



Higham Primary School Progression of Knowledge and Skills – RE

Intent

At Higham, we intend to offer pupils a broad and rich RE curriculum enabling them to know and understand a range of religions and beliefs. The coverage encourages pupils to express their ideas and insights about the nature, significance and impact of religion and worldviews and allows opportunities for pupils to reflect on and relate their learning to their own experiences. RE contributes to our pupil's personal development, wellbeing and to community cohesion and develops positive attitudes to cultures and beliefs which vary from their own. The intent is to make sure children understand the relevance of RE in today's modern, diverse society and how it affects our lives.

Implementation

The RE curriculum is taught through the "Discovery RE" scheme of work. In both key stages, the children look at what a number of religions believe, by asking 'Big Questions' and making connections across religions and in their own lives. The children begin to look at other religions (Judaism, Islam and the Hindu Faith) focusing predominantly on celebrations in Early Years plus the addition of religious rituals in Key Stage Two. Key Stage Two builds upon the introduction of Christianity, Judaism and Islam in Key Stage 1, but also introduces learning of Sikhism and the Buddhist Faith. The children are encouraged to think critically and ask questions of a religion as each half term focuses on a 'Big Question'. The Key Stage 2 curriculum, allows for deeper understanding of the specific religions, using key stories and teachings, events and artefacts.

Impact

We believe that the impact of using "Discovery RE" as a basis for us, this RE curriculum will give our pupils a better understanding of the major religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. Our curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our lessons will enable quality work to be produced and evidence, showcasing a deeper understanding of the main religions of the world. Evidence will be seen through the use of the correct vocabulary, explanations, respectful opinions, artefact interaction and understanding, and presentations.



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Early Years Foundation Stage			
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.



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Government Guidance

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum.

“The curriculum for a maintained school must be balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.’” Section 2 79 (1) School Standards Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Build on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied as the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirement and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldwide views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross curricular dimensions.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing about and understanding religions and worldviews	<p>Christianity</p> <ul style="list-style-type: none"> Explore and retell the Christian creation story Remember some of the Christmas story Explain that Jesus is special to Christians. Retell a time when Jesus showed friendship Recall the events of Palm Sunday <p>Judaism</p> <ul style="list-style-type: none"> Talk about how Jewish people celebrate the Shabbat. 	<p>Christianity</p> <ul style="list-style-type: none"> Remember something Jesus said or did to be kind. Explain that Christians believe Jesus was a gift from God. Recall what Christians believed happened on Easter Sunday. <p>Judaism</p> <ul style="list-style-type: none"> Explain what happens when Jewish people celebrate Passover. Explore how Jewish people show commitment to God. <p>Islam</p> <ul style="list-style-type: none"> Explain what happens when Muslims complete Hajj 	<p>Christianity</p> <ul style="list-style-type: none"> Start to explain the Christian belief that Jesus was God in human form. Explore viewpoints about one of Jesus' miracles. Tell you why Jesus' death is important to Christians. <p>Sikhism</p> <ul style="list-style-type: none"> Understand why Sikhs would join the Khalsa Explore different ways in which Sikhs share. Explore how Sikhs show their commitment to God 	<p>Christianity</p> <ul style="list-style-type: none"> Explore Christmas symbols Explore forgiveness in a biblical text. Describe some of the ways Christians use churches to worship <p>Buddhism</p> <ul style="list-style-type: none"> Explore Buddhist practices Explore how Buddhists try to lead a good life. Explain why a Buddhist person will follow the Noble Eightfold path 	<p>Christianity</p> <ul style="list-style-type: none"> Describe what Christians learn from the Christmas story. Say how some events in Holy Week tell Christians about Jesus' identity and purpose. Explore how Christians show commitment to God. <p>The Hindu Faith</p> <ul style="list-style-type: none"> Understand that for Hindus Brahman is in everything. Explore how Hindu's show their commitment to God 	<p>Christianity</p> <ul style="list-style-type: none"> Describe ways in which Christianity seems to be a strong religion today. Describe what Christians might learn about the after-life from Bible stories Describe some of the ways in which people can show fairness in today's society Explore different celebrations and traditions for all religions. <p>Islam</p> <ul style="list-style-type: none"> Explore how Muslims show commitment to God. Describe how Muslims might try to lead lives respectful to God.
Expressing and communicating ideas related to religions worldviews	<ul style="list-style-type: none"> Express an opinion about creation Talk about how the world got here. Make links between things that are important to me. Talk about my friends and why I like them. Explore what it means to be a good friend. Explain how belief can affect decision making. 	<ul style="list-style-type: none"> Explain why we should be kind with reasons. Discuss why Christians believe God gave Jesus to the world. Suggest the most and least important things Jewish people do that God asks them to do. Offer my own opinion about the empty tomb on Easter Sunday. Explain how Diwali might bring a sense of belonging to Hindus. Discuss why completing a Hajj is important to Muslims. 	<ul style="list-style-type: none"> Explore what Christmas means to me. Start to explore my own views on Jesus' miracles and resurrection. Begin to explain why I think sharing is important to Sikhs or not. Explore the reasons why Sikhs believe joining the Khalsa makes them a better Sikh. Begin to tell you if I think sharing is important to Sikhs or not. Tell you how Sikhs might express their special relationship with God. 	<ul style="list-style-type: none"> Compare different people's views on Christmas. Ask important questions about how forgiveness is possible. Understand the importance of worshipping God to Christians. Explore the importance of being happy to Buddhists. Explore the Buddhist belief of one God with many different aspects Explain how Buddhist teachings help Buddhists to lead a good life. Identify why different parts of the Noble 	<ul style="list-style-type: none"> Understand that there are different degrees of showing commitment to God through religion Consider whether Jesus knew that he was going to be crucified. Recognise what I think about some Hindu beliefs showing respect. Start to explain why I think some religious practises are more important than others. 	<ul style="list-style-type: none"> Explore why being fair is important in today's society. Identify why leading a good life might be a good idea. Consider whether Christianity is still a strong religion now. Discuss the importance of Christmas celebrations and traditions in relation to Jesus Consider how different celebrations help us understand more about Jesus. Ask important questions about eternity.



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		<ul style="list-style-type: none"> Talk about something which is important to Jewish people. 		<p>Eightfold path are important and explain why Buddhists follow this.</p>		<ul style="list-style-type: none"> Explain why there might be different ways to show commitment. Start to explain why Christians hold the belief that Jesus fulfilled the Old Testament Covenant and created a 'New Covenant'.
Gaining and deploying the skills for studying religions and worldviews	<ul style="list-style-type: none"> Use creative ways to express their own ideas about the creation story. Ask some questions about believing in God and offer some ideas of their own. 	<ul style="list-style-type: none"> Ask and suggest answers to questions arising from stories across more than one faith. Talk about issues of good and bad, right and wrong arising from stories. Respond to examples of cooperation between different people. 	<ul style="list-style-type: none"> Suggest some ideas about good ways to treat others arising from their learning. Find out about at least two teachings from religions about how to live a good life. 	<ul style="list-style-type: none"> Ask questions and suggest some of their own responses to ideas about God. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Discuss their own ideas about how people decide right and wrong. 	<ul style="list-style-type: none"> Discuss their own ideas about the importance of values to live by, comparing them to religious ideas. 	<ul style="list-style-type: none"> Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. Suggest ideas of ways in which we can show fairness in our lives.