

## Subject – Religious Education Knowledge and Skills Progression Overview

### Religious Education Intent

'RE is like an iceberg. As you unpack ideas, you come to understand the deeper meaning.' *Year 9 pupil.*

RE plays an important role in developing children's moral awareness and social understanding as part of a broad, balanced and coherent curriculum. It enables the children to question the fundamentals of human existence and explore the most basic beliefs of religion. In our RE lessons we promote community cohesion and help children to appreciate the rich cultural diversity in Britain today.

At Oughton, we follow the Hertfordshire Agreed Syllabus for Religious Education.

#### ***We aim to ensure children:***

- explore their own beliefs as well as those of others through, not only class taught lessons, but also by visits to places of worship and inviting visitors from the local community in to school.
- build their sense of identity and belonging within their immediate and wider communities as well as becoming more tolerant of others.
- develop an understanding and respect of how religious beliefs and values affect ways of living.
- develop an increasingly reflective and caring approach to life through reflective and challenging questions and teaching.

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Creation stories The World Around Us Festivals around the world - Recognises and describes special times or events for family or friends					
Year 1	Thanking God for Nature	Festivals of Light including Diwali, Hanukkah and Christmas	Belonging	Easter/Giving Up Things For Love	Holy Books and Stories	
Year 2	Symbols and actions	Giving and Receiving	Special Places	Beliefs and Practices/ Easter	Religious Leaders	Religious Leaders/ Ultimate questions
Year 3	Islam and Christianity	Islam and Christianity Christmas around the world	Sacred Places – Islam and Christianity	Christianity – Bibles Stories Easter	Islam – Rules and how they influence actions	Islam and Christianity – Special places, sacred spaces
Year 4	Hinduism – Beliefs and teachings	Hinduism Christmas around the world	Sikhism	Sikhism Easter	Sacred texts: Sikhism Hinduism Christianity	
Year 5	Judaism – Light as symbol	Judaism Rules for Living	Key Figures in the Jewish Religion	Easter and Passover	Leaders in religious communities	Creation Stories and the ultimate questions they raise
Year 6	Christian and Buddhist Beliefs and Practices.	Christianity – Christmas sacred or secular	Expressing Faith in Art and Drama Links to Christianity.	Jesus and Easter	Ideas about God	Human Responsibility for the Environment.

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<b>Hertfordshire Agreed Syllabus for Religious Education aims &amp; purpose:</b>		<b>School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school</b>	
<p>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"> <li>• know, understand and explore the significance and impact of sacred texts, sources of wisdom and ways of expressing meaning</li> <li>• express ideas and insights about the nature of beliefs, values and practices and their impact upon individuals and communities</li> <li>• recognise and explore the diversity which exists within and between religious traditions</li> <li>• express with increasing discernment their personal reflections, critical responses and connections to faith and belief</li> <li>• engage with the questions and answers offered by religions and worldviews concerning ultimate questions and responsibility 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 cross</li> </ul>		<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 have built on the Hertfordshire Agreed Syllabus for RE to provide an education that reflects the beliefs and needs of our diverse community. At Oughton Primary and Nursery, children in every class are given opportunities to ask and answer provoking, challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. 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 Education (PSHE), 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 cross-culturally.</p>	
<b>Links to learning in EYFS / KS1:</b>		<b>Links to other subjects / curriculum areas:</b>	
<p>Hertfordshire Agreed Syllabus for RE:</p> <ul style="list-style-type: none"> <li>• Share their own beliefs, ideas and values.</li> <li>• Listen and respond to a range of stories that engage them, including faith stories.</li> <li>• Directly experience religion, its symbols and actions. • Engage with artefacts, people and places.</li> <li>• Explore local places of importance, including at least one place of significance, for a religious family.</li> <li>• Learn about key figures in their own lives and key members of a local religious group.</li> <li>• Listen and respond to visitors from faith communities.</li> <li>• Explore some of the ways in which people express care and concern for each other and the importance of this for relationships.</li> <li>• Understand what is right and wrong.</li> </ul>		<ul style="list-style-type: none"> <li>• Geography - learning about different cultures and the major religions in countries being studied.</li> <li>• 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.</li> <li>• History - the history of major faiths, significance and practices of religious communities at different points in history (e.g. Ancient Greeks, Egyptians).</li> <li>• English - exploring, summarising, analysing and making inferences from religious texts.</li> <li>• Music - listening to music that is important in different religions and identifying its meaning/role.</li> <li>• 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.</li> </ul>	
		<b>Experiences every child should have:</b>	
		<p>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 either visit one place of worship or have a visitor each year, linked to the religions they are exploring.</p> <ul style="list-style-type: none"> <li>• Meet religious leaders in local community and have the opportunity to discuss their faith and practices.</li> <li>• Have opportunities to handle religious artefacts, learn about their significance and draw their own inferences and conclusions from them.</li> <li>• Share photos, stories, food and clothing from faith ceremonies that they have taken part in with others in their class.</li> <li>• Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment</li> </ul>	

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Year group	Beliefs and Practices	Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness	Sources of Wisdom	Prayer, worship and reflection	Symbols and actions
EYFS	Explore different ways of living, including beliefs and festivals	Show awareness of things and people that matter to them and link this to learning in Religious Education	Use imagination and curiosity to develop their wonder of the world and ask questions about it	Explore how people show concern for each other and the world around them	Understand what is right, wrong and fair	Listen and respond to religious stories	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection	Communicate about people, places and religious symbols and artefacts
1	Give at least one example of beliefs and practices, including festival, worship, ritual and share meaning behind them.	Respond to religious and moral stories. <ul style="list-style-type: none"> <li>• Begin to raise questions about sources of wisdom and their origins.</li> </ul>	<ul style="list-style-type: none"> <li>• Give at least one example of symbol or action and explain how it is used.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how and where some worshippers pray.</li> <li>• Respond to periods of stillness and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about things and people that matter to them and how they belong to groups including faith groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate curiosity about the wonder of world, asking and beginning to respond to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to faith stories and examples of showing care and concern for humanity and world.</li> </ul>	Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.
2	<ul style="list-style-type: none"> <li>• Give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meaning behind them.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell and suggest meanings to some religious and moral stories.</li> <li>• Think, talk and ask questions about sacred writings, sources of wisdom and traditions from where they come.</li> </ul>	<ul style="list-style-type: none"> <li>• Give at least 3 examples of symbols and actions explaining how and why they express religious leaning</li> <li>• Notice similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how and where worshippers connect to prayer and worship.</li> <li>• Participate in periods of stillness and reflection.</li> </ul>	Talk with others how groups express who they are and how individuals belong to communities including faith groups. <ul style="list-style-type: none"> <li>• Describe what a leader does and why.</li> </ul>	Ask and answer range of how and why questions about belonging, meaning and truth, expressing own ideas and opinions.	Tell stories and share real life experiences of how people care and concern for humanity and world. <ul style="list-style-type: none"> <li>• Think; talk and ask questions and why they do this.</li> </ul>	Explain the influence of rules. <ul style="list-style-type: none"> <li>• Explore moral stories and consider what is right and wrong, just and fair.</li> </ul>

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3	Describe using specific religious vocab the impact of celebrations and key moments in life in religious communities.	Raise questions and suggest meanings to 3 examples of either religious & moral stories, sources of wisdom, sacred writings and their impacts	<ul style="list-style-type: none"> <li>Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers.</li> <li>Describe similarities between two faith communities.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.</li> </ul>	<ul style="list-style-type: none"> <li>Give two examples of how individuals show they belong to a faith community.</li> <li>Recognise how some religious people are guided by their religious leaders</li> </ul>	<ul style="list-style-type: none"> <li>Through creative media, express an understanding of a range of ultimate questions, reflecting on questions difficult to answer.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise importance of showing care and responsibility of the world, identifying the shared values in two communities.</li> </ul>	Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.
4	<ul style="list-style-type: none"> <li>Describe, make connections and reflect on some religious and nonreligious worldviews studied</li> <li>Use specific religious vocab to describe how communities mark celebrations and key moments in life.</li> </ul>	Show awareness, respond, describe and interpret a range of stories, sacred writings, psalms, poems hymns, prayers and artefacts. <ul style="list-style-type: none"> <li>Develop an impact of different communities and on individual believers.</li> </ul>	Explain a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. <ul style="list-style-type: none"> <li>Describe some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness, quiet thought, and where appropriate express personal reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of some of the challenges individuals face in a faith community.</li> <li>Demonstrate how it may help them.</li> <li>Explore how their religious leaders guide some religious people.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</li> </ul>	Consider and discuss questions on matters that are important in the world including choices about what is right or wrong.

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5	<ul style="list-style-type: none"> <li>Use religious vocabulary to compare two examples of celebrations marking key points in life's journey including pilgrimage.</li> </ul>	Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities	<ul style="list-style-type: none"> <li>Describe how a range of beliefs, symbolic expression and actions can communicate meaning.</li> <li>Identify some similarities and differences between and within two communities.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why, where and how, worshippers connect to prayer and worship.</li> <li>Actively engage in periods of stillness; describe their reflective experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the challenge of commitment for individuals belonging to a living faith.</li> <li>Raise questions on how faith today is shaped by identity; religious guidance and leadership</li> </ul>	<ul style="list-style-type: none"> <li>Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.</li> </ul>	Describe the diversity of local and national communities. <ul style="list-style-type: none"> <li>Identify some shared communal values and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how people with religious worldviews make choices about what is right and wrong.</li> </ul>
6	Describe, make connections and reflect on some religious and worldviews studied. <ul style="list-style-type: none"> <li>Use specific religious vocab to describe how celebrations and key moments in life are marked by community</li> </ul>	Show awareness, respond and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact on different communities and individuals.	Compare how and why a range of beliefs, actions and expressions communicate meaning. <ul style="list-style-type: none"> <li>Identify and describe similarities and differences between and within communities.</li> </ul>	<ul style="list-style-type: none"> <li>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</li> </ul>	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.	<ul style="list-style-type: none"> <li>Present a range of views and answers to challenging questions about belonging, meaning and truth.</li> </ul>	Explain how communities can live together, identifying common values, justice, respect and shared responsibility. <ul style="list-style-type: none"> <li>Use personal responses to challenge how responsibility is shaped by faith.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right or wrong, consider possible effects of different moral choices.</li> </ul>

The skills and progression for each year group, shown on the above table, are taught through topics shown on the second page. The units' knowledge sheets will support teachers planning of these areas.

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Opportunities to develop and use our learning in our Curriculum	
Curiosity	<ul style="list-style-type: none"> <li>• Showing curiosity when learning about other religions, cultures and ways of life</li> <li>• Asking 'big' questions about the meaning of life, issues of right and wrong and the values which we should all live by</li> <li>• Exploring personal beliefs, ideas and opinions</li> <li>• Taking risks to express individual responses to an issue</li> <li>• Challenging stereotypes, pre-conceived ideas and prejudices</li> </ul>
Independence	<ul style="list-style-type: none"> <li>• Choosing and using resources to aid learning - such as artefacts, texts, word banks, dictionaries and the knowledge of members of a given faith</li> <li>• Independently responding to issues</li> <li>• Responding to miraculous, magical and extraordinary stories with imagination and understanding</li> <li>• Tackling new situations and scenarios with growing confidence</li> <li>• Developing the decision making skills and sense of right and wrong needed by independent adults</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>• Being respectful of other peoples cultures, beliefs and opinions</li> <li>• Taking the challenges and concerns faced by others into account when discussing issues of faith</li> <li>• Expressing ideas and personal beliefs with honesty, and listen to the responses of others with tolerance and an open mind</li> <li>• Showing an understanding of life in a particular faith community</li> <li>• Exploring the concept of 'forgiveness' and its key place in many religions</li> </ul>
Perseverance	<ul style="list-style-type: none"> <li>• Working with determination to fully understand what it 'means' to be a member of a particular faith, not just skimming the surface</li> <li>• Coping with setbacks, especially when carrying out investigations</li> <li>• Setting ambitious but realistic goals for a task</li> <li>• Maintaining attention and clarifying information when being introduced to new ideas</li> <li>• Showing commitment to finding out answers and solving problems</li> </ul>
Reflectiveness	<ul style="list-style-type: none"> <li>• Breaking challenges down into small steps and thinking problems through logically</li> <li>• Commenting on similarities and differences between faiths, belief systems and values</li> <li>• Evaluating work, using personal or shared criteria</li> <li>• Using findings from enquiries, investigations, discussion or artefact analysis to draw simple conclusions</li> <li>• Taking feedback from others into account and using this to consider next steps</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions</li> <li>• Using listening and imitation to develop understanding</li> <li>• Working collaboratively to complete complex tasks</li> <li>• Treating both other individuals and other faiths with respect</li> <li>• Presenting and sharing work with others (using drama, video, or IT where appropriate)</li> </ul>

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We comply with the Equality Act 2010 and the Special Educational Needs and Disability Regulation 2014 by ensuring that the RE Curriculum is accessible for **all** learners through adaptations to meet the needs of our children.

### British Values and RE

Our RE Curriculum links a great deal to the British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

We actively promote the values by challenging opinions or behaviours in school that are contrary to British values. Our RE lessons offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. The excellent teaching of RE enables pupils to learn to think for themselves about British values. In RE, pupils learn the skills and develop attitudes that help protect themselves and others from harm throughout their lives.

Our RE classrooms are a **democratic** classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE, pupils examine different codes for living and consider the value of the **rule of law** where all people are equal before the law. They consider questions about identity and belonging. Religion is a good case study of the balance between **individual liberty** and the greater good. RE can challenge pupils to be increasingly **respectful** and to celebrate diversity of **different cultures, faiths and beliefs**.

Parents / Carers - if you wish to find out more about our RE Curriculum, please email [admin@oughton.herts.sch.uk](mailto:admin@oughton.herts.sch.uk) and ask the RE Subject Leader to contact you.