

## **RE Progression Map**

### **Government Guidance**

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

‘The curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’.’ Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are considered:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

## **Kirklees Agreed Syllabus**

At Hade Edge Junior, Infant & Nursery School we follow the Kirklees agreed syllabus for the delivery of Religious Education. The delivery and implementation of this syllabus is overseen by our RE co-ordinator, Mrs Gemma Koltuk.

The syllabus uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013 and the Commission on RE report 2018. However, it adapts non-statutory guidance to respond to local needs and experience.

The syllabus is called ***Believing and Belonging*** because it includes two key elements.

First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and we share this patch of the Earth.

The hope is that this syllabus, 'Believing and Belonging' will provide a stimulating and rigorous framework for schools to teach about religion and world views, alongside nurturing tolerance, respect, empathy and kindness in our schools and local communities.

## **Aims in the RE curriculum**

There are three broad aims, each subdivided into two areas. A balance of these should be included in any curriculum plan at every key stage. Pupils and students should:

- A. Investigate the beliefs and practices of religions and other world views;
- B. Investigate how religions and other world views address questions of meaning, purpose & value;
- C. Investigate how religions and other world views influence morality, identity and diversity.

## **Progression in coverage of religions and world views**

The syllabus requires Hade Edge J, I & N School, to focus on specific core religions at each key stage: Christianity and Islam from KS1 and adding Sikhism and Judaism at KS2. In addition, other (non-religious) world views must be included as part of the curriculum at each key stage.

- Schools can still study aspects of other faiths and world views and know how best to respond to local needs and circumstances.
- RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them

### **Early Years and Foundation Stage**

Pupils should encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories from a range of different religions and world views. Pupils should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity. RE is a legal requirement for all pupils on the school roll, including all those in the reception year. In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils. Sensitivity to the backgrounds and experience of young children is important, whether or not they come from a faith background. Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting. Although all areas of the EYFS profile are relevant, RE particularly supports the development of: Communication and language; Personal, social and emotional development; Understanding the world.

### **Communication and language**

Children:

- listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;

- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

### **Personal, social and emotional development**

Children:

- understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and a sensitivity to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

### **Understanding the world**

Children:

- talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter, in different cultures and beliefs.

### **Expressive arts and design**

Children:

- use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste. Literacy
- Children access a wide range of books, poems and other written materials to ignite their interest.

### **Mathematics**

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

*These learning intentions for RE are developed from relevant areas of the EYFS Profile (DfE 2013) and are reproduced from the Curriculum Framework for RE.*

Examples (non-statutory)

These may include:

- Exploring where we live and who lives there
- How special occasions are celebrated
- Why helping is important and what makes a good helper
- Looking at the world around us
- Things and people that are special

### **Key Stage 1**

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views. Teaching and learning should be focused around Christianity and Islam, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

## **Key Stage 2**

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views. At key stage 2, teaching and learning should build on the KS1 focus around Christianity and Islam, and be extended to the study of Judaism and Sikhism, alongside developing understanding of nonreligious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

## **Knowledge and Understanding of Christianity**

Teachers at Hade Edge J, I & N School are required to include teaching about Christianity at each key stage.

The Kirklees Agreed Syllabus dictates:

It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK. Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Christianity. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics. It is important throughout to recognise the wide range of Christian understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Muslim beliefs and traditions as outlined in the respective knowledge and understanding tables.

## **Key Stage 1**

### **General skill development**

Pupils should be able to apply these skills to content:

In Y1: recall; talk about and notice; respond to questions; talk about ideas.

In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences.

## **Key Stage 2**

### General skill development

Pupils should be able to apply these skills to content:

By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.

By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.

## **Knowledge and Understanding of Islam**

At Hade Edge School we study Islam at each Key Stage.

### **Key Stage 1**

#### General skill development

Pupils should be able to apply these skills to content:

In Y1: recall; talk about and notice; respond to questions; talk about ideas.

In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences.

### **Key Stage 2**

#### General skill development

Pupils should be able to apply these skills to content:

By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.

By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.

## **Knowledge and Understanding of Judaism**

### **Key Stage 2**

#### **General skill development**

In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.

In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.

## **Knowledge and Understanding of Sikhism**

### **Key Stage 2**

#### **General skill development**

In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.

In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.

## **Time allocation**

It is a legal requirement that all pupils are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity. In maintained schools the curriculum is defined by this local syllabus. Academies must teach RE according to the requirements of their trust deed or funding agreement, which will in practice mean following either this syllabus or an alternative one.

To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week. Organisation of this time is a matter for schools.

At Hade Edge J,I & N School we plan RE lessons on a 2 yearly cycle, due to having mixed age classes. However, teachers plan carefully to ensure that children are receiving the equivalent of at least 1 hour per week of RE. Work is documented in different ways including: In work books, displays and blogs on the school website.

### **Progression By Key Stage**

End of Key Stage statements are adapted from the RE Curriculum Framework 2013. These have been formatted to indicate clearly the progression of skills (**emboldened and underlined**) and main areas of content (***emboldened in italics***). In this table the statements are organised on to a single page for each key stage.

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS1</b>	<p><b>Beliefs and authority</b></p> <p><u>Retell and suggest meanings</u> for some religious and moral stories, exploring and discussing <b>sacred writings and traditions</b> and recognising the traditions from which they come</p> <p><b>Worship and Spirituality</b></p> <p><u>Recall and name</u> different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i>, in order to find out about the meanings behind them. <b>Recognise</b> some different ways that people <b>express beliefs and values, appreciating some similarities</b> between communities.</p>	<p><b>The Nature of Religion and Belief</b></p> <p><u>Notice and respond sensitively</u> to some <b>similarities between different religions and other world views</b> in their approach to questions of beliefs and meaning.</p> <p><b>Ultimate Questions</b></p> <p><u>Explore questions about belonging, meaning and truth</u> so that they can <b>express their own ideas</b> and opinions in response using words, music, art or poetry.</p>	<p><b>Moral decisions</b></p> <p><u>Find out about questions of right and wrong</u> and <b>begin to express their ideas</b> and opinions in response.</p> <p><b>Identity and Diversity</b></p> <p><u>Find out about and respond</u> with ideas and examples of co-operation between people who are different.</p>
Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS2</b>	<p><b>Beliefs and authority</b></p> <p><u>Describe and understand</u> links between stories and other aspects of the communities they are</p>	<p><b>The Nature of Religion and Belief</b></p> <p><u>Observe and understand</u> varied <b>examples of religions and other world views</b> so that they can</p>	<p><b>Moral decisions</b></p> <p><u>Discuss and apply</u> how <b>beliefs and values may affect choices</b>, ideas about <b>what is right and wrong and</b></p>

	<p>investigating, <b>responding thoughtfully</b> to a range of <b>sources and traditions</b> and to <b>beliefs and teachings</b> that arise from them in different communities.</p> <p><b>Worship and Spirituality</b></p> <p><b>Describe and make connections</b> between different features of the religions and other world views they study, discovering more about <b>celebrations, worship, pilgrimages and the rituals</b> which mark important points in life, in order to <b>reflect on their significance</b>.</p> <p><b>Explore and describe</b> a range of <b>worship and expressions of spirituality</b> so that they can understand different ways of expressing meaning</p>	<p><b>explain, with reasons</b>, their meanings and significance.</p> <p><b>Ultimate Questions</b></p> <p><b>Discuss and present thoughtfully</b> their own and others' views on <b>challenging questions about belonging, meaning, purpose and truth</b>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p><b>what is just and fair, reflecting on their own answers</b> to these questions.</p> <p><b>Identity and Diversity</b></p> <p><b>Consider and apply ideas</b> about ways in which <b>diverse communities can live</b> together for the well-being of all, <b>responding thoughtfully</b> to ideas about community, values and respect.</p>
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### Skills Progression by Year Group / Class

Teachers at Hade Edge School are able to plan WHEN they would like to deliver each of the different units of work. If teachers wish, they can adapt the units to meet the needs of the children within their class, ensuring that the outcomes are the same. Below is a table that identifies the different units of work as well as the key outcomes for each class and year group.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Marvellous Meerkats		Wonderful Wolves		Excellent Eagles	
UNITS OF WORK	Which books and stories are special?	How is new life formed?	How do Jews remember God's covenant with Abraham and Moses.	How are important events remembered?	Why are some journeys and places special?	How do Sikhs show commitment?

	<p>How do we celebrate special events?</p> <p>What does it mean to belong to a church or mosque?</p> <p>How and why do we care for others?</p> <p>Who brought messages about God and what did they say?</p>	<p>How can we make good choices?</p> <p>How and why do people pray?</p> <p>How can we look after our planet?</p> <p>What did Jesus teach and how did he live?</p>	<p>What is spirituality and how do people experience this?</p> <p>What do Christians believe about a good life?</p> <p>What do the Creation stories tell us?</p>	<p>What faiths are in our country?</p> <p>How do the 5 Pillars of Islam guide Muslims?</p> <p>Why are Gurus at the heart of Sikh belief and practice?</p>	<p>What values are shown in codes for living?</p> <p>Should we forgive others?</p> <p>What do Christians believe about the old and new covenants?</p>	<p>What do Christians believe about Jesus' death and resurrection?</p> <p>How does growing up bring responsibilities?</p> <p>How do Jews remember the Kings and the Prophets in worship and life?</p>
Investigate the beliefs and practices of religions and other world views.	Recall and talk about Notice	Recall and name Retell and suggest meanings for Recognise similarities and differences	Recognise Retell and make links Observe similarities and differences	Describe and make links Describe and show understanding Explore and describe similarities and differences	Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	Compare and contrast Give a considered response
Investigate how religions and other world views address questions of meaning, purpose and value.	Respond to questions Talk about Notice details	Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively	Observe Express own ideas Observe and respond thoughtfully	Explain and give reasons Present ideas Reflect and give examples	Identify and explain Apply and explain ideas Reflect and suggest reasons	Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
Investigate how religions and other World views influence morality, identity and diversity	Find out about Talk about ideas	Observe and recount Find out about and respond Find out and begin to express ideas	Discover more and express ideas Discover and respond Express ideas	Explain and give reasons Discover and explain ideas Express ideas and opinions	Identify and explain Investigate and apply ideas Discuss and give examples	Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view

### **Early Years Units of Work titles:**

Where do we live and who lives with us?

How do Christians celebrate Christmas?

What makes a good helper?

What can we see in our wonderful world?

Who and what are special to us?

The objectives to be covered throughout the EYFS are outlined in this document. The units will be taught in a cross curricular manner within the EYFS topic being covered within the nursery / reception unit.