



R.E. Subject Leaders' Sequence and Progression Document

INTRODUCTION

The purpose of this document is to outline the approach and method that has been adopted to implement the Religious Education curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the Religious Education curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

AIMS

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

LIFESKILLS WE DEVELOP

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

END POINTS IN THE CURRICULUM (Generic)

- Children will leave St. Andrew's as well rounded young people as a result of their exposure to the school's values, morals and teachings
- Children will leave school with an informed and respectful attitude to all religions and world views in their search for God.

- They will be able to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Pupils will be able to investigate, reflect, evaluate and make meaning. In doing so they will have discovered more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.
- They will understand that 'being kind' is paramount to being a good Christian.
- They will understand that we are more fortunate than many and will have gained a welcome understanding of charity giving

INTENT

Knowledge and skills St Andrew's wants our pupils to achieve at each stage.

In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in our school enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. Our curriculum affords pupils both the opportunity to see the religion and non-religion in the world, and the gives them the opportunity to make sense of their own place in that world. Quality RE makes a huge contribution to this goal. Our RE programme offers pupils authentic encounters with living faith communities equipping them with the ability to hold informed conversations about religious beliefs and practices. Our RE programme and the ethos of our school breaks down barriers and builds communities. The RE Co-ordinator has the privilege of making sure the RE in our school is nothing less than excellent and is making a lasting impact on the whole school community. We have ensured that our RE curriculum development has kept pace with the academic and intellectual developments that help pupils to make sense of our complex multi-religious and multi-secular society. We use the Blackburn RE syllabus: Questful RE.

How we build towards those end points

Our curriculum is designed to develop knowledge and skills in a progressive way. These are the 'golden threads' through different topics. By clearly identifying these skills and assessing knowledge we are able to monitor how pupils progress within them both quantitatively and qualitatively. The RE curriculum sets out what it means to 'get better' at the subject as pupils move through the curriculum.

Pupils build 3 different forms of knowledge in RE. Leaders and teachers think about how these 3 forms of knowledge are interconnected and sequenced within the RE curriculum. It is this RE curriculum that pupils need to know and to remember.

Types of knowledge:

1. 'substantive' knowledge: knowledge about various religious and non-religious traditions
2. 'ways of knowing': pupils learn 'how to know' about religion and non-religion
3. 'personal knowledge': pupils building an awareness of their own presuppositions and values about the religious and non-religious traditions they study

Substantive content and concepts in RE

The substantive knowledge of RE includes the 'substance' of religious and non-religious traditions that our pupils study in the curriculum. The schema that pupils build in RE are important in their lives beyond school. They form part of the basis on which young people go on to speak and to act in society in matters of religion and non-religion

How RE is planned and sequenced so that new knowledge and skills build on what has been taught before

In the Foundation Stage, RE is experiential, creative and reflective. Children are given time to think, talk about and consider the world around them and the beliefs of others within their community. Through creative opportunities, independent and teacher led tasks, they are able to find out about places of worship and believers. Children are encouraged to use technical vocabulary to share their understanding with their peers and adults working within the classroom.

As the children move into Key Stage One, these opportunities for experiential learning continue and RE remains creative. The children are given further opportunities to look at religions and non-religious worldviews in increasing depth, building on the knowledge acquired in the Foundation Stage.

Moving into Key Stage Two pupils are inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world.

How our programme reflects the local context

Our local area is steeped in history. Pupils visit the local church at various points in the year. The school's relationship with our school Vicar and other members of the Parish ensure the local church plays a major part in school life. Relations with the Parish are further enhanced by the work of messy church. Staff utilise opportunities to link with a local residential home.

How we ensure high academic ambition and that disadvantaged pupils and SEND pupils don't get a reduced curriculum

St. Andrew's has always maintained high standards across the curriculum and RE is no exception. Staff approach RE with the same rigour as other subjects. All pupils are given the same opportunities to learn and gain from our religious teaching and moral development.

CULTURAL CAPITAL

What essential knowledge pupils need to be educated citizens

Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, traditions and their influence on individuals, communities, societies and cultures. We want our pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. Religious Education is concerned with the deep meaning that pupils make of their experiences and how this helps give them a purpose to their lives. Our RE programme provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as their own experiences.

IMPLEMENTATION

Pedagogies chosen in the RE enable pupils to build the forms of knowledge distinctive to RE. Teachers make subject-sensitive, 'fit-for-purpose' decisions about what is suitable depending on the subject matter. In particular, teaching focuses on crucial content that helps pupils to learn the specific topic they are studying

and also builds a firm foundation that subsequent teaching builds on. High-quality curriculum implementation in RE comprises of classroom methods that are well suited to the full scope of our RE curriculum.

When implementing our RE curriculum we ensure:

- There is enough substantive content and concepts to enable pupils to grasp the complexity of a multi-religious, multi-secular world. This substantive knowledge is a representation of religious and non-religious traditions and concepts.
- Representations of religious and non-religious traditions are as accurate as possible.
- We study certain areas of the RE curriculum in depth to provide pupils with detailed content that is connected with the concepts and ideas that they learn. Without this, more complex discussions about religion and non-religion will be superficial.
- We provide detailed knowledge of specific religious traditions (such as their stories, narratives, texts and testimonies) to enable pupils to make useful connections between content.
- We sequence the RE curriculum so that it prepares pupils with the prior knowledge (including content, concepts and vocabulary) they need for subsequent topics.
- We identify the necessary background knowledge that pupils need to learn for a topic and make sure that the curriculum is ordered to accommodate this.

CPD/Research in my subject

As RE Coordinator I have completed the Understanding Christianity course, led staff meetings (both introducing Understanding Christianity and The Big Frieze), bought each classroom and hall The Big Frieze, organised I Sing Pop for the whole school, organised large Christian values words for outside, bought St. Andrew sign for outdoor, organised motivational Christian quotes for around school, organised blue plaque for each classroom with St. Andrew's Christian values, organised a Posada box for each class, organised the assembly book for the hall, organised large blue cross for the hall and the sequined cross for the hall, organised 'End of Year Reflection' sheet for each child to complete each year for Spiritual Journey book, organised the Stations of the Cross canvasses in the forum, organised a corner for church in the forum, organised the 'faith' boxes and other resources in the forum.

How are key concepts taught? Attitudes in Religious Education

By embracing the explicit teaching of Christian concepts and God's big salvation story, we ensure the content of this syllabus gives pupils a deeper understanding of Christianity. Through an open investigative enquiry approach our pupils are given a sense of being on a quest of discovery. A key feature of our syllabus is the large number of questions included in each unit. Therefore, the teaching of RE is a huge responsibility and a privilege that is recognised by all teachers.

The quest for discovery takes place within our school faith community, where questions about faith and belief are encouraged. Our teaching naturally guides pupils to discover answers to their questions. In addition, pupils experience of a range of mainstream worldwide Christian denominations and other world faiths. Teachers give pupils as many first hand sensory experiences as possible so that pupils see, hear, touch, taste and smell authentic Christianity and the other world faiths.

Religious education at St Andrew's encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential components of our religious education programme:

- self-awareness
- respect
- open-mindedness
- appreciation and wonder.

Self-awareness in religious education includes pupils feeling confident about their own beliefs and sharing them without fear of embarrassment or ridicule, recognising their own uniqueness as human beings and developing sensitivity to the impact of their ideas and behaviour on other people.

Respect in religious education includes pupils developing skills of listening and a willingness to learn from others, even when others' views are different from their own, valuing difference and diversity and appreciating that some beliefs are not inclusive

Open-mindedness in religious education includes pupils being willing to learn and gain new understanding, engaging in argument or disagreeing reasonably and respectfully and being willing to go beyond surface impressions.

Appreciation and wonder in religious education includes pupils developing their imagination and curiosity, appreciating the sense of wonder at the world in which they live.

How teachers check understanding and correct misunderstandings?

Teachers check understanding in a variety of ways, through questioning, formative and summative assessments, listening, retrieval quizzes, watching and observing and during conversation with pupils. Through this on-going assessment process, teachers are able to seize opportunities to correct misunderstandings.

How do teachers embed key concepts to long term memory?

The curriculum is cohesively planned to enable pupils to revisit key concepts and deepen their understanding. Retrieval of relevant prior learning at the start of each topic embeds these concepts into long term memory. Frequent 'low stakes tests/quizzes are used. These quizzes actually help strengthen the memory itself. Frequent testing does not just help measure understanding, it helps develop understanding.

How has the design the RE curriculum ensured knowledge is transferred to long term memory?

RE has a high profile within our school curriculum and activities provide fully for the needs of all pupils. Pupils are inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment is high and progress is significant in developing an understanding of Christianity and the broad range of religions and world views.

'Ways of knowing more' in RE

Retrieval quizzes at regular and frequent intervals helps children to commit learning to long term memory. Acquiring knowledge of well-established ways of studying and making sense of global and historical religion/non-religion. High-quality teaching in RE enables pupils to remember the intended curriculum in the long term.

IMPACT

Our RE curriculum breaks down barriers and builds a strong school faith community. Pupils achieve well in RE, as they do in other subjects, but our most celebrated achievements are that pupils leave our school with a strong faith base, a strong sense of belonging, good values and understanding of what a good Christian is all about developed through our Gospel teachings and school ethos that we promote.

Pupils are ready for the next stage of their education because of the many experiences they have been given throughout their eight years at St. Andrew's. Academically, socially, morally and spiritually they are ready for the next stage of their education. Our RE curriculum and the school's ethos builds progressively and deepens the foundations of children's learning and development year on year. High outcomes ensure they are prepared academically, effective moral and citizenship teaching ensures they are ready socially and an RE programme effectively planned and implemented ensures they are ready spiritually.

RELIGIOUS EDUCATION LONG TERM PLAN (V5)

	Understanding Christianity	Compulsory Units	Supplementary Units	NCFU – Non-Christian Faiths Unit	NCFU – Non-Christian Faiths Unit	NCFU – Non-Christian Faiths Unit
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	I am Special	Christmas How do we celebrate Jesus' birthday? UC F2 Incarnation NCFU – Diwali (H)	Stories Jesus Told Why did Jesus tell stories?	Easter UC F3 Salvation	Friendship What makes a good friend?	Prayer What is prayer? NCFU – Prayer in other Faiths (H)
RECEPTION	Harvest Why do we say thank you to God at harvest time? UC F1 God	Christmas How do we celebrate Jesus' birthday? UC F2 Incarnation NCFU – Hanukkah (L)	Stories Jesus Heard Listening to the stories Jesus hear.	Easter UC F3 Salvation	My Special Place What makes a place special/holy? NCFU (L,J,H)	Special Times How do we celebrate special times? NCFU (L,J,H)
YEAR 1	1.1 Harvest (2hr) How can we help those who do not have a good harvest? NCFU (2hr) Harvest (L)	1.3 Christmas (5hr) Why do we give and receive gifts? UC 1.3 Incarnation	1.4 Jesus was special (2hr)	1.5 Easter (5hr) Celebrating new life and new beginnings UC 1.5 Salvation	1.7 Baptism (5hr) Why is baptism special? NCFU (2hr) Birth Rites (J,H,S)	1.2 God and Creation (5hr) UC 1.2 Creation
YEAR 2	2.1 The Bible (2hr) Why is it such a special book?	Special Books (4hr) (J,S,L) 2.2 Christmas (4hr) Why was the birth of Jesus such a good news? UC 1.3 Incarnation	2.3 Jesus Friend to Everyone (2hr) UC 1.4 Gospel	2.4 Easter (5hr) How do symbols help us to understand the story? UC 1.5 Salvation	2.5 The Church (2hr) Why is the church a special place for Christians?	Place of Worship (4hr) (L,J) Supplementary unit – Peace
YEAR 3	3.0 Harvest (2hr) NCFU (1J) Sabbath (2hr) (L) 3.1 The Old Testament – Called by God (7hr) UC 2A.2 People of God	3.2 Christmas (4hr) God with us. Incarnation	3.3 The Man who changed lives (2hr) UC 2A.4 Gospel	3.4 Easter (5hr) Exploring the meaning and joy of Easter UC 2A.5 Salvation	3.5 Rules for Living (2hr) Which rules should we follow? UC 2B.3 People of God	Rules for Living (2hr) (L,J,S,B)
YEAR 4	4.0 Prayer (4hr) NCFU (2hr) (L,J,S,H)	4.2 Christmas (2hr) Exploring the symbolism of light NCFU (2hr) Hanukkah (L)	4.3 Jesus the Son of God (7hr) How did Jesus show his power and authority? Shabbat (2hr) (L)	4.4 Easter (5hr) Exploring Easter as a story of betrayal and trust UC 2A.5 Salvation	4.5 The Church (2hr) Are all churches the same?	Sacred Places (2hr) (L,J)
YEAR 5	5.3 Jesus – Teacher (2hr) UC 2B.5 Gospel UC 2B.8 Kingdom of God	5.7 Christmas Christmas around the world (4hr)	5.5 Women in the Old Testament (5hr) Exploring the lives of significant women in the Bible	5.4 Easter (5hr) Why do Christians believe that Easter is a celebration of victory? UC 2B.4 Salvation	5.1 The Bible (2hr) How and why do Christians read the Bible?	Sacred Books/Texts (5hr) (L,J,H,S)

			NCFU (2hr) Festival of Purim (L)		
YEAR 6	6.1 Life as a journey and pilgrimage (2hr) Pilgrimage (4hr) (J,H,S,L)	6.2 Christmas (5hr) How do Christians prepare for Christmas? UC 2B.6 Incarnation	6.3 Excheqnt (2hr) Why do Christians celebrate the Excheqnt? 6.3A Easter (NCFU) – Passover (2hr) (L) Why is the Excheqnt such a significant event in Christian and Jewish history? 6.4 Easter (4hr) Who was Jesus? Who is Jesus? UC 2B.4 Salvation		6.5 Ascension and Pentecost (4hr) In what ways do these events and beliefs make Christianity distinctive? UC 2A.6 Kingdom of God 6.7 Change the World (L,J,B,H) 5.9 Pentecost What Happened Next? (2hr) UC 2A.6

Curriculum Content-Manchester Diocesan Scheme				
EY	Coverage	Autumn	Spring	Summer
	Skills	Listen/ discuss Bible stories. Use religious vocabulary, talking about feelings, friendships, respect, trust and care. Writing, re-telling, sequencing important Bible stories, looking at colour, pattern, shape and customs in other religions.		
Nurs	Content	<p>Stories Jesus Told Jesus told stories and that they are found in the Bible. Jesus told the stories to teach people about God.</p> <p>Christmas/Incarnation Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways.</p> <p>NCFU - Diwali The Hindu festival of Diwali is celebrated by Hindus in India and all around the world in October or November. Diwali is known as the 'festival of lights'</p>	<p>I am Special We are fearfully and wonderfully made by God. We are unique special and loved. Christians believe that God is our heavenly father, we are his children and we are members of a wider world family.</p> <p>Easter/Salvation Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. Christians believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.</p>	<p>Friendship Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples.</p> <p>Prayer Jesus taught his disciples (us) the Lord's Prayer. prayer is a form of communication with God. prayer is expressed in a variety of ways. people pray for many different reasons.</p> <p>NCFU - Prayer (inc other Faiths) make children aware that people of other faiths pray.</p>



		Hindus also celebrate one of the Diwali legends, which tells of the return of Rama and Sita to Rama's kingdom after fourteen years of exile. The festival celebrates the victory of good over evil, light over darkness and knowledge over ignorance.		
Rec		<p><u>Harvest</u> Christians believe God created the world. Christians believe that we should say thank you to God at Harvest time. Christians celebrate the Harvest Festival with a special service in church.</p> <p><u>Christmas/Incarnation</u> Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways. Retell the story of the Nativity Identify Characters in the story</p> <p><u>NCFL – Hanukkah</u> Hanukkah or Chanukah is the Jewish Festival of Light.</p> <p>In the western calendar Hanukkah is celebrated in November or December.</p> <p>The word Hanukkah means rededication and celebrates one of the greatest miracles in Jewish history, when the oil in the temple lamp burned for many days when it should have run out.</p>	<p><u>Stories Jesus Heard</u> Jesus listened to and learned Old Testament stories. Old Testament stories teach us about God.</p> <p><u>Easter/Salvation</u> Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. Christians believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.</p>	<p><u>Special Places</u> Christians worship in a church. People consider places to be special for different reasons. Muslims take off their shoes in a mosque.</p> <p><u>NCFL-Special Times</u> New Year celebrations: As part of Jewish New Year celebrations at Rosh Hashanah apples dipped in honey are eaten to evoke a sweet new year. Prayer: Muslims go to the mosque to pray, but they can also pray anywhere. They try to pray five times a day. They get ready for prayer by washing, using their prayer mat and facing in the direction of Mecca. Show the children a prayer mat and compass.</p> <p>Hindu Puja Tray: Hindus use a puja tray when they pray and chant verses from their holy books. They pray every day in the temple and/or at home. Puja tray is filled with light, flowers, food and incense. The bell is rung to say "I am here and ready to pray." The light fills the room, a symbol of God's presence. The incense brings a lovely smell. Hindus use the water and the red powder (kum kum powder) to make a paste to make a mark with the paste on the gods as a sign of respect and a mark on their own forehead as a sign that God has blessed them.</p>
KS1				
	Skills	ask relevant questions explain concepts, rituals and practices respond to religious issues through a variety of media the ability to draw meaning from artefacts draw meaning from music, works of art, poetry and symbolism		
Y1	Content	<p><u>Harvest</u> Christians believe that it is important to say thank you to God for the harvest.</p>	<p><u>Baptism</u> baptism is an occasion when promises are made to God and</p>	<p><u>Jesus was special</u> know and be able to retell stories of Jesus, begin to be able to make the connection between the Bible</p>

	<p>we believe that helping others is part of putting our Christian faith in action.</p> <p>there are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty.</p> <p><u>NCFL-Jewish Harvest - Sukhot</u> Jewish people also celebrate harvest and this is called Sukkot.</p> <p><u>God and Creation</u> we (Christians) believe that God created the world. the creation stories are at the very beginning of the Bible and be able to recall details briefly. we (Christians) believe that people should be taking care of our world. we (Christians) believe that in creation we can see the power and wonder of God.</p> <p><u>Christmas/Incarnation</u> Christians believe that Jesus is God's gift to the world. The Wise Men (Magi) visited baby Jesus after Christmas. Christians believe that the gift of Jesus shows God's love and care for the world. Christians believe Jesus is God's son-the promised Messiah.</p>	<p>people are welcomed as a member of the church. water is a symbol of baptism. people can be baptised at any age, in the font at church, in a pool, a river or the sea. Jesus was baptised in the river Jordan. people of faiths other than Christianity also welcome new babies in special ways.</p> <p><u>NCFL-Birth Rites</u> people of faiths other than Christianity also welcome new babies in special ways. Know events that happen in Hindu, Sikh and Islam religions when a baby is born</p> <p><u>Easter: celebrating new life</u> retell the events of Palm Sunday, Good Friday and Easter Day, know that Christians believe that Jesus died and was raised to new life, begin to understand that Christians believe that Easter is a new beginning</p> <p><u>Salvation</u> Know that the death and resurrection of Jesus means that God's people are saved because through Jesus sin is dealt with and forgiveness offered.</p>	<p>stories and Christian beliefs about Jesus</p> <p><u>Joseph</u> recall events from the life of Joseph, talk about the actions and feelings of the characters and relate them to their own, retell stories of the events in the life of Joseph, talk about the nature and characteristics of God</p>
Y2	<p><u>The Bible</u> know that the Bible is our Holy Book and is split into Old Testament and New Testament, name and retell stories found in the Old and New Testaments, know that the Bible has been translated into many languages across the world, decide which Bible stories they enjoy and why</p> <p><u>Incarnation</u> Know that the Messiah, the Saviour, rescued people from the results of the fall and restored their relationship with God, understand Jesus, the Son of God, came to live among us.</p>	<p><u>Jesus friend to everyone</u> know and be able to retell the stories of Jesus, make the connection between the Bible stories and Christian belief</p> <p><u>Easter: symbols</u> identify and name some of the symbols of Easter, explain simply what the symbols of Easter mean, describe briefly how the Church celebrates Easter, describe briefly why Christian people celebrate Easter</p> <p><u>Salvation</u> Know that the death and resurrection of Jesus means that God's people are saved because through Jesus sin is dealt with and forgiveness offered.</p> <p><u>Ascension and Pentecost</u> retell the stories of Jesus Ascension and Pentecost, use religious vocabulary to describe key Christian beliefs about Heaven, recognise and suggest meanings for symbols connected to the Holy Spirit, identify the impact of Pentecost then and now, on believers lives</p>	<p><u>The church</u> use religious words to name the features of a church building, know that Churches are special places where people pray and worship God, be able to describe the key features and symbolism of a church building, ask questions about the church and what happens there</p> <p><u>Places of worship</u> Exploring places of worship in Salford Manchester for non-Christian religions</p>

KS2	Coverage	Autumn	Spring	Summer
	Skills	know how to use different types of sources as a way of gathering information know what may constitute evidence for understanding religions explain concepts, rituals and practices identify and articulate matters of deep conviction and concern respond to religious issues through a variety of media draw meaning from music, works of art, poetry and symbolism be able to suggest meanings of religious texts making the association between religions and individual community, national and international life distinguish between opinion, belief and fact distinguish between the features of different religions		
Y3	Content	<u>Harvest</u> Ask questions about the meaning and purpose of Harvest celebrations, know why harvest festival is celebrated and talk about related Christian beliefs, understand that Harvest is celebrated around the world in many different ways <u>NCFL - Sukkot</u> describe and explain the Jewish celebration of the harvest <u>Incarnation</u> Know that the Messiah, the Saviour, rescued people from the results of the fall and restored their relationship with God, understand Jesus, the Son of God, came to live among us.	<u>The Man Who Changed Lives</u> know and be able to retell the stories of Jesus, begin to make the connection between the Bible stories and Christian belief, show understanding of the impact of faith on the life of Mother Teresa <u>Easter: joy</u> retell the stories of the events of Palm Sunday, Holy Week and Easter, making reference to the emotions of sadness and joy, make links between beliefs and religious stories, use religious vocabulary and show understanding of the significance of the Easter story <u>Salvation</u> Know that the death and resurrection of Jesus means that God's people are saved because through Jesus sin is dealt with and forgiveness offered.	<u>Rules for Living</u> know that Moses received the 10 Commandments from God and that the story can be found in the Old Testament, know that the Commandments are the rules on which Christian and Jewish Societies founded their law, know that Christians try and follow God's rules and "live His way." Create rules for living, understand why we have rules <u>Rules for Living</u> explore the rules for living followed by people of other faiths, learn about the Torah scroll, the five pillars of Islam, the Buddhist five precepts and the Sikh's four commandments
Y4	Content	<u>God, David & the Psalms</u> retell stories about David, connect Christian values and beliefs to events and teaching in the Bible, know the qualities of good friendship, show understanding of how the psalms reveals Christian beliefs about God, identify values they think are important <u>Incarnation</u> Know that the Messiah, the Saviour, rescued people from the results of the fall and restored their relationship with God, understand Jesus, the Son of God, came to live among us. <u>NCFL - Hanukkah</u> Know that hanukkah is an important Jewish festival of light, talk with understanding about the ways in which Jesus' followers bring his light into the world, understand that light is used as a metaphor to describe Jesus and his impact on the world	<u>Jesus the Son of God</u> know and be able to retell the stories of Jesus, make the connection between the Bible stories and Christian belief, show understanding of Christian beliefs and sources, make links between values and behaviour, ask important questions about religious belief <u>Easter: betrayal and trust</u> identify and explain the significance of the incidents of betrayal and trust in the Easter story, know the finer details of the Easter Story, talk about the importance of forgiveness in Christianity, explain what they could learn from the behaviour of Peter, Judas and the women	<u>The Church</u> religious language to name parts of the Church building, make links between Bible stories and the church building/contents, describe how the use of the Church building reflects Christian belief, know some of the similarities and differences between Anglican, Methodist and Catholic Church buildings <u>Sacred Places</u> explore other places of worship of major world faiths in the local community and then further afield, make links about why they are special and to whom
Y5	NC Content	<u>Jesus the teacher</u> retell in detail some of the Bible stories, know that stories teach about Christian belief, show	<u>Women in the Old Testament</u> retell the stories of at least 3 women in the Old testament, make links between beliefs and	<u>The Bible</u> talk about the different versions of the Bible and say which they prefer and why, interpret the

		<p>understanding of the Christian beliefs revealed through these stories, make links between values and behaviour, explain how parables answer questions about values and commitments, identify and explain why Jesus parables has a particularly strong message for the world today.</p> <p><u>Incarnation</u> Know that the Messiah, the Saviour, rescued people from the results of the fall and restored their relationship with God, understand Jesus, the Son of God, came to live among us.</p>	<p>sources, make links between their own values and the values if others (i.e. the women in the Bible).</p> <p><u>NCFL-Purim</u> Know about Queen Esther saving her people, understand that being a person of faith isn't always easy</p> <p><u>Easter: victory</u> retell the Easter story in detail from Maundy Thursday through to the resurrection appearances, explain why Christians believe that Jesus was victorious over death and rose again to life on Easter Sunday, show understanding that Christians believe Jesus restored the relationship between God and humankind, describe how the Easter Story is at the heart of Christian belief</p> <p><u>Salvation</u> Know that the death and resurrection of Jesus means that God's people are saved because through Jesus sin is dealt with and forgiveness offered</p>	<p>deeper meaning of the content of the Bible by looking at the titles given to the Bible, link Bible passages to Christian behaviour, know how and why the Bible is read and used by Christians</p> <p><u>Sacred books/Texts</u> explore the importance of sacred books in other religions</p>
Y6	NC Content	<p><u>Life as a journey</u> understand the ways in which having faith effects your life from simple daily routines to bigger choices and rites of passage, explain how having faith makes an impact of the life of a Christian, describe and explain hopes for the future.</p> <p><u>Pilgrimage</u> investigate pilgrimage undertaken by people of other world faiths, understand why these places are considered holy and so important, empathise with a pilgrim reaching their destination and the impact that has on their life. to be able to identify and explain the similarities and differences between pilgrimages across the world faiths</p> <p><u>Incarnation</u> Know that the Messiah, the Saviour, rescued people from the results of the fall and restored their relationship with God, understand Jesus, the Son of God, came to live among us.</p>	<p><u>Eucharist</u> know why Christians celebrate the Eucharist service, highlight the links between the Eucharist service and the Last Supper, know the similarities and differences within and between the way Christian denominations celebrate the Eucharist, show understanding of the Christian practices and beliefs revealed in the celebration of the Eucharist, link the Christian beliefs about belonging, truth, purpose and commitment to the words and actions of the Eucharist service</p> <p><u>Easter: who was Jesus?</u> use Bible passages as a source to discover the answer to the question 'Who was Jesus? use a developing vocabulary to show understanding of Christian beliefs about Jesus, ask good questions about meaning purpose and truth, opportunity to express their views on the challenges of belonging to a religion</p> <p><u>Passover</u> retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal, make links between the Passover, Last Supper and the Eucharist, explain the significance of the Passover and why it is not forgotten</p>	<p><u>Ascension & Pentecost</u> retell the stories of the Ascension and Pentecost, explain the meaning of the symbols of the Holy Spirit, explain how the Ascension and Pentecost make Christian beliefs distinctive, describe the impact of the Holy Spirit on people's lives, express their own and others views about the Holy Spirit</p>

			<p>Salvation Know that the death and resurrection of Jesus means that God's people are saved because through Jesus sin is dealt with and forgiveness offered</p>	
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 ST. ANDREW'S CE PRIMARY SCHOOL EYFS RE SKILLS PROGRESSION (Manchester Diocesan Scheme) 	
Nursery	Reception
Identify the Bible Recall/retell some of Jesus's stories Identify characters in the Nativity story Talk about, ask and respond to questions about own experiences/feelings Give simple explanations about the things we learn from Jesus's stories Use religious words Identify Easter symbols Talk about different ways people pray Recognise other Faith festivals and how they pray	Talk about, ask and respond to questions about own experiences/feelings Talk about how we celebrate Harvest Talk about special places, places of worship/holy places Identify characters in the Nativity story Recognise other Faith celebrations-Hanukkah Recall/retell some of the old testament stories and their favourite stories Identify Easter symbols Recall/retell story of Pentecost Talk about special/holy times-New Year/Rosh Hashanah, Muslim prayer, Hindu Puja Tray

Skills-NC					
RE-Y1-6					
Knowledge and understanding					
*recognise and name things to do with religion *remember some of the stories and celebrations they have been taught *recognise that different people belong to different religions	*recognise and describe accurately some things to do with religion *talk about the meaning of some religious stories, celebrations or symbols *give examples of ways different people	*beginning to explain simply some of the links between different features of a religion *describe some of the beliefs and teachings of a religion studied *describe some of the ways in which	*identify key features, beliefs and teachings of a religion studied *explain some of the links between different features of a religion *identify ways in which religion can	*give an accurate and detailed account of important features, beliefs and teachings of a religion they have studied *explain some of the ways in which religion can influence a person's life	*give a clear account of a wide range of different features of a religion *explain some of the central beliefs and teachings of a religion *give a clear account of an example of a way in which religion has influenced the life

<p>*recognise some simple words like festivals or celebration</p> <p>*join in discussions about things to do with religion (responding)</p>	<p>show religion is important to them</p> <p>*use some simple words correctly when talking about religions</p> <p>*beginning to ask their own questions when finding out about religion</p>	<p>people show that religion is important</p> <p>*define some of the key words used when studying religion</p> <p>*ask a range of good questions when studying religion</p>	<p>influence people's lives</p> <p>*use and explain the meaning of some key words used when studying religion</p> <p>*beginning to suggest and use a good range of questions</p>	<p>*give a clear account of the main beliefs and teachings of a religion studied</p> <p>*explain the meaning of a range of terms used when studying religion</p> <p>*suggest and use a range of good questions when studying religions</p>	<p>of an individual or community</p> <p>*explain and use a wide range of terms when studying religion</p> <p>*explain and compare different ways in which people, religious and non-religious, create opportunities to reflect on life</p>
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Reflection

<p>*talk about their feelings and experiences</p> <p>*talk about the feelings that they have about important symbols</p> <p>*think about things that puzzle and interest them</p> <p>*recognise and describe things that are special to them and other people</p> <p>*Joins in during times for thinking quietly</p>	<p>*describe different feelings and experiences</p> <p>*talk about the meaning of an important symbol like water, light or fire</p> <p>*talk about important puzzling questions and ideas</p> <p>*describe the feelings they have about things that are important to them</p> <p>*Can talk about the things in their mind after moments of quiet reflection (reflecting)</p>	<p>*discuss their own and other people's ideas about things that are valued</p> <p>*describe what the word 'symbol' means and give examples</p> <p>*recognise religious questions and talk about different people's ideas about these questions</p> <p>*describe how special times, places or experiences are important or sacred to some people</p> <p>*describe different ways in which people reflect at special times or in special places</p>	<p>*recognise and discuss different people's ideas about things they value</p> <p>*identify symbols and explain their significance</p> <p>* identify and discuss religious questions</p> <p>*identify and explain some of the special times, places or experiences that are important to others</p> <p>*begin to explain why people think that it is important to reflect at special times or in special places</p>	<p>*explain different people's ideas about the things they value in life OR their vision of life</p> <p>*describe a range of different meanings of important symbols</p> <p>*identify religious or ultimate questions and describe how different people have responded to these questions</p> <p>*explain why different people think some things are special or sacred</p> <p>*explain why many people think it is important to reflect and how they use different things to help them</p>	<p>*explain and offer thoughtful comments about the vision of life or the beliefs of a person or community</p> <p>*explain a range of symbols that are used to express important ideas</p> <p>*compare and contrast the way some different religions have responded to religious or ultimate questions</p> <p>*identify a range of sacred things, ideas or places and explain why they are held to be sacred</p> <p>*ask probing questions and explain their views when investigating an aspect of religion</p>
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