



# Progression in RE

## **Who's who?**

Subject Leader: Mrs Watts

Teachers: Mrs Hayton & Mrs Tinniswood

## **Our Aims**

At Rosley CE Primary we aim to enable children to know about and understand Christianity and other religious (including Islam and Buddhism) and non-religious worldviews, in order that they may become respectful individuals who can communicate with, and understand, others with the same or differing views and who can give meaning and value to experiences, feelings and ideas.

Our RE vision is to foster key Christian values that all children may demonstrate in their daily lives and which will help them to make positive contributions to their families, communities and the wider world around them. At the same time, we aim to teach children to question thoughtfully and compare compassionately in order to respect and celebrate the diversity of beliefs and cultural practices held by people in the wider community, across the UK and around the world. In this way we will prepare pupils for life within the county of Cumberland, and also in the wider world, when they encounter a range of ideas and beliefs.

We aim to provide children with a wide range of opportunities to explore Christianity, other faiths and non-religious world views through discussions, exploring key religious texts and artefacts, and (when appropriate) drama opportunities to develop children's empathy and understanding of different beliefs, traditions and practices. Through a disciplinary approach that incorporates theology, philosophy and human sciences, we encourage children to compare and contrast aspects of different religious, and non-religious worldviews, and to determine how they are reflected in, and impact on, the world around them. Pupils are encouraged to reflect on their own, developing, worldviews.

At Rosley School, we understand that most of our pupils come from a predominantly white British background and many will not come in contact with any religion, or only come in contact with Christianity, outside of school. Whilst ever respectful of the beliefs of our school families, we aim to incorporate trips and in-school visits to expand children's experiences of religions. These trips include visiting the village church, and inviting members of the local Christian community into school to share their faith and experiences and visiting the Cathedral in Carlisle to gain a different awareness of Christianity.

Our youngest children will develop their awareness of the rich variety of worldviews when learning about different celebrations, including Diwali and Lunar New Year. In Key Stage 1, children will also develop their knowledge and understanding of Islam through focused RE units. In Key Stage 2, children will build on the foundational awareness and knowledge of different worldviews as they continue to develop an understanding of other faiths, including in-school visits and visits to places of worship, including Muslim prayer rooms and Buddhist temples as children explore these faiths through twice yearly focused RE enrichment weeks developing their awareness and understanding of non-Christian beliefs.

RECEPTION & YEAR 1		
AUTUMN	SPRING	SUMMER
<p><b><i>How do Christians show they are thankful at Harvest? (based on diocesan unit of work)</i></b></p> <p><b><i>Why do Christians give gifts at Christmas and what are the messages of Christmas</i></b></p> <ul style="list-style-type: none"> <li>• Learn that people believe different things and we do not all share the same views, beliefs and traditions</li> <li>• Learn that Christians see God as the Creator and as such central to the harvest</li> <li>• Explore thankfulness and fairness in relation to our food</li> <li>• Consider Christmas as a religious celebration as well as a secular holiday</li> <li>• Discover that celebrating the birth of Jesus is central to a Christian Christmas</li> <li>• Consider the key characters in the nativity story and how God can also play a role in our lives</li> </ul>	<p><b><i>Why does Easter matter to Christians?</i></b></p> <p><b><i>Why do Christians put a cross in the Easter garden?</i></b></p> <ul style="list-style-type: none"> <li>• Continue learning that people have different beliefs and traditions</li> <li>• Understand that Christian teachings are based on the Bible and that the Bible is the source of Christian stories</li> <li>• Explore religious symbolism, focusing on the cross and considering its origins as a symbol of Christianity</li> <li>• Recognise that incarnation and salvation are part of a big story in the Bible</li> <li>• Explore how Christians show their belief in the death and resurrection of Jesus in church worship at Easter</li> </ul>	<p><b><i>Who made the world and why is the word ‘God’ so important to Christians?</i></b></p> <ul style="list-style-type: none"> <li>• Explore the account of the creation story in Genesis, realising that this is the beginning of the ‘big story’ of the Bible</li> <li>• Consider the name ‘God’ and what it means to people, especially Christians</li> <li>• Make inferences of what God is like by sharing the creation story</li> </ul> <p><b><i>Introducing Islam – Who is Allah and how might ceremonies give Muslims a sense of identity and belonging?</i></b></p> <ul style="list-style-type: none"> <li>• Awareness of Islam as a second major world religion</li> <li>• Develop awareness of 99 names for the God Allah including a focus on Al-Khaliq – the creator</li> <li>• Explore the role of people as Khalifa – custodians – Muslims are to look after the world</li> <li>• Recognise and explore key Muslim ceremonies (birth, marriage, death) and consider how these reflect or contrast with the children’s own experiences</li> </ul>

***EYFS – more celebrations to remember:***

- Explore a variety of secular and religious celebrations: Diwali, Bonfire Night, Remembrance Day, Advent

**Key Vocabulary:**

God, belief, religious, secular, harvest, celebration, thanksgiving, traditions, Christmas, Incarnation, Jesus, Bethlehem, Nativity, Diwali

***EYFS – more celebrations to remember:***

- Explore a variety of secular and religious celebrations: Lunar New Year, Mother's Day

**Key Vocabulary:**

Lunar New Year, Bible, God, Christian, Easter, cross, crucify, Jesus, belief, resurrection, saviour, worship, prayer

***EYFS – more celebrations to remember:***

- Explore a variety of secular and religious celebrations: Father's Day

**Key Vocabulary:**

Christian, God, Bible, Creation, Genesis, Arabic, Allah, Islam, Muslim, Al-Khaliq, Khalifa, The Prophet Muhammed pbuh, Aqiqah, Nikah, Walimar

**YEARS 3 & 4**

**AUTUMN**

***What is it like to follow God?***

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world

***Enrichment Week - Islam: Where might religious beliefs come from?***

- Explore the life of the Prophet from birth to death
- Consider the origins of the Qur'an and its importance as a source of authority in the lives of Muslims today

Key vocabulary: Noah, covenant, promises, ceremony, Islam, Prophet Muhammed pbuh, Meccah, Medina, Qur'an

**SPRING**

***What kind of world did Jesus want?***

- Identify 'Gospel', as telling the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly

Key vocabulary:  
Gospel, disciple, fishers of men

**SUMMER**

***When Jesus left, what was the impact of Pentecost?***

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Give examples of what Pentecost means to some Christians now.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

***Enrichment Week - Islam: What difference might being a Muslim make to daily life?***

- Develop a deeper understanding of the 5 pillars of Islam (Shahadah, Salah, Zakat, Sawm and Hajj)
- Explore the importance of Ramadan in British Muslim life
- Explain the role of the 2 Eid Festivals and
- aJummah prayers

Key Vocabulary:  
Kingdom of God, Pentecost, Shahadah, Salah, Zakat, Sawm and Hajj, Ramadan, Eid ul Fitr, Eid ul Adha, Jummah Prayers, wudu, mosque, Imam

**YEARS 5 & 6**

**AUTUMN**

***How can following God bring justice and freedom?***

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

**SPRING**

***What kind of a king is Jesus?***

- Explain connections between biblical texts and the concept of the Kingdom of God
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today
- Offer insights about whether or not the world could or should learn from Christian ideas.

**Key vocabulary:**

**Kingdom of God, heaven, hallowed, sin, trespasses, temptation, evil, parable, glory**

**SUMMER**

***Creation and science: Conflicting or complementary?***

- Identify what type of text some Christians say Genesis 1 is
- Compare own ideas with the ideas of different Christians and how they interpret the Creation Story in Genesis 1
- Understand how many Christians find science and faith go together
- Consider the extent to which the Genesis account of Creation is in conflict, or is complementary, with a scientific account of creation

**Enrichment Week - Islam: How reliable are sources of authority?**

- Explore the Bible and and Qur'an as contrasting sources of religious authority
- Recognise that different Abrahamic religions tell different versions of key stories (focus on Abraham and Isaac / Ibrahim & Ishmael)
- Investigate similarities and differences in the key prophets in Christianity and Islam

**Key Vocabulary:**

Freedom, justice salvation, Islam, Muslim, Qur'an, Bible, Abrahamic, prophet names including Moses / Musa, Abraham / Ibrahim, Ismael / Ishmael, Isa / Jesus etc

**Enrichment Week - Islam: What might it be like to be part of a global religious community?**

- Consider how the 5 pillars of Islam bring Muslims across the world together
- Develop an understanding of the importance of going on Hajj
- Develop an understanding of the key events that Muslims experience when on Hajj
- Consider the impact on daily life after having gone on Hajj

**Key vocabulary:**

Creation, Genesis, evolution, Muslim, Prophet Muhammed pbuh, 5 pillars of Islam, hajj, Ka'bah, eid ul adha, tawaf,

## **ENRICHMENT OPPORTUNITIES**

Whole school Christmas production

Daily Collective Worship (x4 whole school, x1 class based) including fortnightly worship held in Holy Trinity Church

Special church services: Harvest, Remembrance Day, Carol Service, Easter Service, end of year leavers service

Y6 Leavers Service at the Cathedral,

Value launch day events held in Holy Trinity Church supported by the wider Christian community through local churches and the diocesan team

Termly themes for class-based prayer spaces

Key Stage 2 Enrichment Weeks (Autumn & Summer terms) Focus Religion: Islam. Including a visit from a practicing Muslim, to give pupils an insight into what it means to be a Muslim

## **HOW TO SUPPORT YOUR CHILD'S LEARNING**

Encourage them to think for themselves when watching the news or talking about social and emotional issues

Provide opportunities to experience different religious celebrations and forms of worship that are special to their family