

**Skills and Knowledge
Progression:
Religious Education**



Christmas

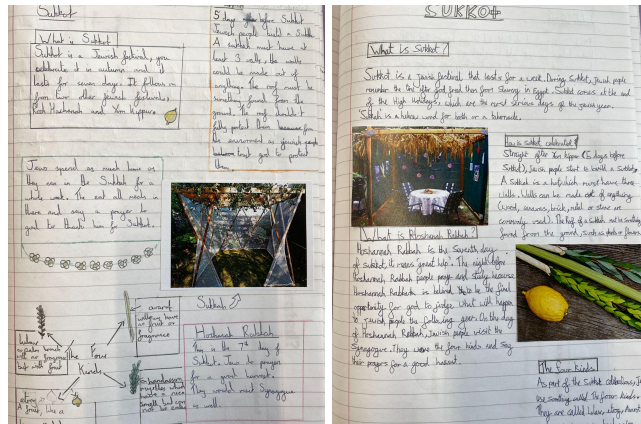
<p>National Curriculum aims & purpose:</p>	<p><i>School aims – skills, attitudes and knowledge that we would like all children to develop on their journey through the school</i></p>
<p>The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews, which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society.</p> <p>Aims This curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.</p> <p>A. Sources of wisdom and their impact All pupils should:</p> <ul style="list-style-type: none"> • know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning • express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities • recognise and explore the diversity which exists within and between religious traditions <p>B. Personal and critical responses All pupils should:</p> <ul style="list-style-type: none"> • express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues • engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility • develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion 	<p>We want our children to develop their individual knowledge and understanding of religions and beliefs in order to become open, principled and respectful citizens in contemporary society. In order to do this, it is vital that</p> <p>Our children build-up both a rounded understanding of major faiths and the confidence and curiosity needed to form their own personal opinions. To that end, we have built on the Hertfordshire Agreed Syllabus for RE to provide an education that reflects the beliefs and needs of our diverse community.</p> <p>At Wymondley,, children in every class are given opportunities to ask and answer provoking, challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. We want to develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.</p> <p>Our children also have opportunities for their own personal development and wellbeing, by being taught to have mutual respect and tolerance for the diverse society we live in. This is also reflected in other parts of the curriculum such as Personal, Social, Health and Economic education (PSHE), geography and history. Children are given opportunities for personal reflection and spiritual development which allow them to deepen their understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.</p>

<p>Links to learning in EYFS:</p>	<p>Links to other subjects / curriculum areas:</p>	<p>Experiences every child should have:</p>
<p>Hertfordshire Agreed Syllabus for RE:</p> <ul style="list-style-type: none"> • Share their own beliefs, ideas and values. • Listen and respond to a range of stories that engage them, including faith stories. • Directly experience religion, its symbols and actions. • Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance, for a religious family. • Learn about key figures in their own lives and key members of a local religious group. 	<ul style="list-style-type: none"> • Geography - learning about different cultures and the major religions in countries being studied. • Art - the role of art, sculpture etc. in religious buildings and their symbolic meanings, all of which could then be used to inspire children's own work. • History - the history of major faiths, significance and practices of religious communities at different points in history (eg. Ancient Greeks, Aztecs). • English - exploring, summarising, analysing and making inferences from religious texts. 	<ul style="list-style-type: none"> • Visit a broad range of places of worship, both in the local area and beyond, including churches, temples, synagogues and mosques - linked to the religions they are exploring. • Meet religious leaders in the local community and have the opportunity to discuss their faith and practices. • Have opportunities to handle religious artefacts, learn about their significance and draw their own inferences and conclusions from them. • Share photos, stories, food and clothing from faith

- Listen and respond to visitors from faith communities.
- Explore some of the ways in which people express care and concern for each other and the importance of this for relationships.
- Understand what is right and wrong

- Music - listening to music that is important in different religions and identifying its meaning/role.
- PSHE - many themes (such as values, fairness, right and wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and Rights Respecting topics.

- ceremonies that they have taken part in with others in their class.
- Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment.



Learning all about a sukkot while learning about Judaism

Religious Education Knowledge Progression

In Key Stage 1 there is a focus on two religions, in line with the national curriculum, with one always being christianity and with the other this year being Hinduism which aligns to our current cohort. In Key Stage 2 all religions are covered across the four year period.

	Yr 1/2	Yr 3/4	Yr 5/6
Cycle A	<p>Christianity, Hinduism Sources of Wisdom Beliefs and Practices Symbols and Actions - Diwali Beliefs and Practices - Easter Identity and Belonging Human Responsibility and Values Justice and Fairness</p>	<p>Christianity, Islam, Sikhism Ultimate Questions Justice and Fairness Symbols and Actions Identity and Belonging Belief and Practices Human Responsibility and Values Sources of Wisdom</p>	<p>Judaism, Christianity Belief and Practices Symbols and Actions Identity and Belonging Prayer, Worship and Reflection Sources of Wisdom Ultimate Questions Human Responsibility and Values Justice and Fairness</p>
Cycle B	<p>Christianity, Hinduism Prayer, Worship and Reflection Beliefs and Practices - Christmas, Diwali, Hanukkah Ultimate Questions Beliefs and Practices - Easter, Eid, Holi Justice & Fairness Human Responsibility and Values</p>	<p>Christianity, Islam, Sikhism, Hinduism Belief and Practices Respect for People & Human Rights Sources of Wisdom Belief that people can bring about change Identity and Belonging Sense of Identity & Self-esteem</p>	<p>Buddhism, Christianity Human Responsibility and Values Justice and Fairness Sources of Wisdom Symbols and Actions Identity and Belonging Ultimate Questions</p>



Easter

Skills Progression in Religious Education

	EYFS	Year 1/2	Year 3/4	Year 5/6
Beliefs and Practices	Explore different ways of living including beliefs and festivals.	Give examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.	Describe, make connections and reflect on some religious and worldwide view studied, using specific religious vocabulary, about how celebrations and key moments in life are marked by different communities.
Sources of Wisdom	Listen and respond to religious stories.	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.	Show awareness, respond to and interpret a range of stories, sacred writing and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.
Symbols and Actions	Communicate about people, places, religious symbols and artefacts.	Give examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.	Explain how a range of beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between communities.	Compare how and why a range of beliefs, expression and actions communicate different meaning to individuals within different communities. Identify and describe similarities and difference between and within communities.
Prayer, Worship, Reflection	Communicate through talk or gesture about prayer. Participate in periods of stillness and reflection.	Explore how and where worshippers' connect to prayer and worship. Participate in periods of stillness and reflection.	Describe why and where worshippers' connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.	Through enquiry and experience, demonstrate worshippers' connection to prayer faith and sacred spaces.
Identity and Belonging	Show awareness of things and people that matter to them.	Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.	Show and understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.

Ultimate Questions	Use imagination and curiosity to develop their wonder of the world and ask questions about it.	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Present a range of views and answers to challenging questions about belonging, meaning and truth.
Human Responsibility and Values	Explore how people show concern for each other and the world around them.	Tell stories and share real life examples of how people show care and concern for humanity in the world; think, talk and ask questions about why people do this.	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.
Justice and Fairness	Understand what is right, wrong and fair.	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.	Consider and discuss questions on matters that are important on the world including choices about what is right and what is wrong.	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.



Diwali