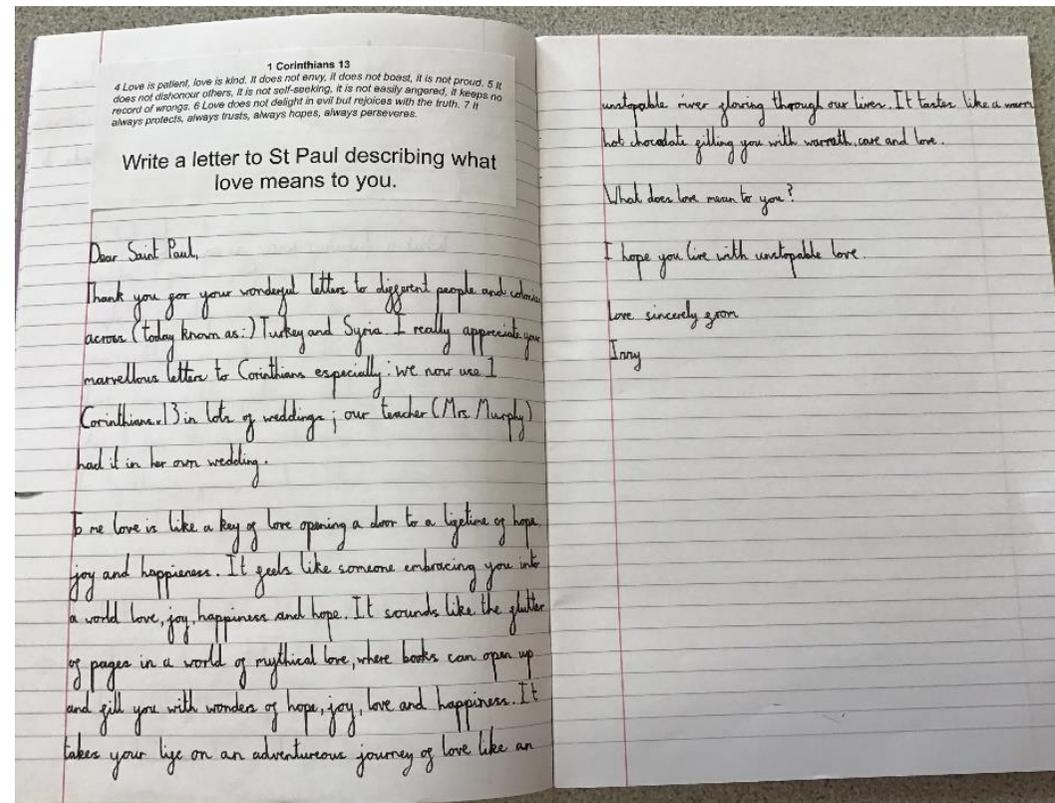


## Progression of Skills and Knowledge in Religious Education



# Religious Education

# Progression of Skills and Knowledge in Religious Education

## Religious Education Overview written by Hanna Hannam, Subject Leader

### Curriculum Intent

At Elton Church of England Primary School, children receive a high-quality religious education (RE) curriculum that is predominantly Christian. This inspires all pupils to understand the beliefs of others, respecting and valuing the practices and beliefs of world religions and those of non-faith. We aim to underpin Christian values in all our lessons to encourage all children to learn, express themselves and support their ability to live with one another in harmony. It enables them to flourish, not only as an individual but also as a valued member of the Body of Christ.

We provide opportunities to allow children to explore and question religion which will help to embed Christian values whilst making connections to the values of our school and beyond.

### Curriculum Implementation

We follow the Cambridgeshire County Council Locally Agreed Syllabus for Religious Education, with support and guidance from the Diocese of Ely, using the Emmanuel Project scheme to teach Christianity and world faiths. We refer to Understanding Christianity to supplement and deepen our teaching when appropriate.

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. We use an enquiry led approach to the teaching of RE starting with a 'big question' which is then revisited at the end of a unit of work. Outcomes will not always be written and children are encouraged to choose how they demonstrate their learning and reflection creatively using a range of media such as art, poetry or music. In EYFS and KS1, this is recorded in the form of a "floor book" which all members of the class contribute to. It captures the discussion, reflections and personal responses to the big questions. In KS2 children use their personal RE books to record their learning experiences. This approach shows progression through the school and is a useful tool for building on prior knowledge and learning. Re is taught in a multisensory way allowing pupils of all abilities to achieve and flourish within each lesson

RE is continuously assessed throughout each unit. Quick quizzes and discussion-based tasks are used to formatively assess and guide the direction of the subsequent lessons. The children have multiple opportunities throughout a unit to express their knowledge in creative ways using a variety of art, drama, music. At the end of each unit the children are assessed using picture and word prompts that allow them to express the knowledge they have gained during the unit. This allows pupils to express the depth of their knowledge and make links and connections between concepts and previous learning.

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## **Curriculum Impact**

Our pupils are confident, inquisitive and respectful individuals that are allowed the opportunity to question and deepen their knowledge and understanding of the world we live in. Our pupils of all backgrounds and abilities engage enthusiastically and demonstrate their participation in a deeply spiritual and personal way.

## **Extracurricular opportunities**

RE also plays a significant role in our Homework Matters projects. As part of a whole school homework project linked to our big question each term is a place for children to express themselves creatively in the “My Faith Matters” suggested tasks.

Termly church services provide the opportunity for children to celebrate a festival or event with the local community. They write prayers, select readings and perform hymns, songs and poems to show their understanding

Worship Leaders give up their own time to plan and lead Collective Worship and to show faith in action. They use Picture News as a resource to promote Christian values-led thinking and display the values and questions they would like other children to reflect on.

## Progression of Skills and Knowledge in Religious Education

### End of Year 1 statements – Progress Target (PT)

<b>PT1 – Knowledge and understanding of religion and worldviews</b>	<b>PT2 – Responding to religion and worldviews</b>
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews	Begin to talk about different beliefs and practices using the correct vocabulary
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Begin to suggest meanings behind religious and moral stories.
Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.
Begin to name the different beliefs and practices of Christianity, at least one other religion.	Express their own ideas about belief and practices creatively.

## Progression of Skills and Knowledge in Religious Education

### End of Year 2 statements

<b>PT1 – Knowledge and understanding of religion and worldviews</b>	<b>PT2 – Responding to religion and worldviews</b>
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

## Progression of Skills and Knowledge in Religious Education

### End of year 3 statements

<b>PT1 – Knowledge and understanding of religion and worldviews</b>	<b>PT2 – Responding to religion and worldviews</b>
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.

## Progression of Skills and Knowledge in Religious Education

### End of year 4 statements

<b>PT1 – Knowledge and understanding of religion and worldviews</b>	<b>PT2 – Responding to religion and worldviews</b>
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.

## Progression of Skills and Knowledge in Religious Education

### End of year 5 statements

<b>PT1 – Knowledge and understanding of religion and worldviews</b>	<b>PT2 – Responding to religion and worldviews</b>
Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.
Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives. .
Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.

## Progression of Skills and Knowledge in Religious Education

### End of year 6 statements

<b>PT1 - Learning about religion and belief</b>	<b>PT2 – Responding to religion and worldviews</b>
Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.