

## RE PROGRESSION DOCUMENT

### Intent:

RE at Ayresome is based on the Middlesbrough agreed syllabus however staff adapt the key questions based on the diverse range of religions within the school. The aim of Religious Education is to help children to acquire and develop knowledge and understanding of all key principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school following a set of key questions showing progression across the age groups, providing opportunities to visit places of worship where suitable. At Ayresome Primary, Religious Education plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting the spiritual, moral, social, and cultural development of our children.

### Implementation:

At Ayresome Primary, having considered the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Sikhism
- Buddhism
- Catholicism

We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children, including visits to local houses of worship. We also engage the children using artefact boxes to give the children hands on experiences.

Across each year group, four key questions are covered each academic year focusing on a range of Religions. Some religious festivals are celebrated as a whole school, for example, Chinese New Year, Eid, Easter and Christmas.

RE at Ayresome is taught in weekly blocks throughout the year. During focussed RE weeks, pupils are immersed in the study of their key question – key questions are linked to other year groups, ensuring progression through school. Teaching RE in blocked weeks ensures a breadth of study and that key knowledge and skills are embedded and pupils fully understand their question and are able to answer it in detail, drawing on their learning, experiences and resources used.

Outside of the direct teaching of RE, religious festivals such as Chinese New Year, Eid, Easter and Christmas are discussed, for example through class assemblies. Other opportunities, such as multi-faith week and an ongoing partnership with the local church ensure that pupils have different experiences which develop their understanding of other faiths and religions. For example, the Vicar from St Barnabas church, alongside the 'Big Kids' youth organisation delivers assemblies at key points across the year.



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### **Impact:**

The children at Ayresome Primary enjoy learning lots about other religions and why people choose, or choose not to, follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.



### **Cultural Capital:**

Pupils at Ayresome are from a wide variety of backgrounds, cultures and faiths, so we want pupils to develop a tolerance of other faiths and beliefs and recognise the differences and similarities that religions have. Our pupils represent the cross-section of multicultural Britain and, as such, they need a wider understanding of the key religions in this country. For example, when studying Islam, pupils and members of staff openly share their experiences as a way uniting all faith groups through their first-hand experiences.

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EYFS



EYFS follow the ELG's and development matters framework to ensure coverage of RE.

ELG: People, Culture and Communities Children at the expected level of development will:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

**Nursery:**

To continue developing positive attitudes about the differences between people.

The children in Nursery will:

- Ensure that resources reflect the diversity of life in modern Britain.
- Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.
- Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.
- Celebrate and value cultural, religious and community events and experiences.
- Help children to learn each other's names, modelling correct pronunciation.
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**Reception:**

To understand that some places are special to members of their community.

The children in Reception will:

- Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.
- Take children to places of worship and places of local importance to the community.
- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

To recognise that people have different beliefs and celebrate special times in different ways.

The children in Reception will:

- Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.



		Links to key questions across the year groups:
Question stems:	<p>1.1 Who is a Christian and what do they believe?</p> <p>1.5 What makes some places sacred?</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>1.7 What does it mean to belong to a faith community?</p>	<p>1.1 - L2.1 What do different people believe about God? U2.1 Why do some people believe God exists?</p> <p>1.5 - L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship?</p> <p>1.6- L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>1.7 - L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today?</p>
Vocabulary:	<p>Christian, beliefs, sacred, Holy Book, festival, Christmas, Easter, faith, community, pray, Church, cross, symbols, wedding, christening, Bible, special, Jesus, God, Mary, Holy Spirit, miracle, prayer, special, Mosque, Synagogue, artefact, Jewish, Ner tamid, ark, Torah scroll, Bimah, tallit, tefellin, Kippah, hannukiah, wuzu/wudu area, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin, worship, celebration, palm leaf, Passover/Pesach, Id-ul-Fitr, Muslims, Ramadan, belong, inspire, Christianity, Islam, Ka'ba, Hajj, Allah, Shabbat, baptism, font, ritual, friendship, marriage</p>	
Educational visits/ enhancement opportunities	<p>1.5 What makes some places sacred? – visit to church</p> <p>1.7 What does it mean to belong to a faith community? – Guest speaker to discuss belonging to a faith community.</p>	



		Links to key questions across the year groups:
Question stems:	1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books? 1.8 How should we care for others and the world, and why does it matter?	1.2 – L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 1.3 – L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 1.4 – L2.2 Why is the Bible so important for Christians today?
Vocabulary:	Muslim, Qu’ran, Mosque, belief, sacred, care, symbols, Arabic, Allah, Prophet Muhammad, Mosque, ritual, prayer, pray mat, pillars, minaret, dome, sacred, calligraphy, Eid-UI-Fitr, Jewish, precious, cedar plate, Shabbat, symbols, mezuzah, scroll, God, celebrate, Torah, reflection, light, candle, Synagogue, script, ceremony, Chanukah, festival, miracle, stories, Bible, Christian, beliefs, Holy book, respect, commandments, care, unique, believe, Tzedekah,	1.8 - L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?
Educational visits/ enhancement opportunities	1.2 Who is a Muslim and what do they believe – visit to a Mosque/guest speaker into school.	

At the end of Key Stage 1 most pupils will be able to:

**Know about and understand**

- Recall and name different beliefs and practices, including festivals, worship, ritual and ways of life, in order to find out about the meanings behind them;
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;
- Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.

**Express and communicate**

- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;
- Notice and respond sensitively to some similarities between different religions and world views.

**Gain and deploy skills**

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;

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- Find out about and respond with ideas to examples of co-operation between people who are different;
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.



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YEAR 3



		Links to key questions across the year groups:
Question stems:	L2.1 What do different people believe about God? L2.2 Why is the Bible so important for Christians today? L2.5 Why are festivals important to religious communities? L2.4 Why do people pray?	L2.1 - U2.1 Why do some people believe God exists? L2.2 - L2.5 - U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? L2.4 - U2.4 If God is everywhere, why go to a place of worship?
Vocabulary:	God, believing, belief, symbol, love, creator, trinity, prayer, Holy Spirit, Christians, Moses, Christianity, prayer mat, Bible, Holy book, Allah, Arabic, Muslim, humanity, sacred, Shahadah, Qu'ran, Hindu, Goddesses, worship, statue, Trimurti, humanist, humanism, religious, Atheists, ancient, journey, universe, heaven, creation, tempted, temptation, forgiveness, festival, celebrating, holy, crucifying, miracle, Divali, significant, wealth, Ramadan, Eid-UI-Fitr, Jewish, Pesach, Islamic, meditate, Mandir, shrine, puja tray, emotion, worship	
Educational visits/ enhancement opportunities	L2.1 – bring in guest speakers to talk about their religion and beliefs.	



YEAR 4

		Links to key questions across the year groups:
Question stems:	L2.3 Why is Jesus inspiring to some people? L2.6 Why do some people think that life is like a journey and what significant experiences mark this? L2.8 What does it mean to be a Hindu in Britain today? L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 – U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? L2.6 – U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? L2.8 – U2.6 What does it mean to be a Muslim in Britain today? L2.9 - U2.7 What matters most to Christians and Humanists?
Vocabulary:	Inspiring, religious, miracle, parable, Jesus, blessed, symbolise, resurrection, Easter, Holy, betrayal, arrest, trial, forgiveness, inspirational, stained, significant, journey, special, sacred, celebrate, Baptism, Christian, Jewish, commandment, ceremonies, marriage, Hindu, worship, faith, belief, puja, tradition, Hinduism, Mandir, diva lamp, Torah, Christianity, conscience, believers, temptation, religious, Bible	
Educational visits/ enhancement opportunities	L2.8 What does it mean to be a Hindu in Britain today? – visit to a Hindu Temple.	



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YEAR 5

Question stems:	U2.1 Why do some people think God exists? U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) U2.4 If God is everywhere, why go to a place of worship? U2.6 What does it mean to be a Muslim in Britain today?
Vocabulary:	Exist, God, religious, religion, belief, theist, atheist, agnostic, Christian, believe, Jesus, teaching, mission statement, importance, parables, forgiveness, crucify, justice, fairness, generous, greedy, bible, artefacts, modern, cross, crucifixes, worship, baptised, Hindu, Mandir, puja, Jew, Jewish, Synagogue, believer, pilgrimage, Judaism, Muslim, journey, Shahadah, pillar, salah, prayer, significance, ritual, charity, Ramadan, fasting, Eid-ul Fitr, prophet, special, commitments
Educational visits/ enhancement opportunities	U2.6 - What does it mean to be a Muslim in Britain today? – Guest speaker/Visit to a mosque



Question stems:	U2.3 What do religions say to us when life gets hard? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?
Vocabulary:	Heaven, death, reincarnation, Christian, Hindu, karma, judgement, Muslims, Allah, ceremony, sacred, special, holy, scriptures, belief, values, Mosque, Muslim, calligraphy, admire, charities, generosity, fairness, honesty, consequence, humanist, moral, values, peace, prophet, Ummah, Hajj, Qu'ran, harmlessness, commitment, significance, grace, forgiveness,
Educational visits/ enhancement opportunities	

At the end of Key Stage 2 most pupils will be able to:

**Know about and understand**

- Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

**Express and communicate**

- Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and difference between religions and world views.

**Gain and deploy skills**

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- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g) reasoning, music, art and poetry;
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.





### **Key concepts of Religious education key stage 3**

There are a number of key concepts that underpin the study of RE. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

#### **1.1 Beliefs, teachings and sources**

- a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
- b. Understanding and responding critically to beliefs and attitudes.

#### **1.2 Practices and ways of life**

- a. Exploring the impact of religions and beliefs on how people live their lives.
- b. Understanding that religious practices are diverse, change over time and are influenced by cultures.

#### **1.3 Expressing meaning**

- a. Appreciating that individuals and cultures express their beliefs and values through many different forms.

#### **1.4 Identity, diversity and belonging**

- a. Understanding how individuals develop a sense of identity and belonging through faith or belief.
- b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.

#### **1.5 Meaning, purpose and truth**

- a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.

#### **1.6 Values and commitments**

- a. Understanding how moral values and a sense of obligation can come from beliefs and experience.
- b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.

Careers utilising RE:

- Activist
- Administrative Coordinator
- Author
- Charity Coordinator
- Child & Youth Worker
- Clergyperson
- Community Center Director
- Community Developer
- Diplomat
- Entrepreneur
- Foreign Service Worker



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- Historian
- Human Rights Advocate
- International Aid Worker
- Journalist
- Lawyer
- Legal Aide
- Lobbyist
- Media Correspondent
- Mediator
- Minister
- Missionary
- Museum Curator
- Non-Profit Administrator
- Political Consultant
- Public Policy Advisor
- Religious Rights Advocate
- Researcher
- Social Service Worker
- Social Worker
- Teacher
- Victim's Advocate
- Writer