



KINNERLEY C.E PRIMARY SCHOOL RELIGIOUS EDUCATION

Progression of Skills in each curriculum area

Level Expected at the End of EYFS

Early Learning Goals that link most closely to our RE Curriculum.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Level Expected at the End Key Stage 1/ Key Stage 2

Understanding the World (The World)

Children know about similarities and differences in relation to places and objects.

National Curriculum Expectations

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

'The curriculum for a maintained school must be a 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 279 (1) School Standards and 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.
- Building 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 at 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 requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Taken from: [Religious Education in English Schools: Non-statutory guidance 2010](#)

Areas to Cover in the Non-Statutory Guidance

These three areas should underpin the breadth of coverage of RE in schools:

- Spiritual, Moral, Social and Cultural development (SMSC) Personal Growth and Development Community Cohesion

Beliefs and teachings (from various religions)

Understanding the key teachings of various religions.

Rituals, ceremonies and lifestyles (from various religions) Exploring the day-to-day lives and practices of various religions.

How beliefs are expressed

Understanding how books, scriptures, symbols, art and readings convey beliefs.

Time to reflect and personal growth

Showing an appreciation for how religion plays an important role in people's lives.
Exploring identity and who we are.

Values (in your own life and others' lives)

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others
- prompt pupils to consider their responsibilities

Intent

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways for pupils to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.



Implementation

RE will be taught as a discrete subject following the Shropshire Agreed Syllabus. For all children RE should be an exploration, reflection or investigation of a range of appropriate questions. These questions must be both stimulating and challenging, and provide opportunities for children to gain important insights into their own beliefs and values as well as those represented in the religions and other world views being studied. The 14 Religious Questions (RQ) (see below) from the Shropshire Agreed Syllabus will form the basis of Kinnerley's programme of study. Each component within a unit of work [this may be an individual lesson or series of lessons] should also be set out as a question. Units are based on recommendations the Church of England resource "Understanding Christianity (UC)", Lichfield Diocese recommendations and the Surrey RE Scheme of Work. Because of the mixed age nature of delivery account will be taken of the Religious Education Skills Ladder (see below).

At the start of KS1, children begin to look at religions, Christianity and Islam, focusing on celebrations and rituals. Later KS1 and KS2, offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings, Christianity, Islam and Judaism. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2.



Impact

Children will have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for themselves and all those around them. Our lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of Christianity and the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

The 14 Religious Questions (RQ) from the Shropshire Agreed Syllabus

RQ1 Who am I?	RQ2 How do people express their beliefs through worship and celebration?	RQ3 Who is my neighbour?	RQ4 How should I lead my life?	RQ5 Where do I belong?	RQ6 How should we relate to others and the natural world?	RQ7 How do people make sense of hardship and suffering?
RQ8 Has science got all the answers?	RQ9 What do people believe about God?	RQ10 How is belief expressed through symbols and action?	RQ11 How do people express their beliefs about truth?	RQ12 How do people make sense of life and death?	RQ13 Where do people's beliefs come from?	RQ14 Why do people's belief and practice differ?

 KINNERLEY C.E. SCHOOL CENTRAL BELIEVE. ACTIVE. ACHIEVE.	R/Y1	Y2/3	Y4/5/6
Year A Autumn	What do Christians believe God is like? <i>UC1.1 RQ1, RQ4, RQ9</i> What are festivals and why do we have them? <i>Surrey pg 47, 106 RQ1, RQ4, RQ2</i>	What is the Trinity? <i>UC2a.3 (Core learning - Baptism and the Grace) RQ1, RQ4, RQ9</i> What are festivals of light? <i>Surrey pg 128 RQ1, RQ4, RQ2</i>	Creation and science: conflicting or complementary? <i>UC2b.2 RQ1, RQ4, RQ8</i> Was Jesus the Messiah? <i>UC2b.4 RQ1, RQ4, RQ9</i>
Spring	What do Muslims believe? <i>Surrey pg 80 RQ1, RQ4, RQ13</i> Why does Easter matter to Christians? <i>UC1.5 (Core learning) RQ1, RQ4, RQ12</i>	What can we learn from a mosque? <i>Surrey pg 82 RQ1, RQ4, RQ2</i> Why do Christians call the day Jesus died 'Good Friday'? <i>UC2a.5 RQ1, RQ4, RQ12</i>	What are the five pillars of Islam? <i>Surrey pg 80,171 RQ1, RQ4, RQ10</i> What difference does the resurrection make for Christians? <i>UC2b.7 RQ1, RQ4, RQ7,12</i>
Summer	How do Christians talk to God? <i>Surrey pg 44 RQ1, RQ4, RQ11</i> How can I make a difference in the world? <i>Surrey pg 43, 98 RQ1, RQ4, RQ3,4,5</i>	When Jesus left, what was the impact of Pentecost? <i>UC2a.6 RQ1, RQ4, RQ13</i> Is life like a journey? <i>Surrey pg 187 RQ1, RQ4, RQ5</i>	What would Jesus do? <i>UC2b.5 RQ1, RQ4, RQ3,4</i> How can following God bring freedom and justice? <i>UC2b.3 RQ1, RQ4, RQ10,14</i>
Year B Autumn	Why is the word God so important to Christians?	Who made the world? <i>UC1.2 RQ1, RQ4, RQ6</i>	What do Christians learn from the creation story? <i>UC2a.1 RQ1, RQ4, RQ6</i>

	UCF1 RQ1, RQ4, RQ9 Why do Christians perform nativity plays at Christmas? UCF2 RQ1, RQ4, RQ2	Why does Christmas matter to Christians? UC1.3 RQ1, RQ4, RQ2	What is the Trinity? UC2a.3 (<i>Digging deeper – the Incarnation</i>) RQ1, RQ4, RQ9
Spring	Why are some stories special? <i>Surrey pg 45, 70</i> RQ1, RQ4, RQ13 Why do Christians put a cross in the Easter garden? UCF3 RQ1, RQ4, RQ10, RQ11	What do Jews believe? <i>Surrey pg 88, 92</i> RQ1, RQ4, RQ13 Why does Easter matter to Christians? UC1.5 (<i>Digging deeper</i>) RQ1, RQ4, RQ12	What can we learn from a synagogue? <i>Surrey pg 175</i> RQ1, RQ4, RQ2 How do Christians remember Jesus' last supper? <i>Surrey pg 132, 134</i> RQ1, RQ4, RQ10
Summer	What happens in our church? <i>Surrey pg 64</i> RQ1, RQ4, RQ2 Who are special people and am I special? <i>Surrey pg 48</i> RQ1, RQ4	What is the good news that Jesus brings? UC1.4 RQ1, RQ4, RQ13 What is faith and what difference does it make? <i>Surrey pg 193</i> RQ1, RQ4, RQ11	What kind of world did Jesus want? UC2a.4 RQ1, RQ4, RQ6 What is it like to follow God? UC2a.2 RQ1, RQ4, RQ11
Year C Autumn			What does it mean if God is holy and loving? UC2b.1 RQ1, RQ4, RQ9 How do people express their faith through the Arts? <i>Surrey pg 177</i> RQ1, RQ4, RQ10, RQ14
Spring			What does it mean to live as a Jew today? <i>Surrey pg 173, 175</i> RQ1, RQ4, RQ7,10 What did Jesus do to save human beings? UC2b.6 RQ1, RQ4, RQ7,12
Summer			What kind of king was Jesus? UC2b.8 RQ1, RQ4, RQ13 What is the worldwide church? <i>Surrey pg 148</i> RQ1, RQ4, RQ2

Religious Education Skills Ladder

	End of EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
New key vocabulary	Creation, God, pray, worship, Christian, belonging, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Baptism, Old Testament, New Testament (Faiths, special places, books and stories to fit curriculum)	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, (Faiths, beliefs, celebrations, key figures and festivals to fit curriculum)	Omnipotent , Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist (Comparisons of faiths and world views to fit curriculum)
Explore ~ know about and understand text, beliefs and context	Listen to religious stories and talk about their meaning. Recognise some religious words and symbols	Explore religious stories and teachings Identify features of different religious texts (e.g. parables, historical, poetry) Retell religious stories and recognise a link with a concept (e.g. Incarnation, Salvation, nature of God) Give clear accounts of what the religious texts might mean to believers	Explore the origins of texts and understand where they fit onto a timeline Make clear links with religious text and the concepts studied Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre Discuss and offer opinions on what texts might mean to believers	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied Explain connections between key theological terms and religious texts Suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith interpret those texts
Relate ~ identify how actions of believers are impacted by beliefs	Know about some religious festivals Know about how some people express their beliefs (e.g. what happens in church) Begin to understand what is important to some people of faith	Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship Recognise how people of faith celebrate key festivals Explore and recognise features of	Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion) Identify the main characteristics of an act of worship and discuss about the importance of worship for believers Show understanding of the ways of	Understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world Identify the influences on, and distinguish between different

		<p>religious life and practices including ways that people of faith celebrate key milestones in a person's life</p> <p>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths</p> <p>Identify ways in which religious texts impact how believers live</p>	<p>belonging to religions and what these involve (e.g. baptism, 5Ks)</p> <p>Show an understanding of how religious beliefs ideas and feelings can be expressed in a variety of forms (e.g. symbols and art work representing the Trinity)</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</p>	<p>viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians)</p> <p>Observe and interpret a wide range of ways in which a view point or belief can be expressed</p> <p>Understand the challenges a person may face when living out their faith in today's world</p>
<p>Apply ~ understand and reflect upon how the learning can relate to our own lives and the world around us</p>	<p>Show interest in the world around them and ask questions about what they see and experience</p> <p>Begin to express their own opinions and thoughts about the religious material studied</p> <p>Begin to understand what is important to themselves</p>	<p>Reflect on examples of how believers live and consider how this impacts the world that we share</p> <p>Reflect on examples of how believers live and consider what we can learn from that for our own lives</p> <p>Consider, through discussion, whether particular religious text have anything to say on how we should live</p>	<p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live</p> <p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us</p> <p>Make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness and courageous advocacy)</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest ways that we may learn from their lives</p>	<p>Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally</p> <p>Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice</p> <p>Explain how the concepts studied have challenged or inspired our own thinking and actions</p> <p>Be able to present thoughtfully and with respect their own and others views. Considering how these views have been formed</p>