


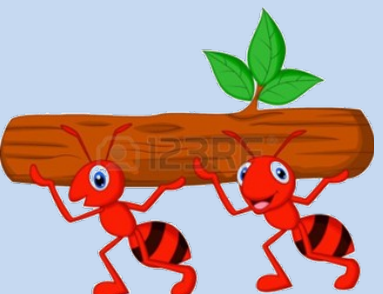


Knowledge and Skills Progression: Religious Education

Statement of Entitlement	Intent - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy. Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school’s Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural evelopment Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.</p>	<p>At Elveden, we teach Religious Education through the Emmanuel project.</p> <p><i>‘Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.’</i></p> <p>Religious education at Elveden C of E Primary Academy aims to develop children’s understanding about the world’s religions and cultures. Our aim is to provide children with engaging and unforgettable experiences in religious education. Our students will learn about the variety of religions in the world we live in to increase their awareness and understanding of different cultures and faiths. We teach using an approach that enables learners to understand what drives people of faith to live the way they do. This builds each child’s ‘religious literacy’ helping them understand the nature of religion and belief in the world in which they live. Children then have the opportunity to learn from this religious belief e.g. reconciliation and put this into practice in their own lives. Children can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.</p> <p>Our aims and objectives are for children:</p> <ul style="list-style-type: none">• To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.• To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.<ul style="list-style-type: none">• To engage with challenging questions of meaning and purpose raised by human existence and experience.• To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.• To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none">- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;- Make comments about what they have heard and ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none">- 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;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<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 buildings and their symbolic meanings, all of which could then be used to inspire children’s own work.• History - the history of major faiths, significance and practices of religious communities at different points in history (eg. Ancient Greeks, Mayans).• English - exploring, summarising, analysing and making inferences from religious texts.• Music - listening to music that is important in different religions and identifying its meaning/role.• PSHE - many themes (such as values, fairness, right and	<ul style="list-style-type: none">• Visit a broad 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 (Elveden Explorers).• 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.• Share photos, stories, food and clothing from faith ceremonies that they have taken part in with others in their class.• Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment.

Opportunities to develop and use Learning Powers in our curriculum

 Tough Tortoise	<ul style="list-style-type: none">● Working with determination to fully understand what it 'means' to be a member of a particular faith, not just skimming the surface● Coping with setbacks, especially when carrying out investigations● Setting ambitious but realistic goals for a task● Maintaining attention and clarifying information when being introduced to new ideas● Showing commitment to finding out answers and solving problems
 Wise Owl	<ul style="list-style-type: none">● Breaking challenges down into small steps and thinking problems through logically● Commenting on similarities and differences between faiths, belief systems and values● Evaluating work, using personal or shared criteria● Using findings from enquiries, investigations, discussion or artefact analysis to draw simple conclusions● Taking feedback from others into account and using this to consider next steps
 Sensible Squirrel	<ul style="list-style-type: none">● Choosing and using resources to aid learning - such as artefacts, texts, word banks, dictionaries and the knowledge of members of a given faith● Independently responding to issues● Responding to miraculous, magical and extraordinary stories with imagination and understanding● Tackling new situations and scenarios with growing confidence● Developing the decision making skills and sense of right and wrong needed by independent adults
 Team Ant	<ul style="list-style-type: none">● Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions● Using listening and imitation to develop understanding● Working collaboratively to complete complex tasks● Treating both other individuals and other faiths with respect● Presenting and sharing work with others (using drama, video, or IT where appropriate)

Knowledge Progression: R.E.

	EYFS	KS1: Year 1 and 2	Lower KS2: Year 3 and 4	Upper KS2: Year 5 and 6
CHRISTIANITY Text/Narrative (Bible)	<ul style="list-style-type: none"> Explain that the Bible is a special book for Christians. Recall details from a range of stories in the Bible including the story of creation, nativity and Easter story. Explain that God is a VIP to Christians, the creator of all and that Jesus was a special baby. Listen to some of the stories of Jesus such as the Good Samaritan or the Lost Coin. 	<ul style="list-style-type: none"> Tell stories from the Bible and explain that a parable is a special story Jesus told Remember the parable of the Lost Sheep and begin to explain what it means to Christians Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer Describe how the Holy Spirit arrived at Pentecost as told in the Bible Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter Story 	<ul style="list-style-type: none"> Use a Bible to find chapter and verse where Jesus helps, saves or heals Tell the story of the prodigal son and explain what it means to a Christian Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like Describe how the Bible explains sin Explain what the Great commission is and how the Holy Spirit strengthens Christians 	<ul style="list-style-type: none"> Articulate teachings from the Gospels and explain how these are good news for Christians Use the Bible to explore who Jesus said he was Describe some of the miracles and actions of Jesus which led to questions about his humanity and divinity
CHRISTIANITY Community Practice (Church and community)	<ul style="list-style-type: none"> Recall that Christians celebrate at Harvest and Christmas which is Jesus' birthday. Know that Christians say thank you to God for our wonderful world. Know that Christians say prayers to God. 	<ul style="list-style-type: none"> Remember some of the events which happen at a baby's baptism Know Christians worship God by singing Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost Remember the importance of advent Know that Christians say special words at Church and recall some of these 	<ul style="list-style-type: none"> Explain the role of confession for some Christians around the world Describe what the Lord's Prayer teaches about the Kingdom of God Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world Describe how Pentecost is celebrated and acknowledged in Church 	<ul style="list-style-type: none"> Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed Explain what the Holy communion service means to Christians Explain and give examples of how Christians believe through Jesus, God understands what it is like to be human
CHRISTIANITY Living (Christian life)	<ul style="list-style-type: none"> Remember that Christians help other people like Jesus did. Explain that Christians believe we should care for the world. Know that Christians sing songs about how special Jesus was and give presents as a reminder that Jesus was the best present ever. Remember the golden rule. 	<ul style="list-style-type: none"> Know Christians welcome everyone into God's family Know Christians pray together at church Know God works within a Christian to grow fruit of the spirit Know Christians like to help others eg the homeless That Easter eggs area symbol for remembering Jesus 	<ul style="list-style-type: none"> Explain why Christians wear crosses Describe why charity work is important to Christians as a way of growing God's kingdom Recall some of the marks of mission 	<ul style="list-style-type: none"> Give examples of where the Bible talks about living thankfully Explain how Jesus was Good news for some and bad news for others Articulate how hope is important for Christians

	EYFS	KS1 : Ye ar 1 and 2	KS2: Year 3, 4, 5 and 6
JUDAISM Text/Narrative		<ul style="list-style-type: none">• Kn• Re• Sa• Re• Re• Re	<ul style="list-style-type: none">• Describe a part of the Exodus story• Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God• Explain what the burning bush story in Exodus teaches about holiness
JUDAISM Community Practice		<ul style="list-style-type: none">• Kn• Kn• Th• De• Sa• Kn	<ul style="list-style-type: none">• Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations• Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending

<div>JUDAISM</div> <div>Living</div>		<ul style="list-style-type: none">• Kn• De• De• Re• De	<ul style="list-style-type: none">• Explain what happens at Shavuot• Give examples of what the Torah says about living a holy life
--------------------------------------	--	--	---

	EYFS	KS1: Year 1 and 2	KS2: Year 3, 4, 5 and 6
HINDUISM Text/Narrative			<ul style="list-style-type: none">• Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way• Describe what a Hindu might learn from the story of Rama and Sita• Understand that some Hindus read from the Gita every day for guidance, comfort and advice• Explain some key teachings Hindus hold about Brahman/Atman linking these to religious texts
HINDUISM Community Practice			<ul style="list-style-type: none">• Explain that Hindus are encouraged to perform acts of selfless kindness• Describe some things Hindus do to celebrate Rama and Sita’s commitment to duty and describe how Hindus celebrate Diwali• Attempt to explain why Hindu children are encouraged to ‘Be as Rama’ or ‘as Sita’• Express the importance of the role of devotion or those who follow the Bhakti pathway• Explain the different ways Hindus explain their ideas of God
HINDUISM Living			<ul style="list-style-type: none">• Know that even Hindu children must learn to take responsibility for gathering good karma• Explain how belief in the Hindu God differs from that of monotheistic religions• List how belief in Brahman affects a Hindu’s diet and their attitude to animals• Give examples of how Hindus express beliefs and feelings about Krishna

	EYFS	KS1 : Ye ar 1 and 2	KS2: Year 3, 4, 5 and 6
ISLAM Text/Narrative		<ul style="list-style-type: none">• Re• Su• Tel• Re	<ul style="list-style-type: none">• Explain that Muslims respond to the call for prayer• Describe what a Muslim might learn from the story of Bilal and the first call to prayer• Describe Muslim belief in one God, the most important being in the universe, who they believe they should obey in every way. He is Allahu Akbar or ‘God most great’• Describe the Shahadah and know all Muslims everywhere recite the same words• Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life• Describe ways Muslims show respect towards the Qur’an and give reasons for this• Retell the story of how the Qur’an was revealed to Muhammad• Explain how the Kaaba or ‘cube’ reminds Muslims that there is only one God
ISLAM Community Practice		<ul style="list-style-type: none">• Us	<ul style="list-style-type: none">• Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah• Describe some different ways Muslims show/do not show their beliefs about Muhammad in art, calligraphy or design• Know that a mosque in a Muslim place of worship• Describe some practices and experiences of Muslim children at a madrassah• Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others• Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the ‘ummah’
ISLAM Living		<ul style="list-style-type: none">• Re	<ul style="list-style-type: none">• Explain that saying the Bismillah reminds Muslims that Allah is involved in everything• Recall ways some Muslims celebrate Muhammad’s birthday• Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means• Make links that show how Muslim belief and practices come from the teachings of the Qur’an or from the Sunnah of the Prophet• Explain some key Muslim teachings about Tawheed or the one-ness of Allah• Describe the impact of Hajj on a Muslim

	EYFS	KS1: Year 1 and 2	KS2: Year 3, 4, 5 and 6
SIKHISM Text/Narrative			<ul style="list-style-type: none">• Understand that Guru means teacher and the purpose of a Guru to share the light of God• Describe what a Sikh might learn from stories of Guru Nanak• Understand the significance of Ik Onkar as representing the Sikh belief in one God• Describe what Sikhs might learn about God or how to live from the story of Guru Amar das and the Emperor
SIKHISM Community Practice			<ul style="list-style-type: none">• Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated• Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality• Describe how the names ‘kaur’ and ‘singh’ show the belief that all Sikhs are equal, valued and united
SIKHISM Living			<ul style="list-style-type: none">• Understand how a Sikh will listen to the true Guru through chanting and meditating• Explain and describe the practice of the langar

	EYFS	KS1: Year 1 and 2	LKS2: Year 3 and 4	UKS2: Year 5 and 6
BUDDHISM Text/Narrative				<ul style="list-style-type: none">• Retell the story of Buddha’s enlightenment• Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment• Explain Buddhist teachings including reference to the four noble truths• Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala
BUDDHISM Community Practice				<ul style="list-style-type: none">• Use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path• Describe the Eightfold Path as techniques for overcoming suffering• Explain how the Buddha’s teachings (dharma) help Buddhists journey along the path
BUDDHISM Living				<ul style="list-style-type: none">• Describe the use and importance of stillness and meditation• Evaluate the role of the Buddhist community• Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic• Explain how members of the Sangha support each other at the festival of Wesak

	EYFS	KS1: Year 1 and 2	LKS2: Year 3 and 4	UKS2: Year 5 and 6
HUMANISM				<ul style="list-style-type: none">• Describe what is important to those with non-religious worldviews who call themselves Humanists• Explain the thoughts of famous Humanists in the past and present• To understand and question what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all• Explain the meaning of the ceremonies and celebrations of Humanists

Skills Progression: R.E.

Understanding the approach – outline of an enquiry unit

