

RE Progression of Knowledge and Skills

| | | | | | | | |
|------------------------------------|--|--|---|---|--|--|---|
| Intent (Aims) | For all pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs, encouraging pupils to develop a sense of personal identity and belonging . All children are given opportunities for personal reflection and spiritual development to enable moral, social and cultural development . | | | | | | |
| Pedagogy (How?) | <ul style="list-style-type: none"> RE is an important curriculum subject. It is important in its own right and also makes a unique contribution of pupils and supports wider community cohesion. Religious education provokes 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. At Haseltine, RE lessons challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. It enables them to grow within their communities and as citizens in a pluralistic society and global community. RE is taught in class as a standalone subject every week. At Haseltine, we follow the agreed Lewisham syllabus for Religious Education. To enhance learning, all pupils attend RE trips and visits to support their understanding. | | | | | | |
| Curriculum (What?) | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Knowledge and understanding | <p>Enjoys joining in with family customs and routines</p> <p>Recognises and discusses special times and events for family and friends</p> <p>Learns that they have similarities and differences that connect them to and distinguish them from others</p> | <p>Can retell aspects of religious stories</p> <p>Can recognise different beliefs and religions</p> <p>Can recognise some religious symbols, objects and words</p> <p>Can describe how some features of religions are used or shown in festivals and practices</p> | <p>Can retell a religious story and understand its significance</p> <p>Can identify some religious beliefs and teachings</p> <p>Can identify some similarities and differences between worship and how it is expressed in different ways</p> <p>Can make connections between beliefs and know that some practices are common in more than one religion</p> <p>Can identify where people worship</p> <p>Can describe how some features of religions are used or shown in festivals and practices</p> | <p>Can retell and suggest meanings to some religious and moral stories, exploring and discussing writings and recognising where they come from</p> <p>Can describe some religious beliefs and teachings and their importance</p> <p>Can support a point of view with a simple reason and explain their reasons, understanding that people hold different viewpoints</p> <p>Can describe how some features of religions are the same and different for religious people</p> <p>Can identify how people worship</p> | <p>Can describe the key beliefs and teachings, making comparisons between religions</p> <p>Use own personal experiences and make structured arguments to support their points of view with reasons</p> <p>Can describe the importance of key texts/writings in the tradition and give an example of how they may be used</p> <p>Can investigate different ideas about significant key figures (God, Jesus, Guru Nanak, Allah, Muhammad, Buddha, Hindu deities) and humanity</p> <p>Can identify why people worship</p> | <p>Can explain how some beliefs, teachings and stories are shared by different religion and the impact they have on individuals and communities</p> <p>Can understand and compare different points of view about religious issues from their own perspective</p> <p>Can describe, compare and make links between some texts, stories and symbols</p> <p>Can describe and compare different meanings of life and death through making links between some stories and symbols</p> <p>Can identify and describe where, how and why people</p> | <p>Can make comparisons between the key beliefs of faiths studied, using a wide range of appropriate language and vocabulary</p> <p>Can explain in detail the significance of religious practices to the lives of individuals and communities</p> <p>Can make links, describe and compare how key events are remembered and celebrated in different traditions</p> <p>Can use research to compare the different ways in which people of faith communities express their faith</p> |

| | | | | | | | |
|------------------------------|--|---|--|--|---|---|--|
| | | | | <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p> | <p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for symbols, stories and language</p> | <p>worship in particular places</p> | <p>Can describe and compare how people may demonstrate their commitment to traditions, identifying that others may think differently</p> <p>Can explain some similarities and differences between beliefs about life and death</p> <p>Can explain the contributions that religion has to the local community</p> |
| <p>Enquiry and reasoning</p> | <p>Find out about what happens in different celebrations through various experiences of – talking with visitors, visits, food, events, dress, prayer, actions, gatherings, music</p> <p>Make links in their family celebrations to celebrations in other cultures.</p> | <p>Can identify and ask questions about things they find interesting or puzzling</p> <p>Can ask and respond to questions about what communities do and why</p> <p>Can identify what it means to belong to a community</p> | <p>Can ask good questions of their own about religion</p> <p>Can find and consider answers about religion</p> <p>Can recognise some different religious symbols and actions and appreciate some similarities between those</p> <p>Can understand that some questions have more than one answer</p> <p>Can suggest meanings for religious symbols, language and stories</p> | <p>Can collect a range of answers for one question, identifying different answers</p> <p>Can ask important questions about life and compare answers with others</p> <p>Can gather information about links between values and commitments (from books, internet, through discussion with other people)</p> <p>Can express their own ideas on how to lead a good life using their knowledge of religion and provide good reasons for the views they have and the connections they make</p> | <p>Can research a religious or spiritual question, gathering arguments and evidence to explain</p> <p>Can show how beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p> <p>Can ask questions about aspects of life and experiences that interest them and suggest answers, making reference to their research</p> <p>Can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p> <p>Can ask questions about the significant experiences of key</p> | <p>Can make informed response to questions of meaning and purpose</p> <p>Can make informed responses to the questions of identity and experience</p> <p>Can recognise and explain diversity within religious expression</p> <p>Can explain connections between questions, beliefs, values and practices in different belief systems</p> | <p>Can carry out independent critical research, drawing a balanced argument from a wide range of evidence</p> <p>Can interpret the significance and impact of different forms of expression in religion</p> <p>Can discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to religions</p> |

| | | | | | | | |
|-------------------|--|--|--|---|--|--|---|
| | | | | | <p>figures from religions studies and suggest answers from own and others' experiences (God, Jesus, Guru Nanak, Allah, Muhammad, Buddha, Hindu deities)</p> | | |
| <p>Reflection</p> | <p>Can respond sensitively to the views of others</p> <p>Can talk about events their family celebrate- name these events and discuss how they are celebrated.</p> <p>Children should be able to talk about what a story might mean and what it means to them</p> | <p>Can reflect on questions about where people belong and the importance of belonging</p> <p>Can identify aspects of own experience and feelings</p> <p>Can respond sensitively to other views and opinions, understanding that others have different views</p> <p>Can identify what is of value and concern to themselves</p> | <p>Can reflect on and make connections between their own experiences and ideas from religions</p> <p>Can explain what is important to them and to other people, understanding that we all have different views</p> <p>Can explain why some stories are special or sacred</p> <p>Can reflect on why celebrations are important in religion</p> <p>Can express their own opinions about what is right or wrong</p> | <p>Can express their viewpoints on religious and spiritual questions</p> <p>Can describe what and why some believers do when they pray</p> <p>Can suggest some ideas about how religions treat others</p> <p>Compare aspects of their own experiences with those of others</p> <p>Can compare their own and other people's ideas about questions that are difficult to answer</p> | <p>Can explain their understanding of the ways of belonging to religions and what these involve</p> <p>Can explain what people learn from influential figures and the impact they have on the world</p> <p>Can ask questions about matters of right or wrong and suggest their own responses to ideas about religions, whether they agree or disagree</p> <p>Can compare their own and other people's ideas about questions that are difficult to answer</p> <p>Can explain why some occasions are sacred to believers</p> | <p>Can ask questions about difficult topics and suggest answers that show an understanding of moral and religious issues</p> <p>Can explain how and why differences in belief are expressed</p> <p>Can reflect on how some features of religious life and practice make a difference to the lives of the religious communities</p> <p>Can respond to people's values and commitments</p> | <p>Can reflect and analyse different understandings of the same religion</p> <p>Can use religious and philosophical terminology to explain religions, beliefs and value systems</p> <p>Can understand the importance of sacred buildings (Mosque, Temple, Church, Synagogue, Gurdwara), music and art in different religions</p> <p>Can understand why different beliefs about prayer are common in the UK (specifically in Lewisham)</p> <p>Can make informed responses to people's values and commitments and reflect deeply on these, comparing their ideas with others</p> <p>Can discuss and express their personal views on religion and how it helps some people</p> |

Breadth of Study - Faiths and Religions

| | | | | | |
|--|--|--|--|---|---|
| <p>Belonging/Who am I ?</p> <p><u>Christianity</u>-The Bible and Christmas.</p> <p><u>Buddhism unit 1</u> – The Buddha and his teachings</p> <p><u>Christianity – Easter.</u> Why do we have hot cross buns at Easter?</p> <p><u>Food</u> – across the major religions</p> <p><u>Christianity</u> – Bible stories and places of worship.</p> | <p><u>Islam</u>- Unit 1 The prophet Muhammed (pbuh) and the Qur'an</p> <p><u>Christianity</u>-symbols of Christmas</p> <p><u>Right and Wrong</u> = across the major religions</p> <p><u>Christianity</u>-Easter The symbols of Easter.</p> <p><u>A secular world view</u>- Humanism</p> <p><u>The natural world</u>- creations stories across the major religions.</p> | <p><u>Buddhism</u> – unit 2 Living as a Buddhist, shrines and temples.</p> <p><u>Christianity</u>-Christmas around the world.</p> <p><u>Peace</u>- across the major religions.</p> <p><u>Christianity</u> – The story of Easter through the eyes of different characters.</p> <p><u>Hinduism Unit 1</u> – Inside the temple.</p> <p><u>Sikhism Unit 1</u> – Sikh Beliefs</p> | <p><u>Islam unit 2</u> – The five pillars of Islam, places of worship and the Muslim home.</p> <p><u>Christianity</u>-Christmas Christian celebrations and places of worship.</p> <p><u>Christianity</u>-Easter – Lent and the Lord's supper</p> <p><u>The journey of life and death</u> – across the major religions.</p> <p><u>Judaism Unit 1</u> Shabbat, Synagogue and Havdalah</p> <p><u>Ancient/World beliefs</u> linked to the History curriculum</p> | <p><u>A secular world view</u>- Is there a God?</p> <p><u>Christianity</u> – Christmas – The commercialisation of Christmas</p> <p><u>Sikhism Unit 2</u> Sikh life</p> <p><u>Shinto</u></p> <p><u>Christianity Jesus Human and divine</u></p> | <p><u>Judaism part 2</u> Festivals in Jewish life</p> <p><u>Christianity</u> – Christmas and the nativity through art and media.</p> <p><u>Christianity</u> God, the bible and creeds. Easter- Actions and symbols of Easter</p> <p><u>What does it mean to have a faith in Lewisham?</u></p> |
|--|--|--|--|---|---|