

Religious Education Curriculum Progression

Implementation

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. RE is taught across the school and recorded in a variety of ways. Discussion and reflection play a part in the delivery of the curriculum and children are encouraged to listen and respond to the views of others.

- Weekly lessons timetabled
- Pupils visit the local church
- Local Church leaders visit the school regularly to run assemblies with a Christian theme.
- Local Church leaders visit the school regularly allowing pupils to take part in Easter, Harvest and Christmas celebrations.
- Teachers are supported by Devon and Torbay Agreed Syllabus planning and resources

Resources

We follow the Devon and Torbay Agreed Syllabus to ensure we are teaching high-quality RE taking a pedagogical approach to deliver detailed subject knowledge which will enable pupils to gain a coherent understanding of religion and world views.

Meeting the needs of all pupils

We know that there are pupils who may find other curriculum areas challenging but who excel in RE. Children with an interest in general knowledge and the world around them are encouraged to be independent in their learning and to have a thirst to do well. Good teaching for children with SEND is good teaching for all pupils. In RE we learn about other peoples' lives, beliefs and cultures in other contexts but in very positive ways. Through RE pupils will value contributions others bring. In our lessons there will be flexible grouping, cognitive and metacognitive talk as the teachers provide explicit instructions modelling respectfulness, tolerance of other's opinions and beliefs, stressing vocabulary and scaffolding the learning moving pupils from guided to independent work.

EYFS

The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the

EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning. Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experience. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them. The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Religious Education in EYFS	
Communication and Language	<p><i>Children know how to:</i></p> <ul style="list-style-type: none"> • Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. • Talk about how they and others show feelings. • Develop their own narratives in relation to stories they hear from different communities.
Personal, social and emotional development	<p><i>Children know how to:</i></p> <ul style="list-style-type: none"> • Understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. • Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • Think and talk about issues of right and wrong and why these questions matter. • Respond to significant experiences showing a range of feelings when appropriate. • Have a developing awareness of their own needs, views and feelings and can be sensitive to those of others. • Have a developing respect for their own cultures and beliefs, and those of other people. • Show sensitivity to others' needs and feelings, and form positive relationships.
Understanding the word	<p><i>Children know how to:</i></p> <ul style="list-style-type: none"> • Talk about similarities and differences between themselves and others, among families, communities and traditions.

	<ul style="list-style-type: none"> • Begin to know about their own cultures and beliefs and those of other people. • Explore, observe and find out about places and objects that matter in different cultures and beliefs.
Expressive arts and design	<p>Children know how to:</p> <ul style="list-style-type: none"> • Use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings. • Respond in a variety of ways to what they see, hear, smell, touch and taste.
Literacy	<p>Children know how to:</p> <ul style="list-style-type: none"> • Gain access to a wide range of books, poems and other written materials to ignite their interest.
Maths	<p>Children know how to:</p> <ul style="list-style-type: none"> • Recognise, create and describe some patterns, sorting and ordering objects simply.

Devon and Torbay Agreed Syllabus – End of phase outcomes

Element 1: Making sense of beliefs

Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Children know how to:

- Identify core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Give clear, simple accounts of what stories and other texts mean to believers.

Children know how to:

- Identify and describe the core beliefs and concepts studied.
- Make clear links between texts/sources of authority and the core concepts studied.
- Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.

Children know how to:

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.
- Describe examples of ways in which people use texts/sources of authority in religions.
- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret

		texts/sources of authority.
Element 2: Understanding the impact		
Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.		
Children know how to: <ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of ways in which believers put their beliefs into practice 	Children know how to: <ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live. Identify some differences in how people put their beliefs into practice. 	Children know how to: <ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.
Element 3: Making connections		
Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.		
Children know how to: <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make. 	Children know how to: <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make. 	Children know how to: <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make.

	KS1	LKS2	UKS2
Beliefs and teachings	Children begin to recall and name different beliefs and main festivals	Children can describe the key beliefs and teachings of the religions studied,	Children can explain how beliefs and teachings can make contributions to the

<p>(from various religions)</p>	<p>associated with religions.</p> <p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> • a describe the main beliefs of a religion; • describe the main festivals of a religion. 	<p>making some comparisons between religions.</p> <p>Children expand on their knowledge of world religions from KS1.</p> <p>Children know how to: a describe the key teachings and beliefs of</p> <ul style="list-style-type: none"> • religion; • begin to compare the main festivals of world religions; • refer to religious figures and holy books. 	<p>lives of individuals and communities.</p> <p>Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> • recognise and explain how some teachings and beliefs are shared between religions; • explain how religious beliefs can shape the lives of individuals and contribute to society.
<p>Rituals, ceremonies and lifestyles (from various religions)</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p> <p>Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> • recognise, name and describe religious artefacts, places and practices; • explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; • observe when practices and 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning.</p> <p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children begin to discuss and present thoughtfully their own and others' views.</p> <p>Children also explore pilgrimages as a part of a religious life.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> • identify religious artefacts and how they are involved in daily 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities.</p> <p>Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> • explain practices and lifestyles associated with belonging to a faith; • explain practices and lifestyles associated with belonging to a

	<p>rituals are featured in more than one religion or lifestyle.</p>	<p>practices and rituals;</p> <ul style="list-style-type: none"> describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<p>nonreligious community;</p> <ul style="list-style-type: none"> compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader.
<p>How beliefs are expressed</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories.</p> <p>Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning.</p> <p>Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and express meaning.</p> <p>Children can explain the meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children know how to:</p> <ul style="list-style-type: none"> explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others.

Assessing RE

- In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum.
- Pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.
- Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question outline will help teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills.
- Opportunities to assess are built into our curriculum plans. We will use the benchmark statements from the Devon and Torbay agreed syllabus to inform and set expectations for pupils' achievement and to create assessment criteria in the individual teaching units.
- We will provide formative day to day assessment (AFL), end of unit assessments which could include quizzes, short tests, recorded pupil interviews, or purposeful assessment tasks which may be labelling a diagram or answering an open ended, rich question for instance what make somewhere a place of worship for different people and faiths?

Examples of questions used for assessment might include, for example:

'I can'/'You can'/'Can you ...?'

...explain how the parable of the Lost Son teaches Christians about God's love and forgiveness

(e.g. Christians say God is like the father in the story. The father forgives his son, even after the son runs off to do his own thing. The father runs to his son – he wants him back. God wants people to turn back to him too: he is ready to forgive. Christians say God is loving not angry.)

'I can'/'You can'/'Can you ...?'

Identify some different ways in which Hindus worship

'I can'/'You can'/'Can you ...?'

Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today

These example 'I can' statements are only a sample, indicating stepping stones towards pupils achieving the highlighted unit outcomes. Teachers can develop their own, as long as they stay close to the unit outcomes.

Impact

At Starcross our RE curriculum is of high quality, well thought out and is planned to demonstrate progression.

All children, regardless of need or barrier, make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently.

By the time children leave Starcross Primary School they will

- demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.
- have begun to develop their own World View
- have the confidence to explore different beliefs and what difference these beliefs make to how people live.
- have the knowledge, understanding and skills needed to handle questions raised by religion and belief
- Be able to reflect on their own lives and beliefs