



## Whole School Curriculum Progression Grid: Religious Education

### Intent

At Bucklesham Primary School, the aim of Religious Education is to help children to acquire and develop knowledge, understanding and respect of Christianity and the other principal religions represented in Great Britain. We aim to understand the way that religious beliefs shape our lives and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance our spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. It plays an important role, along with all other curriculum areas, particularly PSHE, in the teaching of British Values and promoting the spiritual, moral, social, and cultural development of our children.

### Implementation

#### **Teaching and learning:**

- Emmanuel units to be used
- Core concepts based on enquiry centred lessons
- Weekly timetabled lessons that commit time for the following aspects:
  - ✓ Engaging with the key concept in their own lives/world.
  - ✓ Enquiring into an aspect which relates to the key concept
  - ✓ Exploring an understanding of the key concept through 3 areas (i) Text or Narrative (ii) Community Practice (iii) Living
  - ✓ Evaluating
  - ✓ Expressing
- Use Knowledge organisers provided by the Diocese to ensure the core concepts are taught.

#### **Language development:**

- Correct religious terminology to be used relating to the core concepts of the faith studied.
- Students encouraged to ask and answer big questions by enquiring into an aspect of the religion which relates to the concept.
- Pupils are encouraged to explain their ideas, ask questions and listen to others through their RE sessions
- Technical language and vocabulary are explicitly taught to promote a shared understanding

- As in all subjects, high quality questioning supports pupils' understanding of language

**Recording:**

- Books/folders to be used to record outcomes of learning.
- All lessons should have a learning objective and success criteria, which are learning focussed, rather than task focussed
- Photographs, activities, tasks and challenges should be evidenced in books/folders to show progress and record learning
- Some lessons may be more discussion based, with verbal feedback provided.
- Range of ways to record including written pieces (mainly KS2), art, notelets, drama, models.

**British values:**

- Understanding of the impact of beliefs on societies, communities and on individuals.
- Appreciation of what happens in the religious community, particularly focused around places of worship.
- The response of the individual.
- Respect for diverse beliefs.

## Impact

Our RE curriculum ensures our pupils are committed to being aware of the different beliefs and values people hold in their local environment and the wider world and have a deeper understanding of the Christian faith in a variety of expressions. They will be able to consistently demonstrate a respect for diversity in their thoughts and actions, and can participate confidently in philosophical discussions with interest, respect, awe and wonder.

Long term planning:

**The *Emmanuel* Project EYFS Scheme of Work for RE – Suffolk Agreed Syllabus**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Why is the word 'God' so important to Christians?</b>	<b>Why do Christians perform nativity plays at Christmas?</b>	<b>How can we help others when they need it?</b>	<b>Why do Christians put a cross in an Easter garden?</b>	<b>What makes every single person unique and precious?</b>	<b>How can we care for our wonderful world?</b>
					
<b>CREATION 1</b>	<b>INCARNATION 1</b>	<b>SALVATION 2</b>	<b>SALVATION 1</b>	<b>INCARNATION 2</b>	<b>CREATION 2</b>
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>A Muslim whispering Allah in a baby's ear</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>Hindus celebrating at Raksha Bandhan</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>

### The *Emmanuel* Project Scheme of Work for Key Stage 1 RE – Suffolk Agreed Syllabus

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		YEAR <b>1</b> OR <b>A</b>
<b>Belonging</b> <i>Where and how people belong and why belonging is important</i>				<b>Stories and Books</b> <i>How and why some stories and books are sacred and important</i>		<b>Prayer and Worship</b> <i>How and why some people pray and what happens in a place of worship</i>		<b>Celebrations</b> <i>What celebrations are important in religion and why</i>		<b>Prayer and Worship</b> <i>How and why some people pray and what happens in a place of worship</i>		
<b>Christianity</b> Baptism / church <i>Why is belonging to God and the church family important to Christians?</i>		<b>Judaism</b> Mitzvot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>		<b>Christianity</b> Parables / gospel <i>What did Jesus teach about God in his parables?</i>		<b>Christianity</b> Prayer / worship <i>Why do Christians pray to God and worship him?</i>		<b>Christianity</b> Emmanuel / Holy Spirit <i>How does celebrating Pentecost remind Christians that God is with them always?</i>		<b>Judaism</b> Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i>		
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		YEAR <b>2</b> OR <b>A</b>
<b>Believing</b> <i>What some families believe about God, the natural world, human beings, a significant figure</i>				<i>A unit of school's own choice – EP chose</i> <b>Believing – Islam</b>		<b>Symbols and Artefacts</b> <i>How symbols and artefacts are used to express religious meaning and why</i>		<b>Leaders &amp; Teachers</b> <i>Figures who have an influence on others locally, nationally and globally in religion and why</i>				
<b>Judaism</b> Teshuvah / G-D <i>Why do Jewish families talk about repentance at New Year?</i>		<b>Christianity</b> Saviour / Jesus <i>Why was Jesus given the name 'saviour'?</i>		<b>Islam</b> Allah / mercy <i>How do some Muslims show Allah is compassionate and merciful?</i>		<b>Christianity</b> Resurrection / joy <i>What are the best symbols of Jesus' death &amp; resurrection at Easter?</i>		<b>Christianity</b> Disciple / faith <i>Why do Christians trust Jesus and follow him?</i>		<b>Judaism</b> Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>		

The *Emmanuel* Project Scheme of Work for Key Stage 2 RE – Suffolk Agreed Syllabus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Religion and the Individual</b> <i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i>			<b>Symbols and Religious Expression</b> <i>How religious and spiritual ideas are expressed</i>	<b>Beliefs in Action in the World</b> <i>How religions respond to global issues</i>	Revisiting Judaism ~ Symbols and Religious Expression	YEAR <b>3</b> OR <b>A</b>
<b>Christianity</b> <i>How do Christians show that reconciliation with God and others is important?</i>	<b>Islam</b> <i>How does a Muslim show their submission and <u>obedience</u> to Allah?</i>	<b>Hinduism</b> <i>Why do Hindus want to collect good <u>karma</u>?</i>	<b>Christianity</b> <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	<b>Christianity</b> <i>What do Christians mean when they talk about the Kingdom of <u>God</u>?</i>	<b>Judaism</b> <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Inspirational People</b> <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>			<b>Encountering Sikhism</b> ~ Inspirational People	<b>Religion, Family and Community</b> <i>How religious families &amp; communities practise their faith &amp; the contributions this makes to local life</i>	<b>Encountering Sikhism</b> ~ Religion, Family and Community	YEAR <b>4</b> OR <b>B</b>
<b>Christianity</b> <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	<b>Islam</b> <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	<b>Hinduism</b> <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	<b>Sikhism</b> <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	<b>Christianity</b> <i>Why do Christians believe they are people on a <u>mission</u>?</i>	<b>Sikhism</b> <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Teachings and Authority</b> <i>What sacred texts and other sources say about God, the world and human life</i>			Revisiting Judaism ~ Worship, Pilgrimage and Sacred Places	<b>Worship, Pilgrimage and Sacred Places</b> <i>Where, how &amp; why people worship, inc. importance of particular religious sites</i>	Encountering Buddhism ~ Symbolism and Religious Expression	YEAR <b>5</b> OR <b>A</b>
<b>Christianity</b> <i>Why is the <u>gospel</u> such good news for Christians?</i>	<b>Islam</b> <i>What does the <u>Qur'an</u> <u>reveal</u> about Allah and his guidance?</i>	<b>Hinduism</b> <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	<b>Judaism</b> <i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i>	<b>Christianity</b> <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	<b>Buddhism</b> <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Beliefs and Questions</b> <i>What key beliefs people hold about God, the world and humans</i>			Encountering Buddhism ~ Journey of Life and Death	<b>Journey of Life and Death</b> <i>Why some occasions are sacred to believers and what people think about life after death</i>	Encountering Humanism ~ Journey of Life and Death	YEAR <b>6</b> OR <b>B</b>
<b>Christianity</b> <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	<b>Islam</b> <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	<b>Hinduism</b> <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	<b>Buddhism</b> <i>How does the Triple <u>Refuge</u> help Buddhists in their journey through life?</i>	<b>Christianity</b> <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	<b>Humanism</b> <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	

## Progression:

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	Ra I can remember something that happens in a faith story	Rb I can recognise something a person is doing because of their religion e.g. praying	Rc I can recognise an object, picture or word that is important to a religious person	Rd I can talk about things that happen to me	Re I can talk about something interesting in a story or in the world around me	Rf I can talk about what is important or special to me
Y1	1a I can remember a faith story and know who it is special to	1b I can use the right words to talk about something a person does in their religion	1c I can suggest why a particular artefact, text or picture is important to a religious person	1d I can talk about things that happen in my family, my class or my religion	1e I can ask why a story is told, and what I learn from it, including a religious story	1f I can talk about something which is important for me and why
Y2	2a I can tell a faith story and say why it might be important to a believer	2b I can talk about something religious people do together as part of their worship in a religious building	2c I can say what a religious symbol stands for, or what some art, music or words are about for a believer	2d I can ask respectfully about what happens in groups my friends or others belong to, including a faith group	2e I can talk about the meaning in a story, including a religious story, and about any questions it raises	2f I can talk about what is important to others, including religious believers, and ask respectfully about why

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a believer might learn from a religious story / text	3b I can describe some similar things religious people do as part of their faith / way of life	3c I can describe some ways people show their beliefs using religious words correctly	3d I can recognise some of the things which influence me e.g. family, friends, faith	3e I can ask good questions about life and communicate some of my ideas for answers	3f I can link things that are important to me with the way I think and behave
Y4	4a I can describe what believers might learn from a religious story about God or living	4b I can describe some things religious people do as part of their faith that are the same and some that are different	4c I can describe some different ways people show their beliefs using religious words, art or symbols	4d I can compare some things that influence me with those that influence other people, including religious believers	4e I can ask important questions about life and compare ideas with those of other people, including people of faith	4f I can link things that I, and others, value, with the way we choose to think and behave
Y5	5a I can make links that show how the beliefs of religious groups come from particular sources or teachings	5b I can use the right religious words to describe practices and experiences involved in belonging to religious groups	5c I can show how believers express their religious beliefs and feelings in different ways, and suggest why	5d I can ask questions about groups people choose to belong to, or identify with, and include reference to people who inspire others to belong	5e I can ask questions about the meaning and purpose of life, and suggest answers of my own and one a religious believer might give	5f I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs
Y6	6a I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives	6b I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations	6c I can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity	6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer	6f I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature