



Progression in Religious Education



Intent

Our primary school Religious Education curriculum works with the SACRE agreed syllabus and aims to give children the opportunity to learn about a range of religions and non-religious worldviews whilst also considering the big questions of life and what it means to be a human.

At Ralph Butterfield Primary School, we want to ensure that our children go out into the world with the knowledge and skills to understand the beliefs of others and live in today's diverse and ever-changing world. We intend for them to develop respect and show sensitivity to others - in particular those with different faiths and/or beliefs - and to challenge prejudice.

Our curriculum aims to give pupils the opportunities to learn about religion and non-religious worldviews in a variety of ways: art; music; drama; dance; discussion and more formal writing opportunities.

Principal Aim

This broad purpose of RE is captured in the principal aim, which is intended to be a shorthand version for day-to-day use.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The threefold aims of RE elaborates the principal aim (below) which are furthermore broken down for each Key Stage. The general outcomes are related to specific content within the key question outlines/units of study.

Year Groups	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Units (Right) Threefold aims of RE (Below)</p>	<p>F1 Which stories are special and why? F2 Which people are special and why? F3 Which places are special and why? F4 Which times are special and why? F5 Where do we belong? F6 What is special about our world?</p> <p><u>EYFS ELGs specifically linked to RE</u> Past and Present ELG Children at the expected level of development will: Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling People Culture and Communities ELG Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class The Natural World ELG Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books? 1.5 What makes some places sacred? 1.6 How and why do we celebrate special and sacred times? 1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world and why does it matter?</p> <p>*Not covered</p>	<p>L2.1 What do different people believe about God? L2.2 Why is the Bible so important for Christians today? L2.3 Why is Jesus inspiring to some people? L2.4 Why do people pray? L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is like a journey and what significant experiences mark this? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? L2.9 What can we learn from religions about deciding what is right and wrong? L2.10 How do family life and festivals show what matters to Jewish people?</p>	<p>U2.1 Why do some people think God exists? U2.2 What would Jesus do/ can we live by the values of Jesus in the 21st century? U2.3 What do religions say to us when life gets hard? U2.4 If God is everywhere, why go to a place of worship? U2.5 Is it better to express your beliefs in art and architecture or charity and generosity? U2.6 What does it mean to be a Muslim in Britain today? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/ or Ummah (community)? U2.9 What can be done to reduce racism? Can religion help?</p>
<p>Know about and understand a range of religious and non-religious worldviews, so that they can: A1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals A2. identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom2 found in religious and non-religious worldviews A3. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	<p><i>(Taken from birth to 5 matters and development matters)</i> Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>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. 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. A3. Recognise some different symbols and actions which express a community's way of</p>	<p>A1. Describe and make connections between different features of the religious and non-religious 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. 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. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	

		life, appreciating some similarities between communities.	
<p>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:</p> <p>B1. explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities</p> <p>B2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</p> <p>B3. appreciate and appraise varied dimensions of religion.</p>	<p><i>(Taken from birth to 5 matters and development matters)</i></p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p>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.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>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.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>
<p>3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:</p> <p>C1. investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p> <p>C2. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</p> <p>C3. articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.</p>	<p><i>(Taken from birth to 5 matters and development matters)</i></p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this</p> <p>Enjoys joining in with family customs and routines</p>	<p>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.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>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;</p> <p>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.</p>