



Skills & Knowledge Progression: Religious Education (RE)

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews, which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society.</p> <p>Aims</p> <ul style="list-style-type: none"> • To know, understand and explore the significance and impact of sacred texts, sources of wisdom and ways of expressing meaning • To express ideas and insights about the nature of beliefs, values and practices and their impact upon individuals and communities • To recognise and explore the diversity which exists within and between religious traditions • To be able to express with increasing discernment their personal reflections, critical responses and connections to faith and belief • To engage with the questions and answers offered by religions and worldviews concerning ultimate questions and responsibility. 	<p>We want our children to develop their individual knowledge and understanding of religions and beliefs in order to become open, principled and respectful citizens in contemporary society. In order to do this, it is vital that our children build-up both a rounded understanding of major faiths and the confidence and curiosity needed to form their own personal opinions.</p> <p>To that end, we deliver the Hertfordshire Agreed Syllabus for RE to provide an education that reflects the beliefs and needs of our Christian community whilst also challenging the children to consider and learn about religions and more diverse communities that are different to our own.</p> <p>At Bayford, children in every class are given opportunities to ask and answer provoking, challenging questions about the ultimate meaning and purpose of life, beliefs, issues of right and wrong, and what it means to be human etc. We want to develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.</p> <p>Our children also have opportunities for their own personal development and wellbeing, by being taught to have mutual respect and tolerance for the diverse society we live in. This is also reflected in other parts of the curriculum such as PSHE, Art, Geography and History. Children are given opportunities for personal reflection and spiritual development which allow them to deepen their understanding of the significance of religion in the lives of others – individually, communally and cross culturally.</p>

Our curriculum:
<p>Children are taught in mixed-age classes. In Early Years there is a one year RE programme as some children will only be there for one yearly cycle. All other classes have a Year A and Year B cycle. In Early Years the children learn about festivals from different faiths, learn some of the key bible stories and are introduced to many of the main bible characters through stories. Across the whole school we use Understanding Christianity as our principle planning foundations for the Christianity aspect of our curriculum. This is around two thirds of our curriculum. The rest consists of different faith units that start with an introduction to the faith and then a going deeper unit. The planning for these come from The Emmanuel Project. There are also thematic units that cross over different faiths learnt about.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Hertfordshire Agreed Syllabus for RE:</p> <ul style="list-style-type: none"> • Share their own beliefs, ideas and values. • Listen and respond to a range of stories that engage them, including faith stories. • Directly experience religion, its symbols and actions. • Engage with artefacts, people and places. • Explore local places of importance, including at least one place of significance, for a religious family. • Learn about key figures in their own lives and key members of a local religious group. • Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. • Understand what is right and wrong. 	<ul style="list-style-type: none"> • Geography - learning about different cultures and the major religions in countries being studied. • Art - the role of art, sculpture etc. in religious and other buildings and their symbolic meanings, all of which could then be used to inspire children's RE learning. • History - the history of major faiths, significance and practices of religious communities at different points in history (e.g. The Romans, Tudors). • English - exploring, summarising, analysing and making inferences from religious texts. • Music - listening to music that is important to Christians and discussing the meaning of the words. • PSHE - many themes (such as values, fairness, right and wrong) are shared between the subjects. • Assemblies on values, Christian themes and picture news where children think about the Christian response to world and topical news. 	<ul style="list-style-type: none"> • Visit a range of places of worship, both in the local area and beyond, including churches, temples, synagogues and mosques - our target is for children to visit one place of worship each year, linked to the religions they are exploring. • Meet religious leaders in local community and have the opportunity to discuss their faith and practices. • Have opportunities to handle religious artefacts, learn about their significance and draw their own inferences and conclusions from them. • Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment.

Skills Progression: Religious Education – Years N & R

Understand Beliefs and Teachings	Understand Practices and Lifestyles	Understand How Beliefs are Conveyed	Reflect	Understand Values
<ul style="list-style-type: none"> • Know that for Christians God is a Very Important Person. • Know that God has a son called Jesus who he gave as a very special gift to the world. 	<ul style="list-style-type: none"> • Know that Christians believe everyone is precious to God. • Know that the world that God created is special. 	<ul style="list-style-type: none"> • Hear stories about Jesus and begin to understand that he was special. • Know that Christians have a special book called The Bible. 	<ul style="list-style-type: none"> • Identify the things that are important in their own lives. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Understand that they are always making choices in life. • Explain how their choices/actions affect others.

Skills Progression: Religious Education – Years 1 & 2

Understand Beliefs and Teachings	Understand Practices and Lifestyles	Understand How Beliefs are Conveyed	Reflect	Understand Values
<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.

Skills Progression: Religious Education – Years 3 & 4

Understand Beliefs and Teachings	Understand Practices and Lifestyles	Understand How Beliefs are Conveyed	Reflect	Understand Values
<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both priests and individuals. 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories

				involving moral dilemmas.
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Skills Progression: Religious Education – Years 5 & 6

Understand Beliefs and Teachings	Understand Practices and Lifestyles	Understand How Beliefs are Conveyed	Reflect	Understand Values
<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. • Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.

RE whole school overview

		Other faiths and potential visit	AUTUMN		SPRING		SUMMER	
EYFS	<p>There is no Year A and B for EYFS.</p> <p>Children in Nursery and Reception will consolidate the same stories but complete different activities based on their year group.</p>	<p>Christianity and touch on world religions through their festivals</p> <p>Church Visit</p>	<p>Special times: Harvest, Sukkot</p> <p>Special people: Joseph Moses (BP, PWR, IB)</p>	<p>Special times: Christmas Hanukkah Divali</p> <p><i>Incarnation:</i> Why do Christian's perform Nativity plays at Christmas? UC (SA, BP)</p>	<p>Special times: Chinese New Year</p> <p>Key bible stories: Noah's Ark David and Goliath Jonah and the Whale Daniel in the lion's den (BP, IB)</p>	<p>Jesus and Easter</p> <p><i>Salvation:</i> Why do Christian's put a cross on the Easter garden?</p> <p>UC (PWR)</p> <p>The stories Jesus told: The party in heaven Good Samaritan The lost sheep (BP, SA, IB)</p>	<p>Creation</p> <p><i>God:</i> Why is the word 'God' so important to Christians?</p> <p>UC (UQ)</p> <p>The creation story (BP, IB, UQ))</p>	<p>Belonging and special people (IB) <i>Including a</i> Bayford Church visit: meeting Revd. Theresa, signs and symbols in the church and a baptism (including a dolly baptism in church)</p> <p>(BP, IB, SA)</p>

Class 1	Year A	Christianity Church Visit	<p>God: What do Christians believe God is like?</p> <p>UC 1.1 (BP, UQ)</p>	<p>Incarnation: Why does Christmas matter to Christians?</p> <p>UC 1.3 (BP, SW)</p>	<p>Gospel: What is the Good news that Jesus brings?</p> <p>UC 1.4 (BP, SW, UQ)</p>	<p>Introduction to Christianity</p> <p>To include: Why is belonging to God and the church family important to Christians? (EP)</p> <p>What did Jesus teach about God in his parables? (EP)</p> <p>Why do Christians trust Jesus and follow him? (EP) (BP,IB)</p>	<p>The life of Moses and Passover</p> <p>(BP, SA)</p>	<p>Introduction to Judaism</p> <p>To include: Why do Jewish families say so many prayers and blessings? (EP) Why is the Torah such a joy for the Jewish community? (EP) (BP, PWR,)</p>
	Year B	Islam Mosque Visit	<p>Being thankful and Harvest traditions</p> <p>Look at Harvest traditions around the world and including non-faith based.</p> <p>https://www.britannica.com/list/5-harvest-festivals-around-the-world</p> <p>(PWR, BP)</p>	<p>Creation: Who made the world?</p> <p>UC 1.2 Christmas nativity story (BP, UQ, PWR)</p>	<p>Gospel: What is the Good news that Jesus brings? (going deeper)</p> <p>(BP)</p>	<p>Salvation: Why does Easter matter to Christians?</p> <p>UC 1.5 (BP, UQ)</p>	<p>Introduction to Islam</p> <p>To include: How Muslims show Allah is compassionate and merciful (EP)</p> <p>(BP, PWR, IB,UQ)</p>	<p>Thematic: Making links between Christianity, Islam and Judaism</p> <p>Special people, places of worship, symbols, main beliefs</p> <ul style="list-style-type: none"> • Revise what we already know. • Make connections. • Notice differences. <p>(BP, SA, PWR,IB)</p>

Class 2	Year A	Sikhism Gurdwara Visit	<p>Introduction to Sikhism</p> <p>To also include: Learning about the Golden Temple in India</p> <p>(BP, SA, PWR)</p>	<p>Thematic: Living a faith What does the day-to-day life look like for followers of each faith learnt about so far?</p> <p>How is it different from their own lives and people with no faith? (BP, IB, PWR)</p>	<p>Salvation: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>UC 2a.5 (IB)</p>	<p>Salvation: When Jesus left, what was the impact of Pentecost?</p> <p>UC 2a.6 (SW, SA, UQ)</p>	<p>Gospel: What kind of a world did Jesus want?</p> <p>UC 2a.4 (JF, UQ)</p>	<p>Going deeper into Sikhism</p> <p>To include: How does the teaching of the guru's move Sikhs from dark to light? (EP)</p> <p>How do Sikhs put their beliefs about equality into practice? (EP)</p>
	Year B	Judaism Synagogue Visit	<p>Creation: What do Christians learn from the Creation story?</p> <p>UC 2a.1 (SW, UQ)</p>	<p>God Incarnation: What is the trinity?</p> <p>UC 2a.3 (BP, UQ)</p>	<p>The Cross and Jesus Is the cross a symbol of love, sacrifice or commitment for Christians? (EP)</p> <p>How does believing Jesus is their saviour inspire Christians to save and serve others? (EP)</p> <p>(BP, SA, IB)</p>	<p>God: What is it like to follow God?</p> <p>UC 2a.2 (BP, IB)</p>	<p>Thematic: Belonging How do followers of each faith 'belong'?</p> <p>Are there special practises or celebrations that bring people together?</p> <p>What do people without a faith do to belong? (IB)</p>	<p>Going deeper into Judaism</p> <p>What symbols and stories help Jewish people remember their covenant with God? (EP)</p> <p>What is holiness for Jewish people: a place, a time, an object, or something else? (EP)</p>

Class 3	Year A	Hinduism Mandir Visit	<p>Introduction to Hinduism</p> <p>To also include: Why does a Hindu want to collect good karma? (EP)</p> <p>How does the story of Rama and Sita inspire Hindus to follow their dharma? (EP)</p> <p>(BP, SW, SA, PWR, UQ, IB)</p>	<p>Incararnation: Was Jesus the Messiah?</p> <p>UC 2b.4 (BP, UQ)</p>	<p>Gospel: What would Jesus do?</p> <p>UC 2b.5 (BP, UQ)</p>	<p>Salvation: What difference does the resurrection make for Christians?</p> <p>UC 2b.5 (UQ, JF)</p>	<p>Thematic: Caring for the world How does each faith care for the world and it's people?</p> <p>Think about core beliefs, charity work, sharing of resources etc.</p> <p>(HRV)</p>	<p>Going deeper into Hinduism</p> <p>To include: What spiritual pathways to Moksha are written about in Hindu scriptures? (EP)</p> <p>How do questions about Brahman and atman influence the way a Hindu lives? (EP) (BP, SW, SA, PWR, UQ, IB)</p>
	Year B	Buddhism Buddhist Temple Visit	<p>Introduction to Buddhism</p> <p>Also include: How does Buddha teach his followers to find enlightenment? (EP)</p> <p>How does the Triple Refuge help Buddhists in their journey through life? (EP)</p> <p>(BP, SW, SA, PWR, UQ, IB)</p>	<p>God: What does it mean if God is holy and loving?</p> <p>UC 2b.1 (UQ, JF, IB)</p>	<p>Creation: Creation and science: Conflicting or complementary</p> <p>UC 2b.2 (SW)</p>	<p>Thematic: Faith and Art Look at famous paintings and artwork for each faith and think about its context and meaning.</p> <p>Use art to express our faith journey and beliefs.</p> <p>(IB, SA, PWR)</p>	<p>Kingdom of God: What kind of a king is Jesus?</p> <p>UC 2b.8 (BP, JF)</p>	<p>Going deeper into Islam How does a Muslim show their obedience to Allah? (EP)</p> <p>What does the Qu'ran reveal about Allah and his guidance (EP)</p> <p>How does tawhid create a sense of belonging? (EP)</p>

'Introduction to' units To include: Place of worship and what the inside looks like and why, Special book, Key people, view of God, Symbols, main beliefs.

'Going deeper' units To include: See enquiry questions – use Emmanuel Project planning but adapt to fit with timings.