen and responds to ideas expressed by others in conversation or discussion
- use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- enjoy joining in with family customs and routines.
- show an interest in artefacts and ask questions linked to simple stories
- talk about the difference between right and wrong.
- **show sensitivity to their own and others' needs**
- **talk about the lives of the people around them and their roles in society**
- **understand the past through settings, characters and events encountered in books read in class and storytelling**
- **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**

Vocabulary	Christian, Muslim, Jew, Hindu, God, Vicar, Imam, Rabbi, Prayer mat, Jesus, Muhammad, God, Bible, Qur'an, Torah, Christmas, Easter, Cross, Creation, Care, Responsibility, Beautiful		
		Year 1/2	Year 3/4
Believing	B1 Engaging with key beliefs/concepts through analysis of texts	Pupils will know how to: <ul style="list-style-type: none"> • use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). 	Pupils will know how to: <ul style="list-style-type: none"> • explain what it means for a text/story to 'have authority' for a group of believer
	B2 Making connections between key beliefs/concepts within and between belief traditions	Pupils will know how to: <ul style="list-style-type: none"> • recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). 	Pupils will know how to: <ul style="list-style-type: none"> • identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.
Living	L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief	Pupils will know how to: <ul style="list-style-type: none"> • identify that different people have different beliefs about the world around them. 	Pupils will know how to: <ul style="list-style-type: none"> • describe the difference between 'beliefs' and 'religion'.

	L2 Showing understanding of connection between religious practice and content	Pupils will know how to: • describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.	Pupils will know how to: • identify ways in which religious practices vary depending on geographic, social, and cultural context.
	L3 Showing understanding of the way in which beliefs impact on the individual	Pupils will know how to: • identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).	Pupils will know how to: • make connections between beliefs and the decisions an individual makes about how to live their life.
	L4 Showing understanding of the way in which community can impact on religious practice	• describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. • make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage	Pupils will know how to: • explain at the importance of community within the religious/non-religious tradition studied. • explain connections between religious beliefs and worship as a community in at least two belief traditions.
Thinking	T1 Articulating how and whether things make sense	Pupils will know how to: • ask questions about the world around them.	Pupils will know how to: • identify ways in which different people think about the world differently.
	T2 Showing awareness of different approaches to understanding the world	Pupils will know how to: • make connections between using their senses and what they know about the world around them.	Pupils will know how to: • understand and begin to explain that there is a difference between believing and knowing.
	T3 Showing evidence of a process of reasoning	Pupils will know how to: • use reasons to support personal opinions about religions/beliefs.	Pupils will know how to: • provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).
Vocabulary	<u>Christianity:</u> Christian, God, vicar, Jesus, God, Bible, Christmas, Easter, cross, creation, crucifixion, resurrection, Kingdom of God, incarnation, Prayer, Bible study, Worship, Baptism, Pentecost, <u>Islam:</u> Muslim, Muhammad, Qur'an, Torah, prayer mat Q, Allah, tawhid, shariah, ibadah, shahadah, wudu, subha, madrassah, Eid ul-Fitr, Eid ul-Adha, Imam, Akhlaq, zakat, ummah, adhaan, aqiqah <u>Additional:</u> Jew, Hindu, Imam, Rabbi, care, responsibility, beautiful, Judaism, yad, Ner Tamid, tallit, Torah scroll, mitzvoth, synagogue, Ark, qibla, Alter, minaret, prayer mat, font, candle, paten, chalice.	<u>Christianity:</u> crucifixion, resurrection, Kingdom of God, incarnation, Prayer, Bible study, Worship, Baptism, Pentecost, Genesis, koinonia, Trinity, Holy Communion, <u>Islam:</u> Muslim, Allah, tawhid, shariah, ibadah, shahadah, wudu, subha, madrassah, Eid ul-Fitr, Eid ul-Adha, Imam, Akhlaq, zakat, ummah, adhaan, aqiqah, 'abd, Sawm, Hajj, Umrah, masjid, Initiation, <u>Hinduism:</u> Trimurti, samsara, atman, karma, moksha, dharma, sadhus, sadhv, mandir, puja, Dwali,	
Impact: (How will we know what the children have learnt?)			

Progress and achievement in RE is recorded in the 'Learning Journeys' which detail the key skills and knowledge for all non-core subjects. Regular assessment methods are carried out throughout the year through questioning, observations, discussion and flashbacks. At the end of each Key Stage pupils will be assessed against the end of phase expectations.

As a result of studying RE children are also equipped with:

- the powerful knowledge delivered through the curriculum
- a range of skills associated with the academic disciplines that underpin RE
- an awareness of British Values, particularly tolerance of and respect for those with other faiths and beliefs and those with no faith