

Religious Education Progression Document

East Riding Agreed Syllabus 2022

Purpose Of Study

Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience. Learning in RE develops religious literacy, so that young people are equipped with systematic and powerful knowledge, deepening as they progress through the school. RE provides multiple opportunities to develop an understanding of key concepts from a range of religions and worldviews, through engaging with quality resources and deploying the skills needed to understand, interpret and critically evaluate texts, sources of wisdom and authority. Young people learn to weigh up the value of wisdom from different sources, to develop and articulate their insights in response, and to agree or disagree respectfully. RE develops pupils' aptitude for dialogue, and provides young people with appropriate vocabulary to be able to express their learning in meaningful ways. They develop their knowledge and conceptual understanding of religion and worldviews and how these function in the lives of individuals and communities. Young people explore their own responses and those of others to questions of meaning, purpose and truth, enabling them to develop their own ideas, values and identity. They can then participate fully and positively in our society with its diverse religions and many differing worldviews.

Mary Myatt encapsulates the importance of RE as part of a broad curriculum:

"RE is important because, like every other subject, it provides a particular set of materials through which pupils come to understand important things about the world and themselves. It stands in the curriculum as a set of ideas and practices that have shaped and continue to shape our world. The business of RE is an exploration of the influence of religions and beliefs on individuals, culture, behaviour and national life."

Aims

The curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them

- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews

Attainment Targets

With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview At the end of Key Stage 1, pupils should be able to:

- retell and suggest meanings for some religious and moral stories and say how they influence people today
- recall different beliefs and practices, naming key words, key figures and core beliefs
- tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group
- talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences
- consider and make responses to big questions from different worldviews
- express ideas and opinions about moral questions of right and wrong
- share ideas and examples of co-operation between people who are different
- describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them

With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews At the end of Key Stage 2, pupils should be able to:

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today
- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
- demonstrate understanding of how people express their identity and their spirituality through symbols and actions
- show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable
- offer some answers to challenging questions from different religious and non-religious perspectives
- articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair
- consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect
- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals

EYFS (Statutory Framework)

RE in Foundation Stage 1 (RE for 3- and 4-year-olds)

RE is not part of the statutory curriculum for children in nurseries and early years settings. However, there are elements of religious education which can contribute to the areas outlined in the Early Learning Goals and in the Development Matters for 3-4 years and sets a foundation for learning in RE in Reception classes. However, below are some suggestions and ideas about how RE can make significant contributions to the Early Learning Goals. Practitioners will adapt these to be relevant to our school and our local community. We will start with positive images of the diversity of Britain to develop positive attitudes about the differences between people from birth, looking at a range of religious and non-religious worldviews.

Suggested activities:

- Introduce and use multi-syllabic vocabulary, such as religion, community, Christian
- Listen to longer stories, remembering much of what happens. Read stories from religious traditions, such as A wet and windy Harvest for Puddles, Puddles and the Christmas Play, together with The Tiny Ants and Seven New Kittens adapted from traditional Muslim stories (Gill Vaisey, www.booksatpress.co.uk)
- Celebrate festivals such as Harvest, Christmas, Easter, Hanukkah and explore the food and clothes linked to them, dress up in clothes from different cultures
- Explore places of prayer, worship and reflection and talk about what happens there
- Talk about people who are special to us, who belongs to our family and look at photos. Celebrate belonging to a family and community, birthdays and naming ceremonies, meeting and talking with faith members from the community. Show care and concern for each other and the people in the community who help us.
- Explore the natural world and respond to questions such as What makes the world a wonderful place? Model and encourage responses to 'why' questions such as Why should we look after the world?

RE in Foundation Stage 2 (RE for 4- and 5-year-olds)

COMMUNICATION AND LANGUAGE

Listening, Attention and Understanding ELG

Share a religious story, saying which religion and book it has come from, ask 'I wonder...' questions. Encourage children to talk about what they have heard, to ask questions and to identify why it might be a story from a religion. Listen and comment on the views and traditions expressed by others.

Speaking ELG

Explore questions about clothes, artefacts and actions linked to different religions. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Understand and be sensitive to differences in diet, style of dress, festivals celebrated.

LITERACY

Comprehension ELG

Learn about different festivals and the stories behind them: Diwali and the Hindu story of Rama and Sita, Christmas and the Nativity could be an opportunity for roleplay and to talk in simple terms about the meaning of incarnation.

Word Reading ELG & Writing ELG

Add captions to a Noah's Ark toy or Nativity scene, write a simple response to a story or faith visitor.

UNDERSTANDING THE WORLD

Past and Present ELG

Talk about the work of people from faith communities, such as the vicar, imam, rabbi or priest. Look at similarities and differences in modern places of worship and more ancient religious buildings. Listen to stories from sacred texts and special books and hear how old stories were/are told and shared.

People, Culture and Communities ELG

Recognise different buildings and places connected with religion in the local community, such as memorials and charity clothing bank, make visits (real or virtual) to different places of worship. Invite people from different cultures and faiths for the children to question. Find out how religious festivals are celebrated in Britain and across the world.

The Natural World ELG

Listen to creation stories and talk about why it is important to look after the natural world.

EXPRESSIVE ARTS AND DESIGN

Creating with Materials ELG

Make rangoli patterns with chalk, rice, pasta, pattern blocks. Make a simple Easter garden. Provide clothes and materials from different cultures, with sensitivity to religious symbols which are sacred to believers.

Being Imaginative and Expressive ELG

Retell stories from a sacred text, acting out a known story with a moral message. Sing songs and hymns relating to faith stories. Use Tap Sticks to do a stick dance as part of Diwali celebrations. Retell a story with signifiers (Talk for Writing style).

LINKING RE TO THE CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

Playing and exploring:

Use small world to recreate and retell stories from different religions

Provide cultural and religious artefacts - or pictures of them - for the children to explore

Active learning:

Make visits to religious places in the community

Talk to visitors about their life and role in the community

Creating and thinking critically:

Pretend play to think beyond the 'here and now' and to understand another perspective

Make suggestions about why and how the characters act in a story, such as in a Godly Play setting

UNDERSTANDING THE WORLD

Understand that some places are special to members of their community:

- Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.
- Take children to places of worship and places of local importance to the community.
- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Recognise that people have different beliefs and celebrate special times in different ways:

- Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Religious Education - where does it fit in?

Cycle A	Autumn	Spring	Summer
EYFS	Special People / Special Places	Special Times / Special Books	Special Things
Year 1/2	1.1 Belonging - Who belongs? UC 2A.3 Incarnation / 2A.2 People Of God	1.3 What a wonderful world - Why is the world special? UC 1.2 Creation 2.A1 Creation / Fall	1.2 Worship - Why worship? UC 1.1 God (types of prayer) 1.4 Gospel
Year 3/4	4.1 Communities - Where is religion? UC2A.2 People of God p4-5 Unit 2A.4 Gospel / UC2A Incarnation	4.2 People who inspire us - What makes a saint? UC2A Salvation	4.3 Our world - Who cares? UC2B.2 Creation/Fall p.2-3
Year 5 / 6	5.1 Expressions - How is belief expressed? UC2B.1 God p2-3	5.2 Faith in action - What are the challenges? UC2A.2 People of God p4-5 / 2B.7 Salvation p4	5.3 Pilgrimage - Why pilgrimage?
Cycle B	Autumn	Spring	Summer
EYFS	Special People / Special Places	Special Times / Special Books	Special Things

Year 1/2	2.1 Lead us not into temptation - Right or wrong? UC 2A.4 Gospel 2A.1 Creation / Fall 1.1 God	2.2 Believing - What is true? UC - 1.5 Salvation 1.4 Gospel	2.3 Questions, questions - What are the Big Questions? UC 1.1 God 1.2 Creation
Year 3/4	3.1 Remembering - Why remember? UC2A.6 Kingdom of God / UC2A Incarnation	3.2 Founders of faith - Who, what and when? UC2A.4 Gospel / UC2A Salvation	3.3 Sacred places - What is sacred?
Year 5 / 6	6.1 Justice & Freedom - Is it fair? UC2B.3 People of God p5 / UC2B.8 Kingdom of God p4	6.2 Living a faith - What is identity? UC2B.8 Kingdom of God	6.3 Hopes and visions - What is life about? UC2B.7 Salvation / 2B.3 People of God / 2B.3 Creation / Fall

Key Knowledge & Vocabulary

Key Knowledge & Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Recall some of the symbols, artefacts and rules associated with belonging to a faith group. Recognise some similarities between faith groups. Talk about what it	Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. Tell of the ways people express identity in belonging to a	Name the key practices involved in sukkot. Talk about feelings following participation in a Remembrance Service. Name places of worship for local communities:	Link the festivals and practices of sukkot and the Christian festival of harvest. Name some key practices of remembrance such as: Remembrance Sunday, Dia de	Describe how a person of faith may pray. Name some of the similarities and differences between worship in different faiths. Explain what freedom means to people of faith -	Describe how a person of faith may communicate with God - prayer, art, music. Compare art work in Christianity and Islam. Name ways a person with a secular

	<p>means to belong and understand the importance of a promise. To read stories from sacred texts. To consider what believers can learn from them. To respond sensitively to what is right and wrong. Religion, life values, rules, naming, ceremonies, good, evil, fair, Adam and Eve, choice, tempt Shabbat</p>	<p>faith group, and show how they are similar to another faith group. To describe the temptation of Adam and Eve and Jesus. To be able to explain temptation in their own lives and how they make their own choices. To reflect on how belonging to a faith gives members a sense of identity. To respond sensitively to people of different faiths and cultures. Consequence, good, evil, fairness, moral choices, Adam and Eve, temptation, gospel Abraham Moses Sukkot</p>	<p>Church, temple, mosque. Name some key practices for Christians, Jews and Muslims - ten commandments, five pillars of Islam. Sukkot, Torah, Ner tamid, remembrance, festival, celebration, religion, identity, values, temple Tawhid salah (prayer) - five times each day Wudhu (washing/ablution) Kosher, Kosher, New and Old Testament Ten Commandments, Moses</p>	<p>los Muertos. Discuss ritual elements: reflective silence, words and music, laying of poppy wreaths, and visiting graves. Name key practices and rules for community life as a Christian, Jew, Muslim and how this impacts daily life. Identify religious communities within the local area. Armistice, promised land, Israel, ritual, universal, multicultural, diversity Tawhid salah (prayer) - five times each day Wudhu (washing/ablution) rak'ah sajdah (prostrating) ruku (bowing), Kosher,</p>	<p>Rosa Parks. Re-tell the story of the Prodigal Son explaining the impact of forgiveness. Name some of the ways it can feel to be treated differently. Give examples of global and social injustice e.g. Holocaust. Describe the work of those promoting harmony - Corrymeela. rak'ah (unit of prayer) Jibrael (angel messenger), Holy Communion confirmation, marriage, death, expression, identity, symbol, forgiveness, moral, parable</p>	<p>worldview expresses spirituality. Re-tell the story of those who have suffered injustice: Nelson Mandela / Gandhi. Explain some of the ways a Humanist might describe forgiveness. Describe a non-violent protest. Compare forgiveness examples from Christianity and Islam. Lailatul Qadr, spiritual, individual, secular, reconciliation, harmony, ethical, Madrasa (school for Islamic studies) Islamic art - calligraphy Musa</p>
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				New and Old Testament		
Spring	<p>Begin to recall and name key beliefs from Christianity and Judaism.</p> <p>Recognise the some similarities and differences between the key beliefs in Christianity and Judaism.</p> <p>Suggest two examples of religious beliefs that lead into action. To be able to recall the creation story from Christianity.</p> <p>To talk about the meaning of two different creation stories. To say why the world is special for faith members.</p> <p>To compare Christianity and Judaism and their key beliefs.</p>	<p>Recall and name key beliefs from Christianity and Judaism using key words, key figures and core beliefs.</p> <p>Recognise the similarities and differences between the key beliefs in Christianity and Judaism.</p> <p>Suggest two examples of religious beliefs that lead into action. Recall Christian and Jewish beliefs about God and creation stories, adding some detail. Name some ways of caring for the world. Retell a creation story using relevant vocabulary and</p>	<p>Describe what a saint is. Name some key local saints: Saint Margaret / St Lawrence/ St Augustine / St John and describe how they became saints. Describe ways that a person could become a saint. Name ways in which a person might be considered a saint.</p> <p>Name key religious leaders: Judas Maccabee and describe their stories. Retell the story of Moses. Describe what makes a good leader.</p> <p>Saint, inspiration, sacrifice, a 'cause', justice</p>	<p>Name key local saints and why they are important in our community.</p> <p>Describe ways that a person could become a saint - with reference to different faiths. Compare historical saints with modern-day heroes. e key events in the life of Muhammad (pbuh)? Describe how Isa, Ibrahim and Musa are important to Muslims. Identify similarities and differences between key religious leaders. Describe what makes a good leader with reference to faith founders studied.</p>	<p>Describe the belief of zakat. Explain the key principles of kibbutz. Describe a positive and negative influencer. Explain their own influencers and motivations. Create ten interview question for Malala about her beliefs. Know about the work of a local food bank. Create a map of key rites of passage in life. Describe a bar/bat mitzvah - link to Bible story of Jesus' Bar Mitzvah. Name ways people of faith and non-religious people mark transitions.</p> <p>Vocation,</p>	<p>Explain the influence of zakat. Describe a Kibbutz and the motivation to participate. Compare vocation for a person of belief and a non-believer. Create ten interview question for Andrew Copson about his belief in action. Describe a positive and negative influencer with examples. Explain their own influencers and motivations. Investigate the work of Christian Aid. Describe a bar/bat mitzvah and compare to a confirmation ceremony.</p>

	<p>To begin to explore how promises might influence a person's actions. To be able to discuss the meaning of two creation stories. To talk about the ways everyone can play their part in caring for the world.</p> <p>environment , climate world, universe, precious, care</p> <p>Easter Jesus - birth, death and resurrection teacher, disciples, Golden Rule, Shema</p>	<p>say where the story comes from. To be able to ask their own wondering questions about the world. To compare and make links between Christianity and Judaism. To consider where a faith member gets their beliefs. To reflect on their own beliefs. To explore how faith members, and themselves, show their beliefs. To be able to discuss the meaning of two creation stories.</p> <p>environment , climate world, universe, precious, care, mitzvot (commandments) mezuzah Pesach</p>	<p>and freedom, leader, teaching, Judas Maccabee, miracle</p>	<p>Saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom, commitment, founder, values, Epiphany</p>	<p>inspiration, influence, kibbutz, zakat (charity 2.5%) sawm (fasting)</p>	<p>Investigate how a religious community celebrates rites of passage. Understand the beliefs underpinning a rite of passage e.g. reading from the Torah.</p> <p>Morality, ethics</p>
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<p>Summer</p>	<p>Name the parts of a Church and a synagogue. Name the holy books - Bible and Torah, Old Testament and New Testament. Describe what different religions believe about god. Recognise aspects of worship in common with Christianity and Judaism. Reflect on the importance of worship in the life of a believer. Describe how the Church and synagogue are used and how the artefacts within are used in different ways. Church, synagogue, sabbath, Bible, Torah, universe, cycle of life</p>	<p>Know why a local place of worship is important for many people. Know that religions may offer different answers to the same questions. Name some of the ways believers may describe god. Consider and make responses to big questions from different worldviews. Talk about what happens in places of worship and describe how symbols and artefacts are used in each. Appreciate the similarities and differences in places of worship. Understand that some questions have no simple answers. universe, cycle of</p>	<p>Describe what the word sacred means - give an example of a sacred place. Compare the marriage ceremony of Christians, Muslims and Jews. Name the sacred places in a Church, synagogue and mosque. Re-tell stories of creation from Christianity, Islam and non-religious world views. Make reference to holy books and what they say about caring for the world. Sacred places, ceremony, symbols, artefacts, milestones of life - marriage, yad, bimah, scrolls, YWH,</p>	<p>Describe sacred places with reference to Christianity, Judaism and Islam. Compare the marriage ceremony of Christians, Muslims, Jews and non-religious world view ceremonies. Explain how believers revere sacred places within a Church, synagogue and temple. Describe the ceremony of bar/bat mitzvah and explain the importance. Analyse the impact of beliefs about creation and how we care for our world. Name key actions everyone can take in caring for the world. Refer to sacred texts</p>	<p>Describe how Eid ul Adha is celebrated. Describe the Hajj. Identify a place of pilgrimage in the UK. Explain the difference between a tourist and a pilgrim. Locate places of pilgrimage within the local community. Compare <i>To Be A Pilgrim with One More Step</i>. Explore what an ultimate question is. Begging to offer answers to ultimate questions. Begin to explain how different faiths describe what God is like. Know what the term resurrection means. Reflect on the purpose of life from a religious and</p>	<p>Describe how Eid ul Adha is important to Muslims. Reflect on the impact of Hajj on the person of faith. Investigate a place of pilgrimage in the U.K. Explain the impact of a pilgrimage on a person of faith. Consider life changing journeys e.g. John Bunyan's Pilgrims' Progress. Compare what different faiths say God is like and link this to sacred texts. Know what the term resurrection means and how this is a Christian message for hope. Give examples of beliefs about what it means to</p>
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		<p>life resurrection gospel Sunday prayer parable creed priest, minister cross, dove, baptism, font, candle creation - Adam, Eve Moses - Ten Commandments</p> <p>Advent Lent, Good Friday Easter</p>	<p>stewardship, environment, ecology, Eco schools, Friends of the Earth, habitat</p>	<p>when describing what God is like. Know the meaning of Tu B'Shevat to a Jewish person. Sacred places, ceremony, symbols, artefacts, milestones of life - marriage, Ummah 99 names of Allah, covenant, Adonai, Bar/Bat Mitzvah, psalms, khalifah, Extinction Rebellion, Greenpeace, Eco Warriors Tu'b Shevat</p>	<p>non-religious view. Explore their hopes and dreams for the future.</p> <p>Eid ul Adha, Hajj, journeys, rituals, pilgrim, purpose, meaning of life, hope</p>	<p>have a soul. Reflect on the purpose of life from a religious and a non-religious world view with reference to sacred texts. Explore their hopes and dreams for the future.</p> <p>Hajj (pilgrimage) ihram (worn by pilgrims) Kabah Madina, pilgrimage, mission, ambition</p>
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