

# RE Progression



## Intent

Our intent is to ensure that all children will:

- Learn how to study religions and worldviews systematically, making progress by reflecting on the impact of religions and worldviews on contemporary life locally, nationally and globally to increasing levels of complexity and depth.
- Gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority.
- Learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life. Agreed Syllabus for RE in Nottinghamshire 2021, p9

## Implementation

In order to deliver the aims and expected standards of the syllabus a minimum of 5% curriculum time is strongly recommended. In practice, this means that the following is allocated to the teaching of RE:

Reception & Key Stage 1: 36 hours of tuition per year (equivalent to 50 minutes a week).

Key Stage 2: 45 hours of tuition per year (equivalent to an hour a week).

A flexible approach can often be good practice, and RE can be in 'blocks', or RE themed weeks can be used.

**4-5s Reception:** Developing a growing sense of child's awareness of self, their community and place within this. Children will encounter Christianity and other faiths found in the classroom.

**5-7s KS1:** A minimum of 2 religions are to be studied – Christianity and the recommended Judaism.

**7-11s KS2:** A minimum of 3 religions are to be studied – Christianity, Hinduism and Islam.

## Impact

The impact of teaching RE through Understanding Christianity and the New Agreed Syllabus for Nottinghamshire will be seen across the school by the children's increased confidence when discussing their own beliefs as well as other people's beliefs. Children will be able to ask questions, interpret and evaluate different sources of evidence and be respectful when learning about other people's viewpoints. All children will be more informed about their position in the world, and the decisions that they can make impacting their future. able to

## Level expected at the end of EYFS

**Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Personal, Social and Emotional Development (Managing Feelings and Behaviour)** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## Government Guidance

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Section 2 79 (1) School Standards and Framework Act.

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

### As a church school...

As a Church school our school curriculum is underpinned by the values that we hold dear. In our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

### The Syllabus and Programme of Study

We have adapted our schemes of work so that it incorporates and is in line with the new Nottinghamshire Agreed Syllabus. This has meant that new units of work have been brought in and others have been modified so that the new requirements have been met. We have also incorporated the planning and concepts the Understanding Christianity document provides into our existing planning. Where the individual units are about religions other than Christianity, we have implemented the new Agreed Syllabus programme of study. Where the individual units are about Christianity, we have changed them to include the relevant Understanding Christianity units.

Understanding the World (The World) Children know about similarities and differences in relation to places and objects.				
Key Area	EY	By the end of KS1	By the end of LKS2	By the end of UKS2
Know about and understand religions and worldviews.	<p>Understand the past through settings, characters and events covered in books read in class and story-telling. (Which stories are special and why?)</p> <p>Understand that some places are special to members of the community. (Belonging and Our wonderful world)</p> <p>Talk about the lives of people around them and their roles in society. (Belonging and Our wonderful world)</p> <p>Talk about members of their immediate family and community. (Belonging and Which people are special and why?)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read out in class. (Introduction to world religions)</p> <p>Know that a belief is a firm thought that something is true and that some people have beliefs. (Why is the word 'God' so important to Christians?)</p>	<p>Recall and name religious festivals, objects, symbols as well as main religious figures and characters in a story they have heard.</p> <p>Retell a religious story.</p> <p>Recognise that different people see different meanings in the stories.</p> <p>Suggest the 'hidden meanings' in stories that Jesus told.</p> <p>Recognise that holy buildings are connected to beliefs about worshipping God and talk about these connections.</p> <p>Recognise different religious leaders and give examples of their leadership qualities.</p> <p>Know that different people can have different beliefs, and that some have none.</p> <p>Know that people's lives can be shaped by their beliefs and world views.</p> <p>Suggest a meaning for an object used in the worship of a festival, different symbols, songs or artefacts.</p>	<p>Describe what Christians do at two different festivals. (Why do Christians call the day Jesus died 'Good Friday'? and When Jesus left, what was the impact of Pentecost?)</p> <p>Connect the celebrations to Bible texts and to the beliefs about God. (Why do Christians call the day Jesus died 'Good Friday'? and When Jesus left, what was the impact of Pentecost?)</p> <p>Describe key features of three different religious buildings, (Mosque, Mandir and Church) and connect these with beliefs about God in each religion. (Religion, family and community: Prayer [Mosque and Church] and Worship and sacred places [Mandir])</p> <p>Describe at least one story about each of these key figures: Moses, Jesus and Muhammed and connect the idea of inspirational leaders to the stories that they learn. (Inspirational People from the past)</p> <p>Describe how Christians and Muslims pray and connect ideas and beliefs to what people in these two religions do. (Religion, family and community: Prayer)</p> <p>Describe Hindu beliefs about gods and goddesses and show that they understand what happens at Hindu worship in the home or the mandir. (Religion, family, community, ways of living [Hinduism] and Worship and sacred places)</p> <p>Know that there are different types of belief (individual, family, community, and world). (What kind of world did Jesus want? And What is the Trinity? What is it like to follow God? What do Christians learn from the creation story?)</p> <p>Know that there are a range of beliefs and teachings and that these arise from different religions and communities. (What kind of world did Jesus want? And What is the Trinity? What is it like to follow God? What do Christians learn from the creation story?)</p> <p>Describe beliefs and practice about worship with music in Christianity and also in 'spiritual but non-religious' worldviews. Also show that they understand how and why music is used to express beliefs about God, devotion to God and also worldviews. (Spiritual Expression)</p> <p>Describe four different beliefs about life after death, show that they understand why life is like a journey and connect at least two viewpoints they have studied with texts from different religions. (The journey of life and death)</p>	<p>Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions and show that a spiritual journey can change people's lives whilst giving examples from their studies.</p> <p>Explain beliefs about the value of sacred spaces and holy buildings to believers in at least two religions. Also show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty.</p> <p>Show that they understand how inspirational leaders are examples of their religious' ideals and connect two examples from different worldviews: what do they have in common?</p> <p>Explain three of more Christian beliefs and show that they understand what matters to Christians.</p> <p>Explain the main beliefs of Muslims and Hindus about God and show that they understand why the worship of Allah/ Brahman matters to Muslims and Hindus.</p> <p>Explain the impact of beliefs about sacred writing; God and values and beliefs about communities on people from different religions.</p> <p>Explain the impact of beliefs on people's lives and how people respond to charity.</p> <p>Know that there are a set of behaviours which can be followed by a person or persons practising a religion or belief.</p> <p>Know that there are similar and different beliefs held by denominations and dimensions within religions, and diverse communities which can determine behaviour.</p> <p>Explain thoughtfully their own ideas about the relative value of worship, holy buildings, charity and compassion and clearly express reasons why some religious people believe that worship makes them more charitable.</p> <p>Show that they understand the story of a survivor of Nazi hatred and explain ways that Jewish people responded to the prejudice and hatred of the Nazis.</p> <p>Connect at least two different viewpoints from within the topic being studied.</p>
	Express ideas and insights into religions and worldviews.	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Introduction to world religions and Which people are special and why?)</p> <p>Know that there are some special times and events in the calendar and people</p>	<p>Know that there are sacred texts and other sources which are important in religions and that these can be used for worship and prayer.</p> <p>Recount their visit to a holy building. Eg. By talking about photographs taken there.</p> <p>Recount how a baby or young adult is welcomed into the Christian community.</p>	<p>Respond with thoughtful ideas of their own to the ways that Hindus celebrate different festivals and to express some 'deeper meanings' of the festivals that they study, giving reasons why particular rituals are important to Hindus. (Religion, family, community, ways of living [Hinduism] and Worship and sacred places)</p> <p>Respond thoughtfully to beliefs and ideas about prayer and religious buildings. (Religion, family and community: Prayer [Mosque and Church] and Worship and sacred places [Mandir])</p>

	<p>celebrate these in different ways. (Why do Christians perform nativity plays at Christmas and Why do Christians put a cross in an Easter Garden?)</p> <p>Continue to develop positive attitudes about the differences between people. (Belonging and Our wonderful world)</p>	<p>Know that prayer can be used in worship.</p> <p>Ask questions about the topic that is being studied.</p> <p>Ask questions about God for themselves.</p> <p>Respond to ideas that are introduced with simple ideas of their own.</p>	<p>Consider varied answers to questions about life as a journey and about afterlife and also express their reasons why they hold their on views about life after death. (The journey of life and death)</p> <p>Consider varied answers to questions about why music matters in human life and in religious life and express reasons why particular pieces of music are spiritual to them. (Spiritual Expression)</p> <p>Know that there are similar and different symbols for religious families, what they represent and know that they can be used in acts of worship and prayer. (Religion, family and community: Prayer [Mosque and Church] and Worship and sacred places [Mandir])</p> <p>Know that there are similar and different rituals, and acts of worship and prayer, for religious families and communities. (Religion, family and community: Prayer)</p> <p>Ask and answer questions about how and why Christians celebrate different festivals; prayer in Islam and Christianity; how religious buildings are used in the communities; leaderships and inspiration using details that they have learnt during their study. (Religion, family and community: Prayer)</p> <p>Express their own ideas and views about the the topics that they've studied. (Spiritual Expression)</p>	<p>Consider varied answers to questions about a range of topics including; building peaceful families and communities; justice, fairness, human rights and environment; and suffering and God. Know that there are similar and different rituals, acts of worship and prayer, for religious families and communities, and know that these practices have significance.</p> <p>Know that the similar and different practices of rituals, acts of worship and prayer have significance and can impact on the daily lives of religious families and diverse communities.</p> <p>Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea.</p> <p>Clearly express and explain thoughtfully their own ideas about the questions they have studied whilst giving reasons and selecting examples from their studies to aid their explanation.</p> <p>Explain thoughtfully their own ideas about the work of some global development charities.</p>
<p>Gain and deploy the skills for learning from religions and worldviews.</p>	<p>Know that people have similar and different viewpoints about caring for others and living things (Our wonderful world and Introduction to world religions)</p> <p>Show sensitivity to their own and others' needs. (Belonging)</p> <p>See themselves as a valuable individual. (Belonging)</p> <p>Think about the perspective of others. (Introduction to world religions)</p> <p>Develop their sense of responsibility and a membership of a community.(Belonging and Our wonderful world)</p>	<p>Express an idea of their own about festivals and religious stories as well as about God and belonging to God.</p> <p>Find out more about Jesus by inferring a simple idea from a story.</p> <p>Give an example of a sacred space that is out of doors and talk about their own ideas if sacred spaces.</p> <p>Give an example of a belief about Jesus.</p> <p>Know that people have similar and different viewpoints about living in the world and caring for the earth.</p> <p>Know that there are similar and different viewpoints, and questions about what can be seen as right and wrong.</p> <p>Give an example of a how the topic relates to the children's own lives.</p>	<p>Explain similarities and differences between two Hindu festivals and also between a 'big day' that the celebrate themselves and Hindu festivals. (Religion, family, community, ways of living [Hinduism] and Worship and sacred places)</p> <p>List similarities between the four different Christian festivals and also between examples of music that Christians use in worship from the past and in contemporary worship. (Spiritual Expression and Why do Christians call the day Jesus died 'Good Friday'? and When Jesus left, what was the impact of Pentecost?)</p> <p>Discuss questions about prayer and religious buildings that come up in the study. (Religion, family and community: Prayer [Mosque and Church] and Worship and sacred places [Mandir])</p> <p>Consider ideas such as generosity, community and love-in-action as well as religious buildings and what makes them special. (What is it like to follow God? And What kind of world did Jesus want?)</p> <p>Consider ideas such as 'patriarch'. 'prophet' or 'messiah', explain what they mean and describe how they are similar. (Religion, family and community: Prayer)</p> <p>List similarities between festivals, prayer, key religious figures and views of life after death across Christianity, Islam and Hinduism, whilst also exploring Humanist ideas about purposes of life and life after death. (The journey of life and death)</p> <p>Know that there are similar and different viewpoints in responding to questions about: belonging, meaning, purpose, truth, just and fair. (What kind of world did Jesus want?)</p> <p>Know that there are similar and different viewpoints, and questions about the ways in which diverse communities respond to choices about justice and fairness. (What kind of world did Jesus want?)</p>	<p>Explain the similarities and differences between varied approaches to pilgrimage from different religions and worldviews and also apply the idea of journeys for themselves.</p> <p>Explain the similarities and differences between different celebrations that are part of Christian worship and explain what matters about worshipping God to Christians.</p> <p>Apply the idea of inspiration for themselves to stories of leaders and explain what matters about the lives of inspirational leaders.</p> <p>Explain similarities between holy books or writings from two different religions.</p> <p>Know that there are similar and different viewpoints, and ideas about: ethical questions, shared values and community responsibilities.</p> <p>Know that there are similar and different viewpoints, and challenging questions.</p> <p>Know that communities can live together through shared values, mutual respect, the understanding of justice and agreed responsibilities.</p> <p>Explain what matters about worshipping Allah to Muslims and about what matters about worshipping gods and goddesses to Hindus.</p> <p>Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them.</p> <p>Apply the ideas of tolerance and respect to some tensions or problems in community relations and explain what matters about peace, respect and harmony to themselves and in our community.</p> <p>Apply the idea of justice to at least two case studies and explain similarities and differences between two global aid charities.</p> <p>Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas and explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.</p>

			<p>Know that these choices determine the ways that they can live together. (What kind of world did Jesus want?)</p> <p>Explain their own ideas about the Creation stories of Genesis 1 and 2. (What do Christians learn from the creation story?)</p> <p>Apply the idea of spirituality for themselves. (Spiritual Expression)</p>	
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**Key**

Objectives relating to religious festivals and stories.

Objectives relating to religious and inspirational leaders of different faiths and worldviews.

Objectives relating to places of worship and religious or sacred buildings.

Objectives relating to knowing more about different faiths and viewpoints.

Objectives relating to applying ideas to their own lives and explaining how what they've learnt relates to themselves.