

Skills & Knowledge progression: Religious Education

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews, which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society.</p> <p>Aims</p> <ul style="list-style-type: none"> • know, understand and explore the significance and impact of sacred texts, sources of wisdom and ways of expressing meaning • express ideas and insights about the nature of beliefs, values and practices and their impact upon individuals and communities • recognise and explore the diversity which exists within and between religious traditions • express with increasing discernment their personal reflections, critical responses and connections to faith and belief • engage with the questions and answers offered by religions and worldviews concerning ultimate questions and responsibility. 	<p>We want our children to develop their individual knowledge and understanding of religions and beliefs in order to become open, principled and respectful citizens in contemporary society. In order to do this, it is vital that our children build-up both a rounded understanding of major faiths and the confidence and curiosity needed to form their own personal opinions. To that end, we deliver the Hertfordshire Agreed Syllabus for RE to provide an education that reflects the beliefs and needs of our Christian community whilst also challenging the children to consider and learn about religions and more diverse communities that are different to our own. At Stapleford, children in every class are given opportunities to ask and answer provoking, challenging questions about the ultimate meaning and purpose of life, beliefs, issues of right and wrong, and what it means to be human etc. We want to develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. Our children also have opportunities for their own personal development and wellbeing, by being taught to have mutual respect and tolerance for the diverse society we live in. This is also reflected in other parts of the curriculum such as Personal, Social, Health and Economic education (PSHE), art, geography and history. Children are given opportunities for personal reflection and spiritual development which allow them to deepen their understanding of the significance of religion in the lives of others – individually, communally and crossculturally.</p>

Milestones:
<p>At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Hertfordshire Agreed Syllabus for RE:</p> <ul style="list-style-type: none"> • Share their own beliefs, ideas and values. • Listen and respond to a range of stories that engage them, including faith stories. • Directly experience religion, its symbols and actions. • Engage with artefacts, people and places. • Explore local places of importance, including at least one place of significance, for a religious family. • Learn about key figures in their own lives and key members of a local religious group. • Listen and respond to visitors from faith communities. • Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. • Understand what is right and wrong. 	<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 (e.g. Ancient Greeks). • 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 wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and PSHE topics 	<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. • 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.

Skills Progression: Religious Education – Years 1 & 2

Year groups	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
1 & 2 Milestone 1	<ul style="list-style-type: none">• Describe some of the teachings of a religion.• Describe some of the main festivals or celebrations of a religion.	<ul style="list-style-type: none">• Recognise, name and describe some religious artefacts, places and practices.	<ul style="list-style-type: none">• Name some religious symbols.• Explain the meaning of some religious symbols.	<ul style="list-style-type: none">• Identify the things that are important in their own lives and compare these to religious beliefs.• Relate emotions to some of the experiences of religious figures studied.• Ask questions about puzzling aspects of life.	<ul style="list-style-type: none">• Identify how they have to make their own choices in life.• Explain how actions affect others.• Show an understanding of the term 'morals'.

Skills Progression: Religious Education – Years 3 & 4

Year groups	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
3 & 4 Milestone 2	<ul style="list-style-type: none">• Present the key teachings and beliefs of a religion.• Refer to religious figures and holy books to explain answers.	<ul style="list-style-type: none">• Identify religious artefacts and explain how and why they are used.• Describe religious buildings and explain how they are used.• Explain some of the religious practices of both priests and individuals.	<ul style="list-style-type: none">• Identify religious symbolism in literature and the arts.	<ul style="list-style-type: none">• Show an understanding that personal experiences and feelings influence attitudes and actions.• Give some reasons why religious figures may have acted as they did.• Ask questions that have no universally agreed answers.	<ul style="list-style-type: none">• Explain how beliefs about right and wrong affect people's behaviour.• Describe how some of the values held by communities or individuals affect behaviour and actions.• Discuss and give opinions on stories involving moral dilemmas.

Skills Progression: Religious Education – Years 5 & 6

Year groups	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
<p>5 & 6</p> <p>Milestone 3</p>	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.

Religious Education: Curriculum covered at Stapleford Primary School

KS1 (Class 3 – Year 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">RE</p> <p>(See Hertfordshire Agreed Syllabus of RE 2017-2022.) 8 key areas taught are:</p> <ul style="list-style-type: none"> - Beliefs and practices; - Justice and fairness - Symbols and actions - Identity and belonging; - Prayer, worship and reflection; - Sources of wisdom; - Human responsibility and values - Ultimate questions 	<p>Beliefs and practices; Justice and fairness</p> <p>Symbols and actions</p> <p>Being thankful and harvest traditions</p> <p>Giving to charity</p> <p>Festivals of light</p> <p>Understanding Christianity (UC) link: 1.3 Why does Christmas matter to Christians?</p>	<p>Identity and belonging; Prayer, worship and reflection;</p> <p>Beliefs and practices - Easter</p> <p>Belonging to a family and community</p> <p>Naming ceremonies – include a visit to a place of worship</p> <p>Using artefacts to explore prayer and worship</p> <p>The Easter Story</p> <p>UC link: 1.5 Why does Easter matter to Christians?</p>	<p>Sources of wisdom; Human responsibility and values</p> <p>Ultimate questions</p> <p>Sacred texts: who reads them, when and why</p> <p>Faith stories</p> <p>Big Questions about God</p> <p>Taking responsibility</p> <p>UC link: 1.4 What is the good news that Jesus</p> <p>UC link: 1.1 What do Christians believe God is like?</p> <p>UC link: 1.2 Who made the world?</p>	<p>Symbols and actions;</p> <p>Beliefs and practices; Prayer, worship and reflection</p> <p>Expressing religious meaning</p> <p>Muslim prayer and action</p> <p>Festivals including Christmas</p> <p>UC link: 1.3 Why does Christmas matter to Christians? (Digging deeper)</p>	<p>Prayer, worship and reflection;</p> <p>Identity and belonging; Sources of Wisdom;</p> <p>Beliefs and practices – Easter</p> <p>Different ways of giving thanks to God</p> <p>Invite a faith visitor to school or visit a place of worship</p> <p>The Lord's Prayer</p> <p>The Easter Story</p> <p>Shabbat and Passover</p> <p>UC Link: 1.4 What is the good news that Jesus brings? (Digging Deeper)</p> <p>UC Link: 1.5 Why does Easter matter to Christians? (Digging Deeper)</p>	<p>Justice and fairness</p> <p>Human responsibility and values; Ultimate questions</p> <p>Showing care and concern</p> <p>Whose community?</p> <p>Who made the world and other big questions?</p> <p>UC Link: 1.1 What do Christians believe God is like? (Digging Deeper)</p> <p>UC Link: 1.2 Who made the world? (Digging Deeper)</p>

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<p>RE</p> <p>(See Hertfordshire Agreed Syllabus of RE 2017-2022.) 8 key areas taught are:</p> <ul style="list-style-type: none"> - Beliefs and practices; - Justice and fairness; - Symbols and actions - Identity and belonging; - Prayer, worship and reflection; - Sources of wisdom; - Human responsibility and values - Ultimate questions 	<p>Beliefs and practices; Symbols and actions</p> <p>Marking festivals, traditions and key events in life</p> <p>Symbolic expression in prayer and worship</p> <p>Advent and Christmas traditions around the world</p> <p>Understanding Christianity (UC) Link: People of God 2a.2 What is it like to follow God?</p>	<p>Identity and belonging; Prayer, worship and reflection</p> <p>Ultimate questions</p> <p>Beliefs and practices – Easter</p> <p>Belonging to a family, a community, challenges and religious leadership</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Communicating through sacred spaces and prayer</p> <p>Exploring Lent, Holy Week and Salvation</p> <p>UC Link: Creation 2a.1 What do Christians learn from the Creation Story?</p> <p>UC Link: Salvation 2a.5, Why do Christians call the day Jesus died Good Friday?</p>	<p>Sources of wisdom; Human responsibility and values;</p> <p>Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, values and respect</p> <p>Right and wrong, just and fair</p> <p>UC Link Incarnation 2a.3 What is the Trinity?</p> <p>UC Link Kingdom of God 2a.6 When Jesus left what was the impact of Pentecost?</p> <p>UC Link: Gospel 2a.4 What kind of world would Jesus want?</p>	<p>Beliefs and practices; Symbols and actions;</p> <p>Sources of wisdom;</p> <p>Marking festivals, pilgrimage, traditions and key events in life</p> <p>Symbolic expression in prayer and worship</p> <p>Exploring the Trinity at Christmas – Incarnation</p> <p>UC Link: People of God 2a.2 Digging Deeper What is it like to follow God?</p> <p>UC Link Incarnation 2a.3 What is the Trinity?</p>	<p>Identity and belonging; Prayer, worship and reflection;</p> <p>Ultimate questions</p> <p>Beliefs and practices – Easter</p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Communicating through sacred spaces and prayer</p> <p>Exploring Good Friday – Jesus' death and resurrection</p> <p>UC Link: Creation 2a.1 Digging Deeper, What do Christians learn from the Creation Story?</p> <p>UC Link: Salvation 2a.5, Digging Deeper Why do Christians call the day Jesus died Good Friday?</p>	<p>Sources of wisdom; Human responsibility and values;</p> <p>Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, values and respect</p> <p>Right and wrong, just and fair</p> <p>UC Link: Gospel 2a.4 Digging Deeper, What kind of world would Jesus want?</p>

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">RE</p> <p>(See Hertfordshire Agreed Syllabus of RE 2017-2022.) 8 key areas taught are:</p> <ul style="list-style-type: none"> - Beliefs and practices; - Justice and fairness; - Symbols and actions - Identity and belonging; - Prayer, worship and reflection; - Sources of wisdom; - Human responsibility and values - Ultimate questions 	<p>Beliefs and practices; Symbols and actions; (Identity and belonging) Celebrations</p> <p>Key events in life and pilgrimage</p> <p>Symbolic ways of expressing meaning</p> <p>Exploring the incarnation through the Christmas story</p> <p>Understanding Christianity (UC) Link: Incarnation 2b.4 Was Jesus the Messiah?</p>	<p>Identity and belonging; Prayer, worship and reflection;</p> <p>Ultimate questions</p> <p>Symbols and actions</p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Exploring themes in The Last Supper</p> <p>UC Link: God 2b.1 What does it mean if God is holy and loving?</p> <p>UC Link: Creation 2b.2 'Creation and Science' contradictory or complementary?</p>	<p>Sources of wisdom; Human responsibility and values;</p> <p>Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p>UC Link: Gospel 2b.5 What would Jesus do?</p> <p>UC Link: People of God 2b.3 How can following God bring freedom and justice?</p>	<p>Beliefs and practices; Symbols and actions (Identity and belonging)</p> <p>Celebrations and key events in life</p> <p>Symbolic ways of expressing meaning</p> <p>Exploring the annunciation in a sacred and secular Christmas</p> <p>UC Link: Incarnation 2b.4 Digging Deeper Was Jesus the Messiah?</p>	<p>Identity and belonging; Prayer, worship and reflection;</p> <p>Sources of Wisdom</p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>The significance of Salvation</p> <p>UC Link: Salvation 2b.6 What did Jesus do to save human beings?</p>	<p>Sources of wisdom; Human responsibility and values;</p> <p>Ultimate questions</p> <p>Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p>UC Link: People of God 2b.3 Digging Deeper How can following God bring freedom and justice?</p> <p>UC Link: God 2b.1 Digging Deeper What does it mean if God is holy and loving?;</p> <p>UC Link: Creation 2b.2 Digging Deeper 'Creation and Science' contradictory or complementary?</p>