

Breadsall CE Primary School Curriculum

Progression of skills for:



Religious Education

Intent

At Breadsall CE Primary School, we believe that it is vital for all our pupils to learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Derby Diocesan Syllabus for Religious Education (which includes Understanding Christianity). We feel that children should give a theologically informed and thoughtful account of Christianity as a living and diverse faith and show an informed and **respectful** attitude to religions and non-religious worldviews in their own search for God and meaning. We encourage meaningful and informed dialogue about faith and encourage them to reflect critically and responsibly on their own spiritual, philosophical and ethical views.

Implementation

At Breadsall CE Primary, a two-year rolling programme is followed, with 60% of our teaching using the Understanding Christianity Units and 40% from the Derby Diocesan Syllabus. All children have at least one hour per week of Religious Education. The units are planned using a text, impact and connections approach. Children learn where the concepts are found, either in the Bible or other religious texts, then delve deeper about how that text impacts on believers. Finally, they make their own connections – linking their own understanding and experiences wherever possible. Religious Education lessons are taught in a variety of ways, including drama, art, dance, song and written work. Trips and visiting experts enhance the learning experience, particularly links with our local church community at Breadsall All Saints' Church. Throughout both key stages an emphasis on personal growth and community cohesion is evident

Impact

Children will:

- Answer challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.
- Develop knowledge and understanding of Christianity, other principal religions, and religious traditions, fostering personal reflection and spiritual development.
- Explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief, faith and **love** and express their responses.
- Build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Develop **respect** for others, including people with different faiths and beliefs, helping to challenge prejudice.
- Consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society in a **hopeful** way.
- Develop a sense of awe, wonder and mystery that nurtures their own spiritual development

Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

RE – EYFS Expectations

Three and Four Year Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others
	Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• 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.

Government Guidance on RE in schools

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

‘The curriculum for a maintained school must be a 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.’ Section 279 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions

Taken from: [*Religious Education in English Schools: Non-statutory guidance 2010*](#)

Breadsall CE Primary School follows the Derbyshire and Derby City Agreed Syllabus for RE 2020 - 2025:

Link for the syllabus https://derby.anglican.org/en/education-department/download/3521_0270ab59d73146f1270fbc6dfd822e96.html

RE: Key Stage 1

Coverage: Two religions (Christianity plus one)

Coverage	Believing	Expressing	Living
	<i>RE teaching and Learning enables pupils to:</i> <i>Know about and understand a range of religions and worldviews, including religious beliefs, teachings, sources and questioning about meaning, purpose and truth</i>	<i>RE teaching and Learning enables pupils to:</i> <i>Express ideas and insights about the nature, significance and impact of religions and worldviews, including religious and spiritual forms of expression and questioning about identity and diversity.</i>	<i>RE teaching and Learning enables pupils to:</i> <i>Gain and deploy the skills needed to engage seriously with religions and worldviews, including religious practices and ways of living and questioning about values and commitments.</i>
Key Skills and Knowledge	Pupils can: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out the meaning behind them Retell and suggest meanings to some religious and moral stories Explore and discuss sacred writings and sources of wisdom and recognise the traditions they come from Recognise some different symbols and actions which express a community's way of life Appreciate the similarities between communities <i>Recognise that God, Creation, Incarnation and Salvation are part of the 'big story' of the Bible</i> <i>Identify at least two different types of texts from the Bible, eg, a parable, a gospel account of Jesus life and instructions about how to behave.</i>	Pupils can: Ask and respond to questions about what individuals and communities do and why Identify what difference belonging to a community might make Observe and recount different ways of expressing identity and belonging Responding sensitively for themselves to questions about identity and belonging Notice and respond sensitively to some similarities between different religions and word beliefs <i>Give examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs in their individual lives and in their church communities</i> <i>Give examples of how Christians put their beliefs into practice in church worship</i>	Pupils can: Explore questions about belonging, meaning and truth Express their own ideas and opinions in response using words, music, art or poetry Find and respond with ideas to examples of co-operation between people who are different Find out about questions of right and wrong Begin to express their own ideas and opinions about questions of right and wrong <i>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</i>

RE: Lower Key Stage 2

Coverage: Three religions (Christianity plus two)

Coverage	Believing	Expressing	Living
	<i>RE teaching and Learning enables pupils to:</i> <i>Know about and understand a range of religions and worldviews</i>	<i>RE teaching and Learning enables pupils to:</i> <i>Express ideas and insights about the nature, significance and impact of religions</i>	<i>RE teaching and Learning enables pupils to:</i> <i>Gain and deploy the skills needed to engage seriously with religions and worldviews</i>
Key Skills and Knowledge	Pupils can: Describe and make connections between different features of the religions they study. Discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe links between stories and other aspects of the communities they investigate. Respond to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. <i>List two distinguishing features of at least three examples of different types of Biblical text, eg, Gospel, parable, letter.</i> <i>Offer suggestions about what Biblical texts might mean and give some examples of what the texts studied mean to some Christians.</i>	Pupils can: Observe a varied examples of world views so they can explain their meanings and significance to individuals and communities. Understand the challenges of commitment to a community, faith or belief. Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Show understanding of similarities and differences within different religions and worldviews. <i>Make simple links between Bible texts and how Christians live their whole lives and in their church communities</i> <i>Describe how Christians show their beliefs in worship and in the way they live</i>	Pupils can: Discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth. Apply ideas of their own in different forms including reasoning, music, art and poetry. Think about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about what is wrong and right and what is fair and just Express their own ideas clearly in response. <i>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts covered might make a difference to how pupils think and live.</i> <i>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some of their own ideas clearly.</i>

RE: Upper Key Stage 2

Coverage: Three religions (Christianity plus two)

Coverage	Believing	Expressing	Living
	<i>RE teaching and Learning enables pupils to:</i> <i>Know about and understand a range of religions and worldviews</i>	<i>RE teaching and Learning enables pupils to:</i> <i>Express ideas and insights about the nature, significance and impact of religions</i>	<i>RE teaching and Learning enables pupils to:</i> <i>Gain and deploy the skills needed to engage seriously with religions and worldviews,</i>
Key Skills and Knowledge	Pupils can: Describe and make connections between different features of the religions they study. Discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they investigate. Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. <i>Outline the timeline of the 'big story' of the Bible, explaining the place within it of core concepts studied.</i> <i>Use theological terms to explain connections between biblical texts and the key concepts studied.</i> <i>Suggest meanings for the biblical texts studied and compare their ideas with the ways Christians interpret biblical texts, showing awareness of different interpretations.</i>	Pupils can: Observe and understand varied examples of world views so they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community, faith or belief. Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion. Explore and show understanding of similarities and differences within different religions and worldviews. <i>Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities and in the wider world.</i> <i>Show how Christians put their beliefs into practice in different ways, eg, in different denominations.</i>	Pupils can: Discuss and present thoughtfully their own and others views on challenging questions about belonging, meaning, purpose and truth. Apply ideas of their own in different forms including reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is wrong and right and what is fair and just Express their own ideas clearly in response. <i>Identify ideas arising from the study of texts and concepts and comment on how far these are helpful or inspiring, justifying their responses.</i> <i>Weight up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities for their own lives and the world today, developing insights of their own.</i>

RE Overview Early Years	Autumn	Spring	Summer
Started 2019/2020	God/ Creation Why is the word God so important to Christians? Incarnation Why do Christians perform nativity plays at Christmas?	What places are special and why? Which people are special and why? Salvation Why do Christians put a cross in an Easter Garden?	Where do we belong? What is special about our world?

RE Overview KS1	Autumn	Spring	Summer
Cycle A Started 2019/2020	God What do Christians believe God is like? Incarnation Why does Christmas matter to Christians?	Believing Who is a Muslim and what do they believe? Salvation Why does Easter matter to Christians?	Creation - Who made the World? Expressing What makes some places sacred?
Cycle B Started 2020/2021	Believing What can we learn from Sacred books? Expressing How and why do we celebrate special and sacred times?	Gospel - What is the Good news that Jesus brings? Salvation - Why does Easter matter to Christians?	Living: What does it mean to belong to a faith community? Living How should we care for others and the world and why does it matter?

RE Overview LKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	Creation / Fall What do Christians learn from the creation story? Incarnation What is Trinity?	Expressing Why do some people think life is a journey? What significant experiences mark this? Salvation Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God When Jesus left, what was the impact of Pentecost? Living: L2.9 What can we learn from religions about deciding what is right and wrong?
Cycle B Started 2020/2021	People of God What is it like to follow Jesus? Believing Why is Jesus inspiring to some people? Expressing Why are festivals important to religious communities?	Gospel What kind of World did Jesus want? Believing Why is the Bible important for Christians today?	Expressing: Why do people pray? Living: What does it mean to be a Hindu in Britain today?

RE Overview UKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	Creation – Creation and science: conflicting or complementary? Living What matters most to Christians and Humanists?	Salvation What did Jesus do to save human beings? (Y5) What difference does resurrection make for Christians? (Y6) Kingdom of God What kind of King is Jesus?	Living What difference does it make to believe in Ashima (harmlessness), Grace and Ummah (Community)? Living What does it mean to be a Muslim in Britain today?
Cycle B Started 2020/2021	God – What does it mean if God is holy and loving? Believing: Why do some people believe God exists? Incarnation Was Jesus the Messiah?	People of God How can following God bring freedom and justice? Believing What do religions say to us when life gets hard? Salvation What did Jesus do to save human beings? (Y5) What difference does resurrection make for Christians? (Y6)	Expressing Is it better to express your religion in arts and architecture or in charity and generosity? Kingdom of God What kind of King is Jesus?

<u>2020 - 2021</u>	<u>2021 - 2022</u>	<u>2022- 2023</u>	<u>2023 - 2024</u>
What is a saint? Link to All Saints Church, Breadsall Autumn Term – linked to All Saints Day	Other faith RE day (TBC)	The greatest book every written? Bible day	The Lord's Prayer Why is prayer important for religious believers?
Visits to Places of worship – Cathedral; Mosque; Mandir; Gurdwara; Synagogue	Is God Real? Investigation	Visits to Places of worship – Cathedral; Mosque; Mandir; Gurdwara; Synagogue	Other faith RE day (TBC)