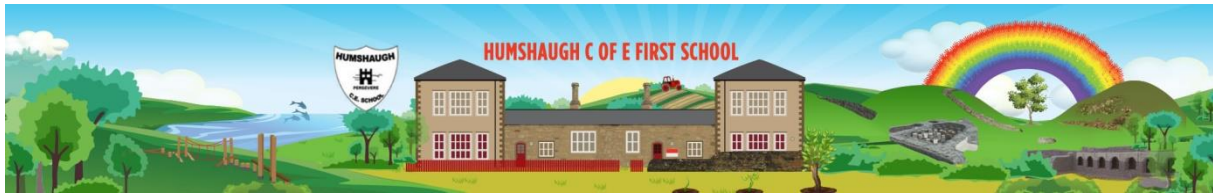


Religious Education Curriculum Progression in Skills



What will Religious Education at Humshaugh C of E First School look like?

The Durham and Newcastle Diocesan RE Syllabus 2024

Understanding RE

The Durham and Newcastle Diocesan RE Syllabus 2014 states that the principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and worldviews.

This principal aim incorporates the following aims of Religious Education in Church schools:

Church schools also have a duty to provide accurate knowledge and understanding of other religions and worldviews by providing:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and
- Understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and worldviews as lived by believers.
- RE that makes a positive contribution to SMSC development.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

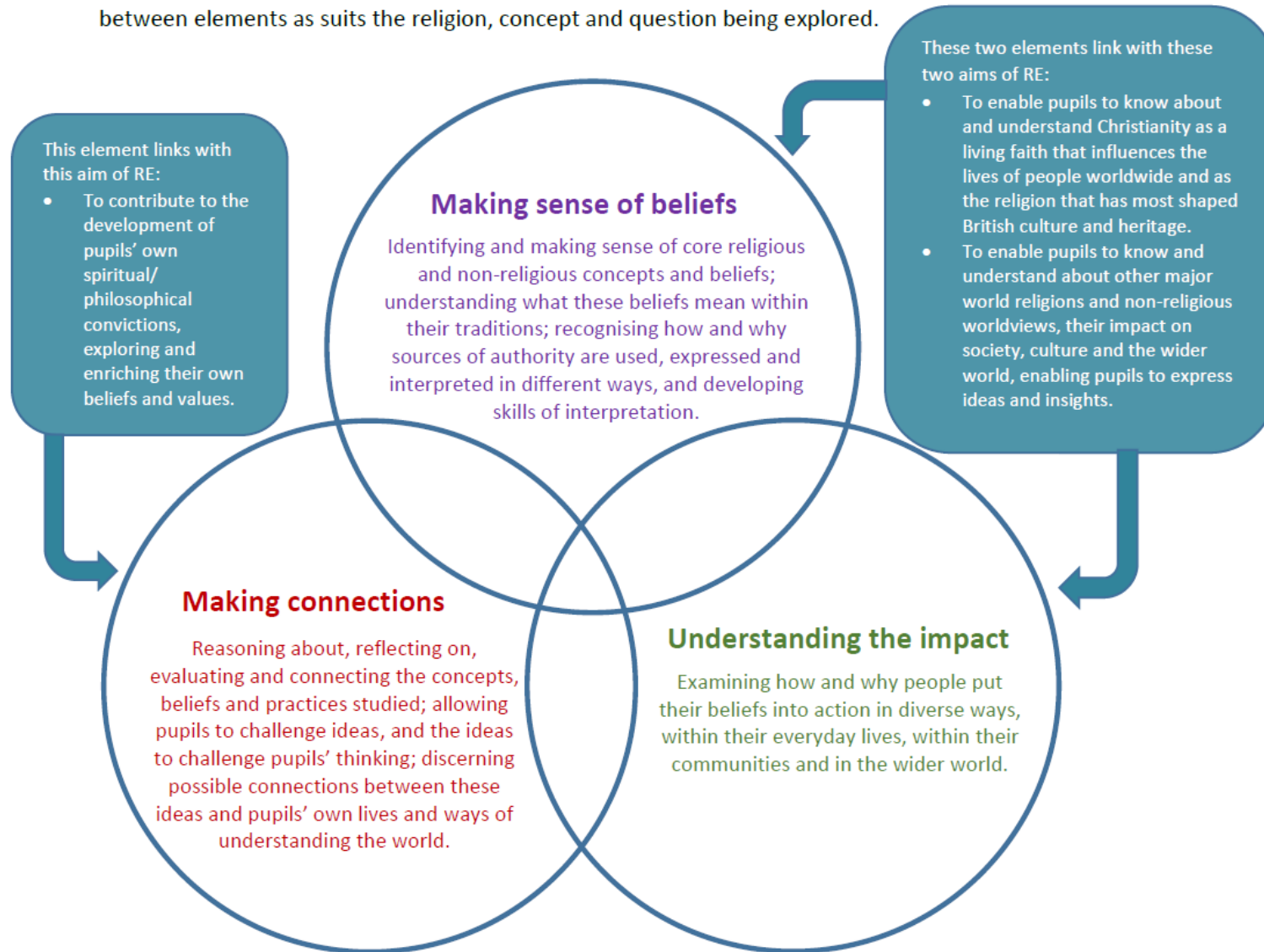
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

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Knowledge	Reception Children will encounter: <ul style="list-style-type: none"> Children will encounter Christian and other worldviews represented in the local area (including the wider Diocese of Newcastle, since there is little religious diversity in our local area)
	Key Stage 1 Children will learn about: <ul style="list-style-type: none"> Christians for at least 50% of study time and Muslims and Jews. Pupils may also learn from other religions and non-religious worldviews in thematic units
	Lower Key Stage 2 Children will learn about: <ul style="list-style-type: none"> Christians for at least 50% of study time and Hindus, Jews, Muslims and Sikhs. Pupils may also learn from other religions and non-religious worldviews in thematic units.

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Teaching and learning in the classroom will encompass all three of the elements below, allowing for overlap between elements as suits the religion, concept and question being explored.



Religious Education Curriculum Progression in Skills

Progression of key skills from Reception – Y4 at Humshaugh First School. **Core RE skills for all children in our setting highlighted in red**

	Communication & Language	Understanding the World	Literacy	Art & Design	Personal, Social and Emotional Development
End of Reception (Early Learning Goals from the DfE 2023 Guidance applied to R.E.)	<ul style="list-style-type: none"> Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field Become comfortable using a rich range of vocabulary and language structures in 	<ul style="list-style-type: none"> Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world Extend their knowledge and familiarity with words that support understanding of religion and belief Talk about the lives of people around them, understanding characters and events from stories Know some similarities and differences 	<ul style="list-style-type: none"> Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religions and worldviews Articulate ideas and use RE examples to write simple phrases or sentences that can 	<ul style="list-style-type: none"> Develop artistic and cultural awareness in relation to RE materials using art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings. Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste. See, hear and participate in a wide range of examples of religious and spiritual expression, developing their 	<ul style="list-style-type: none"> Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Religious Education Curriculum Progression in Skills

	<p>relation to RE content.</p> <ul style="list-style-type: none"> • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems. 	<p>between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class</p> <ul style="list-style-type: none"> • Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning. 	<p>be read by others.</p>	<p>understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <ul style="list-style-type: none"> • Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work. • Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively. 	
End of Reception Specific RE Learning outcomes	<ul style="list-style-type: none"> • talk about and retell religious stories, making connections with personal experiences • recognise some religious 	<ul style="list-style-type: none"> • know that the word God is a name. • know that Christians believe God is the creator of the universe. • know that Christians believe 	<ul style="list-style-type: none"> • share and record occasions when things have happened in their lives that made them feel special 	<ul style="list-style-type: none"> • create pictures or models of things they encounter in RE e.g. something they find in a place of worship, such as a cross or a pulpit. 	<p>identify some of their own feelings in the stories they hear</p> <p>express a personal response to the natural world</p> <p>talk about what Jesus teaches about keeping promises and say why keeping promises is a good</p>

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	<p>vocabulary, e.g. believe, God, Christians, Muslims, Jewish people</p> <ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • talk about the things that are special and valued in a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church 	<p>God made our wonderful world and so we should look after it.</p> <ul style="list-style-type: none"> • know that Christians remember Jesus' last week at Easter. • know that Jesus' name means 'He saves'. • know that Christians believe Jesus came to show God's love. • know that Christians try to show love to others. • identify some significant features of sacred places • recognise a place of worship • identify a sacred text e.g. Bible, Qur'an • recognise that some religious people have places which have 			<p>thing to do</p> <p>talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked</p>
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		<div>special meaning for them</div> <ul style="list-style-type: none">recall simply what happens at a traditional Christian infant baptism and dedicationrecall simply what happens when a baby is welcomed into a religion other than Christianity			
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Religious Education Curriculum Progression in Skills

Teaching & Learning Approach	Element 1: Making sense of beliefs (<i>Theological Enquiry</i>) Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation	Element 2: Understanding the impact (<i>Sociological Enquiry</i>) Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.	Element 3: Making connections (<i>Philosophical Enquiry</i>) Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.
End of Year 1	<ul style="list-style-type: none"> • Identify some core beliefs and concepts studied and give a simple description of what they mean. • Make some links between festivals and the religious stories they celebrate. 	<ul style="list-style-type: none"> • Give some simple examples of ways in which believers use a story, text or teaching to guide their beliefs and actions. 	<ul style="list-style-type: none"> • Can talk about whether the story they have been studying has anything to say to them. • Can make some links with stories and beliefs from different world faiths and own ideas.
End of Year 2	<ul style="list-style-type: none"> • Identify the core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities • Give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them • Give a good reason for the views they have and the connections they make. • Talk about what they have learned

Religious Education Curriculum Progression in Skills

End of Year 3	<ul style="list-style-type: none"> • Identify some of the core beliefs and concepts studied and give a simple description of them. • Make some links between texts/sources of authority and the key concepts studied. • Offer some suggestions about what texts/sources of authority might mean 	<ul style="list-style-type: none"> • Make some links between stories, teachings and concepts studied and how people live. • Describe how people show their beliefs in how they worship. 	<ul style="list-style-type: none"> • Make some links between the stories and teachings studied and life in the world today, expressing some ideas of my own. • Ask questions about how the beliefs and practices studied might make a difference to how pupils live.
End of Year 4	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> • Make links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and in the way they live. • Identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Give good reasons for the views they have and the connections they make • Talk about what they have learned and if they have changed their thinking.

Religious Education Curriculum Progression in Skills

What do pupils learn in RE? Context and Content of Religious Education:

Humshaugh C of E (Aided) First School

Religious Education Curriculum Overview Year 1

Durham and Newcastle Diocesan RE Syllabus 2024

Red = includes Christianity and other religious and non religious worldviews **Blue = Understanding Christianity: Christian Worldview** **Purple = Another religious worldview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	CREATION (UC) F1 Why is the word 'God' so important to Christians?	INCARNATION (UC) F2 Why do many Christians perform Nativity plays at Christmas?	F4 Being Special, where do we belong?	SALVATION (UC) F3 Why do some Christians put a cross in an Easter garden?	F5: Which places are special and why?	F6 Which Stories are special and why?
Year 1	CREATION (UC) 1.2 Who do Christians say made the world? Core	1.8 What does it mean to belong to a faith community? Core	1.10 How should we care for the World and why does it matter? Core	SALVATION (UC) Why does Easter matter to Christians? Core	GOSPEL (UC) 1.4 What is the 'Good News' Jesus brings? Core	JUDAISM: 1.7: Who is Jewish and how do they live? Core
Year 2	CREATION (UC) 1.2 Who do Christians say made the world? Digging Deeper	1.8 What does it mean to belong to a faith community? Digging Deeper	1.10 How should we care for the World and why does it matter? Digging Deeper	SALVATION (UC) Why does Easter matter to Christians? Digging Deeper	GOSPEL (UC) 1.4 What is the 'Good News' Jesus brings? Digging Deeper	JUDAISM : 1'7 1.7 Who is Jewish and how do they live? Digging Deeper
Year 3	CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core	INCARNATION (UC) L2.3 What is the Trinity? Core	L2.8 What does it mean to be Sikhi in Britain today? Core	L2.9 What are the deeper meanings of festivals: (Focus on Easter and Spring Festivals from other worldviews) Core	GOSPEL (UC): What kind of world does Jesus want? ore	L2.10 How and why do people mark the significant events of life? (Focus on birth and commitment to a faith ceremonies) Core
Year 4	CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Digging Deeper	INCARNATION (UC) L2.3 What is the Trinity? Digging Deeper	L2.8 What does it mean to be Sikhi in Britain today? Digging Deeper	L2.9 What are the deeper meanings of festivals (Focus on Easter and Spring Festivals from other worldviews) Digging Deeper	GOSPEL (UC): What kind of world does Jesus want? Digging Deeper	L2.10 (How and why do people mark the significant events of life? (Focus on birth and commitment to a faith ceremonies) Digging Deeper

Religious Education Curriculum Progression in Skills

Humshaugh C of E (Aided) First School

Religious Education Curriculum Overview Year 2

Durham and Newcastle Diocesan RE Syllabus 2024

Red = Thematic Unit: Includes Christian and other religious and non religious worldviews

Blue = Christian Worldview

Purple = Another religious worldview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	CREATION (UC) F1 Why is the word 'God' so important to Christians?	INCARNATION (UC):F2 Why do many Christians perform Nativity plays at Christmas?	F4 Being Special, where do we belong?	SALVATION (UC): Why do some Christians put a cross in an Easter garden?	F5: Which places are special and why?	F6 Which Stories are special and why?
Year 1	GOD (UC):1.1 What do Christians believe God is like? Core	INCARNATION (UC): Why does Christmas matter to Christians? Core	1.10 How should we care for others? Why does it matter? Core	SALVATION (UC): Why does Easter matter to Christians? Core	1.9 What makes some places sacred to believers?	ISLAM: Who is Muslim and how do they live? Core
Year 2	GOD (UC): 1.1 What do Christians believe God is like? Digging Deeper	INCARNATION (UC) Why does Christmas matter to Christians? Digging Deeper	1.10 How should we care for others? Why does it matter? Digging deeper	SALVATION (UC): Why does Easter matter to Christians? Digging Deeper	1.9 What makes some places sacred to believers?	ISLAM: Who is Muslim and how do they live? Digging deeper
Year 3	PEOPLE OF GOD (UC) What is it like to follow God? Core	L2.9 What are the Deeper meanings of Festivals? (Focus on Christmas and winter festivals from 2 other worldviews.) Core	HINDU Dharma: L2.7 What does it mean to be a Hindu in Britain today? Core	SALVATION (UC) L2.5 Why do Christians call the day Jesus died 'Good Friday'?	KINGDOM OF GOD (UC) L2.6 For Christians, what was the impact of Pentecost? Core	L2.11 How and why do people try to make the world a better place? Core
Year 4	PEOPLE OF GOD (UC); What is it like to follow God? Digging deeper	L2.9 What are the Deeper meanings of Festivals? Digging Deeper	HINDU Dharma: L2.7 What does it mean to be a Hindu in Britain today? Digging Deeper	SALVATION (UC); L2.5 Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper	KINGDOM OF GOD (UC) L2.6 For Christians, what was the impact of Pentecost? Digging deeper	L2.11 How and why do people try to make the world a better place? Core