

Religious Education Progression Grid



Purpose of Study

Our society is ever changing. Never has the need for greater understanding as a basis for mutual respect and tolerance been more pressing. This is the very essence of R.E. at Roman Road.

We want to:

- Enable children to acquire knowledge, understand themselves and other people better, and respond appropriately to difference.
- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare our children for the opportunities, responsibilities and experiences of adult life.

R.E. works hand in hand with SMSC, PSHE and British Values as we work towards recognising that we live in a diverse, pluralist society and must respect the faith perspectives and non-faith perspectives of the people in our community.

Roman Road's R.E. Intent:

Before our children leave Roman Road, we endeavour that they will be equipped with the knowledge they need to understand how different people perceive their world and their place in it and how they answer and respond to the two big life questions:

*Why are we here?

*How should we live?

Our bespoke R.E. Curriculum, which is part of our D.R.I.V.E.N. Creative Curriculum, has been designed with the needs of our children in mind and blends with each year group's creative themes wherever possible. It has been developed using the Gateshead Agreed Syllabus and in consultation with experts and advisors. The diversity of visitors that we welcome in to school to work with children, enhances our R.E. provision.

Aims

There are three main curriculum aims which are set out in the Gateshead Agreed Syllabus for R.E:

- 1) To explore (exploration of questions and big ideas)
- 2) To engage (with issues and followers)
- 3) To reflect (on what has been learned)

*Four main religions are taught: Christianity, Judaism, Hinduism and Islam with the main focus being Christianity – this reflects that the religious traditions within Great Britain are principally Christian.

*There are six dimensions to the study of each religion: Origins; The Calendar; Narrative; People, Places & Practices; Principal Beliefs; Artefacts & Symbols

*There are six key questions asked across the study of each religion:

- What do followers of this religion believe?
- Why are some people important to followers of this religion?
- What does this religion teach?
- How do followers of this religion worship?
- How do followers of this religion live?
- What do followers of this religions celebrate?

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KEY THEMES & KEY IDEAS	<p>Festivals/Celebrations: Harvest That saying 'thank you' to God is an important element of some religious celebrations including Harvest Festivals</p> <p>Festivals/Celebrations: Christmas That Christmas is a Christian festival which celebrates the birth of Jesus.</p> <p>Friends of Jesus & Easter (Part 1) That Jesus was a real human being who had a family and friends.</p>	<p>Festivals/Celebrations: Harvest (and Succot/other) That saying 'thank you' to God is an important element of some religious celebrations including Harvest Festivals</p> <p>Festivals/Celebrations Christmas (& other religions) That Christmas is a Christian festival which celebrates the birth of Jesus.</p> <p>Friends of Jesus & Easter (Part 2)</p>	<p>Expressions of Belonging That religious people belong to faith communities and express their sense of common identity in particular ways</p> <p>Christian Beliefs and Practice That religious people express their faith through worship and in the way they live their lives.</p> <p>Introducing the Bible through Characters and Stories</p>	<p>Ideas about God in Christianity and Judaism That Christians and Jews believe that God is the Creator of the Universe and active within it.</p> <p>Meanings within Christmas and Hannukkah (long unit) That festivals and celebrations are important elements of religion through which key beliefs of the faith are expressed.</p> <p>Judaism: Torah and Shabbat (long unit) That the Torah is the key source of teaching for Jewish people upon which they base their living and</p>	<p>Religions in the Local Community That there are many religious traditions in Britain, some of which are represented in the school's local community.</p> <p>Expressions of Identity That religious people belong to faith communities and express their sense of faith identity in a variety of ways.</p> <p>Judaism: Beliefs and Practice That Jewish people express their faith through worship, festivals</p>	<p>Hinduism: God and Worship in the Home That Hindus believe that God takes many forms and it is important to show devotion to God through worship.</p> <p>Christianity: Meanings within Christmas That the Christmas stories and the meanings they convey are very important to Christians.</p> <p>Hinduism: Beliefs and Practice *That festivals and celebrations are important events for</p>	<p>Christianity: Pilgrimage, St Bede and other saints That a saint is a Christian who follows what the Bible says and some are famous through being canonised.</p> <p>Christianity: Rites of Passage *To investigate the services and sacraments (rites of passage) of the church and their importance and meaning. *To compare/contrast different denominations of Christian church in their approach to these 'rites of passage'.</p>	<p>Islam: Muhammad *That Muhammad had a life changing encounter with God which has had an impact and influence on the lives of Muslims since.</p> <p>Islam: The Five Pillars *That there are some key beliefs in Islam which have a profound effect on how Muslims live their lives.</p> <p>Islam: The Qur'an & The Role of the Mosque *That the Qur'an is the sacred text of Islam which contains guidance</p>

	<p>The Importance of Belonging That the people in the Bible were real people and they had families and friends.</p>	<p>That Jesus was a real human being who had a family and friends.</p> <p>The Importance of Belonging That belonging is an important element in the life of faith communities.</p>	<p>That for people of particular faiths, the Bible contains stories and characters which teach us about humankind's relationship with God.</p> <p>Easter That Easter is the key festival for Christians through which they express some fundamental beliefs upon which their faith is held.</p> <p>Teaching through Stories That stories told by Jesus teach us about the nature of the Christian's relationship with God and how that should influence the way they live their lives.</p>	<p>religious customs and practices.</p>	<p>celebrating key events in Jewish history and in the way they live their lives.</p> <p>Christianity: Contents and Significance of the Bible in the life of Christian believers That the Bible is composed of a variety of writings from various sources collated over time.</p> <p>Christianity: The Person of Jesus That although there is no authentic visual image of Jesus from his own time, over centuries artists have created a variety of images which reflect different aspects of him and that we can find out about Jesus' character from writings in the Bible.</p>	<p>expressing beliefs through worship for religious believers. *That all religions have stories that are passed down through holy books.</p> <p>Christianity: Meanings within Easter That the events of the first Easter are the foundation upon which the Christian faith is built.</p>	<p>Signs & Symbols (short unit) *That symbols and symbolism are important to religious people as a means of understanding, meaning and beliefs.</p> <p>God as Spirit (to include Easter - especially Pentecost) *That religious people believe that through their encounter with and experience of God they 'know' what God is like</p> <p>Christianity: Worship (Places and Importance) & incorporating elements of 'Origins and Composition of the Bible' *To investigate what worship is and instil that it's actually a lifestyle comprising of: -being part of a church -praying -singing (to God) -read the Bible -the way you live your life (treat others, deal with finances. *That worship and prayer are important elements of private devotional life and public expressions of faith for religious believers.</p>	<p>for living that Muslims seek to follow. *That mosques fulfil a number of important functions and play a key role in the life of Muslim communities.</p> <p>Christianity: People's Perspectives and Impressions of Jesus That Jesus had a clear perception of himself as did other people, who formed impressions of him from their differing opinions.</p> <p>Christianity: The Influence of Faith on Believers (including links made to all faiths studied through philosophical/ethical discussion) That the faith of believers has a significant influence on their attitudes, values, actions and lifestyle</p>
EXPLORE		<p>*Talk about past and present events in their own lives and in the lives of family members *Identify similarities and differences in relation to places, objects and materials including faith buildings</p>	<p>*Use some religious vocabulary relating to the practices of faiths they have explored *Recall religious stories and recognise some symbols and artefacts relevant to the faiths they are learning about</p>	<p>*Use religious vocabulary to identify some features of religion and its importance to some people. *Begin to show awareness of the similarities in religions including key questions raised by believers. *Talk about how religion is expressed in different ways and explain the meanings of some religious symbols and rituals.</p>	<p>*Demonstrate a developing religious vocabulary in describing some key features of some religions and identifying their differences. *Make links between beliefs, practices and sources, including religious stories and texts. *Begin to identify the impact religion has on believers' lives. *Describe some forms of religious expression.</p>	<p>*Use an expanding religious vocabulary to describe and show understanding of sources, practices, beliefs and practice. *Describe some similarities and differences both within and between religions. *Talk about the impact of religion on people's lives and explain the meanings of some forms of religious expression.</p>	<p>*Use a widening religious vocabulary to explain the impact of beliefs on individuals and communities. *Show an understanding of why people belong to religions and are able to describe similarities and differences and how these illustrate distinctive beliefs within and between religions. *Explain how religious sources are used to provide answers to ethical questions.</p>	<p>*Use religious and philosophical vocabulary to give informed accounts of religions and beliefs. *Interpret sources and arguments, explaining the reasons that are used in different ways to provide answers to ethical issues. *Interpret the significance of different forms of religious, spiritual and moral expression.</p>

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ENGAGE		<p>*Describe their own environment and say how environments might vary from one another and what things make them special</p>	<p>*Talk about their experience of the world around them and especially what they value and what concerns them.</p>	<p>*Show an awareness of some of the questions that cause people to wonder. and are difficult to answer. *Express ideas about right and wrong.</p>	<p>*Ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.</p>	<p>*Discuss fundamental questions about identity and belonging, meaning and purpose in life, values and commitment. *Recognise the implications and consequences attached to making choices between right and wrong.</p>	<p>*Raise and respond to fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments. Relate these to their own experience and to the experience of others and can make a clear connection between their point of view and their actions.</p>	<p>*Use reasoning and examples to explore the relationship between beliefs, teaching and world issues. *Express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.</p>
REFLECT		<p>*Know that other children do not always enjoy the same things and accommodate these differences *Talk about similarities and differences between themselves and other people and among different families, communities and traditions</p>	<p>*Demonstrate understanding that there is more than one religious tradition or faith community.</p>	<p>*Identify more than one religious tradition or faith community and can describe some of the distinctive features of those traditions or communities.</p>	<p>*Identify and distinguish between the faiths being explored and express some awareness of their identity within or outside these faiths. *Show an understanding of the implications of living in a diverse society.</p>	<p>*Apply ideas about identity and commitment to their own and other people's lives. *Recognise who and what influences and inspires them and give reasons for their ideas *Discuss experience of living alongside people who have a different faith or point of view.</p>	<p>*Explain what influences and inspires them *Talk about the opportunities and challenges that arise from individual and group commitments in a diverse world. *Talk about the implications for themselves and other people of holding particular beliefs and values.</p>	<p>*Focusing on values and commitments, consider their own responses to the opportunities and challenges of living in a diverse world, whilst taking account of the views and experiences of others. *Talk about examples of religious co-operation and why this is sometimes difficult.</p>