



'Roots to Grow and Wings to Fly'

Curriculum Progression Document

Religious Education

Contents

Curriculum Intent

Whole School Programme of Study

Religious Education in The Early Years Foundation Stage

EYFS and KS1 Curriculum Overview

Reasoning Behind our EYFS and KS1 Religious Education Curriculum

EYFS and KS1 Vocabulary

KS2 Curriculum Overview

Reasoning Behind our KS2 Religious Education Curriculum

KS2 Vocabulary

Progression in RE Skills

What will Religious Education look like in the classroom?

Assessment

SEN

Monitoring and reviews

Curriculum Intent

Intent - Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principal aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principal religions and worldviews in the local, national and wider global community. Our curriculum promotes discussion and encourages children to ask questions and share their views. Key values of respect and tolerance are taught and additionally, children will apply fairness, trust and acceptance as part of the learning process.

The key aims for religious education are reflected in the two attainment targets.

- Attainment Target 1- Learning about religion and belief
- Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.

Whole School Programme of Study

The DfE's statutory guidance on the curriculum makes it clear that 'All schools are required to teach religious education at all key stages.' The parent/carer of a pupil has the right to request that their child be excused from all or part of the RE provided.

Our Whole School curriculum is based on a 4 year rolling plan, to provide flexibility for our mixed year classes. Our spiral curriculum allows for the development of core learning and understanding, particularly within key stages.

As a Church School we follow the statutory Somerset Agreed Syllabus: Awareness, Mystery and Value (2019), supported by Understanding Christianity resources. At EYFS and Key Stage 1, children are required to learn about Christianity plus one other faith. At Key Stage 2 children are required to learn about Christianity plus three other faiths. RE is taught weekly, for one hour in Key Stage 1 and 1 hour 15 mins in Key Stage 2.

RE teaching is linked to daily collective worship in school through explicit teaching and celebration of our core Christian values. We visit St Bartholomew's Church for key religious celebrations of Harvest, Christmas and Easter and celebrate their significance through deeper learning in RE across the school.

Religious Education in The Early Years Foundation Stage

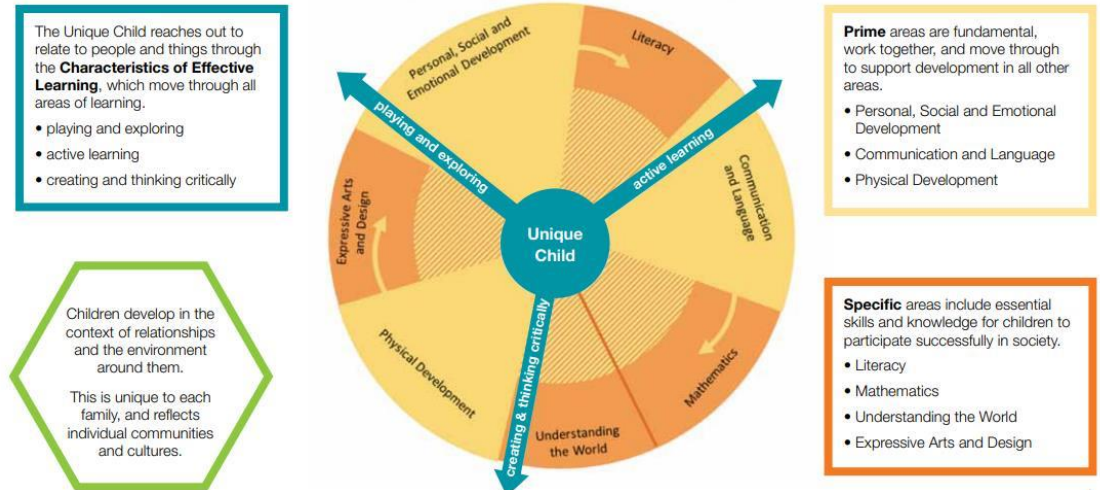
Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following links to the teaching and learning of Religious Education in our EYFS:

ELG: People, Communities and Cultures

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.



KS1 YEAR D (2023-24)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
THEME	Maps and beyond	Invaders and Raiders	Feeling hot, hot, hot	Crewkerne through the ages	Water, Water Everywhere	Going for gold	
People, Culture and Communities	<p>AMV: Special Me. To know what makes them special.</p> <p>To share what is special to them and explain why.</p> <p>To explain why God is special to</p>	<p>AMV: Special Times Explore special times in the Christian and Jewish Faith (Birthdays, Christmas and Hannukah).</p> <p>To talk about how Hindus celebrate Diwali</p>	<p>AMV: Special Places To know that the Church is a special place for Christians.</p> <p>To know about Baptism.</p> <p>To be able to name key features from within</p>	<p>AMV: Special Times To know about Pesah and its origins in the narrative in the Torah.</p> <p>To know that Christians celebrate</p>	<p>AMV: Special Stories God. To retell the story of creation.</p> <p>To know how communities can work together to make our world a beautiful place to</p>	<p>AMV: Special Stories Jesus. To retell some stories from the bible (house on the rock, healing the man with leprosy etc)</p> <p>To know that people in other countries</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and</p>

	<p>Christians.</p> <p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> <p>To know that people in other countries may speak different languages (French)</p>	<p>the Church.</p> <p>To comment on similarities and differences between a Church and a Synagogue.</p> <p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p> <p>To know that people in other countries may speak different languages (French)</p>	<p>Easter.</p> <p>To know that people in other countries may speak different languages (French)</p>	<p>live.</p> <p>To know that people in other countries may speak different languages (French)</p>	<p>may speak different languages (French)</p>	<p>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 (where appropriate) maps.</p>
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EYFS and KS1 Religious Education Curriculum Overview

Values	Courage	Hope	Compassion	Forgiveness	Trust	Respect
	<u>Autumn</u> <u>Harvest and Christmas</u>		<u>Spring</u> <u>Easter</u>		<u>Summer</u>	
<u>EYFS</u>	Unit 1: Special me – Who are we?	Unit 2: Special Times UC F2 Incarnation: Why do Christians perform nativity plays at Christmas?	Unit 3: Special Places – the local church building	Unit 4: Special Times UC F3 Salvation: Why do Christians put a cross in an Easter garden?	Unit 5: Special stories – God/Creation UC F1 God/Creation: Why is the word God so important to Christians?	Unit 6: Special stories - Jesus
<u>KS1</u>	<u>Year A</u>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas UC 1.3 Incarnation: Why does Christmas matter to Christians?		Unit 1: What do Christians believe about God? UC 1.1 God: What do Christians believe God is like?	UC 1.5 Salvation: Why does Easter matter to Christians?	Unit 5: What do Jewish people believe about God and the Covenant?
	<u>Year B</u>	Unit 6: What do Jewish people believe about Torah?	UC 1.3 Incarnation: Why does Christmas matter to Christians?	Unit 4: What do Christians believe about forgiveness? Link with Easter UC 1.5 Salvation: Why does Easter matter to Christians?	Unit 3: What do Christians believe about love? – (agape) UC 1.4 (Gospel): What is the good news Jesus brings?	
	<u>Year C</u>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas UC 1.3 Incarnation: Why does Christmas matter to Christians?		Unit 1: What do Christians believe about God? UC 1.1 God: What do Christians believe God is like?	UC 1.5 Salvation: Why does Easter matter to Christians?	Unit 5: What do Jewish people believe about God and the Covenant?
	<u>Year D</u>	Unit 6: What do Jewish people believe about Torah?	UC 1.3 Incarnation: Why does Christmas matter to Christians?	Unit 4: What do Christians believe about forgiveness? Link with Easter UC 1.5 Salvation: Why does Easter matter to Christians?	Unit 3: What do Christians believe about love? – (agape) UC 1.4 (Gospel): What is the good news Jesus brings?	

Year 1 will explore Core resources and Year 2 will explore Digging Deeper resources in Understanding Christianity

Reasoning Behind our EYFS and KS1 Religious Education Curriculum

STAGE <u>EYFS</u> TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
Unit 1: Special me – Who are we?	All children are unique and special. We teach this because we are encouraging pupils to reflect on the things that make them who they are - unique, precious and special. We also want our children to think about what is important to them and the beliefs that shape us as we belong to a diverse community. As a Church of England school, we also want the pupils to reflect on the people that are special to them and to see why Jesus might be important to Christians.	Christian Values: Hope, Trust, Respect, Compassion
UC Unit 2: Special Times	We teach this because we want our children to understand that all faiths have special times with similar and different ways of celebrating. Children will particularly look at special times in the Christian faith and Jewish faith. We also want children to know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants.	Christian Values: Love, Respect, Compassion.
UC F2 Incarnation: Why do Christians perform nativity plays at Christmas?	We teach this so our youngest children understand Jesus as the Son of God, who came to live with us on Earth. Following on from their thoughts about who is special in their own lives, we teach children that Christians believe that every person is precious and special to God.	Christian Values: Love, Respect, Compassion.
Unit 3: Special Places – the local church building	Special places mean different things to different people. Many people have had different experiences in the same place: for example churches. We are lucky to have St Bartholomew's church on our doorstep that we use for visits and services. We teach this because we want the children to reflect on the places that are special to them and to see how religious places might be important to believers.	Christian Values: Respect. Church: Visit To The Church.
Unit 4: Special Times	We teach this to the children to enable them to understand Jewish Identity and what it means to be a Jew. Being a Church of England school learning about and celebrating Easter is of significant importance. This unit enables the children to learn about Passover and compare this with Easter.	Christian Values: Respect.
UC F3 Salvation: Why do Christians put a cross in an Easter garden?	The Easter Story supports our school core values. We teach children the Christian belief in Jesus' role in showing God's love for all. Children will learn about Jesus' last week, which we remember as Easter time and the good news of new life all around us. We help children connect this to their own lives.	Christian Values: Respect, Compassion, Love.

'Roots to Grow and Wings to Fly'

Unit 5: Special stories – God/Creation UC F1 God/Creation: Why is the word God so important to Christians?	We live in a beautiful world that we want the children to learn to care for and protect as they live a fulfilled life. We teach this because it is important for the children to consider how the world was created. We also want them to reflect upon the Jewish and Christian beliefs that flow from their shared creation story.	Christian Values: Respect
Unit 6: Special stories - Jesus	We are a Church of England First School and our values are linked to stories from the Bible. We teach this because we want the children to begin to understand what the Bible says about Jesus.	Christian Values: Respect, Love, Hope.

STAGE <u>KS1</u> TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE
Unit 2: What do Christians believe about Jesus? Link to Incarnation	As a church school, we want children to be able to see the timeline of Jesus' life on earth. They will identify these stories from the Bible and will link them with the religion of Christianity. They will understand the significance of the birth of Jesus, as the Son of God. Children explore how Christians find out about what Jesus is like and how he wants them to live from the teachings of the Bible.	<i>Christian Values:</i>
UC 1.3 Incarnation: Why does Christmas matter to Christians?	We want them to understand the meaning of the Christian festival of Christmas. That different Gospels from the Bible tell of the birth of Jesus, Son of God, who was worshipped as a King. The story of 'good news' was given to very poor people and helps children understand love, gratitude and thankfulness.	Hope, Trust, Respect, Compassion
Unit 1: What do Christians believe about God?	Children are able to learn more about God, and how Christians believe God would like us to live our own lives. They will know that the Christian Holy Book is called the Bible, and that it is divided into two parts – Old Testament– (Jesus was a Jew) and New Testament. Children will focus on the story of Creation from the Old Testament in the Bible which Christians believe expresses their key beliefs about creation. By looking at Bible stories from the Old Testament, which Christians share with Judaism, as well as the ways Christians might praise, worship and pray to God, children can develop their thinking of God.	Trust, Respect
UC 1.1 God: What do Christians believe God is like?		
Unit 4: What do Christians believe about forgiveness? Link with Easter	We want children to recall that the Christian Holy book is called the Bible, containing the Old and New Testaments. They need to remember Bible stories associated with the events of Holy Week and to know the order of the key events. These events provide a closing point on the timeline of Jesus' life. Children will identify these stories with the religion of Christianity. Children think about the link between God and people, that Jesus	Respect Compassion Forgiveness

'Roots to Grow and Wings to Fly'

<p>UC 1.5 Salvation: Why does Easter matter to Christians? (core)</p>	<p>gave his life and forgave all, that God forgives Christians also. It provides a strong message of faith, compassion and forgiveness. These concepts help children think of what this means in their own lives. It introduces KS1 children to the Christian belief that Jesus rose from the dead, giving hope of a new life, in following God.</p>	<p>Hope, Forgiveness, Compassion</p>
<p>UC 1.5 Salvation (digging deeper)</p>	<p>We teach this so that children can think more about Jesus providing Salvation by saving people, giving us a way back to God. Children can relate God's forgiveness to us when we do wrong. Exploring forgiveness in our own lives and how this makes us feel. Children can link this to personal choices, and to our PSHE learning.</p>	
<p>Unit 3: What do Christians believe about love? – (agape)</p>	<p>We want children to know that the Bible contains Gospels, or 'good news'. They will understand that for Christians, the good news is being loved by God and forgiven for bad things. Also that Jesus taught that people should be loving, kind and forgiving to everyone. The story of the Unmerciful Servant helps children identify forgiveness in the Lord's Prayer. We want children to relate this to their own lives, learning from the teachings of the Gospels and thinking how they can use Christian values in practice.</p>	<p>Trust, Hope, Courage</p>
<p>UC 1.4 (Gospel): What is the good news Jesus brings?</p>		
<p>Unit 5: What do Jewish people believe about God and the Covenant?</p>	<p>We want children to be able to develop respect for key faiths and to do so by learning about what they mean to others, and how followers live their lives. Children will learn about the Jewish Creation story and will find similarities and differences between Judaism and Christianity. They will learn how Jewish people refer to God, the meaning of the symbol of the Star of David. They will understand that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.</p>	<p>Respect, Trust, Courage</p>
<p>Unit 6: What do Jewish people believe about Torah?</p>	<p>We want children to learn that about the most important sacred Jewish text, the Torah. Having reflected on what God means to Christians, children will now consider the same question for followers of Judaism, with reference to the teachings of the Torah, worship in both the synagogue and also in Jewish people's home lives, where times for work, rest and prayer are observed.</p>	<p>Respect, Trust, Courage</p>

EYFS And KS1 Religious Education Vocabulary

<u>EYFS</u>
<p>Special Me Unique, Christian, Difference Family, Belong</p>
<p>Special Times 1 Hanukkah, Menorah, Dreidel, Jesus, Shepherds, Wise Men, Worship</p>
<p>Special Places Font, Altar, Pulpit Sanctuary, Jew, Synagogue, Torah Scroll</p>
<p>Special Times 2 Covenant, Seder, Matzah, Pesah Passover, Easter Cross</p>
<p>Special Stories- God Creation, Creator</p>
<p>Special Stories- Jesus Disciple, Follower, Leprosy, Miracle, Judge, Judgemental, Criticise</p>

<u>Key Stage 1</u>
<p>What do Christian People Believe about God? Prayer, Bible, God, Gospel Harvest, Shepherd, Human</p>
<p>What do Christian People Believe about Jesus? Jesus, Baptism, Father, Son, Holy Spirit, Trinity New Testament, Old Testament Christmas, Christ, Lord, Messiah, Son of God</p>
<p>What do Christian People Believe about Love? Samaritan, Disciple, Miracle, Christ, Lord, Messiah, Son of God, Selfish, Widow, Rich, Charity, Agape</p>
<p>What Do Christian People Believe about Salvation? Bible, Faith, Important, Belief, Christians, Verses, Chapter, Cross, Symbol, Good Friday, Easter, Sad, Angry, Humble, Serve, Last Supper, Crucifixion, Resurrection. New Life,</p>
<p>What do Jewish People believe about the Torah? Law, Torah, Moses, Simchat Challah, Kippah, Tallit, Yad Torah Scroll, Chupah, Ketubah, Mazel Tov</p>
<p>What do Jewish People believe about the God and the Covenant? God, Creation, Universe, Star of David, Jerusalem, Israel, Abraham</p>

KS2 Curriculum Overview

Stage	Courage	Hope	Compassion	Forgiveness	Trust	Respect
LKS2	Autumn Harvest and Christmas		Spring Easter		Summer	
Year A	Unit 5: What do Christians believe about God and incarnation? (link with Christmas) UC 2a.2 God/Incarnation: What is it like to follow God? UC 2a.3 What is the Trinity?		UC 2a.1 Creation: What do Christians learn from the creation story?	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	Unit 2: What do Muslim people believe about Islam and Iman?	
Year B	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 4: What do Christians believe about Salvation? (link with Easter) UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday?	Unit 6: What do Christians believe about Agape? UC 2a.4 Gospel: What kind of world did Jesus want? UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?		
Year C	Unit 5: What do Christians believe about God and incarnation? (link with Christmas) UC 2a.2 God/Incarnation: What is it like to follow God? UC 2a.3 What is the Trinity?		UC 2a.1 Creation: What do Christians learn from the creation story?	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	Unit 2: What do Muslim people believe about Islam and Iman?	
Year D	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 4: What do Christians believe about Salvation? (link with Easter) UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday?	Unit 6: What do Christians believe about Agape? UC 2a.4 Gospel: What kind of world did Jesus want? UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?		

<u>Stage</u>	<u>Courage</u>	<u>Hope</u>	<u>Compassion</u>	<u>Forgiveness</u>	<u>Trust</u>	<u>Respect</u>
UKS2	<u>Autumn Harvest and Christmas</u>		<u>Spring Easter</u>		<u>Summer</u>	
<u>Year A</u>	Unit 11: What do Christians believe about God and incarnation? (link with Christmas) UC 2b.4 Incarnation: Was Jesus the Messiah?	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	UC 2b.6 Salvation: What did Jesus do to save human beings?		Unit 8: What do Muslim people believe about Islam and Iman?	
<u>Year B</u>	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	UC 2b.2 Creation and Science: Conflicting or complementary?	Unit 10: What do Christians believe about Salvation? UC 2b.7 Salvation: What difference does the Resurrection make for Christians?	Unit 12: What do Christians believe about Agape? UC 2b.5 Gospel: What would Jesus do?		
<u>Year C</u>	Unit 11: What do Christians believe about God and incarnation? (link with Christmas) UC 2b.4 Incarnation: Was Jesus the Messiah?	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	UC 2b.6 Salvation: What did Jesus do to save human beings?		Unit 8: What do Muslim people believe about Islam and Iman?	
<u>Year D</u>	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	UC 2b.2 Creation and Science: Conflicting or complementary?	Unit 10: What do Christians believe about Salvation? UC 2b.7 Salvation: What difference does the Resurrection make for Christians?	Unit 12: What do Christians believe about Agape? UC 2b.5 Gospel: What would Jesus do?		

Reasoning Behind our KS2 Religious Education Curriculum

STAGE LKS2 TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE
Unit 5: What do Christians believe about God and incarnation?	We want children to build on existing knowledge from Bible stories about what God is like and his relationship with his followers. This open-ended enquiry poses many questions for children to discuss. In our daily Collective Worship, we name the Trinity. We will look at examples of everyday Christian life – eg Infant Baptism and Believers' Baptism when the Trinity is named in the welcoming into the Christian Church.	Christian Values: Hope, Trust, Compassion
UC 2a.2 God/Incarnation: What is it like to follow God?	Children will refer to Old Testament stories of people of Israel known as the People of God – and their relationship with God, who tried to live the way he wants and to follow him. That God promises to stay with them and their belief that God keeps his promises. They will make links between: Noah, the covenant and our lives today.	Hope, Trust, Compassion
UC 2a.3 What is the Trinity?	We wish children to reflect on the Christian belief that God is Trinity: God the Father who creates, he sends his Son who saves his people, the Son sends the Holy Spirit to his followers. Christians believe the Holy Spirit is at work in the world today. In their worship and search to understand God, many Christians have shown their ideas in different forms of art. This provides opportunities for our children's enquiry, reflection and expression.	Trust, respect
UC 2a.1 Creation: What do Christians learn from the creation story?	We want children to deepen their understanding of the Bible's Big Story and to place God and Creation on this timeline. Recalling the story of Creation and reflecting on what Christians believe God cares for. How does he help people live their lives? Children will consider how Christians and others take care of our world today.	Respect, Trust
Unit 1: What do Jewish people believe about God and the Covenant and Torah? (Passover)	Developing knowledge of Judaism from KS1 helps our learners to respect that others' religious beliefs are deeply felt. Learning about Jewish worship at the synagogue and the importance of the Torah scrolls helps children to find out how Jewish faith meets everyday lives. Children learn the story of The crossing of the Red Sea, and the Passover festival. The Giving of the 10 Commandments to Moses the Jewish people's relationship with God.	Respect, compassion
Unit 2: What do Muslim people believe about Islam and Iman?	Learning about a further key faith helps our learners to respect that others' religious beliefs are deeply felt. We want children to learn about the Islamic faith: belief in only one God, that Muhammad is the Messenger of God, also worship, prayer, the sacred text of the Qur'an, and the importance of the will of Allah in Muslim believers' everyday lives. God's message is known as the 'Straight Path' or the Shariah.	
Unit 3: What do Hindu people believe about	Learning another key faith helps us respect that others' religious beliefs are deeply felt. Core belief – Dharma means 'right-living'. Hindu holy books describe deities Rama and Krishna as Avatars, Gods in human form. Key stories of Rama are from the Ramayana. Its principles: respect for parents, keeping promises, doing the right thing	

'Roots to Grow and Wings to Fly'

Dharma, Deity and Atman?	even when it's hard, and using power with care and responsibility towards those with less power. That God guides us to help us see our way. Children will find out about Hindu worship in a Mandir or daily puja at home.	
Unit 4: What do Christians believe about Salvation? (link with Easter)	In learning more details of the Easter story, children learn Christian belief that Jesus' death leads to God's forgiveness. Discuss the claims: God's perfect world; humanity went wrong; God had a salvation plan; and God enters the world as Jesus to save humanity. Revisiting Christian belief in the Bible stating what God is like and his relationship with his followers. The story of Zacchaeus shows that Christian belief in Jesus' forgiveness.	Hope, Forgiveness, Courage, Compassion
UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday?	Continue ordering events on the Big Story timeline: Creation/Fall, Incarnation, Gospel, Salvation. Christians recognise Easter as the close of Jesus' life on earth, that he rose from the dead and is alive today. Children can express ideas about the joy, sadness despair and hope of this story. They can explore Christian ideas through reflection, empathy and imagination.	
Unit 6: What do Christians believe about Agape?	Know and recall the story of the Good Samaritan. In the parable of the Good Samaritan, Jesus says we should love everyone including enemies. Thus expressing disinterested love (agape) as in the example of the Samaritans and Jews. It is freely given; generous; selfless; self-sacrificing.	Trust, Compassion
UC 2a.4 Gospel: What kind of world did Jesus want?	We want children to understand Gospel as a Christian record of the life and teachings of Jesus. There are lots of messages and parables, many show Jesus befriending or assisting unlikely people, and showing how to help your neighbour. These offer many ways for our children to reflect on how we live our lives.	Trust, Respect, Compassion
UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?	Children will make clear links between the Day of Pentecost and Christian belief about the Kingdom of God on earth. This offers discussion about how Christians believe they may follow God in the world today through the Holy Spirit, as well as the ways described in the Bible.	Trust, Respect, Courage, Compassion

STAGE <u>UKS2</u> TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
Unit 11: What do Christians believe about God and incarnation? (link with Christmas) UC 2b.4 Incarnation: Was Jesus the Messiah?	These units will help older children to look at evidence from different sources. They can compare and reflect on different viewpoints of events (e.g. different gospel accounts of the nativity) and they can also compare religious viewpoints: for example in Christianity, the Old Testament talks about a rescuer, a messiah. Christians see Jesus as the saviour, their salvation, part of God's longer plan to restore his relationship with humanity. Pupils may contrast with Judaism where Jesus is not seen in this way. They will reflect on the Christian belief that Jesus is both human and divine.	Christian Values: Hope, Trust, Compassion

'Roots to Grow and Wings to Fly'

<p>UC 2b.6 Salvation: What did Jesus do to save human beings?</p>	<p>Children build on their growing knowledge of the Big Picture of the Bible. They discuss Jesus' death in terms of sacrifice recognising that Jesus' death was to balance the sin in an imperfect world. Discuss how Christians today celebrate Holy Communion.</p>	<p>Hope, Forgiveness, Courage, Compassion</p>
<p>Unit 7: What do Jewish people believe about God and the Covenant and Torah? (Passover)</p>	<p>We want children to further their understanding of other faiths and to respect their different values, customs and beliefs. Learning about the importance of their sacred texts helps our children to identify the concepts of both the Jewish, Islamic and Hindu faiths and to provide opportunities for pupils to actively interpret religious meaning from their findings. They will acquire knowledge of the practices and values of these faiths and begin to relate these to their own experiences.</p>	<p>Respect, compassion</p>
<p>Unit 8: What do Muslim people believe about Islam and Iman?</p>		
<p>Unit 9: What do Hindu people believe about Dharma, Deity and Atman?</p>		
<p>UC 2b.2 Creation and Science: Conflicting or complementary?</p>	<p>We want older children to look at religious texts in detail, so that they may draw religious meaning from them. They will look at Genesis in the light of the Christian creation story. They will weigh up viewpoints about how far the Genesis text is in collaboration or conflict with a scientific account.</p>	<p>Trust</p>
<p>Unit 10: What do Christians believe about Salvation?</p>	<p>Children will use prior knowledge of both incarnation and Salvation and understand and use key vocabulary: atonement, punishment, debt, forgiveness, sin, resurrection and reconciliation. They will be able to see these from a Christian point of view and begin to draw their own meaning from these accounts. In UKS2 children will begin to see how Christians and others put their beliefs into practice in different ways, and how these beliefs may shape how people respond to challenges in the world today.</p>	<p>Hope, Forgiveness, Courage, Compassion</p>
<p>UC 2b.7 Salvation: What difference does the Resurrection make for Christians?</p>		
<p>Unit 12: What do Christians believe about Agape? UC 2b.5 Gospel: What would Jesus do?</p>	<p>From knowledge of the Bible, recall what Jesus said about selfless, unconditional love. Suggest ways that Christians today live out these beliefs. Give examples of ways Christian Church shows the love of God. The good news of the Gospels show that Jesus did not just favour right over wrong, but he sought to favour the weak and vulnerable, rather than just making people comfortable. Christians believe this message should be used by us all in every aspect of our lives.</p>	<p>Trust, Respect, Compassion</p>

KS2 Vocabulary

Judaism-Torah	Synagogue, Tanakh, Torah Navi Ketuvim, Talmud, Mishnah Moses, Plague
Judaism-God and the Covenant	Moses, Plague, Red sea Law, Pesah Passover, Covenant Seder, Matzah, Western (Wailing) wall Temple Mount, Jerusalem, Israel
Islam	Prayer mat, Shahadah Allah, The Qur'an, prophet
Hinduism	Dharma, Divali, Puja, Shrine, Mandir Avatar, Lakshmi, Brahman, Deva, Devi, puja thali, Murti, Prasad, arti
Christianity-Salvation	Sin, Cross, Crucifixion, Good Friday Forgiveness, Salvation, Fall, Humanity Creation, Lent, Easter, Shrove Tuesday Ash Wednesday, Holy Week, Prodigal
Christianity-God and Incarnation	Bible, Old Testament, New Testament, God's Word, parable Trinity, Father, Son, Holy Spirit Baptism, Font, Altar, Communion rail, Lectern, Pulpit Denomination, Baptist, Anglican, Church of England Infant Baptism, Believer's Baptism, Christian Christening

Skills Progression in Religious Education

Skill	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Investigate	With encouragement, to ask their own questions about stories from the Bible and other faiths	To enquire into stories and ask their own questions.	To ask questions about things that may be important themselves and to others	To answer questions about, similarity, difference and significance	To regularly address and devise questions about change, cause, similarity, difference and significance
Interpret	To recognise simple religious symbols and artefacts	To retell parts of religious stories and identify and describe symbols	To draw meaning from religious symbols.	To draw meaning from symbols, prayer, poetry, works of art	To suggest meanings from religious texts To interpret religious language
Reflect	To talk about their preferences and feelings and to say why	To say what is interesting or puzzling	To think and speak carefully about religious and spiritual topics.	To reflect on attitudes, beliefs and values of others	Using 'big picture' knowledge, to begin to ponder on feelings, ultimate questions, beliefs and practices
Empathise	To enjoy and respond to what has been read	To think about: wonder, joy, love, forgiveness, sorrow	I can think and express my ideas about: wonder, joy, love, forgiveness, sorrow	To know and accept that people may have different attitudes, beliefs and values	To see the world through the eyes of others and identify points of view
Analyse	To know about similarities and differences between themselves, others, families, communities and beliefs.	To notice features of different religions. To identify key beliefs.		Use knowledge of key beliefs to draw out essential facts	To distinguish between opinion, belief and fact
Synthesise	Begin to link religious learning, Christian values and their own experiences	To see links between religious learning, Christian values and their own experiences		To link significant features of different religions	To find similarities and differences within and between faiths
Express	Respond to religious ideas through a range of media			Respond to religious ideas through a range of media. To articulate own ideas in a range of ways	
Apply			Apply religious learning to a new situation	To apply what has been learnt about a religion to a new situation	
Evaluate				To draw conclusions from religious learning. To sort and rank ideas	To debate issues of religious significance with reference to experience, evidence and argument

What will Religious Education look like in the classroom?

Literacy and Numeracy		ICT
Speaking and listening to ideas about RE Learning and applying key RE vocabulary Reading Expression through writing Facts and timelines		Online sources for investigation Email and video to communicate Multimedia to present learning Cameras to show authentic digital images
Learning and Thinking skills	Personal and Emotional skills	Social skills
Reviewing prior learning Enquiry using different sources and artefacts Researching Interpretation of findings Comparison Reflection Consolidation of knowledge	Relating learning to our Christian values: Courage Hope Compassion Forgiveness Trust Respect	Communication Working collaboratively

Assessment

- RE skills and learning can be enhanced through effective verbal and written questions.
- Pupils are formatively assessed through observation during lessons and when teachers mark their work.
- Staff will use end of unit assessment formats to encompass both AMV and Understanding Christianity materials.

SEN

- It is important for teachers to plan RE work which facilitates high expectations, matches children's needs and helps them to make progress.
- Teachers implement and develop strategies to support SEN pupils whilst supporting inclusion in RE. Teachers plan for appropriate pace and use a range of kinaesthetic /multi-sensory tools to promote enjoyment and progress.
- Knowledge and skills can be developed in small steps through analogies, drama and practical activities. Paired and group work is widely used and can foster interpersonal and communication skills. Carefully matched work suited to the child's own needs and range of learning can promote confidence and stimulate an interest in future learning, leading to a better understanding of the world around them.
- The RE subject leader monitors samples of children's work across the school and conducts regular work scrutiny (book looks). Furthermore, in KS2 their pupil voice is taken into consideration to help teachers to plan an effective and inspiring curriculum.

Monitoring and review

- Monitoring of the standards of work and the quality of teaching in RE is the responsibility of the subject leader.
- The work of the subject leader also includes supporting colleagues in the teaching of RE, updating staff on current developments in the subject and providing lead and direction for the subject in the school.
- Observations of teaching, planning and work scrutiny take place over the course of the year in order to maintain and continue to raise standards.