



# Progression Documents

## Religious Education

### Curriculum Overview:

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.

Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.

Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in.

Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

Intent	Implementation	Impact
<p>As a school we provide Religious Education (RE) for all registered pupils, including those in reception classes, unless withdrawn by their parents.</p> <p><b>Early years Foundation Stage:</b> In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into our religious education curriculum and which statements from the 2020 Development Matters are prerequisite skills.</p> <p><b>KS1 and KS2:</b> In KS1 and KS2 the Religious Education curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the Lincolnshire Agreed Syllabus. The curriculum is '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'.</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our Religious Education curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview.</p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>Religious Education is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS Religious Education is taught as part of 'Personal, Social and emotional Development' and 'Understanding of the World' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, Religious Education is taught as a discreet subject every week to allow time to embed skills in the subject.</p> <p>The core teaching of RE is through the locally agreed syllabus determined by the Lincolnshire Local Authority and adapted to meet the needs of the learners in our school.</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p>	<p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

Breadth of study			
Breadth of Study EYFS:			
Three and Four Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"><li>• Develop their sense of responsibility and membership of a community.</li></ul>
	Understanding the World		<ul style="list-style-type: none"><li>• Continue to develop positive attitudes about the differences between people.</li></ul>
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Think about the perspectives of others.</li></ul>
	Understanding the World		<ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Name and describe people who are familiar to them.</li><li>• Understand that some places are special to members of their community.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li></ul>
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"><li>• Show sensitivity to their own and others’ needs.</li></ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>
		People and Communities	<ul style="list-style-type: none"><li>• 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.</li></ul>
Breadth of study Key Stage 1:			
Pupils should be taught about: <ul style="list-style-type: none"><li>• Christianity</li><li>• Islam</li><li>• Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus study.</li><li>• Other religions, beliefs and worldviews can be investigated in depth as part of the additional units.</li></ul>			
Breadth of study Key Stage 2:			
Pupils should be taught about: <ul style="list-style-type: none"><li>• Christianity</li><li>• Hinduism and Islam</li><li>• Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus study.</li><li>• Other religions, beliefs and worldviews can be investigated in depth as part of the additional units.</li></ul>			

Key Concepts		
Believing	Thinking	Living
This concept involves engaging with key beliefs / concepts through analysis of texts and making connections between key beliefs / concepts within and between belief traditions.	This concept involves showing understanding of core concepts relating to the human / social scientific study of religion and belief, showing understanding of connections between religious practice and content and showing understanding of the way in which beliefs impact on the individual	This concept involves articulating how and whether things make sense, showing awareness of different approaches to understanding the world and showing evidence of a process of reasoning

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing	Engaging with key beliefs / concepts through analysis of texts	-Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).		-Be able to explain what it means for a text/story to 'have authority' for a group of believer		-Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.	
	Making connections between key beliefs / concepts within and between belief traditions.	-Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).		-Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.		-Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.  -Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories	
Living	Showing understanding of core concepts relating to the human / social scientific study of religion and belief	-Be able to identify that different people have different beliefs about the world around them.		-Be able to describe the difference between 'beliefs' and 'religion'.		-Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.	
	Showing understanding of connections between religious practice and content	-Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.		-Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.		-Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.	
	Showing understanding of the way in which beliefs impact on the individual	-Be able to identify at least ways in two which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).		-Be able to make connections between beliefs and the decisions an individual makes about how to live their life.		-Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).	
	Showing understanding of the way in which community can impact on religious practice	-Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.  -Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage		-Be able to explain at the importance of community within the religious/non-religious tradition studied.  -Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.		-Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).  -Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).	
Thinking	Articulating how and whether things make sense.	-Be able to ask questions about the world around them.		-Be able to identify ways in which different people think about the world differently.		-Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.	
	Showing awareness of different approaches to understanding the world	-Be able to make connections between using their senses and what they know about the world around them.		-Be able to understand and begin to explain that there is a difference between believing and knowing.		-Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.	
	Showing evidence of a process of reasoning	-Use reasons to support personal opinions about religions/beliefs.		-Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).		-Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.	

RE OVERVIEW					
	Autumn		Spring		Summer
<b>Year 1</b>	<b>LAS Compulsory</b> Christianity God: What do People believe about God <i>Believing</i> <i>What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?</i>	<b>LAS Compulsory</b> Christianity Community, worship and celebration: How do people express their religion and beliefs? <i>Living</i> <i>What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</i>	<b>LAS Compulsory</b> Islam God: What do people believe about God? <i>Believing</i> <i>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?</i>	<b>LAS Compulsory</b> Islam Community, worship and celebration: How do people express their religion and beliefs? <i>Living</i> <i>What do Muslims do to express their beliefs? Which celebrations are important to Muslims?</i>	<b>LAS Additional</b> Places of worship <i>Believing, Living, Thinking</i> At least two religions; at least one must be a religion/belief system other than Christianity and Islam.  Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Schools should utilise local places where possible.
<b>Year 2</b>	<b>LAS Compulsory</b> Christianity Being human: How does faith and belief affect the way people live their lives? <i>Believing</i> <i>What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?</i>	<b>LAS Compulsory</b> Christianity Life journey, rites of passage: How do people mark important events in life? <i>Living</i> <i>What do Christians do to celebrate birth? What does it mean and why does it matter to belong?</i>	<b>LAS Compulsory</b> Islam Being human: How does faith and belief affect the way people live their lives? <i>Believing</i> <i>What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</i>	<b>LAS Compulsory</b> Islam Life journey, rites of passage: How do people mark important events in life? <i>Living</i> <i>What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?</i>	<b>LAS Additional</b> Thankfulness <i>Believing, Living, Thinking</i> At least two religions; at least one must be a religion/belief system other than Christianity and Islam:  Religious/non-religious beliefs about thankfulness and gratitude; examples of religious festivals/practices that focus on saying thank you, e.g. Eid, Sukkot, Harvest, Holi
<b>Year 3</b>	<b>LAS Compulsory</b> Christianity God: What do people believe about God? <i>Believing</i> <i>How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?</i>		<b>LAS Compulsory</b> Islam God: What do people believe about God? <i>Believing</i> <i>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</i>	<b>LAS Compulsory</b> Hinduism God: What do people believe about God? <i>Believing</i> <i>How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?</i>	<b>LAS Additional</b> Forgiveness <i>Believing, Living, Thinking</i> At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.  Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter.
<b>Year 4</b>	<b>LAS Compulsory</b> Christianity Community, worship and celebration: How do people express their religion and beliefs? <i>Living</i> <i>How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community?</i>  <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world</i>	<b>LAS Compulsory</b> Islam Community, worship and celebration: How do people express their religion and beliefs? <i>Living</i> <i>How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</i>  <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world</i>		<b>LAS Compulsory</b> Hinduism Community, worship and celebration: How do people express their religion and beliefs? <i>Living</i> <i>How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?</i>  <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world</i>	<b>LAS Additional</b> Pilgrimage <i>Believing, Living, Thinking</i> At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.  Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc.; opportunity to include local places of pilgrimage.  <i>What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage</i>
<b>Year 5</b>	<b>LAS Compulsory</b> Christianity Being human: How does faith and belief affect the way people live their lives? <i>Believing</i> <i>In what ways does the Bible teach Christians to treat others? How is this expressed in practice?</i>  <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i>	<b>LAS Compulsory</b> Islam Being human: How does faith and belief affect the way people live their lives? <i>Believing</i> <i>What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i>  <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i>	<b>LAS Compulsory</b> Hinduism Being human: How does faith and belief affect the way people live their lives? <i>Believing</i> <i>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i>  <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i>	<b>LAS Additional</b> Expressing Beliefs through the Arts <i>(including Christianity)</i> <i>Believing, Living, Thinking</i> At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.  Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies.  <i>How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims?</i>	

<p><b>Year 6</b></p>	<p><b>LAS Compulsory</b>  Christianity  Life journey, rites of passage: How do people mark important events in life?  <i>Living</i>  <i>How do Christians show they belong?</i></p> <p><i>Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not</i></p>	<p><b>LAS Compulsory</b>  Hinduism/Islam  Life journey, rites of passage: How do people mark important events in life?  <i>Living</i>  <i>Islam: How do Muslims show they belong?</i>  <i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not</i></p>	<p><b>LAS Compulsory</b>  Hinduism  Life journey, rites of passage: How do people mark important events in life?  <i>Living</i>  <i>Hinduism: How do Hindus show they belong?</i></p>	<p><b>LAS Additional</b>  Big Questions  <i>Believing, Living, Thinking</i></p> <p>At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</p> <p>Enquiry into the 'big questions' asked by religions/belief systems, e.g. 'Who am I?', 'what is a good life?', 'does God exist?', 'is there life after death?', etc.</p> <p><b>What does it mean to live a good life?</b>  <i>Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody</i></p> <p><b>Do you have to believe in God to be good?</b>  <i>Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good</i></p>
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