

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 N & R

Year groups	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
N & R Milestone EYFS	<ul style="list-style-type: none"> • Know that for Christians God is a Very Important Person. • Know that God has a son called Jesus who he gave as a very special gift to the world. 	<ul style="list-style-type: none"> • Know that Christians believe everyone is precious to God. • Know that the world that God created is special. 	<ul style="list-style-type: none"> • Hear stories about Jesus and begin to understand that he was special. • Know that Christians have a special book called The Bible. 	<ul style="list-style-type: none"> • Identify the things that are important in their own lives. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Understand that they are always making choices in life. • Explain how their choices/actions affect others.

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
5 & 6 Milestone 3	<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

EYFS (Class 4 – Years Reception) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Religious Education <small>(See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)</small>	<p>Why is the word 'God' so important to Christians?</p> 	<p>How can we help others when they need it?</p> 	<p>What makes every single person unique and precious?</p> 	<p>Why do Christians perform nativity plays at Christmas?</p> 	<p>Why do Christians put a cross in an Easter garden?</p> 	<p>How can we care for our wonderful world?</p> 
	CREATION 1	SALVATION 2	INCARNATION 2	INCARNATION 1	SALVATION 1	CREATION 2
	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...
	A Muslim whispering Allah in a baby's ear	A Sikh story: Har Gobind and the 52 Princes	Hindus celebrating at Raksha Bandhan	A Muslim story: Muhammad and the Ants	A Buddhist story: The Monkey King	Tu be Shevat: the Jewish 'Birthday of Trees'

In EYFS children explore the three major Christian concepts of creation, incarnation and salvation in a way they can relate to and through experiences which are familiar. Children also have the opportunity to sample and compare other major world religions in order to extend their knowledge and understanding. The placement of these units maximise opportunities from the church calendar with learning focussing on Christmas, Easter and new beginnings. The Autumn 1 unit is important as it introduces what the word 'God' means to Christians, a word many children may have heard in different contexts but not truly understood. The nativity unit introduces the idea of Jesus as a special baby, of God becoming human. The summer 1 unit builds on this idea with the Christian teaching that we are all made in the image of God.

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Religious Education (See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Belonging <i>Where and how people belong and why belonging is important</i>		Stories and Books <i>How and why some stories and books are sacred and important</i>		Prayer and Worship <i>How and why some people pray and what happens in a place of worship</i>	Celebrations <i>What celebrations are important in religion and why</i>	Prayer and Worship <i>How and why some people pray and what happens in a place of worship</i>		Believing <i>What some families believe about God, the natural world, human beings, a significant figure</i>		Symbols and Artefacts <i>How symbols and artefacts are used to express religious meaning and why</i>		Leaders & Teachers <i>Figures who have an influence on others locally, nationally and globally in religion and why</i>	
	Christianity <i>Baptism / church</i> <i>Why is belonging to God and the church family important to Christians?</i>	Judaism <i>Mitzvot / tzedakah</i> <i>Why is learning to do good deeds so important to Jewish people?</i>	Christianity <i>Parables / gospels</i> <i>What did Jesus teach about God in his parables?</i>	Christianity <i>Prayer / worship</i> <i>Why do Christians pray to God and worship him?</i>	Christianity <i>Emmanuel / Holy Spirit</i> <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	Judaism <i>Tefillah/ blessings</i> <i>Why do Jewish families say so many prayers and blessings?</i>	Judaism <i>Teshvoh / G-D</i> <i>Why do Jewish families talk about repentance at New Year?</i>	Christianity <i>Saviour / Jesus</i> <i>Why was Jesus given the name 'saviour'?</i>	Islam <i>Allah / mercy</i> <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christianity <i>Resurrection / joy</i> <i>What are the best symbols of Jesus' death & resurrection at Easter?</i>	Christianity <i>Disciple / faith</i> <i>Why do Christians trust Jesus and follow him?</i>	Judaism <i>Torah / rabbi</i> <i>Why is the Torah such a joy for the Jewish community?</i>		

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Religious Education (See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Religion and the Individual <i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i>			Symbols and Religious Expression <i>How religious and spiritual ideas are expressed</i>	Beliefs in Action in the World <i>How religions respond to global issues</i>	Revisiting Judaism <i>~ Symbols and Religious Expression</i>	Inspirational People <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>			Religion and the Individual - additional	Religion, Family and Community <i>How religious families & communities practice their faith & the contributions this makes to local life</i>	Encountering Sikhism <i>~ Religion, Family and Community</i>	
	Christianity <i>How do Christians show that reconciliation with God and others is important?</i>	Islam <i>How does a Muslim show their submission and obedience to Allah?</i>	Hinduism <i>Why do Hindus want to collect good karma?</i>	Christianity <i>Is the cross a symbol of love, sacrifice or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the Kingdom of God?</i>	Judaism <i>What symbols and stories help Jewish people remember their covenant with God?</i>	Christianity <i>How does believing Jesus is their saviour inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the prophets'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their dharma?</i>	Christianity <i>Why are good stewardship and generous giving important for every Christian?</i>	Christianity <i>Why do Christians believe they are people on a mission?</i>	Sikhism <i>How do Sikhs put their beliefs about equality into practice?</i>	

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Religious Education (See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Teachings and Authority <i>What sacred texts and other sources say about God, the world and human life</i>			Teachings & Authority - additional <i>What sacred texts and other sources say about God, the world and human life</i>	Worship, Pilgrimage and Sacred Places <i>Where, how & why people worship, etc. importance of particular religious sites</i>	Encountering Buddhism <i>~ Symbolism and Religious Expression</i>	Beliefs and Questions <i>What key beliefs people hold about God, the world and humans</i>			Beliefs and Questions - additional	Journey of Life and Death <i>Why some occasions are sacred to believers and what people think about life after death</i>	Encountering Humanism <i>~ Journey of Life and Death</i>	
	Christianity <i>Why is the gospel such good news for Christians?</i>	Islam <i>What does the Qur'an say about Allah and his guidance?</i>	Hinduism <i>What spiritual journeys to Shakti are written about in Hindu scriptures?</i>	Christianity <i>When Christians need real wisdom where do they look for it?</i>	Christianity <i>What is the great significance of the Eucharist for Christians?</i>	Buddhism <i>How did Buddha teach his followers to find enlightenment?</i>	Christianity <i>How do Christians show their belief that Jesus is God incarnate?</i>	Islam <i>How does Laahid create a sense of belonging to the Muslim community?</i>	Hinduism <i>How do questions about Brahman and atman influence the way a Hindu lives?</i>	Christianity <i>How do Christians try to capture the mystery of God as Trinity?</i>	Christianity <i>Should believing in the resurrection change how Christians view life and death?</i>	Humanism <i>Why do Humanists say happiness is the goal of life?</i>	