



Curriculum and Progression in Religious Education

Progression of skills in RE

The Agreed Syllabus for Religious Education Northumberland County Council

Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:

- Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
 - Explain how and why these beliefs are understood in different ways, by individuals and within communities.
 - Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
- Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - Examine and explain how and why people express their beliefs in diverse ways.
 - Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
 - Appreciate and appraise the significance of different ways of life and ways of expressing meaning.
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied so that they can:
 - Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
 - Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
 - Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

	<p>Early Years Pupils are taught about:</p> <ul style="list-style-type: none"> • Christianity, Festivals in other religions <p>Key Stage 1 Pupils are taught about:</p> <ul style="list-style-type: none"> • Christianity, Judaism, Islam, Non-religious world views <p>Key Stage 2 Pupils are taught about:</p> <ul style="list-style-type: none"> • Christianity, Judaism, Islam, Hinduism, Non-religious world views
<p>Making Sense of a range of religious and non-religious beliefs</p>	<p>Early Years:</p> <ul style="list-style-type: none"> • Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus. • Retell religious stories. • Say why Christmas and Easter are special times for christians. • Begin to recognise that for religious people, special places can link to beliefs about God. <p>Key Stage 1:</p> <ul style="list-style-type: none"> • Identify 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. <p>Key Stage 2:</p> <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 suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.
<p>Understanding the impact and significance of religious and non-religious beliefs</p>	<p>Early Years:</p> <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian festival. • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. • Recall simply what happens at a traditional Christian infant baptism and dedication. • Recall simply, what happens when a baby is welcomed into a religion other than Christianity. • Recognise that some religious people have places which have special meaning for them. • Talk about things that are special and valued in a place of worship. <p>Key Stage 1:</p> <ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions. • Give examples of ways in which believers put their beliefs into action. <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Make simple 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 action.
<p>Making connections between religious and non-religious</p>	<p>Early Years:</p> <ul style="list-style-type: none"> • Talk about people who are special to them. • Say what makes their family and friends special to them.

beliefs, concepts, practices, and ideas studied	<ul style="list-style-type: none"> ● Make connections to religious stories and personal experiences. ● Talk about ideas and signs of new life in nature. ● Share and record occasions when things have happened in their lives that made them feel special. ● Talk about somewhere that is special to themselves, and say why. ● Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. ● Express a personal response to the natural world. <p>Key Stage 1:</p> <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. <p>Key Stage 2:</p> <ul style="list-style-type: none"> ● Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. ● Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. ● Give good reasons for the views they have and the connections they make. 					
Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Being Special: where do we belong?	Why is Christmas special to Christians? Diwali		Why is Easter special to Christians?	Which places are special and why? Holi	
Suggested activities	-Virtual celebration of being accepted into a religion (christening) -Talk about how children are welcomed into another faith or belief community e.g. the Islamic Aqiqah ceremony, whispering of adhan and cutting of hair -Consider ways of showing that people are special from other religions e.g. Hinduism: stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or rakhi) of gold and red threads around the right wrist of her brother.	-Christmas crafts -Christmas story -Christmas decorations in home corner and classroom -Decorate a class tree -Advent calendar -Christmas cards -Christmas crafts		-Easter story focus -Easter craft activities -Easter stay and play -Craft activities -Egg hunt -Timeline of events	-3D shape construction of places of worship -Photos of places of worship in construction area -Holy books and photos of places of worship available to explore -Powder paint celebration -Virtual or visit to a church -Special items to each religion (e.g. prey mat)	
Year A	Yr1/2 - What do Christians	Yr1/2 - Why does	Yr1/2 - Who is Jewish and	Yr1/2 - Who is Jewish and	Yr1/2 - What does it mean	Yr1/2 - Why Jesus is

	think God is like?	Christmas matter to Christians?	how do they live?	how do they live?	to belong to a faith community?	special to Christians.
	Yr 3/4 - How do festivals and family life show what matters to Jewish people?	Y3/4 What is it like for someone to follow god?	Yr 3/4 - What does it mean to be a Hindu in Britain today?	Yr 3/4 - Why do Christians call the day Jesus died 'Good Friday'?	Yr 3/4 - What do Christians learn from the Creation Story?	Yr 3/4 - How and why do people try to make the world a better place?
Year B	Yr 1/2 -Who is a Muslim and how do they live?	Yr 1/2 - Who is a Muslim and how do they live?	Yr 1/2 - Festivals / Understanding and Organising	Yr 1/2 - Why does Easter matter to Christians?	Yr 1/2 - How should we care for others and the world and why does it matter?	Yr 1/2 - How should we care for others and the world and why does it matter?
	Yr 3/4 - What do Hindus believe God is like?	Yr 3/4 - How and why do people mark the significant events of life?	Yr 3/4 - How do festivals and worship show what matters to muslims?	Y3/4 -What was the impact of pentecost for Christians?	Yr 3/4 - What is the 'Trinity' and why is it important to Christians?	Yr 3/4 - What kind of a world did Jesus want?

Progression of key skills

	Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
EYFS	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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
End of Year 1	remember a religious story and talk about it	use the right names for things that are special to religions	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people
End of Year 2	tell a religious story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some religious symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings

End of Year 3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave
End of Year 4	make links between the beliefs (teachings, sources) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life and suggest a range of answers	ask questions about things that are important to me and suggest answers which relate to my own life

Concepts and Key Vocabulary in Religious Education

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts and vocabulary:	At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts and vocabulary:
Belonging Qualities Views and opinion Differences and similarities Religion - main religions, God(s) Beliefs Symbols Community - local and national Worship and places of worship	Religion New testament Practice Old testament Society Faith Ceremony Respect Tolerance Promises Christians Evaluation

Scripture
Celebration
Remembrance
Peace

Identity
Morality
Spirituality
Compassion
Ethical issues
Racism and discrimination
Diversity
Values
Influence
Culture
Citizenship
Inspiration
Popularity
Community - global
Meaning and purpose of life
Believer
Pilgrimage
Reflection
Application