



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

RE Policy

Reviewed – May 2023

Next review – May 2026

Achieving Excellence Together

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10).

It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

(Religious Education Statement of Entitlement February 2019)

Policy Statement for Religious Education at Hunton CE Primary School

Our Christian Vision

Jesus said '**I have come that they may have life in all its fullness**' John 10:10.

At Hunton C of E Primary we strive for life in all its fullness, for all our children, staff and school community.

Following in Jesus' footsteps, pupils at Hunton are encouraged to make positive and courageous choices to open up the world, challenging themselves by stepping outside their comfort zone in order to 'live life in all its fullness'. We relate to the story of Peter stepping out of the boat and walking on the water. He decided to follow Jesus, and was stepping out of his comfort zone and taking a risk. When he started to sink, Jesus caught him and helped him. (Matthew 14)

This vision helps us day to day enable each child to flourish through the provision of the best education; academically, morally, socially and spiritually; and by living out our faith in God so as to 'Achieve Excellence Together'.

R.E., as part of our Church school, goes far beyond classroom work and permeates the whole life of the school, being seen and felt by all who share in its life. It maintains a sense of the spiritual linked to the social, moral and cultural considerations which all go towards helping us grow into confident, well adjusted, caring citizens. R.E., with its strong link to worship in school, is also about taking actions and making a difference. We seek to make it personal and we aim for R.E. to be meaningful for our children, grounded in **our values of compassion, joy, perseverance and respect**, to make a difference and be distinctive.

Introduction

At Hunton CE Primary School, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Rochester Diocesan syllabus, 'Understanding Christianity' and the Golden Threads we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching and learning in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Listening to the teacher and each other.
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.
- Artwork

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Differentiation and Special Educational Needs

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper

knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

All of our R.E. is shaped to ensure our children understand the importance of equality and is taught in line with the challenges and requirements of the 2010 Equality Act. The way our school is driven through a clear sense of Christian value ensures that 'British Values', especially those of integrity, care and respect are not only taught but made real and personal.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Curriculum Impact in the Teaching of RE

Our curriculum impact in the teaching of Religious Education at Hunton C of E Primary, is to establish life in all its fullness for all our pupils, through:

- Allowing children to discover more about themselves, others and God.
 - All staff follow our Curriculum Map for Religious Education for the whole school, which carefully plans units to meet the needs of The Rochester Agreed Syllabus, Understanding Christianity and Other Faiths
 - Encouraging children's values and spiritual development to be explored and experienced throughout the whole school.
 - RE will support children and young people in developing their own beliefs, values and attitudes through an exploration of what they think and believe in a discursive, engaging and practical way.
 - Opportunities to be courageous advocates by encouraging children to be compassionate individuals, to seek to help those weaker members of our society e.g. taking care of our environment –global citizenship.
 - To be reflective of our school values shared in Collective Worship and to write reflective personal accounts of our shared times together.
 - Personal child voice in collective worship, where children share poems, prayers and reflections
 - Each class say daily prayers including grace before lunch and a prayer at the end of the day to thank God for our school. Our school prayer, written by children and members of the wider school community, may be used on such occasions.
 - Developing an interactive class reflection area, which can be referenced throughout the week, to nurture skills of wisdom, dignity and respect in our pupils
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- In our school, our Religious Education endeavours to:

- Nurture pupils own personal faith within a clear ethos of respect for those children of different faiths.
- Contribute to pupils' personal development spiritual, moral social and cultural development.
- Give pupils a sound knowledge and understanding of the Christian faith.
- Give pupils the opportunity to explore the nature of religious language and symbolism.
- Value pupils' own faith and introduce them to other world faiths, experience Christian faith and places of worship.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

(See Progression of Knowledge and Skills document).

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Rochester Diocesan syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office)
<http://www.rdbe.org.uk/uploads/pdf/Statement%20of%20entitlement%202016.pdf>)
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.

- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Legal Requirements

From the time of the 1944 Education Act, and in line with the Education Act 1988 Section 9 (3), parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Appendix A: Progression of RE Skills

	Emerging	Expected	Exceeding
EYFS		<p>Talk about ... things, places, times, feelings, what people do.</p> <p>Think about ...</p> <p>Recognise some ...</p> <p>Identify some ...</p> <p>Say what ...</p> <p>Recall some simple stories -> retell simple stories</p> <p>Recall what happens</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings -> say why something is special.</p> <p>Give examples linked to their own lives</p> <p>Share and record occasions when things have happened in their lives</p> <p>Observe, notice and wonder -> Ask questions</p>	
Key stage 1	<p>Talk about the fact</p> <p>Recognise some simple facts</p> <p>Identify at least xxx objects</p>	<p>Talk about some simple ideas</p> <p>Retell a story</p> <p>Talk about issues</p> <p>Ask and suggest some good questions</p> <p>Offer ideas of their own</p> <p>Recognise some objects and suggest why these are important</p> <p>Identify some ways</p> <p>Identify ...</p> <p>Describe some ways</p> <p>Collect examples</p> <p>Give an account</p> <p>Use creative ways to express their own ideas</p>	<p>Make links between what xxx taught and what xxx believe.</p> <p>Respond thoughtfully</p> <p>Express own ideas about xxx in light of their learning</p> <p>Suggest their own ideas</p> <p>Suggest meanings</p> <p>Identify some similarities and differences</p> <p>Answer the title question thoughtfully</p> <p>Give examples of ways</p>
Lower Key stage 2	<p>Identify beliefs</p> <p>Retell and suggest the meanings of stories</p> <p>Recall and name</p> <p>Recognise</p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p>	<p>Identify some similarities and differences</p> <p>Discuss and present their own ideas about why</p> <p>Express their own understanding</p> <p>Present their own ideas about attitudes</p> <p>Make between key concepts and the big story of the Bible</p> <p>Consider and evaluate</p> <p>Suggest how and why</p> <p>Express ideas</p>
Upper Key stage 2	<p>Define the term</p> <p>Give two reasons</p> <p>Recall</p> <p>Find out</p> <p>Respond with their own ideas</p> <p>Identify the</p> <p>Describe</p>	<p>Outline clearly</p> <p>Give examples of ways</p> <p>Express thoughtfully</p> <p>Present different views</p> <p>Express their own understanding</p> <p>Explain the impact</p> <p>Express ideas</p> <p>Explain some similarities and differences between</p> <p>Explain some reasons why</p> <p>Make connections between</p> <p>Suggest some reasons why</p> <p>Describe and reflect</p>	<p>Explain how xxx disagree and interpret things differently</p> <p>Explain the links between ... giving reasons why</p> <p>Enquire into ... using evidence and examples</p> <p>Interpret a range of ...</p> <p>Investigate and explain ... expressing their own ideas</p> <p>Examine the title question from different perspectives including their own.</p> <p>Apply ideas ..</p> <p>Consider and evaluate</p>

RE Overview

Cycle A – 2023-24, 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Devas (YR)	BEING SPECIAL OR CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	BEING SPECIAL OR CREATION What do Christians believe is special about Jesus and the message he brings?	SALVATION Why do Christians put a cross in an Easter garden?	GOLDEN THREADS What stories are told by and about people of different faiths and beliefs?	GOLDEN THREADS What stories are told by and about people of different faiths and beliefs?
Bannerman (Y1/2)	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE LEARNING</i>	GOSPEL What is the good news that Jesus brings? <i>CORE LEARNING</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	What stories are told by and about people of different faiths and beliefs?	What stories are told by and about people of different faiths and beliefs?
Porteous (Y3/4)	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i> Christmas 2 lessons	SIKHISM What is important for Sikh people?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE LEARNING</i>	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?
Borton (Y5/6)	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What Jesus does to save human beings?	ISLAM What do Muslim people believe about the way they should live their lives and why?	ISLAM What do Muslim people believe about the way they should live their lives and why?

Cycle B – 2022-23, 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Devas (YR)	BEING SPECIAL OR CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	BEING SPECIAL OR CREATION Why is the word 'God' so important to Christians?	SALVATION Why do Christians put a cross in an Easter garden?	GOLDEN THREADS What stories are told by and about people of different faiths and beliefs?	GOLDEN THREADS What stories are told by and about people of different faiths and beliefs?
Bannerman (Y1/2)	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? <i>DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	JUDAISM What special times and people do Jewish people remember and celebrate?	JUDAISM What special times and people do Jewish people remember and celebrate?
Porteous (Y3/4)	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>DIGGING DEEPER</i>	HINDU Religion What do Hindu people believe about God?	Hindu Religion How do Hindu people worship and celebrate?
Borton (Y5/6)	CREATION Creation and science: conflicting or complementary?	INCARNATION Was Jesus the Messiah? <i>(DIGGING DEEPER</i>	GOSPEL What would Jesus do?	SALVATION What difference does the resurrection make for Christians?	BUDDHISM What do Buddhists believe about the way they should live their lives and why?	KINGDOM OF GOD What kind of king is Jesus?

Progression of Knowledge and Skills in Religious Education – EYFS and KS1

Progression of Knowledge: EYFS						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	GOD/CREATION - Why is the word 'God' so important to Christians?	INCARNATION – Why do Christians perform Nativity plays at Christmas?	BEING SPECIAL - What do Christians believe is special about Jesus and the message he brings?	SALVATION - Why do Christians put a cross in an Easter Garden?	GOLDEN THREADS What stories are told by and about people of different faiths and beliefs?	What stories are told by and about people of different faiths and beliefs?
Knowledge building blocks	<ul style="list-style-type: none"> I know that Christians believe that the word 'God' is important as the name of someone very important I know that Christians believe that God is the Creator of the universe and all that is in it, including people and animals, I know Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. I know that Christians are taught to respect God's name and use it with love and care because God is holy and great. I know Christians believe that they should care for God's world. 	<ul style="list-style-type: none"> I know that Christians believe God came to Earth in human form as Jesus. I know that Christians believe that Jesus was a special baby because he came from God. I know that Christians believe Jesus came to show that all people are precious and special to God. I know that Christians find the nativity story in the Bible. I know that Christians perform nativity plays to help children remember the story of the birth of Jesus. 	<ul style="list-style-type: none"> I know and can retell at least two accounts of Jesus meeting different people. I know about the way Jesus taught about how people should live their lives. I know and can retell at least two parables that Jesus told. I know how parables are special stories that have a message that teaches Christians more about God. I know and can retell at least two accounts of the miracles Jesus performed. I know and can talk about how Jesus' miracles teach Christians more about who Jesus is and why he is special. 	<ul style="list-style-type: none"> I know Christians remember how the crowds welcomed Jesus on Palm Sunday I know Christians remember the sadness of Jesus dying on Good Friday I know that Christians remember the surprise and happiness of Easter Sunday because Jesus did not stay dead I know Christians use special symbols and have special customs connected to Jesus' death and resurrection over the Easter period I know Christians believe that the cross is a very special symbol reminding them that they can be glad to have Jesus to help them to make a new start when they do things wrong. 	<ul style="list-style-type: none"> * I know that Jewish people believe in one God, who forgives people when they say sorry. * I know their stories are written in the Torah and I can retell a story from the Jewish faith tradition. * I know that Muslim people believe in one God, Allah, who made the world and wants people to care for it and *I know that this is written in the Qur'an. * I know and can retell a story from the Muslim faith tradition. * I know that Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. *I know their stories are written in many books and I can retell a story from the Hindu tradition. 	<ul style="list-style-type: none"> * I know that Sikh people believe in one God, learn from the ten gurus and have a holy book called the Guru Granth Sahib * I know and can retell a story from the Sikh faith tradition. * I know that Buddhist people learn important things from the stories about the Buddha and from the stories within the Buddhist tradition. * I know and can retell a story from the Buddhist faith tradition. * I know that there are different stories told in various cultures that help people to understand the world around them. *I know and can retell some of these stories * I know about the things we can learn from the stories I have explored.

Progression of Skills: EYFS

Skills

- I can talk about ... things, places, times, feelings, what people do.
- I can think about ...
- I can recognise some ...
- I can identify some ...
- I can say what ...
- I can recall some simple stories
- I can recall what happens
- I can get to know and use appropriate words to talk about their thoughts and feelings
- I can give examples linked to their own lives
- I can share and record occasions when things have happened in their lives
- I can say why something is special
- I can retell a simple story

Progression of Knowledge and Skills in Religious Education – EYFS and KS1

Progression of Knowledge: Year 1 - Cycle A						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	God - What do Christians believe that God is like?	INCARNATION– Why does Christmas matter to Christians? <i>(Core Learning)</i>	GOSPEL – What is the good news that Jesus brings? <i>(Core Learning)</i>	SALVATION - Why does Easter matter to Christians? <i>(Core Learning)</i>	What stories are told by and about people of different faiths and beliefs?	
Knowledge building blocks	<ul style="list-style-type: none"> I know that Christians believe in God, and that they find out about God in the Bible. I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. I know some stories show these Christian beliefs. I know Christians worship God and try to live in ways that please him. 	<ul style="list-style-type: none"> I know Christians believe that Jesus is God and that he was born as a baby in Bethlehem. I know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). I know that Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming. 	<ul style="list-style-type: none"> I know that Christians believe Jesus brings good news for all people. I know that for Christians, this good news includes being loved by God, and being forgiven for bad things. I know Christians believe Jesus is a friend to the poor and friendless. I know Christians believe Jesus’ teachings make people think hard about how to live and show them the right way. 	<ul style="list-style-type: none"> I know that Easter is very important in the ‘big story’ of the Bible. I know that Christians believe Jesus rose again, giving people hope of a new life. 	<ul style="list-style-type: none"> I know that Jewish people believe in one God, who forgives people when they say sorry. I know Jewish stories are written in the Torah I know stories in the Torah are also found in the Old Testament of the Bible, so are special to Christian and Jewish people. I know that Muslim people believe in one God, Allah, who made the world and wants people to care for it. I know some Muslim stories are written in the Qur’an. I know Hindu people believe in one supreme being Brahman in the forms of many deities. I know Hindu stories are found in many sacred books. I know Sikh people learn about God wants them to behave through the example of Guru Nanak. (Guru means teacher) I know that The Guru Granth Sahib tells stories of Guru Nanak and the other Gurus. 	
Skills	Progression of Skills: Year 1 - Cycle A					
	Expected <ul style="list-style-type: none"> I can talk about some simple ideas I can retell a story I can talk about issues I can ask and suggest some good questions I can offer ideas of their own I can recognise some objects and suggest why these are important I can identify some ways I can describe some ways I can collect examples I can give an account I can use creative ways to express their own ideas 			Exceeding <ul style="list-style-type: none"> I can make links between what ... taught and what ... believe. I can respond thoughtfully I can express own ideas about ... in light of their learning I can suggest my own ideas I can suggest meanings I can identify some similarities and differences I can answer the title question thoughtfully I can give examples of ways 		

Progression of Knowledge and Skills in Religious Education – EYFS and KS1

Progression of Knowledge: Year 2 - Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CREATION- Who made the world?	INCARNATION – Why does Christmas matter to Christians? <i>(Digging Deeper)</i>	GOSPEL – What is the good news that Jesus brings? <i>(Digging Deeper)</i>	SALVATION - Why does Easter matter to Christians? <i>(Digging Deeper)</i>	JUDAISM What special times and people do Jewish people remember and celebrate?	
<ul style="list-style-type: none"> I know that God created the universe. I know the Earth and everything in it are important to God. I know that God has a unique relationship with human beings as their Creator and Sustainer. I know humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. I know that the Bible points out that his birth showed he was extraordinary. (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). I know that Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 	<ul style="list-style-type: none"> I know that Christians believe Jesus brings good news for all people. I know, that for Christians, this good news includes being loved by God, and being forgiven for bad things. I know Christians believe Jesus is a friend to the poor and friendless. I know Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<ul style="list-style-type: none"> I know Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. I know that Christians believe Jesus builds a bridge between God and humans. I know Christians believe Jesus rose again, giving people hope of a new life. 	<ul style="list-style-type: none"> I know and can talk about how the mezuzah in the home reminds Jewish people about God. I know and can make links between some Jewish teaching and how Jewish people live. I know and can talk about how Shabbat is a special day of the week for Jewish people. I know and can give some examples of what Jewish people might do to celebrate Shabbat. I know and can discuss the value of times of reflection, thanksgiving, praise and remembrance, in light of my learning I know and can retell a story the story of Chanukah. I know and can suggest what this story shows Jewish people about God. I know and can talk about how Chanukah is a special time for Jewish people. I know and can talk about and suggest why the Synagogue is a special place for Jewish people. I know about and can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways. 	

Progression of Skills: Year 2 - Cycle B

Skills

Expected

- I can talk about some simple ideas
- I can retell a story
- I can talk about issues
- I can ask and suggest some good questions
- I can offer ideas of their own
- I can recognise some objects and suggest why these are important
- I can identify some ways
- I can describe some ways
- I can collect examples
- I can give an account
- I can use creative ways to express their own ideas

Exceeding

- I can make links between what ... taught and what ... believe.
- I can respond thoughtfully
- I can express own ideas about ... in light of my learning
- I can suggest my own ideas
- I can suggest meanings
- I can identify some similarities and differences
- I can answer the title question thoughtfully
- I can give examples of ways

Progression of Knowledge and Skills in Religious Education –KS2

Progression of Knowledge: Year 3 – Cycle A						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	PEOPLE OF GOD – What is it like to follow God?	INCARNATION – What is the Trinity? <i>(Core Learning)</i>	SIKHISM – What is important for Sikh people?	SALVATION – Why do Christians call the day that Jesus died ‘Good Friday?’ <i>(Core Learning)</i>	KINGDOM OF GOD – When Jesus left, what was the impact of Pentecost?	SIKHISM – How do Sikh people worship and celebrate?
Knowledge building blocks	<ul style="list-style-type: none"> I know that The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. I know the People of God try to live in the way God wants, following his commands and worshipping him. I know they believe he promises to stay with them and Bible stories show how God keeps his promises. 	<ul style="list-style-type: none"> I know Christians believe God is Trinity: Father, Son and Holy Spirit. I know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. I know Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. I know Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. I know Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. I know that Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> I know Sikhs believe that there is only one God, who they have several names for. (Waheguru) I know that Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. I know that it is important for Sikh’s to belong to a community of believers called the Khalsa. I know that Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh. 	<ul style="list-style-type: none"> I know Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. I know Christians remember and celebrate Jesus’ last week, death and resurrection. 	<ul style="list-style-type: none"> I know Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). I know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. I know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God. I know Christians celebrate Pentecost as the beginning of the Church 	<ul style="list-style-type: none"> I know Sikhs can worship at any time or day, at home or in the Gurdwara. I know Sikhs are expected to pray three times a day and meditate and recite words from the holy scriptures I know that Sikh people respect and regard The Guru Granth Sahib as a living Guru. I know the Gurdwara is place that is welcome and open to everyone and is known as the ‘doorway to the house of God’ I know that all Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Sikh Seva or Selfless Service. I know that Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.

Progression of Skills: Year 3 – Cycle A		
Skills	<p>Emerging</p> <ul style="list-style-type: none"> • I can identify beliefs • I can retell and suggest the meanings of stories • I can recall and name • I can recognise 	<p>Expected</p> <ul style="list-style-type: none"> • I can describe some ways • I can ask questions and suggest some of my own responses • I can suggest why • I can identify how • I can make connections between stories • I can give examples of how and suggest reasons why • I can discuss my own and others ideas • I can explore and suggest ideas • I can link up some questions and answers
		<p>Exceeding</p> <ul style="list-style-type: none"> • I can identify some similarities and differences • I can discuss and present my own ideas about why • I can express my own understanding • I can present my own ideas about attitudes • I can make links between key concepts and the big story of the Bible • I can consider and evaluate • I can suggest how and why • I can express ideas

Progression of Knowledge and Skills in Religious Education –KS2

Progression of Knowledge: Year 4 - Cycle B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	CREATION - What do Christians learn from the Creation story?	INCARNATION – What is the Trinity? <i>(Digging Deeper)</i>	GOSPEL – What kind of world did Jesus want?	SALVATION – Why do Christians call the day that Jesus died ‘Good Friday?’ <i>(Digging Deeper)</i>	HINDUISM - What do Hindu people believe about God?	HINDUISM - What do Hindu people worship and celebrate
Knowledge building blocks	<ul style="list-style-type: none"> I Know God the Creator cares for the creation, including human beings. I know that as human beings are part of God’s good creation, they do best when they listen to God. I know that the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). 	<ul style="list-style-type: none"> I know that Christians believe God is Trinity: Father, Son and Holy Spirit. I know Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. I know Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. I know that understanding God is challenging; people spend their whole lives learning more and more about God. I know Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> I know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. I know Jesus shows love and forgiveness to unlikely people. I know Christians try to be like Jesus — they want to know him better and better. I know Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<ul style="list-style-type: none"> I know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. I know Christians remember and celebrate Jesus’ last week, death and resurrection. 	<ul style="list-style-type: none"> I know that Hinduism describes the many religious beliefs and practices that developed in India over the past 4500 years I know Hindu people believe in the supreme being Brahman that is in every living thing I know Hindu people worship many aspects of Brahman through different deities I know some Hindu stories and can talk about how these may impact the lives of Hindu people. 	<ul style="list-style-type: none"> I know and understand how and why Hindu people worship at home and in a Mandir. I know and understand how and why Hindu people celebrate Diwali, Holi and Raksha Bandan I know and can explain why families are important for Hindu people I know about and can express my own ideas about worship, celebrations and families.

Progression of Skills: Year 4 - Cycle B		
Skills	<p>Emerging</p> <ul style="list-style-type: none"> • I can identify beliefs • I can retell and suggest the meanings of stories • I can recall and name • I can recognise 	<p>Expected</p> <ul style="list-style-type: none"> • I can describe some ways • I can ask questions and suggest some of my own responses • I can suggest why • I can identify how • I can make connections between stories • I can give examples of how and suggest reasons why • I can discuss my own and others ideas • I can explore and suggest ideas • I can link up some questions and answers
		<p>Exceeding</p> <ul style="list-style-type: none"> • I can identify some similarities and differences • I can discuss and present my own ideas about why • I can express my own understanding • I can present my own ideas about attitudes • I can make links between key concepts and the big story of the Bible • I can consider and evaluate • I can suggest how and why • I can express ideas

Progression of Knowledge and Skills in Religious Education –KS2

Progression of Knowledge: Year 5 - Cycle A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>GOD – What does it mean if God is loving and holy?</p> <ul style="list-style-type: none"> I know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. I know Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. I know Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. I know Christians believe getting to know God is like getting to know a person rather than learning information 	<p>INCARNATION– Was Jesus the Messiah? <i>(Core Learning)</i></p> <ul style="list-style-type: none"> I know that Jesus was Jewish. I know Christians believe Jesus is God in the flesh. I know they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. I know that The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation). 	<p>PEOPLE OF GOD – How can following God bring freedom and justice?</p> <ul style="list-style-type: none"> I know The Old Testament pieces together the story of the People of God. I know that the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. I know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus. 	<p>SALVATION– What Jesus do to save human beings?</p> <ul style="list-style-type: none"> I know Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. I know The Gospels give accounts of Jesus’ death and resurrection. I know The New Testament says that Jesus’ death was somehow ‘for us’. I know Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light. I know Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). I know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. 	<p>ISLAM - What do Muslim people believe about the way they should live their lives and why?</p> <ul style="list-style-type: none"> * I know about and can express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah * I know and can re-tell some stories about the life of the Prophet Muhammad and recognize what they might say about him *I know some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith * I know and recognise some objects and places used by Muslim people and evaluate why they are important * I know how to find out about and respond with my own ideas to examples of different beliefs, prayer, generosity and worship 	<p>ISLAM - What do Muslim people believe about the way they should live their lives and why?</p> <ul style="list-style-type: none"> * I know and can identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith * I know how to find out about and respond with my own ideas about these beliefs and practices * I know how to describe and reflect on the significance of the Holy Qur’an to Muslim people. * I know about and can describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow.

Progression of Skills: Year 5 - Cycle A		
Skills	<p>Emerging</p> <ul style="list-style-type: none"> • I can define the term • I can give two reasons • I can recall • I can find out • I can respond with my own ideas • I can identify • I can describe 	<p>Expected</p> <ul style="list-style-type: none"> • I can outline clearly • I can give examples of ways • I can express thoughtfully • I can present different views • I can express my own understanding / ideas • I can explain the impact • I can explain some similarities and differences between • I can explain some reasons why • I can make connections between • I can suggest some reasons why • I can describe and reflect
	<p>Exceeding</p> <ul style="list-style-type: none"> • I can explain how ... disagree and interpret things differently • I can explain the links between ... giving reasons why • I can enquire into ... using evidence and examples • I can interpret a range of ... • I can investigate and explain ... expressing my own ideas • I can examine the title question from different perspectives including my own. • I can apply ideas. • I can consider and evaluate 	

Progression of Knowledge and Skills in Religious Education –KS2

Progression of Knowledge: Year 6 - Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CREATION - Creation and science: conflicting or complementary?	INCARNATION - Was Jesus the Messiah? <i>(Digging Deeper)</i>	GOSPEL – What would Jesus do?	SALVATION – What difference does the resurrection make for Christians?	BUDDHISM - What do Buddhists believe about the way they should live their lives and why?	KINGDOM OF GOD – What kind of a king is Jesus?
<ul style="list-style-type: none"> I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. I know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? I know that there are many scientists throughout history and now who are Christians. I know the discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	<ul style="list-style-type: none"> I know that The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. I know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. I know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world. 	<ul style="list-style-type: none"> I know the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. I know that Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable. I know Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. 	<ul style="list-style-type: none"> I know Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. I know The Gospels give accounts of Jesus’ death and resurrection. I know that belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. I know this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). 	<ul style="list-style-type: none"> I know and can describe what Buddhists believe about the Buddha and his search for enlightenment. I know about and can explain that the Buddha’s first teaching was about the Four Noble truths and that these are teachings about suffering and about impermanence I know about and can explain what is taught to and by Buddhists through the Eightfold Path and describe about how that might help Buddhists to live their lives I know how to express my ideas about the value of prayer and meditation. I know some of the key teachings of Buddhism that can be found in Buddhist stories I know how the beliefs and teachings of Buddhism compare with those found in other religions that I have studied. 	<ul style="list-style-type: none"> I know that Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. I know The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. I know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

Progression of Skills: Year 6 - Cycle B			
Skills	<p>Emerging</p> <ul style="list-style-type: none"> • I can define the term • I can give two reasons • I can recall • I can find out • I can respond with my own ideas • I can identify • I can describe 	<p>Expected</p> <ul style="list-style-type: none"> • I can outline clearly • I can give examples of ways • I can express thoughtfully • I can present different views • I can express my own understanding / ideas • I can explain the impact • I can explain some similarities and differences between • I can explain some reasons why • I can make connections between • I can suggest some reasons why • I can describe and reflect 	<p>Exceeding</p> <ul style="list-style-type: none"> • I can explain how ... disagree and interpret things differently • I can explain the links between ... giving reasons why • I can enquire into ... using evidence and examples • I can interpret a range of ... • I can investigate and explain ... expressing my own ideas • I can examine the title question from different perspectives including my own. • I can apply ideas. • I can consider and evaluate