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| **Religious Education Knowledge Progression** |

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| RE at Athersley South Primary School explores the six key questions outlined in the Barnsley SACRE Locally Agreed Syllabus 2020. These questions are designed to guide and shape pupils’ learning in RE across their primary school years. Initially pupils begin to discuss the six key questions in simple ways then move on to develop their skills so they are able to respond appropriately in discussions about religious objects and ideas, analyse information and draw thoughtful and balanced conclusions about what they have learnt. Key questions are revisited in every key stage on a two year cycle to ensure children are able to build on their previous knowledge and develop a deeper understanding and respect for major world religions.  Our curriculum aims to equip pupils with the skills, understanding and knowledge needed to become active and responsible citizens both now and in the future. In line with the Religious Education in English Schools: Non statutory Guidance it aims to provide pupils with a context in which they can develop their understanding and appreciation of diversity and shared values and challenge issues such as racism and discrimination. Our RE curriculum contributes significantly to pupils’ spiritual, moral and cultural development by raising their awareness of the fundamental questions in life and how religious teachings can help understand these. It encourages pupils to reflect on their own experiences and thoughts in order to help them understand questions about life and the universe and help them develop positive attitudes and respect towards the beliefs and views of others. Our curriculum encourages children to appreciate not only what they can learn about religion but what they can learnt from it. | | | | |
|  | ***By the end of Reception***  ***EYFS will cover objective below at appropriate times of the year all on a 1 year cycle*** | ***By the end of Year 2*** | ***By the end of Year 4*** | ***By the end of Year 6*** |
| Question 1  Why are some words special? | ***Pupils will discuss their own favourite/special stories.***   * To engage in extended conversations about stories learning new vocabulary * To have favourite rhymes and stories | ***Pupils learn to name some holy books and talk about the stories from them that they have heard***  Christianity   * To know that the bible is a special book for Christians * To name Jesus and some other key figures in Christianity (Samuel/Moses) * To respond to stories about God from the Christian Bible * To talk about how I feel when I listen to a story from the bible   Judaism   * To recognise that everyone has stories or books that are special to them * To recognise key stories from the Torah and suggest what they might mean (Moses in the Bulrushes, Creation Story, Noah’s Ark) * Suggest meanings for some stories which have special significance * Recognise that the Torah is a special book for Jews (and how it is treated) | ***Pupils describe the stories and teachings of holy books and make links with their own lives***  Christianity   * To suggest how stories from the Bible might be used by Christians to explain some of life’s questions * To describe where the Bible comes from * To describe the impact of the Bible on Christians * Make links between history and art connected with the Bible   Hindu Dharma   * To describe the impact of scared stories on Hindus * Apply the ideas found in Hindu stories to their own life | ***Pupils describe the stories and teachings of holy books and make links with their own lives***  Sikhi(sm)   * To recognise that the Guru Granth Sahib (including the Mool Mantar) are the sacred words for Sikhs * To know and explain why it matters to Sikhs * To describe a book that is important to me and link this to the way Sikhs feel about their holy book. * To tell you how people treat the Guru Granth Sahib * To find out and hear about the Guru Granth Sahib –ask questions about it   Islam   * To understand and demonstrate an awareness of what makes the Qu’ran special to Muslims * To know that Allah is the Islamic name for God in the Arabic language. * To understand that Allah is the one god – the creator/provider who sends humankind guidance through the words of the Qu’ran * To know that the Qu’ran is an important book for Muslims, it is treated with respect and is memorised by all Muslims today * To know how the Qu’ran is handled and suggest meanings for some symbolic actions used to handle the sacred texts. * To develop an understanding about the importance of respecting other people’s holy book by reflecting on how they would wish their own special book to be treated |
| Question 2  Why are some places special? | ***Pupils will look at special places for themselves and others.***  ***Pupils will begin to talk about special religious places in the community that they may have experience of (e.g. St Helen’s church, outreach centre) or any relevant to their culture***   * To identify special places for them and their family e.g home, their caravan, houses of family, favourite holiday destination * To talk about their own experiences and feelings in regard to these special places * To understand that not everyone will have the same special places | ***Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember and think of their own favourite places***  Christianity   * To show awareness that some places are special including some places that are special to them * To recognise that some places are special for Christians including churches and chapels and why they are important Christians * To show an awareness that a church/Christian place of worship is used for gathering, worshipping and celebrating together including during festivals. * To show an awareness of some special items, furniture used in Christian places of worship * To respond sensitively to feelings Christians have in a place of worship by thinking about my own special place.   Judaism   * To show awareness that the synagogue is a special place for Jewish people, it’s a place where Jews gather together worship and celebrate * To identify a synagogue and tell you about some things in it   To show awareness that Jerusalem is a special place for Jews and tell you one reason why it is special | ***Pupils learn to describe different places of worship and their symbols and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of ‘life as a journey’***  Christianity   * To suggest why a Christian place of worship is special to Christians * To describe the impact of special places on Christians and what inspires and influences Christians as they gather together to worship and celebrate * To use religious vocabulary to explain why these places are special for Christians and show some understanding of the artefacts used in Christian worship * To describe similarities and differences between two churches   Hindu Dharma   * To describe the impact of a Mandir as a special place for Hindus * To use their senses to reflect on a Hindu’s experience of worship * To use religious vocabulary to describe some sacred Hindu sites and their history and importance to Hindus * To describe what might happen on a Hindu pilgrimage or in a temple of worship and say why this matters to Hindus * To describe how a Hindu would feel about what might be seen, heard, tasted, smelled and felt during Puja. | ***Pupils learn to describe different places of worship and their symbols and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of ‘life as a journey’***  Sikhi(sm)   * To recognise the importance of the Gurdwara in the life of the Sikh community * To describe some internal and external features of a Gurdwara and how they are used * To use religious language to describe some Sikh worship activities and artefacts * To recognise why some places are special (Golden Temple at Amritsar, 5 Takhts linked to the Gurus) * Tell you a story about the Golden Temple and describe why it is special * To explore where the 5 Takhts are and why they are important * To recognise and describe how Sikhs aspire to make a pilgrimage to the Golden Temple and one of the 5 Takhts at least once in their lifetime   Islam   * To identify that a Mosque is a special place of worship for Muslims. * To know salah is daily prayers * To know the Haram Mosque is in Mecca * To recognise and respond thoughtfully to the Mosque as a place of worship where Muslims worship Allah * To demonstrate some awareness of Muslim’s worship practices and why ptaying daily matters to Muslims * To make links between prayer times and places of worship in Islam * To know that the Ka’bah is a very special place for Muslims and that each Mosque is linked to Makkah (Makkah) by facing Ka’bah (cube) * To understand the significance of Hajj for Muslims * To describe how Muslims visiting the Ka’bah might feel and what they might see. Suggest meanings for the feelings we experience when we are in large crowds * To describe some of the stories that are told in association with the pilgrimage to Makkah * To ask questions about the meaning of Hajj: why does it ‘hold up the Muslim religion’ like a string pillar? * To understand the Hajj pilgrimage as an annual time out or a visit of a lifetime |
| Question 3  How can faith contribute to community cohesion? | ***Pupils will explore the theme of me, my family and other people through discussion and stories.***   * To show an interest in different occupations * To continue developing positive attitudes about the differences between people * To talk about their immediate family members and community * To develop their sense of responsibility and membership of a community * To increasingly follow rules, understanding why they are important | ***Pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society included many religions and all are worth respecting. In our region they can all be seen first-hand.***  Christianity   * To show awareness of how the teachings of Jesus (e.g the healing of Jarius’s daughter) influence the ways in which Christians live and look for evidence of Christianity in the community e.g churches, charity shops, graveyards, place names, history, war memorials with prayers. Where can examples of Christianity be found in my community? * To identify some key Christian values which influence how Christians live their lives better * To begin to recognise that Christians express their faith through the way they treat each other e.g. charity work * To begin to recognise how Christians worship God * To identify some feelings associated with worship for Christians and recognise similar feelings of their own * To identify rules and begin to recognise why we have them (at school/home/in the community)   Judaism   * To identify ways in which Jewish people show their belief in God (home/synagogue) * To suggest what a Jewish ritual in the home means and tell you how Jews treat the Sefer Torah in a special way * To show awareness that Jewish people have some religious rules -which help them know how to behave * To show an awareness of the Jewish faith in the community | ***Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives.***  Christianity   * To describe the impact of some of Jesus’ teaching on Christians today and hoe Christians demonstrate their belief in God * To suggest how Christian places of worship care for people in need * To describe ways in which Christianity reaches beyond home and Christian places of worship into the community e.g. charity work * To make links between Jesus’ teaching and the lives of inspirational Christians –e.g Martin Luther King, James Hudson, Charles Wesley, Thomas Barnardo * To describe the values which influence Christians and apply the idea that people live according to key values in their own lives * To make reference to the way different Christian denominations in their area express themselves   Hind Dharma   * To describe the Hindu belief of one god in many forms * To make links between this belief and how Hindus behave towards each other * To apply examples of Hindu behaviour in their own lives * To describe some points on their own journey of life which might be marked by milestones * To describe some Hindu milestones and how Hindu communities celebrate together * To suggest ways in which children are members of different communities and how this is expressed making links between Hindu community celebrations and things I do as part of a group | ***Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives.***  Sikhi(sm)   * To recognise the Sikh statement of belief ‘Ik Onkar’ there is only one god, supreme truth, creator of all things * To describe outward signs and symbols used to express belonging to the Sikh faith (Name the 5 Ks) * To know about Sikh values of: sharing: service: earning ones living by honest means (Kirat Karna), acceptance of God’s will, equality of gender, race and creed * To begin to recognise that community gatherings can be an expression of faith   Islam   * To recognise and describe the 5 pillars of Islam   Shahadah (declaration of faith), salah (prayer), Zakah (alms given), Sawm (fasting) Hajj (pilgrimage to Makkah) and to ask questions about the practice and meaning of these   * To describe how faith/belief plays an important role in major points in a Muslim’s life * To understand that Britain is a society of many religions and Barnsley is a region where Muslims live * To describe some good things and hard things for Muslims living in Barnsley * To make links between the experiences of being bullied, being a victim and being an outsider * To describe the work of Muslim charities such as Muslim Aid * To understand some contributions Muslims make to global society |
| Question 4  Why are sometimes special? | ***Children can identify and talk simply about times that are special to them***  ***They begin to realise that other people may have different special times***   * To understand that some places are special to members of their community | ***Pupils learn to name celebrations and festivals that are special to each religion studies and to themselves***  Christianity   * To recognise that some times of the year are special to Christians (e.g Christmas, Harvest) * To identify with some of the feelings Christians have at these times through responding to their own experiences of special times   Judaism   * To respond to the idea that we all celebrate occasions * To begin to recognise that some times are special for Jews (Sukkah, Hanukkah, Tu B S’hevat) * To explain what Jewish people do on a special occasion * To recall a story behind a special festival | ***Pupils learn to describe religious artefacts, festivals and practices, linking them to the special times they have studies in the Hindu and Christian faith***  Christianity   * To develop their understanding of major Christian festivals (The Nativity Cycle: advent, Christmas, epiphany) and describe why they are a special time for Christians * To know there is a pattern to the Church’s year and identify major Christian festivals * To know and comment on some different ways in which Christians celebrate important festivals   Hindu Dharma   * To describe ways in which some Hindu festivals are celebrated and the impact they have on Hindu believers (covering Holi,story of Prahlad and Narasimha, Raksha Bandhanm) * To apply these examples of celebrations to their own lives and describe what inspires them to celebrate * To talk about how the themes from Hindu celebrations might influence me | ***Pupils learn to describe religious artefacts, festivals and practices, linking them to the special times they have studies in the Sikh and Islamic faith***  Sikhi(sm)   * To recognise and describe some special Sikh ceremonies explaining why it matters to them. * To recognise and describe the Sikh holy days – Gurpurbs and Melas (Covering some naming ceremonies, Amrit, marriage and/or death, birthdays of Guru Nanak/Gobind Singh, the martyrdom of Guru Arjan/Tegh Bahadur, Baisakhi) * To explain when I might have experiences similar feelings or celebrated similar things.   Islam   * To understand the fourth pillar of Islam, that fasting in Ramadan is an important duty for Muslims and can affect all areas of their daily life: sleep, activity, intellectual performance * To understand that Muslims obedience to Allah is expressed by observing the fast of Ramadan * To ask questions about their own lives and the values of self discipline, self denial, self control, obedience, abstinence and remembrance. |
| Question 5  What can be leant from significant people of faith? | **Pupils begin to talk about special people and what makes them special**   * To name and describe people who are familiar to them * To compare and contrast characters from stories, including figures from the past | ***Pupils take thoughts from stories of religious founders or leaders and think about what makes these people special***  Christianity   * To begin to recognise that Christians learn from special people at Christian places of worship e.g. vicar, priest or minister, youth leaders, family and friends who are Christian * To recognise that some roles give people an important place in a group. * To respond sensitively to the ways in which some people have special roles and set an example to Christians about how they could live. * To suggest some of the qualities special people have explain why someone is special to me because they have these qualities   Judaism   * To begin to recognise that Jewish children learn from older members of the faith, including their family * To understand that some people are trained to teach others e.g. a rabbi * To understand that some stories are largely passed down orally * To identify people who teach and influence them | ***Pupils describe the lives and teachings of some great leaders and make links between their beliefs, the religion they contributed to and themselves***  ***(Christianity and Hindu Dharma)***  Christianity   * To describe the impact of key figures in Christianity describing their achievements. * To make links between these people and good leadership today (covering key people such as James Hudson Taylor, Dr Thomas Barnardo, Mother Teresa, William Wilberforce, Elizabeth Fry, John/Charles Wesley)   Hindu Dharma   * To describe some aspects of the life and teachings of Mohandas Gandhi and describe his impact on Hindus today * To apply some aspects of Gandhi’s teaching to their own lives and talk about why it might be inspiring. * To describe something Gandhi taught and the impact it might have on me. | ***Pupils describe the lives and teachings of some great leaders and make links between their beliefs, the religion they contributed to and themselves***  ***(Sikhi(sm) and Islam)***  Sikhi(sm)   * To recognise some stories about the 10 Gurus * To describe why the Gurus are important to Sikhs and what kind of examples they set * To make links with people they find inspiring   (covering figures such as Guru Nanak, Arjan, Har Gobindm Tegh Bahadur)  Islam   * To know about the significance for Muslims of The Prophet Muhammad (pbuh) as Allah’s final messenger and the founder of the Muslim faith and key moments in his life * To consider questions about the ideas of revelation, guidance and Allah as the one who ‘shows humanity the straight path’ * To suggest answers to the questions – where do I find guidance in my life? What traditions have an impact on me? What can other world faiths learn from the life of Muhammed (pbuh)? |
| Question 6  How do I and others feel about life and the universe around is? |  | ***Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about questions they might like to ask God.***  Christianity   * To respond sensitively to Christian ideas about God as a creator * To suggest what the Genesis creation stories might mean for Christians caring for the environment * To ask questions about the wonder of the natural world and about what makes living things –including themselves – special * To talk about my own reactions to people, animals and things in the natural world and talk about how I would like them to be treated.   Judaism   * To identify difficult or puzzling questions that might arise from Jewish stories * To respond sensitively to difficult or puzzling questions relating to their own experiences and those of others | ***Pupils describe some puzzling questions about God and humanity, and some answers from Christian and Hindu viewpoints. They suggest answers of their own.***  Christianity   * To identify some questions which are difficult to answer in Christianity * To understand the role of a story and metaphor in exploring difficult questions * To suggest answers to some difficult questions about life and the universe (make links to global warming and our responsibility to the planet)   Hindu Dharma   * To demonstrate an awareness of some key Hindu beliefs – Karma, Dharma (through an understanding of the story of the Mahabharata) * To describe the impact these beliefs might have on people today: themselves and others. | ***Pupils describe some puzzling questions about God and humanity, and some answers from Sikh and Islamic viewpoints. They suggest answers of their own.***  Sikhi(sm)   * To describe some Sikh beliefs and teachings about equality, tolerance and service * To be aware of shared rights and responsibilities * To be aware of injustice between nations   (Covering Nam Japna, Kirat Karmi, Vand Chhakna, global events such as Live Aid/8, Make poverty history, Greta Thumberg)   * To recognise where in the world equality, tolerance and service are an issue and describe what I would like to do about them.   Islam   * To identify some questions which are difficult to answer in Islam * To suggest answers to some difficult questions about life and the universe * To develop their own thinking about what makes these questions hard to handle and interesting * To notice that religions can offer answers to questions we find puzzling |