



# Sedbergh Primary School

## RE Subject Progression Grid

Religious Education - Curriculum Subject Statement			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
<i>Respect, Awareness, Connection, Empathy, Tolerance</i>	We give children the opportunity to talk about their own families and traditions. We encourage children to share what they know about similarities and differences between themselves and others. We want all children to feel valued and flourish within their community.	Pupils recall and rename different beliefs and practices. They find out about right and wrong and express their opinions. They begin to find out about different communities in the UK and ways to live together respectfully for the wellbeing of all.	Pupils make connections between different faiths and reflect on who and what matters in life in order to make moral choices. They consider ways in which diverse communities can live together co-operatively for the well-being of all.

What contribution does RE make to pupils' spiritual, moral, social and cultural development (SMSC)?

RE seeks to develop pupils' awareness of themselves. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It assists them to flourish individually within their communities and as citizens in a diverse society and global community. It enables pupils to appreciate their own and others' beliefs and their impact on individuals and societies. Pupils are encouraged to reflect on their own self-worth and uniqueness as human beings. RE plays a key role in the promotion of spiritual, moral, social and cultural development in schools.

RE contributes to the spiritual development of pupils by:

- exploring powerful questions of meaning and truth;
- understanding the importance of feelings, emotions and experiences in religious belief and practice;
- considering the value, purpose and dignity of human beings;
- reflecting on who and what matters in life in order to develop their own views and ideas on religious and spiritual issues;
- considering how religions and beliefs express key ideas and experiences;

RE contributes to the moral development of pupils by:

- reflecting on key values and ethics within religions and beliefs;
- considering influences on moral choices and ethical decision making;
- reflecting on what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice;
- considering the importance of rights and responsibilities and developing a sense of conscience and responsibility.

RE contributes to the social development of pupils by:

- studying a range of social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them;
- reflecting on how religions and beliefs lead to particular actions and concerns.

RE contributes to the cultural development of pupils by:

- promoting cultural understanding from a religious perspective through encounters with people, literature, the arts and resources from differing cultures;
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices;
- promoting inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions

## **Subject Aims**

The aims of RE are to enable young people to be:

**A. INFORMED** Know about and understand a range of religions and worldviews, 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 wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. EXPRESSIVE** 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 spiritual and ethical issues
- appreciate and appraise varied dimensions of religion or a worldview

**C. ENQUIRING AND REFLECTIVE** Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- 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's lives.

## Subject Content

Key Stage 1	Key Stage 2
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3. Notice and respond sensitively to some similarities between different religions and worldviews.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
C2. Find out about and respond with ideas to examples of co-operation between people who are different.	C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

RE Online, RE Quest, Diocese of Carlisle resources

## Whole School RE Overview – Cycle A

Year Group/Class	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Autumn 1</b>	Why do we have Harvest festivals?	What does it mean to belong? <b>Christianity</b> Why make promises? <i>Looking at The Lord's Prayer.</i>	Why should we care for the world?	Why are Sacred texts important? The Bible and the Qur'an
<b>Autumn 2</b>	Why do Christians celebrate the birth of Jesus?	Christmas - Giving Jesus as a gift from God <i>What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</i>	How and why are rites of passage celebrated?	What can we learn from women in the Bible?  How do Christians perceive the birth of Jesus?
<b>Spring 1</b>	Why do we go on a journey?	Who was Jesus and why is he inspiring to some people?	What can we learn from visiting sacred places? <b>Christianity and Islam</b>	Faith through the arts <i>How might stories, hymns and prayers help people understand more about themselves?</i>
<b>Spring 2</b>	Why do we talk about new life at Easter?	How does a Church celebrate Easter?	Easter – Who was Jesus?	Religious Festivals: Holi and Easter (Resurrection and Salvation)
<b>Summer 1</b>	How can we use our hands?	Why do Muslims stop and pray? <b>Introduction to Islam</b>	What does it mean to be a Hindu? <b>Introduction to Hinduism</b>	Why is Moses important to Christians and Muslims?
<b>Summer 2</b>	How did Jesus affect some of the people he met	Why are some books special? The Qu'ran The Qur'an is treated with respect and contains teaching about Allah. The Bible	How do people's beliefs influence their actions? How hard is it to forgive? What is it like to be forgiven? <b>Christianity and Hinduism.</b>	Humanism

## Whole School RE Overview – Cycle B

Year Group/Class	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Autumn 1</b>	Why do we have Harvest festivals?	Theme: Creation Key Question: Who made the world?	How does faith and belief affect the way people live their lives? <i>How do <b>Christian, Muslims and Hindus</b> worship?</i> Which rules should we follow?	Pilgrimage for <b>Christians Muslims and Hindus</b>
<b>Autumn 2</b>	Why do Christians celebrate the birth of Jesus?	What can we learn from visiting a church?	Which celebrations are important to <b>Christians, Hindus, Muslims?</b> Is commitment important?	<b>Hinduism</b> Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
<b>Spring 1</b>	Why do we go on a journey?	Who was Jesus and what stories did he tell? <i>New Testament stories</i>	What was Jesus' life like? Who followed Jesus? What stories did Jesus hear? <i>Old Testament stories</i>	What religions are found in our communities?
<b>Spring 2</b>	Why do we talk about new life at Easter?	Easter: Celebrating new life and new beginnings	Easter: What was the sacrifice that Jesus made?	Exploring Easter as a story of betrayal and trust.
<b>Summer 1</b>	How can we use our hands?	What are the five pillars of Islam?	What do people believe happens after death? <b>Christianity, Islam, Hinduism</b>	Why is there conflict? How do we resolve differences?
<b>Summer 2</b>	How did Jesus affect some of the people he met?	Different Religions through stories <i>Christianity and Islam</i>	Religious Leaders <b>Christianity, Islam, Hinduism</b>	Creation and Science, conflicting or complimentary?

## Curriculum Progression in Religious Education

Know about and understand	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.