

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><i>Why do Christians celebrate Harvest?</i></p> <p><i>Why does Christmas matter to Christians?</i></p> <ul style="list-style-type: none"> • Learn that people believe different things and we do not all share the same views, beliefs and traditions • Learn to be respectful of differing worldviews and beliefs • Learn that Christians see God as the Creator and as such central to the harvest • Explore thankfulness and fairness in relation to our food • Consider Christmas as a religious celebration as well as a secular holiday • Discover that celebrating the birth of Jesus is central to a Christian Christmas • Consider the key characters in the nativity story and how God can also play a role in our lives 	<p><i>What is the Good News that Jesus brings?</i></p> <p><i>Why is baptism important to Christians</i></p> <ul style="list-style-type: none"> • Continue learning that people have different beliefs and traditions • Understand that Christian teachings are based on the Bible and that the Bible is the source of Christian stories • Consider how the teachings of Jesus impact on the lives of Christians today • Explore religious symbolism, focusing on the cross and considering its origins as a symbol of Christianity • Recognise that incarnation and salvation are part of a big story in the Bible 	<p><i>What do Christians believe God is like?</i></p> <ul style="list-style-type: none"> • Consider where Christians look to find out about God • Using art and the biblical text, explore the parable of the prodigal son and what it tells us about God’s character • Consider what it means to be a loving parent • Explore how people show love towards each other • develop ways to cope when things go wrong • explore different types of Christian prayer <p><i>Exploring Islam – Who was the prophet Muhammed pbuh and what are the 5 pillars of Islam?</i></p> <ul style="list-style-type: none"> • Develop awareness of different world views and religions by introducing Islam • Recognise key features of Islamic faith by naming and exploring the 5 pillars of Islam • Recognise the role of the Prophet and some of the stories relating to his life • Name key festivals including Ramadan and Eid

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, gospel, Jesus, parable, Christian, church, prayer, worship, Easter, salvation, forgiveness, belonging, membership, baptism, christening, godparents, font

EYFS – more celebrations to remember:

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

Key Vocabulary: God, Bible, parable, prayer, prodigal son, forgiveness, love, Arabic, Islam, Muslim, Allah, 5 pillars of Islam, The Prophet Muhammed pbuh, mosque, Ramadan, Eid ul Fitr

YEAR 3 & 4**AUTUMN*****What is the Trinity?***

- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like

SPRING***Why do Christians call it 'Good Friday' ?***

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly

Key Vocabulary:

Good Friday, Creation, fall, Palm Sunday, Triumphant, gospel, Easter, worship, crucifixion, resurrection, salvation

SUMMER***What do Christians learn from the Creation Story?***

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians

Enrichment Week – Buddhism: Can I outline key features of a world view?

- Understand the story of the origins of Buddhism
- Explore the 4 noble truths
- Consider what the symbol of the Dharmic wheel represents
- Explore meditation and consider its importance to Buddhists

Key Vocabulary:

Gospel, Trinity, Holy Spirit, baptism, prayer, Buddhism, Buddha, noble, truth, Siddhartha Guatama, 8 fold path, Dhamma Wheel, meditation

Enrichment Week – Buddhism: Is there a God?

- Observe and consider the similarities and differences between different sacred buildings and the beliefs and worldviews of those who use them
- How does the Buddhist understanding of creation contrast with that of Christianity?

Key Vocabulary:

Creation, creator, Genesis, sacred, Buddha, temple, meditation, Manjushri Kadampa, , karma, consequences

YEAR 5 & 6**AUTUMN*****Was Jesus the Messiah?***

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make

SPRING***What did Jesus do to save human beings?***

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Key Vocabulary:

Incarnation, sacrifice, salvation, resurrection, Holy Communion, Eucharist

SUMMER***What would Jesus do?***

- Identify features of Gospel texts (for example, teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own

Enrichment Week – Buddhism: Can I outline key features of a world view?

- Understand the story of the origins of Buddhism
- Explore the 4 noble truths
- Consider what the symbol of the Dharmic wheel represents
- Explore meditation and consider its importance to Buddhists

Key Vocabulary:

Messiah, gospel, incarnation, saviour, Buddhism, Buddha, noble, truth, Siddhartha Guatama, 8 fold path, Dhamma Wheel, meditation

Enrichment Week – Buddhism: How might beliefs shape identify for Buddhists?

- Recognise different sacred places and consider their purposes
- Consider how Buddhists incorporate into their daily lives, the importance of benefitting all sentient beings and the environment
- Discuss the concept of Karma and the consequences of actions of body, speech and mind

Key Vocabulary:

Gospel, parable, blessed, Buddha, temple, meditation, Manjushri Kadampa, sentient, karma, consequences

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

Visitors – Yr 5 & 6 visit from member of local Church community to share experiences of Christmas as a practising Christian (Jean Harper-Tarr)

Reception & Year 1 visit to Carlisle Cathedral – Easter focus (February)

Reception – Year 4 – 4Front Theatre visit at Caldbeck – The Parable Keepers

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: Buddhism ; Visit to Buddhist temple (June)

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