

RE KNOWLEDGE AND SKILLS PROGRESSION

INTENT

At Brabourne Church of England Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We aim to understand the way that religious beliefs shape our lives and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance our spiritual, moral, social and cultural development. Religious Education is taught throughout the school in such a way as to reflect the overall aims, Christian values, and philosophy of the school. As a Church of England school, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE and the teaching of British Values, in promoting the spiritual, moral, social, and cultural development of our children.

The principal aims of RE at Brabourne are to ensure that all pupils:

- Acquire and develop knowledge and understanding of principal religions represented in the United Kingdom;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures from the local to the global;
- Develop the ability to make reasoned and informed judgements about religions and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;
- Enhance their spiritual, moral, social and cultural development;
- Develop positive attitudes of respect towards other people who hold views and beliefs different to their own, and towards living in a society of diverse religions and beliefs.

IMPLEMENTATION

The school follows the Kent Agreed Syllabus for World Faith planning and the Understanding Christianity Scheme for Christianity learning in RE. All Understanding Christianity units and the new KAS units are based on an enquiry based learning model. Lessons in RE take place discretely each week, although knowledge and skills are revisited, where purposeful links can be made, to other areas of the curriculum. The Understanding Christianity part of the syllabus works on a spiral curriculum, building knowledge and skills over the course of Year R-6. The strands of RE learning comprise several themes: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God. Pupils explore the life, teaching, death and resurrection of Jesus, within this wider historical and theological context. Planned progression built into the RE curriculum means that the children are increasingly challenged as they move through the school, building upon their knowledge of these areas. Progress in RE can be characterised by: Acquiring wider and more detailed knowledge of religious beliefs and practices; Deepening understanding of the meaning of stories, symbols, events and practices; More fluent and

competent use of religious language and terminology; and Increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.

IMPACT

Teachers assess children's work in RE by making informal judgments as they observe them during lessons and through evidence in children's books (Y2-6). In earlier years, teachers are encouraged to keep a Big Book of pupils' work and include examples of written and verbal reflections, photographs of practical activities, visits, speakers, displays etc to show the impact of learning. Children are encouraged to self, peer and group assess work in a positive way. As part of our assessment for learning process, children will receive verbal and written feedback in order to aid progress in the subject. Summative assessment is undertaken during the year, using the Canterbury Diocese assessment document and our own progression skills document. The latter is used by staff to assess the progression of these skills in children's work, three times a year, to inform the next steps or any adjustments that need making to planning. Written work is also moderated with other local COE Schools throughout the year, as part of the SIP. Monitoring takes place through learning walks, observations, pupil voice, teacher voice, the use of external specialists and reflective teacher feedback. A bi-annual survey assesses the impact of RE throughout the school community. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents at the end of the year.

Progression of knowledge and skills in RE

Black = Understanding Christianity units

Red = RE Today units of work

Blue = Diocesan units of work

Green = other

	AUTUMN		SPRING		SUMMER	
Reception	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	<i>Which stories are special and why? (New Testament)</i>	SALVATION Why do Christians put a cross in an Easter garden?	<i>Which stories are special and why? (Old Testament)</i>	<i>Which stories are special and why? (world faiths)</i> with support from RE Today unit
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE LEARNING</i>	GOSPEL What is the good news that Jesus brings? <i>CORE LEARNING</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
Year 2	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? <i>DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe? OR SCHOOL DESIGNED UNIT: A FAITH FOUND WITHIN YOUR LOCAL COMMUNITY
Year 3	PEOPLE OF GOD What is it like to follow God?	SIKHISM What is important for Sikh people? CHRISTMAS theme 2 lessons	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE LEARNING</i>	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?

Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>DIGGING DEEPER</i>	HINDUISM What does it mean to be a Hindu in Britain today?	Why do some people think that life is a journey and what significant experiences mark this? <i>See updated plan</i>
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1) <i>See separate guidance*</i>
Year 6	CREATION Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	GOSPEL What would Jesus do? CHRISTMAS theme <i>2 lessons</i>	ISLAM What does it mean to be a Muslim in Britain today? (Part 2) See separate guidance*	SALVATION What difference does the resurrection make for Christians?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	KINGDOM OF GOD What kind of king is Jesus?

**Amended guidance for years 5 and 6*

The RE today unit; *'Is it better to express your beliefs in arts and architecture or in charity and generosity?'* relies heavily on the children having a deep understanding of the Muslim faith and the Mosque. Therefore this unit must come after both Islam units in the overview. Please see Muslim planning guidance document for support in how to split this unit across two year groups.

**Amended guidance for years 5 and 6*

The RE today unit; *'Is it better to express your beliefs in arts and architecture or in charity and generosity?'* relies heavily on the children having a deep understanding of the Muslim faith and the Mosque. Therefore this unit must come after both Islam units in the overview. Please see Muslim planning guidance document for support in how to split this unit across two year groups.

SKILLS	Emerging	Expected	Exceeding
EYFS		<p>Talk about ... things, places, times, feelings, what people do.</p> <p>Think about ...</p> <p>Recognise some ...</p> <p>Identify some ...</p> <p>Say what ...</p> <p>Recall some simple stories</p> <p>Recall what happens</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings</p> <p>Give examples linked to their own lives</p> <p>Share and record occasions when things have happened in their lives</p>	<p>Say why something is special</p> <p>Retell a simple story</p>
Key stage 1	<p>Talk about the fact</p> <p>Recognise some simple facts</p> <p>Identify at least xxx objects</p>	<p>Talk about some simple ideas</p> <p>Retell a story</p> <p>Talk about issues</p> <p>Ask and suggest some good questions</p> <p>Offer ideas of their own</p> <p>Recognise some objects and suggest why these are important</p> <p>Identify some ways</p> <p>Identify ...</p> <p>Describe some ways</p> <p>Collect examples</p> <p>Give an account</p> <p>Use creative ways to express their own ideas</p>	<p>Make links between what xxx taught and what xxx believe.</p> <p>Respond thoughtfully</p> <p>Express own ideas about xxx in light of their learning</p> <p>Suggest their own ideas</p> <p>Suggest meanings</p> <p>Identify some similarities and differences</p> <p>Answer the title question thoughtfully</p> <p>Give examples of ways</p>
Lower Key stage 2	<p>Identify beliefs</p> <p>Retell and suggest the meanings of stories</p> <p>Recall and name</p> <p>Recognise</p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p>	<p>Identify some similarities and differences</p> <p>Discuss and present their own ideas about why</p> <p>Express their own understanding</p> <p>Present their own ideas about attitudes</p> <p>Make between key concepts and the big story of the Bible</p> <p>Consider and evaluate</p> <p>Suggest how and why</p> <p>Express ideas</p>

Upper Key stage 2	Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe	Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding Explain the impact Express ideas Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect	Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate
--------------------------	---	--	---

Progression of vocabulary

Please note Words highlighted in **green** we expect the child to be able to explain and spell with greater accuracy than other examples of technical vocabulary.

KS1	LKS2	UKS2
God, Creation, Incarnation, Gospel, Salvation	Creation/Fall People of God Incarnation/Gospel Salvation Kingdom of God	God, Creation, Fall, People of God, Prophecy/Wisdom, Incarnation, Gospel, Salvation, Kingdom of God
Jesus, God, love, Church holy, Easter, Christmas, bible, rules, story, prayer crucifix Jesus Judaism jew holy harvest god	Creator, gospel, Christianity, trinity, respect, Jesus rebirth reincarnation perseverance peace karma hope Hindu Hanukkah generosity	Reflection, creation, justice, freedom, commandments, Jesus reflection Ramadan Muhammed prophet mosque judgement faithfulness Eid-ul-Fitr

festival faith Easter church Christmas Christian celebrate bible rules Quran believe Pesach values symbol sukkot story belonging special Shabbat sacred religion prayer nativity muslim Hinduism priest baptism Vicar love	friendship creator creativity courage compassion temptation shrine community conscience gospel deity Christianity parable religious worship trinity trust thankfulness testament saint responsibility guidance moral sacrifice respect Dharma	creation baptist atheist Anglican justice freedom rites of passage afterlife agnostic Sikh suffering synagogue spiritual poverty segregation commandments fairness principles sawn pilgrimage communion Hajj Sikhism empathise Salat
--	--	--

EARLY YEARS FOUNDATION STAGE

ELG - People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children in Venus class have weekly opportunities to explore and reflect on the RE curriculum either through adult led activities or play based experiences. During the reception year children may explore the world of religion in terms of special people, books, times, places and objects. They listen to and talk about stories from the bible as well as the stories upon which some other religious and cultural festivals are based, such as the story of Diwali.

Children are encouraged to reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Children in the reception class participate in daily collective worship sessions and learn about and celebrate the main Christian festivals. They also have opportunities to attend the local place of worship alongside the rest of the school at periods throughout the year.