



RE Curriculum Progression Skills

Religious Education promotes the distinctive Christian Character of the school through the teaching of both The Hampshire Agreed Syllabus, Living Difference 1V and, the recently introduced scheme, Understanding Christianity. Both schemes allow the children the children to develop a deep understanding of Christianity and Judaism and reflect on the impact of these ideas on them personally.

We encourage an open-minded approach through which pupils learn to respect and value the opinions and beliefs of others, as well as learning to express their own viewpoints.

We acknowledge that the religious traditions in Great Britain are mainly Christian, but also take into account the teaching and practices of other principal religions represented in the country.

Living Difference IV offers a set of principles for teachers to make their curriculum to ensure religious education is open to the plurality of ways in which people live in our local, national and international communities.

It describes an approach for teaching, seeking to explain the educational value not only of children engaging with new material intellectually, but also of them becoming better able to discern what is desirable for their own lives, and with others, for the world.

Each unit of work is based around a key question or 'big idea' which children explore through a cycle of enquiry called the Concept Cycle.

The Concept Cycle

It begins with the teacher finding interesting ways to bring the concept alive for children.

The journey around the cycle of enquiry then usually moves into the **Communicate** step where children are introduced to the concept and invited to share their experiences in different ways.

At the **Apply** step the teacher opens up the classroom conversation so that children can become aware of the experience of others, beginning with those in their class. The teacher then introduces the material and additional vocabulary to be encountered and studied, usually at the **Inquire** step. Here children and young people engage with the words and concepts of religious traditions and practices.



It will include living examples or case studies where the material studied can be seen in real life context(s). These are introduced at the **Contextualise** step.

Children begin to discern value at the **Evaluate** step, they are brought to discern the question of how the material encountered and studied might matter in their own lives.

RE teaching is enhanced through:

- Educational Visits
- Collective Worship
- Visits from the local clergy and Christian and Jewish visitors
- Use of RE resources

Key Stage 1

During key stage 1, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They learn about Christianity and Judaism and can reflect on prior learning as they progress through the units.

When learning about religion and belief, pupils:

- explore a range of religious stories and religious texts and talk about their meaning;
- explore a range of celebrations, teachings and traditions in religions, noting similarities and differences;
- recognise how belonging to a religion is important to people and the impact it has on their lives;
- explore how religious beliefs and ideas are expressed;
- begin to establish a religious vocabulary and suggests meanings for religious symbols.

When learning from religion and belief, pupils:

- recognise there are similarities and differences between theirs and others lives;
- communicate their ideas, ask and respond to questions;
- reflect on what matters to them and others who hold religious views;
- reflect on moral values;
- recognise how religious ideas and beliefs impact people's lives personally and socially.



	<p>Early Years Foundation Stage Pupils are introduced to Christianity and Judaism. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.</p> <p>When learning about religion and belief, pupils:</p> <ul style="list-style-type: none"> • talk about religious stories, including Bible stories and the stories behind Christmas and Easter; • recognise some religious beliefs or teachings; • identify simple features of religious life and practice; • recognise some religious words; • name and recognise some religious symbols; • recognise some Christian religious artefacts, including those in cultural and religious use. <p>When learning from religion and belief, pupils:</p> <ul style="list-style-type: none"> • recognise their own experiences and feelings in religious stories and celebrations; • recognise there are similarities and differences between theirs and other's lives; • identify what they find interesting about religious events; • question what they find puzzling in religious stories; • say what matters to them and to talk about how to care for others.
<p>Personal, Social and Emotional Development</p>	<p>Building Relationships Show sensitivity to their own and other's needs</p>
<p>Understanding the World</p>	<p>Past and Present Talk about the lives of the people around them and their roles in society. Understand the past through setting, characters and events encountered in books read in class and storytelling.</p> <p>People and Communities 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</p>



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Remembering God/Creation Introducing the Big Frieze. Why is the word God so Important to Christians?</p>	<p>Celebration Incarnation Celebrating birth Jesus Why is celebrating Jesus' birth important for Christians?</p>	<p>Story telling What can be learnt from Jesus' stories?</p>	<p>Changing Emotions Salvation Why do Christians put a cross in an Easter garden?</p>	<p>Special Places Are special changes important to people? Alternative Religion: Judaism</p>	<p>Change/Transition People Jesus Met How did Jesus change people?</p>
Year 1 / 2	<p>Creation Creation Who made the world?</p>	<p>Celebration Incarnation Why does Christmas matter to Christians? Core learning section</p>	<p>Sharing God What do Christians believe God is like?</p>	<p>Happy/Sad Why does Easter matter to Christians?</p>	<p>Belonging What do Jews remember when they celebrate Shabbat? Alternative Religion: Judaism</p>	<p>Special What do we think about the specialness of the Bible and the Torah? Alternative Religion: Judaism</p>
Year 1 / 2	<p>Thankfulness Sukkot How do Christians and Jews celebrate Harvest? Alternative Religion: Judaism</p>	<p>Angels How do Christians use symbols at Christmas? Digging Deeper section</p>	<p>Remembering Passover How does Remembering make us feel? Alternative Religion: Judaism</p>	<p>Celebration Why does Easter matter to Christians?</p>	<p>Story What is the Good News Jesus brings?</p>	<p>Temptation Making Choices What does it mean to do the right thing?</p>



Communicate	Children can describe in simple terms their responses to their experiences of the concepts. e.g. ways in which Jews remember the Passover	Children can talk about their own responses to the concepts explored e.g. talk about change they have experienced
Apply	Children can identify simple examples of how their responses relate to events in their own lives and those of others e.g. remembering	Children can identify how their responses relate to events in their own life e.g. how change affects them
Enquire	Children can describe in simple terms key concepts explored that are common to all people (A Concepts) and identify and talk about concepts that are common to many religions (B Concepts) e.g. Passover meal	Children can identify and talk about key concepts that are common to all people e.g. special meal , meaning of change.
Contextualise	Children can simply describe what has been taught about a concept/word. E.g. describing the way a Jewish family have the Passover meal	Children can recognise that the concept is expressed in the way of life of the people studied e.g. Jesus changes Christians lives
Evaluate	Children can in simple terms discern something of the value of these concepts/words in the lives of those living in the traditions studies as well as their own lives and communities e.g. the important of remembering of the Passover	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life e.g. why Jesus changes people (Zacchaeus) is important to Christians

Red text – Understanding Christianity and the Big Frieze programme Green text –Living Difference Concepts

Blue –Enquiry Question Black Text — Where Judaism is either the focus or a linked faith